

Principal Leadership Skills in Fostering Professional Teacher Performance

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Abstract—The purpose of writing this article is intended to describe more deeply the skills that must be in school principals so that school principals can play their role in fostering teachers and implementing educational programs so that they can run effectively and efficiently. This study used qualitative research methods. Data collection was carried out through direct interviews with the Principal of SMPIT Nur Al-Rahman Cimahi, as well as by developing various previous articles, journals, books which discussed significantly related to the theme of this research. The results of this study will show that after knowing what the principal leadership skills are, it will be adjusted to how to foster professional teacher performance.

Keywords—*principal, leadership skills, professional teacher performance.*

INTRODUCTION

Every individual in a group is always influenced by other people and by their environment, and at the same time he also influences other people and the surrounding environment. Individuals always communicate and give influence to other individuals in the middle of the group. Therefore, the individuals in the group raise the power of mutual influence among one another. Individuals in this case discuss educational leaders or school principals who influence their subordinates, namely educators/teachers.

Based on the preliminary study it was found that all forms of self-development of certified teacher educators have been carried out even though the results have not been carried out optimally from the Teacher's Perspective. Teachers have tried to carry out various self-development to fulfill and improve pedagogic, professional, social and personality competencies so far [9].

With the school principal as a leader at the level of the education unit, it plays an important role in fostering

the performance of teachers in their environment. The principal must be responsible for the progress of the school he leads. In managing an education unit, school principal leadership requires skills that can make him skilled in any aspect, influencing, moving, fostering, and creating a school as a harmonious work environment even for his subordinates.

The principal's leadership skills greatly influence the way they communicate with subordinates, the work culture in schools, the creation of working situations and conditions, and the strategies for achieving goals. The position of the school principal is usually considered important, so that the community hopes that he will be able to realize the ideals of education and be able to become a good figure. As a school leader, the principal must be aware that his success depends on other people, such as teachers and education personnel. Therefore, the leadership skills of school principals play an important role and are part of realizing success or failure in fostering the performance of teachers in their schools.

METHODOLOGY

This study used qualitative research methods. Data collection was carried out through direct interviews with the Principal of SMPIT Nur Al-Rahman Cimahi, as well as by developing various previous articles, journals, books which discussed significantly related to the theme of this research. The context of this research is that the data obtained will be described closely which will show that after knowing what the principal's leadership skills are, they will be adapted to how to foster professional teacher performance. Furthermore, the process of data collection and analysis was carried out, then the research conveyed conclusions as the closing results of this study.

FINDING AND DISCUSSION

DISCUSSION

A. Definition of Leadership

[7] says that, leader comes from the word *leader* and leadership comes from the word *leadership*. Leaders are the most result-oriented people, and these results will be obtained if the leader knows the things he wants. [2] leadership is the ability to influence groups towards achieving goals. Leadership as creating ways for people to contribute to making something extraordinary happen [3] [4].

According to the UPI Educational Administration Lecturer Team (2009). Leadership means the ability and readiness to invite, guide, move, and if necessary force people or groups so that they accept that influence and then do something that can help achieve a certain goal that has been set.

Leadership is any act carried out by an individual or group to coordinate and give direction to individuals or groups who are members of a certain organization to achieve predetermined goals. (Besse, 2021, p. 2)

From what was stated by the figures above, it can be interpreted that leadership is a process in which a leader is able to influence, move, guide, invite members of his group to achieve goals and realize the goals that have been set.

B. Leadership Skills

As a leader is required to have skills in leadership. Skills or *skills* can be interpreted as the ability, namely the ability of a person to carry out various types of cognitive activities or needed in an effective way. According to Robert L. Katz said that the skills that must be possessed by effective administrators are *human relations skills*, *technical skills*, and *conceptual skills*. How far the three skills must be owned by a leader according to his position [3].

a. Human relations skill

The ability to relate to subordinates. Means the ability to cooperate and build work teams with

others. Working together creates a fun and cooperative work climate. Establish good relations so that subordinates feel safe in carrying out their duties.

b. Technical skills

Ability to apply knowledge into implementation (operations). Means the ability of a leader to carry out a job. In order to utilize/existing resources. Carry out operational tasks. The point is to be able to do the job so that he is able to carry out supervision of the work carried out by his employees with these skills, for example financial bookkeeping skills, typing, basic computer work, using some simple tools and so on. Thinking of solving practical problems. The higher the level of the manager, relatively speaking, the less urgent the technical skills are.

c. Conceptual skills

A leader must be able to think and express his thoughts in the form of framework models and other concepts in facilitating work. In seeing something as a whole which can then be formulated, such as in making decisions, determining policies and others. In relations, it should be emphasized that a good leader is a leader who does not carry out operational actions himself. More formulating concepts. Some of these skills are called managerial skills.

[5] emphasizes that the success of the education available in schools is largely determined by the success of the principal in managing the educational staff available in schools. The principal is one of the components of education that is influential in improving teacher performance. The school principal is responsible for organizing educational activities, school administration, other educational development, and the utilization and maintenance of facilities and infrastructure. For this reason, the principal must master leadership skills.

Based on the definitions of the figures above, it can be revealed that leadership skills are abilities that include relationships with humans, techniques, and concepts. Of the three skills, it can be practiced directly into the leadership of the school principal so that he gets more optimal work success in fostering the performance of his subordinates.

C. The Principal of Fostering Professional Teacher Performance

The principal is a leader in the school environment he is someone who is oriented towards the progress of the school, who has the authority and power to mobilize all school resources to achieve the vision and carry out the school's mission [5].

The principal is essentially a leader in the formal education path. The ability of a school principal to build good relationships with teachers, education staff, parents and students is very necessary. However, in reality there is still a gap between school principals and the development of relationships in the work environment. Principals are expected to promote the professional development of teachers.

Performance in English is called *performance*. Performance is also called performance, work performance, work performance, or the results of work implementation. [1] states that performance is the state of an individual or group carrying out a task. Performance can be interpreted as the importance of a job; required skill level; progress and level of completion of a job.

The principal has a role in fostering professional teachers. With that professional teachers need leaders and leadership of professional principals. As a supervisor, the principal is expected to be able to increase the involvement of individual teachers in order to build quality schools, integrate information available in the school environment, strategies for achieving educational management that are applied, work methods and systems, and performance, in a proportional, comprehensive manner, and sustainable, actualizing the teacher's professional abilities.

The principal of SMPIT Nur Al-Rahman Cimahi in strengthening the professional abilities of teachers has 4 items that he uses, including:

1. Conducting and participating in Education and Training on how to teach properly and professionally to SMPIT Nur Al-Rahman teachers.
2. Class Supervision: By observing the way the teacher teaches the school principal,

after that it is discussed which is good and which needs to be changed in the way of teaching.

3. Open Class Program (Open Class): By the way a teacher teaches with the eyes of many observers. These observers are: principals, teachers, parents, students and others.
4. Independent Training with the Merdeka Teaching Platform.

[7] below are some of the things the school principal does in fostering performance towards teacher professionalism:

- a. Creating a conducive institutional climate

The school principal plays a conducive and effective climate for achieving goals, which shows the closeness and openness between teachers and principals, creating a conducive, safe and comfortable learning environment, optimizing teacher welfare. The role of the school principal here is as a bridge to carry out a humanist supervision process in the climate management process so that it supports the effectiveness of educational goals.

The SMPIT Nur Al-Rahman Cimahi principal explained how to create a conducive institutional climate by constantly updating the organizational structure at school, starting from the principal, deputy principal, homeroom teacher, field coordinator, and others. With that, a healthy climate can be realized by mutually discussing programs at the beginning of the year, and each program is called the "Annual School Work Plan" which is divided into teams according to their main tasks and functions in each field in the school's organizational structure.

- b. Creating opportunities and opportunities for optimizing teacher potential

In this case the principal must involve teachers, without discrimination, to be involved in activities that will support teacher professionalism. The principal provides opportunities and opportunities for these teachers to actualize themselves. This can create a creative culture in the school environment,

which has an impact on maturity in carrying out tasks professionally.

The principal of SMPIT Nur Al-Rahman gave assignments related to the organizational structure that had been presented previously. For example, a homeroom teacher is given the mandate to become a deputy principal because he is already capable with his abilities and can be seen from the way he works according to what is given. Then if outside of the core structure will be given a mandate in accordance with depending on the ability or potential in each field given the opportunity to choose such as: library coordinator, competitions, affection, counseling, and others. Except, new teachers are given the task of apprenticing first with older teachers.

c. Optimizing the leadership role

The principal must be able to optimize the leadership role that is spread within the hierarchical school organization. the role of leadership greatly influences the professional maturity of teachers, namely the principal as a conductor, motivator and coordinator needs to have a clear leadership role. The principal is in charge of leading teachers to foster harmonious cooperation between teachers so as to generate enthusiasm and work motivation.

The role of the SMPIT Nur Al-Rahman Cimahi principal is implementing Democratic and Delegative Leadership, which usually creates programs at the beginning of the vision and mission, achievements, and targets that will be adjusted per area of each team in the organizational structure to carry out related programs.

d. Implementation of clinical supervision

Implementation of clinical supervision is one of the principal's efforts to develop teacher professionalism. Clinical supervision aims to improve the basic abilities of teachers related to their teaching competence. As a supervisor, the school must know the methodical didactic aspects, which in fact are the main prerequisites for the teacher's duties. The head is expected to increase professionalism which will have an impact on school performance. Thus the principal has a strategic role in increasing teacher professionalism. (p.60)

There are two relevant efforts to understand teacher behavior, namely exploring in depth the competency motives and expectations *formastery*; achievement motive in the form of hope for success. In this regard, school principals must fully understand the ten basic abilities of teachers and teacher competencies as referred to in Law Number 14 of 2005 Article 8, namely pedagogic competence, personal competence, social competence, and professional competence obtained through professional education. This is important for school principals so that the implementation of education and teaching can be of higher quality.

The principal must be able to become a guide, identify talent, and optimize teacher characteristics to be included in training or upgrading programs. The principal's behavior influences teacher teaching behavior. The teacher's teaching behavior influences the learning behavior of students. Therefore, school principals are required to have competencies that can optimize teacher characteristics.

Principals must improve the abilities and skills of education implementers. For this reason, school principals must have extensive knowledge and reliable leadership skills to control, influence and encourage teachers, staff and other employees to carry out their duties honestly, responsibly, effectively and efficiently.

In its role to help teachers understand issues and make wise decisions that can positively influence student education, the principal plays a role:

- a. Partners: the principal is the teacher's partner in improving the following.
- b. The quality of the process and results of learning and guidance in schools. Innovators and pioneers: school principals are innovators and
- c. pioneers for teachers in developing learning innovations and guidance in schools.
- d. Consultants: school principals are teacher consultants in efforts to improve the quality of education and learning in schools.
- e. Motivator: the principal is a motivator for teachers to improve their performance.

From the description above, school principals as leaders in education units use all their performance

capabilities to foster professional teachers by creating a conducive institutional climate, creating opportunities and opportunities for teachers who will increase their competence, optimize their leadership and carry out clinical supervision as one of the efforts in develop teacher professionalism. Principals must have extensive knowledge and reliable leadership skills to control, influence and encourage teachers, staff and other employees to carry out their duties honestly, responsibly, effectively and efficiently. This is important for school principals so that the implementation of education and teaching can be of higher quality.

CONCLUSION AND RECOMMENDATION

Based on the explanation above, it can be concluded that, in an education unit, a school principal as a leader must be able to apply his leadership skills which are implemented in fostering professional teacher performance. By fostering professional teacher performance, a school principal can use the three leadership skills mentioned above, namely: *Human Relations Skills*, *Technical Skills*, and *Conceptual Skills*.

In accordance with the Principal, SMPIT Nur Al-Rahman gave directions to teachers to take part in Education and Training, Class Supervision, Open Class Programs, and Independent Training with the Merdeka Mengajar platform. The SMPIT Nur Al-Rahman Cimahi principal explained how to create a conducive institutional climate by constantly updating the organizational structure at school, starting from the principal, deputy principal, homeroom teacher, field coordinator, and others. The principal of SMPIT Nur Al-Rahman gives assignments to each teacher related to the organizational structure according to their abilities in their fields.

With these three skills, school principals can use all of their performance capabilities to foster professional teachers by creating a conducive institutional climate, creating opportunities and opportunities for teachers who will improve their competence, optimizing their leadership and carrying out clinical supervision as an effort to amateur teacher professionalism. With these skills

the school principal can exercise leadership in achieving goals and objectives for a better and quality future school.

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