

## **Principal's Policies to Improve Teacher's Performance**

**Antoni<sup>1</sup>, Happy Fitria<sup>2</sup>, Nur Ahyani<sup>2</sup>**

<sup>1</sup>SMA Negeri 3 Kayuagung, OKI, Indonesia, <sup>2</sup>Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: [antoni26@guru.sma.belajar.id](mailto:antoni26@guru.sma.belajar.id)

Article History: Received on 20 August 2022, Revised on 10 March 2023

Published on 21 March 2023

**Abstract:** The highest leader, the principal, is legally able to decide on policies, make the proper choices, and positively affect teacher performance in order to foster a stimulating work environment. The study was carried out at SMA Negeri 3 Kayuagung. Researchers employed an inductive qualitative approach in this study to try to delve thoroughly into the principal's policy at SMA Negeri 3 Kayuagung about teacher performance. Techniques for gathering data include observation, interviewing, and documenting. The quality approach used by analysis techniques comprises data reduction, data display, and conclusions. According to the study's findings, policy decisions were made in response to identified issues, and funds were allocated to initiatives aimed at enhancing teachers' performance through workshops on competency development and training. The principal oversees, monitors, evaluates, and tracks student progress using a teacher work evaluation framework.

**Keywords:** Policy, Principal, Teacher's Performance

### **A. Introduction**

The national education system is crucial to Indonesia's overall human resource development. According to Law of the Republic of Indonesia Number 20 of 2003 Article 3 about the National Education System, the purpose of national education is to develop abilities and the potential of students to become human beings who believe in and are devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. and shape the character and civilization of a dignified nation in order to educate the nation's life.

The primary condition for the realization of developed nations and countries is superior human resources. No matter how many natural resources (SDA), capital infrastructural facilities are available, the development goals of the country and state can ultimately be met in the hands of trustworthy human resources. According to this line of reasoning, a country cannot advance without a strong educational system.

The school, which functions as an educational institution and directly engages in the teaching and learning process, is the primary setting for education. Of course,

the school has a vision, mission, goals, and functions as an institution. The school requires professionals, organizational work processes, and resources that support both financial and non-financial aims in order to fulfill its mission, realize its vision, accomplish its goals, and perform its tasks. Teachers, one of the professionals that are essential to the institution, are expected to work at their highest level because doing so would help the school meet its objectives. The learning process will be positively impacted by qualified teachers, and this will ultimately lead to outcomes that meet expectations (Ilmah et al., 2022). Then, according to Samana (1994), a qualified teacher is capable of serving as a role model for students and other members of their social environment, as well as serving as a leader among his group of students and fellow students. More importantly, however, a qualified teacher is also actively working to advance his own skills in his line of work and in social service.

The principle has a responsibility to raise teacher performance as the highest-ranking leader in the institution. The capacity of the principal to choose the appropriate policy will have a favorable effect on raising teacher performance. The principal's decision will have an impact on all school-related activities. Effective policies will influence a positive and energetic work environment. Teachers' work spirits will be encouraged in such an environment, which will help their performance.

### **Principal's Policy**

Policies are typically regarded as being of high quality and capable of being put into action if they include the following elements (prerequisites), namely 1) rational, in the sense that the objectives can be understood or accepted by common sense, and 2) desirable, in the sense that the objectives relate to the interests of a wide range of people. As a result, numerous parties supported, endorsed, and implemented the policy in question.

Policy analysis in the area of education can draw on significant elements covered by education policy. These significant factors are, in general, policies that can affect all of the technical and administrative facets of education.

According to Tilaar (2012), the following are some of the aspects of education policy that are covered: 1) education policy is an expansion of the vision and mission of education in a specific community; 2) education policy is a product of the science of education; 3) education policy must be valid in the context of the individual and the society in which it is educated; 4) Openness; 5) education policy supported by research and development; 6) requires policy analysis; 7) Education policy is first addressed to the needs of learners.

The essence of the administrative process can be viewed as a sequence of actions taken by someone in an effort to solve the immediate problem, then identify the alternatives that are thought to be the most logical and consistent with the organizational context (Siswanto, 2012). Making decisions is undoubtedly a result of the principal's policy determination. Making decisions involves choosing amongst

options that are relevant to the management role. For instance, managers make decisions as they plan, manage, and control.

### **Teacher Performance**

Performance is the outcome of an individual's quality and quantity of work completed while performing his or her tasks and job responsibilities. The execution of a teacher's everyday tasks affects their performance.

The activities of class teachers and subjects are described in detail in the Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Figures, specifically: (1) compiling learning curricula in educational units; (2) preparing a learning syllabus; (3) creating lesson implementation plans; (4) conducting learning activities; (5) organizing measuring instruments/questions according to subject; (6) evaluate the learning processes and results in the subjects they teach in their classrooms; (7) analyze the findings of learning assessments; (8) implement learning/improvement and enrichment using the findings of assessment and evaluation; (9) implement guidance and counseling in the classroom for which he is responsible (specifically for class teachers); (10) serve as a supervisor of evaluation of learning processes and outcomes at the school/madrasah and nativity; (11) mentor new instructors in training programs; (12) assist students in extracurricular learning activities; (13) engage in self-development; (14) produce innovative or scientific publications; and (15) deliver scientific presentations.

To identify a teacher's level of success or failure, teacher performance is evaluated. The following teacher performance indicators must be evaluated: (1) developing a semester program; (2) controlling the classroom environment during the teaching and learning process; (3) mastering the use of various learning aids or media; and (4) providing conclusions and summaries of the material taught to students at the conclusion of the lesson; (5) give students special assignments to complete at home (individually or in groups); (6) create a grid of questions before writing the students' daily test questions; (7) create a grid of questions before creating the student's general/semester test question script; (8) make a detailed and systematic analysis of the general/semester test results; and (9) give students with learning disabilities extra support; (10), create and implement enrichment programs for pupils; and (11), assemble and arrange a discipline-focused organizational structure for the classroom (Sumarsono, 2012).

### **B. Methods**

This research incorporates qualitative analysis, in which researchers seek to comprehend the significance of events and connections to common people in particular circumstances. In order to better understand the principal's policy on teacher performance at SMA Negeri 3 Kayuagung and the outcomes of theories about the process of developing policies by the principle, researchers undertook this

study. The principal and instructors of SMA Negeri 3 Kayuagung served as the study's primary sources of information.

Techniques for gathering data include observation, interviewing, and documenting. In qualitative research, primary data sources are used, as well as natural settings and participatory observation, in-depth interviews, and documentation as data gathering approaches. Interviews, observations, and literature reviews pertaining to the principal's decision-making process on the performance of SMA Negeri 3 Kayuagung teachers were utilized as the data gathering techniques in this study. Qualitative analysis methods are used in analytical approaches. According to Moleong (2014), activities in qualitative data analysis are carried out collaboratively and continually at each stage of the study process to ensure that the data is saturated. A quality strategy is used in this study's analytical technique, which also comprises data presentation, data presentation reduction, and conclusion drawing (Miles and Huberman, 2013).

### **C. Results and Discussion**

According to the findings of the data analysis for the research, school principals carry out their policies by identifying issues with the performance of SMA Negeri 3 Kayuagung instructors (the results of an interview with Anis Joko Santoso, principal of SMA Negeri 3 Kayuagung on October 13, 2022). The principal of SMA Negeri 3 Kayuagung consults with curriculum representatives and teachers when making decisions and takes their feedback into account (the results of an interview with Dian Tri Anggraini, a teacher at SMA Negeri 3 Kayuagung on October 13, 2022). Before the principal makes a decision, the decision-making process includes regular work sessions to hear from the teachers at SMA Negeri 3 Kayuagung.

The actions made by school administrators to enhance teacher effectiveness include funding funds for training programs and workshops that focus on competency development. In the style of a teacher work assessment, the principal also supervises, supervises, assesses, and tracks progress. The principal's decisions are put into practice through organized, phased programs, and it has been demonstrated that this improves the teaching at SMA Negeri 3 Kayuagung.

With an interpersonal approach to teachers, the policy of the teacher performance appraisal program based on the findings of supervision is implemented. The choice is based on the principal's considerations in order for the controlling mechanism he or she employs to function optimally and for the evaluation of teacher work to function successfully. School principals incorporate instructors who are thought to be improved as part of school priorities in order to increase teacher competency (Results of an interview on October 13, 2022 with Anis Joko Santoso, principal of SMA Negeri 3 Kayuagung). This is in line with what Locker and Colleagues revealed (Ahmad, 2016). Understanding key relationships and being able to make decisions is a conceptual skill for a principal. The principal must be able to address difficulties with one analysis and then with a workable solution. The principle must think analytically and conceptually (Akbar et al., 2022).

By fostering a positive school environment, the principal also works to enhance teacher performance. At SMA Negeri 3 Kayuagung, the principal and teachers created school rules to carry out the policy. Regulations that mandate teacher discipline in performing their obligations and duties. The effectiveness of teachers can be impacted by the school climate (Supardi, 2015). A culture of achievement must be implemented by teachers. The principal thought that the culture of achievement was able to give teachers strong desire to increase achievement, both teacher and student achievement. The principal's strategy was well appreciated by the instructors at SMA Negeri 3 Kayuagung. Because every decision is made based on feedback from all SMA Negeri 3 Kayuagung teachers, the policy adopted by the principal has the complete support of those teachers (Results of an interview with Dian Tri Anggraini, a teacher at SMA Negeri 3 Kayuagung).

Particularly during the COVID-19 pandemic, where all instruction is conducted online and necessitates that teacher be able to conduct instruction using a variety of media and platforms. Due to this, the principal created and released regulations for the administration of online-based learning, among others, by reducing the number of instructional hours without reducing the amount of material that must be taught to students. According to the study's findings (Hermanto et al., 2021), one of the principals' policies during the pandemic was to shorten the duration of teaching and learning activities in schools, which had previously lasted 30-35 minutes in one subject hour, to three subjects for 2-3 hours without any hours during the new normal era.

Teachers at SMA Negeri 3 Kayuagung said the principal's policy was effective. Although having to teach using online media is neither an obstacle nor a cause to be reluctant to enhance their performance, the principal encourages instructors to do so. because the principal is constantly looking for a method to get around it. Ways to tackle current challenges include school administrators encouraging teachers to attend workshops and training sessions to advance their skills.

It is hoped that the teacher's performance would go beyond the prior one and become even better thanks to the principal's numerous efforts. Teachers who possess a high level of competence can perform their jobs in a professional manner.

Based on the study's findings, it is known that the principal's actions in recognizing issues with the performance of the teachers at SMA Negeri 3 Kayuagung were the right ones. The principal then holds discussions with teachers to decide on a course of action, conducts interpersonal interactions with teachers, and gathers feedback in the form of ideas and ideas pertaining to the demands of enhancing teacher performance. The principal's decision to 1) include teachers in training activities is a pertinent and practical decision given the school's resource and budgetary capabilities. Using supervision as a regulating activity, as described in teacher work assessment, is helpful to enhance teachers' potential and performance, to enhance the standard of instruction and learning, and to enhance SMA Negeri 3 Kayuagung achievement.

The research (Yuliana, 2021) that the principal's policy is to increase teacher professionalism by developing teacher creativity in learning, providing a conducive environment in learning, and building a feeling of teacher responsibility in teaching is consistent with the findings of this study.

The principal's decision-making is influenced by the mission of the institution. The school program is created, carried out, and chosen by the headmaster based on the requirements of the teachers. Teachers are the policy's intended target in the principal's decision. This is done to ensure that every policy adopted is beneficial and has the backing of all SMA Negeri 3 Kayuagung teachers.

#### D. Conclusions

By incorporating teachers in training activities and conducting supervision as teacher performance control activities, the principal's policy was adopted through the process of identifying issues with the performance of SMA Negeri 3 Kayuagung teachers. The outcomes of supervision serve as input for teacher performance evaluations, which is helpful for enhancing teachers' potential and effectiveness and raising SMA Negeri 3 Kayuagung accomplishment levels.

#### E. Acknowledgement

Thank you to PPSDP International Journal of Education.

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