

## **Principal's Performance in Improving the Quality of Educators**

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**Abstract:** This study aims to identify, describe and analyze the performance of school principals in improving the quality of teaching staff at SMA Negeri 3 Kayuagung, Ogan Komering Ilir district, and to identify and describe the efforts and factors that influence the performance of school principals in improving the quality of teaching staff at Kayuagung 3 Public High School, Ogan Komering Ilir Regency. This study, a qualitative descriptive one, was conducted at SMA Negeri 3 Kayuagung in the Ogan Komering Ilir Regency. Data was gathered through observation, interviews, and documentation. The study's findings indicate that: 1. The principal's performance has generally been excellent, meeting the established standards and indicators. This is described in the school work plan (RKS) as the principal's strategy for implementing work programs and hiring more teachers. 2) The principal's effectiveness in raising the caliber of teachers is influenced by a number of variables, including the school's geographic location, the qualifications of the teaching staff, and a supportive environment. 3) The principal has worked to raise the caliber of educators through empowerment initiatives and educational initiatives like supervision, MGMP, self-evaluation (EDS), in-house training (IHT), and entrepreneurship programs for educators and students.

**Keywords:** Educators, Quality of Education, School's Principal Performance

### **A. Introduction**

To fulfill the vision and objective of the educational institution in which he sits, the principal is a role that must function at a high level. The poor quality of instruction at all levels and educational units, particularly in primary and secondary education, is one of Indonesia's educational issues. Standardization and professionalization, which are now under way, are used to raise the quality of education. To do this, different parties must be aware of the changes that take place in different parts of the education system. Educators are professionals whose duties include planning and carrying out the learning process, evaluating learning outcomes, providing mentoring and training, doing research, and performing community service. This demonstrates that these teachers are an essential component of the human resources that play a strategic role in a school's daily operations (Wahjosumidjo, 2010).

The key figure in ensuring the success of the autonomy granted to schools in managing and empowering human resources for the benefit of achieving school goals, the principal will use the standard of academic qualifications and teacher competence as a benchmark in helping to improve the quality of educators. Giving educators considerable authority to enhance kids' learning in schools is a crucial component of the principal's performance. Stanley Spanbauer's suggestion in (Sallis, 2011), a quality-based approach should be used. The principal's position and leadership in schools should depend on empowering teachers and other staff members who are participating in the teaching and learning process (Blase, 2001). Teachers are given power so they will feel that they have a big responsibility, and they are also given the freedom and autonomy to do what they want. Empowering educators is a strategy used by schools to raise the caliber of educators and achieve quality. Teachers need leaders who are quality-focused and who have the values necessary to raise school quality to the level required by federal education standards.

In Kayuagung District, Ogan Komering Ilir Regency, Kayuagung 3 Public High School has a vision of achievement, culture, and virtuous character with religious indicators, enjoys reading, cares for the environment, is technologically literate, has a noble character, and has entrepreneurial insight. With the help of the teaching staff's skills and abilities, which are bolstered by the principal's performance as the institution's leader, schools are anticipated to be able to offer high-quality services to the community.

## **B. Methods**

This study's methodology takes a qualitative approach. At Kayuagung 3 Public High School in the Ogan Komering Ilir District, this study was carried out. The primary data used in this study comes from interviews with the principal and the school committee, who serve as the primary informants at SMA Negeri 3 Kayuagung. Secondary data was meantime gathered from academics and research-related materials and archives. Interviews, observation, and documentation were employed as data gathering strategies by researchers to address the formulation of the problem in this study. This study used qualitative data analysis, which involves data reduction, data display via source triangulation, and conclusion-drawing (Miles & Huberman, 1994).

## **C. Results and Discussion**

The goal of developing human resources in school educational institutions is to improve the quality of education in Indonesia, which is the context of school principals' performance in raising the caliber of teachers. The following discussion is provided in order to better understand the context of the Principal's performance in raising the caliber of Educators and to demonstrate how it relates to the theory and findings of earlier research.

Performance of the principal of SMA Negeri 3 Kayuagung in the Ogan Komering Ilir Regency in raising the standard of the teaching staff. The principal's

leadership style needs to be strongly sociocultural. The principal must create the conditions in the school for an effective and efficient educational process to take place. In doing so, the principal must pay close attention to school culture, which has been shown to significantly increase the motivation of teachers, students, and staff members in school organizations. High schools are educational institutions that are rich in the intricacies of the ideas, values, and conduct of its members, which are reflected in the organizational culture.

The quality of education must therefore be improved by school principals implementing a school quality culture. The focus and efforts of school administrators to enhance school quality are reflected in enhancing the quality of services, teachers, staff, and the quality of school infrastructure, as well as the dedication and pride of educators towards their line of work (Alwildayanto, 2014). It is important to make efforts to raise the professionalism of these human resources, in this example, educators, as they determine the quality of the educational process. Principal leadership is required in order to increase school quality through a cultural approach and an emphasis on good human qualities in light of the increasingly complicated educational environment.

The school principal has a responsibility to effectively manage the school's resources in order to raise educational standards. To do this, they must give teachers and students a basic understanding of how to do this while also working strategically and technically to create an environment that supports the school's vision and mission. Based on the research's findings, it can be concluded that school principals have performed to the best of their abilities in raising the general level of teaching staff quality. This performance has been in line with the standards for educators and teaching staff that have been established, and it has been done in accordance with Permendikbud No. 6 of 2018's regulations regarding the principal's primary responsibilities. As mandated by the government in national education standards that serve as a benchmark in enhancing educational quality, particularly in SMA Negeri 3 Kayuagung, the school principal has carried out his duties and responsibilities as a leader in empowering educators. A generation that is capable and will contribute to the nation and state will be born thanks to high-quality education. Therefore, as a leader in school education institutions, the principal must exercise monitoring to guarantee the quality of instruction (Joe et al., 2013).

In order to fulfill their strategic role of educating the next generation of leaders for the country, principals must enhance human resources based on predetermined standards and qualifications. Teachers are human resources that must be continuously developed. Giving incentive, according to Porwas in Nurmawati, is one strategy to boost educators' eagerness to keep learning and adjust to advancements in science, technology, and community mobility (Nurmawati & Mandra, 2018). The principal also empowers each member of the teaching staff to pursue their own professional development through MGMP, education and training, seminars, and entrepreneurship. The principal has performed his responsibilities in accordance with the legal provisions defining his roles and responsibilities. The

principal's performance is in line with the benchmarks and metrics established to raise the caliber of teachers. Because in general, something is considered to be of high quality if it meets the standards that have been established (Sallis, 2011). The school's vision is to be a school that achieves, is cultured and virtuous with religious indicators, likes to read, cares for the environment, is literate in technology, has noble character, and has an entrepreneurial outlook. However, there are still deficiencies that require the principal to continue to improve performance.

Factors that affect how well school leaders perform in elevating the caliber of the teaching staff at SMA Negeri 3 Kayuagung in the Ogan Komering Ilir Regency. The effectiveness of school principals in raising the caliber of the teaching staff in schools can be influenced by a number of variables. These issues must be addressed in order to hasten the process and avoid impeding attempts to raise the standard of education, especially for teachers. The state of the school environment, the location of the school, and the infrastructure of the school that can support the development of the teaching staff's competency are among the aspects mentioned. However, as this is not the primary barrier to raising the caliber of the teaching staff, the principal must have plans and solutions for overcoming these constraints. By making use of the resources and discretion granted to school principals, adding more programs can be a different approach to addressing the constraints of educational institutions like schools. Additionally, infrastructure and school facilities issues like small buildings and inadequate learning resources for a small teaching staff have a significant impact on how well-trained teachers are in schools. Regarding the following factors: 1) The school's geographic location; this circumstance has an impact on the principal's performance. The issue at hand is the scarcity of school land, which prevents schools from constructing facilities that would help the development of teachers' expertise, such as media rooms. 2) Some educators still don't base their lessons on their educational backgrounds. The surrounding community plantations and marine goods can be used as a source of learning and entrepreneurship education, which will serve as insightful capital for students and educators. This makes the setting favorable. This restriction has a significant impact on school principals' ability to raise the caliber of current resources in their institutions.

Infrastructure, which is a tool in the learning process that will support educators' performance, is said to be an external factor that significantly influences the quality of educators' performances (Nurhayati, 2017). Competence, on the other hand, is an internal factor, and teachers must be proficient in four competencies: pedagogic, social, personality, and professional. The World Bank then states in (Pramono, 2012) that there are two types of explanations for the low quality of education: physical and non-physical. In the physical category, a lack of infrastructure is one of the causes of the low quality of education in Indonesia.

The principal's efforts to raise the caliber of teachers at SMA Negeri 3 Kayuagung, Ogan Komering Ilir Regency. The school principal is a crucial figure in empowering the teaching staff because they need encouragement and learning opportunities to continuously develop their competence, particularly in the four

areas that serve as standards for high-quality educators. School principals have provided materials, programs, and efforts to help educators hone their skills. These activities include in-house training (IHT), school self-evaluation (EDS), teacher performance assessment, and supervision. A school work plan (RKS) that has been created and utilized as a benchmark in short- and long-term school programs utilizing the school development method through SWOT analysis regulates planning for the growth of teaching staff. So that you can take into account the school's existing state as well as the consequences of other options. A school is said to be of quality if it complies with the requirements or standards that have been established, so the teaching staff at SMA Negeri 1 Latambaga has implemented good procedures, namely competency and qualification oriented, so that they exhibit high enthusiasm (Sallis, 2011). Human resources, especially the administrator, are very committed to the success of the school, as shown by the creation of the curriculum and the inclusion of diverse activities to maximize student and school potential. Although it is still discovered that some teaching staff do not teach in accordance with their educational backgrounds but still take into account the capabilities of the resources, the qualitative analysis conducted by the school through the school work plan (RKS) for teachers at SMA Negeri 1 Latambaga is quite good with the implementation of the duties and functions of the teaching staff professionally. strength and efficiency. The principal has taken a number of steps to raise the caliber of the teaching personnel. The following are the attempts made: 1) The principal monitors instruction to determine how the teaching staff teaches and gives advice to the teaching staff regarding the learning aids created for use in training sessions held at the school. 2) In addition to using self-evaluations (EDS) to assess school development in accordance with national education standards (NES), school principals also use teacher performance assessments (PKG), which are conducted every semester and at year-end meetings, to assess the performance of teaching staff. Educators that are qualified will exhibit a strong dedication to their line of work. According to (Ramdhani et al., 2012), effective instructors will demonstrate a high level of devotion to their work, which necessitates that they be able to take the initiative and attempt to be creative in generating learning media that is executed properly. Teachers will do this if the principal, who serves as the institution's leader and a facilitator for the development of human resources in schools, encourages them to do so. The character of leadership, which is carried out through a process of performance and dedication that the principal must possess, is a determinant of quality schools.

The principal is in charge of assisting academic staff and teachers in cooperating as a team (Sallis, 2011). A strong school principal has a significant impact on how empowered all internal school elements are to raise academic standards. The Ministry of Education and Culture's quality indicators list a number of indicators that are crucial to raising educational standards, such as the requirement for appropriate educational credentials and the accessibility and skill of school principals in accordance with rules. Since the process of providing high-

quality education can never be neutral, it will always be founded on values and adjust to the demands of the available resources (Nagoba & Mantri, 2015).

#### D. Conclusions

First, the Principal's performance has mostly focused on raising the caliber of the teaching staff in schools, demonstrating that he has carried out his duties as a school leader. Second, the Principal claims that a number of variables affect how well the principal does in raising educational standards. Third, the principal has worked to raise the caliber of the faculty of SMA Negeri 3 Kayuagung.

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