

The Role of Principal Leadership in Improving Teacher Performance During a Pandemic

Rido Yusuf Abadi
Indonesian education university
Bandung, Indonesia
ridoyusuf@upi.edu

Abstract — The purpose of this article is to identify and explain the role of principal leadership in improving teacher teaching performance during a pandemic which can be reflected in student learning outcomes. This article uses method study quantitative with the data obtained from questionnaire satisfaction and method literature for support results research . The result leadership school principals have a very important role and have a significant influence on teacher teaching performance, especially during a pandemic. This result was obtained because the principal as a leader acts as an educator by creating a conducive school climate, providing encouragement and advice, empowering teachers through collaboration, involving teachers in upgrading, and involving teachers in decision making; as administrator by managing administration and finance; as a supervisor by conducting guidance and preparation of educational supervision programs; as a leader by providing instructions, increasing teacher willingness, and opening two-way communication; as an innovator by setting an example and developing innovative learning models; as a motivator by providing motivation to teachers, and managing the physical environment and work atmosphere. This research can be used as a basis for the principal in lead or manage school place work

Keywords- Leadership, performance, role, teacher

INTRODUCTION

Becoming a developed nation is certainly an ideal that every country in the world wants to achieve. It's no longer a secret that the progress of a country is influenced by educational factors. Because as it is known that an education will produce quality human resources both in terms of spiritual, intelligence, and skills, and education is a printing process generation nation [1]. School is institution Education is a system, meaning that everything in the school has an important role that complements and relates to one another. This system will develop the abilities and character of students who are nurtured in schools so that later it will produce outputs and create capable outcomes for schools, society, the state and religion. Human resources are the main key to driving an

organizational system, therefore a school must have good and quality human resources. The main keys to optimal planning, educational development programs and student character development in schools are in the hands of educators and education staff as well as other components of human resources in schools. Good and quality human resources are certainly printed from a good environment and management, as well as good leadership [2].

Leadership is understood as all joint efforts to mobilize all available resources and tools in an organization. These resources can be classified into two major parts, namely: human resources and non-human resources. In educational institutions which are organizational units also consist of various elements or sources, and humans are the most important elements including teachers. The teacher in the learning process plays a very important role. The role of the teacher cannot be replaced or taken over by anything. This is caused by the human element which cannot be replaced by other elements. The teacher becomes a figure and role model that is emulated by students and society in general. The teacher is like the captain of a ship who directs where the ship will sail to the desired destination. Likewise in education. Teachers have a very important role in improving the quality of education To use reach purpose education national [4].

According to research conducted by Gaol and Siburian (2018) [22], school principals are educational leaders who play an important role in improving teacher performance. Efforts that can be made by school principals in improving teacher performance are related to their role as education leaders in schools, namely: (1) maximizing focus on increasing teacher competence, (2) allocating sufficient budget to increase teacher professionalism, (3) providing advice and professional guidance to teachers, (4) creating a conducive school organizational culture; (5) creating innovation and excellence, and (6) providing rewards for teachers who are successful or performing well.

Difference study this with study earlier is compare role head school before and when pandemic taking place , where head school as leader unit education must able to protect and guide, and understand the needs of their

teachers, especially during the current Covid-19 pandemic. With the principal's special attention to teachers, it is hoped that the teacher's teaching performance will increase. Based on the description that has been presented, the purpose of writing this paper is to identify and explain the role of principal leadership in improving teacher performance during a pandemic.

METHODOLOGY

In writing article this use study quantitative with spread questionnaire satisfaction to principal role to 15 teachers at SMP Doa Bangsa Terbanggi Besar, as well based study literature or can called with library research. Questionnaire satisfaction contains 6 points role head school that is as educator , manager , supervisor , leader , innovator , and as a motivator. Result of questionnaire then managed use Microsoft Excel for knowing level satisfaction on each component of principal role. In study bibliography means _ researcher use the media to collect library materials, such as books, journals, articles, and so on that are able to support study this in solve problem [5].

RESULTS AND DISCUSSION

A. Research result

After conducting research on the satisfaction of the teachers at SMP Doa Bangsa Terbanggi Besar with the role of the principal, the results are as shown in the following table.

Table of the Role of the Principal in SMP Doa Bangsa

No.	Role	Average Score	Information
1	Educator	3,6	Satisfied
2	Administrator	3,5	Satisfied
3	Supervisor	3,4	Satisfied
4	Leader	3,7	Satisfied
5	Innovator	3,2	Satisfied
6	Motivator	3,5	Satisfied

The scoring done on the questionnaire is:

- 1 = Dissatisfied
- 2 = Fairly Satisfied
- 3 = Satisfied
- 4 = Very Satisfied

Based on the table above, it can be seen that teachers were satisfied with the role of the school principal during the pandemic, which affected the performance of teachers at school. This statement is supported by research that

aims to find out how the principal's leadership style influences the performance of teachers in public secondary schools in Kieni West Sub County. Researchers used questionnaires from school principals and teachers to collect the required data. Data were analyzed using both quantitative and qualitative procedures. The Chi-Square test was conducted to determine the relationship between the principal's leadership style and teacher performance, while the correlation test was used to determine the magnitude and direction of the relationship between the principal's leadership style and teacher performance. Data analysis was performed using SPSS software. The study found a significant relationship ($\chi^2 = 35.611$, $p=0.00$) between leadership style and teacher performance [23].

B. Leadership Concept

Leadership is the process of directing and influencing activities related to the work of group members. This definition contains three important implications, namely: First, leadership involves other people, both subordinates and subordinates. Both leaderships involve sharing power between leaders and group members equally because group members are powerless. Third, there is the ability to use various forms of power to influence follower behavior in various ways [6].

The term leadership in the world of education actually contains two meanings, where the word "education" explains where the leadership takes place, as well as explains the nature or nature of leadership, namely educating, guiding and fostering. The word education contains a meaning that can be seen from two aspects, namely (1) education as a business or process of educating and teaching as it is known everyday (2) education as a science that discusses various issues concerning the nature and activities. about educating and teaching from time to time or discussing the principles and practices of educating and teaching with all its branches which have developed so broadly and deeply.

Thus, as Marno said: Educational leadership basically exists and plays a role in efforts related to the process of educating and teaching on the one hand, and on the other hand related to efforts to develop education as a science with all its supporting branches and disciplines. .

According to Rivai [7] role can be interpreted as behavior that is regulated and expected of someone in a certain position. Leaders in organizations have roles, each job carries expectations about how the person in charge of the role behaves.

The leadership role in the team according to the leadership which is oriented towards nurturing the group is as follows: (a) goalkeeping; (b) harmonization; (c) support; (d) describes standards; and (e) analyze the process.

The role of the leader is easy to do, considering that success is not only due to personal qualities but how leaders have character and competence in directing the organization towards the vision and mission that has been set, which includes decision making, conflict control, and team building [8].

C. The Role of the Principal

Mulyasa [9] suggests seven main roles of school principals, namely as educators, managers, administrators, supervisors, leaders, innovators, and motivators (EMASLIM). The following is an explanation of EMASLIM according to Mulyasa in Sanusi [10]: (1) The Principal as an Educator. Functioning as an educator, the principal has the right strategy in increasing the professionalism of the education staff in his school. The function of the principal as an educator is to create a conducive school climate, provide guidance to school members, encourage education staff and apply attractive learning models, such as team teaching, moving classes and holding accelerated programs for students who are smarter than normal; (2) Principal as Manager. Management is essentially a process of planning, organizing, implementing, leading and controlling the efforts of members of the organization and utilizing all organizational resources to achieve the goals set [11]; (3) Principal as Administrator. The principal as an administrator has a close relationship with various administrative management activities, namely recording, compiling, and documenting all school programs. The plan that the principal will make depends on various factors, including the number of human resources owned, available funds and the timeframe required to implement the plan; (4) Principal as Supervisor. As a supervisor, the principal oversees the work carried out by education personnel. Supervision is a process specifically designed to help teachers and supervisors learn the daily tasks of a school, so they can use their knowledge and skills to provide better service to parents and schools, and work to make the school a more effective learning community; (5) Principal as Leader. The principal as a leader must be able to provide guidance and supervision, increase the willingness and ability of the education staff, open two-way communication and delegate tasks. The ability of the principal as a leader can be analyzed from the aspects of personality, education staff knowledge, school vision and mission, decision-making ability and communication skills; (6) Principals as Innovators. The role and function of being an innovator, the principal needs to have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate each activity, set an example for educational staff and develop innovative learning models; (7) Principal as Motivator. Functioning as a motivator, the principal has the right strategy to motivate educational staff in carrying out their various duties and functions. This motivation can be grown through the regulation of the physical environment, work

atmosphere, discipline, encouragement, rewards effectively and the provision of various learning resources. Encouragement and appreciation are two sources of motivation that are effectively applied by school principals.

D. Teacher Performance Concept

Teachers as workers must have abilities that include mastery of subject matter, professional mastery of teaching and education, mastery of how to adapt and have the personality to carry out their duties, besides that teachers must be thriving and dynamic individuals. Teachers in principle have a high enough potential to be creative in order to improve their performance. However, the teacher's potential to be creative as an effort to improve his performance does not always develop naturally and smoothly due to the influence of various factors, both arising within the teacher's own personality and those outside the teacher's own personality. It is undeniable that the conditions in the field reflect the condition of teachers who do not meet expectations, such as teachers who work part time both according to their profession and outside their profession, sometimes there are some teachers who are totally more concerned with part-time activities than his main activities as a teacher at school. This fact is very concerning and raises various questions about the consistency of teachers in carrying out their profession. On the other hand, teacher performance is also questioned when discussing issues of improving the quality of education.

Performance reflects the success of an organization, so it is considered important to measure the characteristics of its workforce. Teacher performance is the culmination of three interrelated elements, namely skill, effort, nature of circumstances and external conditions. Skill level is the raw material that a person brings to the job such as experience, abilities, interpersonal skills and technical skills. This effort is expressed as the motivation shown by employees to complete their work tasks. While external conditions are the extent to which external conditions support work productivity.

Performance can be seen from several criteria, according to Castetter (in [9]) suggests there are four performance criteria, namely: (1) individual characteristics; (2) Process; (3) Results; and (4) Combination of individual characteristics, processes and results. Teacher performance is very important to note and evaluate because teachers carry out educational tasks, meaning that tasks can only be carried out with certain competencies obtained through educational programs. The teacher has a responsibility that is Broadly speaking, they can be grouped, namely: (1) the teacher as a teacher, (2) the teacher as a guide, and (3) the teacher as a class administrator [12].

E. Principal Leadership and Teacher Performance in the Pandemic Period

Discussing the leadership role of school principals in improving teacher teaching performance during a pandemic is a very interesting topic to discuss. How could it not be, until now it has been almost two years since the Covid-19 pandemic hit Indonesia and the learning system that has been implemented has changed since then. This change requires the principal as a leader to take a special role in dealing with problems in the teaching and learning process. Principals must be able to maintain and even improve the teaching performance of teachers who inevitably have to adapt to the online learning system imposed by the government.

In online learning, the selected media must meet the principles of online learning, meaning that the media used can be easily accessed by educators and students so that good communication is established and the goals set can be achieved properly even in remote situations. Online learning (online) can use digital technology such as Google Classroom, learning houses, zoom, video conferencing, telephone or live chat and others [13]. Online learning media are all social media-based virtual devices or tools that teachers use in the learning process in conveying learning material to students and creating good interaction and communication in accordance with the achievement of planned goals.

After the Minister of Education and Culture, Nadiem Makarim issued Circular Number 4 of 2020 dated March 24 2020 concerning the Implementation of Education Policy during the emergency period of the spread of the Covid-19 virus which, among other things, is listed in the second point which contains provisions so that people can carry out learning from home, among others; (1) learning from home is carried out so that students continue to have meaningful learning experiences without having to measure success by looking at the achievements of the entire curriculum for grade promotion and graduation; (2) learning from home can be focused on life skills education, especially related to the Covid-19 pandemic; (3) learning activities and assignments from home may vary according to individual interests and conditions, including taking into account the disparities in access/study facilities at home; (4) the teacher must provide evidence or products of learning activities from home in the form of qualitative and useful feedback without having to provide quantitative scores/values [15].

Based on the journals I read, the principal explained the obstacles faced in implementing online learning. He emphasized that the school is trying to maximize everything in dealing with learning at school online even though in practice it can only follow the conditions that occur [16]. The school principal also explained the

obstacles that had a major impact on the learning outcomes of this online system, including; (1) Some teachers do not understand the use of IT; (2) Not all students, the majority of whom live on the outskirts, have technological facilities such as cellphones and laptops. There are even kids who don't even have an Android phone at home; (3) The ability of parents to buy internet quota to meet the required application requests [16].

With regard to teacher performance, of course, it cannot be separated from the factors that influence it. There are at least ten factors that can improve teacher performance, both internal and external factors. The ten factors are (1) encouragement to work; (2) responsibility for the task; (3) interest in the task; (4) appreciation of the task; (5) opportunities to develop; (6) the attention of the principal; (7) interpersonal relationships with fellow teachers; (8) MGMP and KKG; (9) also guided discussion groups; (10) library services. Based on this opinion, it can be seen that what can affect teacher performance is the leadership and attention of the school principal.

The principal as a leader in the school must be able to move teachers to always improve their performance. Good school principal leadership will improve teacher performance in schools, as stated by Aminuddin Bin Mat Din in Zakaria that strong leadership qualities are needed to ensure the quality and professionalism of teachers in carrying out their duties and responsibilities.

Furthermore, the leadership role of the school principal in improving teacher performance during this pandemic, namely; (a) Role as Educator The principal plays a role in building character based on educator values; (b) Role as Administrator, Principal plays a role in managing resources to achieve institutional goals effectively and efficiently; (c) Role as Administrator, Principal plays a role in managing the management of the administrative system in schools so that it is effective and efficient; (d) Role as Supervisor, Principal plays a role in helping develop the professionalism of teachers and education staff; (e) Role as a Leader The principal plays a role in influencing people to work together in achieving a common vision and goals; (f) The role of the innovator, the principal is a dynamic and creative person who is not stuck in a routine; (g) The role as a motivator, the principal must be able to provide encouragement so that all components of education can develop professionally; as an entrepreneur [10].

Thus the leadership of school principals does have an important role in improving teacher performance, especially during a pandemic. This is also supported by several related studies that have been conducted in Indonesia. The first research with the title influence of the principal's leadership on teacher performance was conducted at Pencawan Medan Vocational School with the aim of research to determine whether there is influence of the principal's leadership on teacher performance. This

study shows that there is a positive and significant relationship between the principal's leadership and the work discipline of teachers at SMK Cawan Medan. Referring to the hypothesis proposed, it can be concluded that the leadership of the Principal of SMK Pencawan Medan has a significant effect on student achievement. Teacher teaching performance has a significant effect on student achievement at Pencawan Medan Vocational School. Student achievement at Pencawan Medan Vocational School is not only influenced by these two factors, namely the leadership of the school principal and teacher teaching performance, but can also be influenced by other factors.

The second research is entitled the influence of the principal's leadership on the performance of elementary school teachers. The results showed that: (1) Principal leadership with a percentage of 58.8% was classified as moderate (2) Teacher performance results with a percentage of 52.9% were classified as moderate (3) There was a significant influence between Principal Leadership with a percentage of 58.8% moderate. and teacher performance with a correlation value of $5.806 > 2.145$. The conclusion from this study is that there is a significant influence between Principal Leadership on Teacher Performance at SD Negeri Ngagel 1/394 Surabaya [20].

Subsequent research with the title influence of the principal's leadership and teacher discipline on teacher performance was conducted at SMPN 12 Prabumulih. The result is that there is a very significant positive influence between the principal's leadership style on teacher performance. Based on this research, it can be interpreted that teacher performance will be high if the principal's leadership style is effective and if the teacher has high work discipline as well. Teacher performance can be optimized with the principal's leadership style which can encourage teachers to have high discipline towards the school so that they always show their best performance in achieving school goals. Thus the findings of this study support the opinion that the interaction between work discipline and the principal's leadership style has a direct positive effect on teacher performance [21].

CONCLUSIONS AND RECOMMENDATIONS

Principal leadership has a very important role and has a significant influence on teacher teaching performance, especially during a pandemic. The principal as a leader must carry out his role as an educator by creating a conducive school climate and providing encouragement and advice; as a manager by empowering teachers through collaboration, involving teachers in upgrading, and involving teachers in decision making; as administrator by managing administration and finance; as a supervisor by supervising and compiling educational supervision programs; as a leader by providing instructions, increasing teacher willingness, and opening

two-way communication; as an innovator by setting an example and developing innovative learning models; as a motivator by providing motivation to teachers, as well as managing the physical environment and work atmosphere. Teacher teaching performance will increase if the principal is able to maximize his leadership role

REFERENCE

- [1] Mukti, Nur. *Kepemimpinan Visioner Kepala Sekolah*. JK: Jurnal Kependidikan, 6 (1), 71-90. DOI: 10.24090/jkv6i1.1697, 2008.
- [2] Alifiyah, I., Imron, A., & Juharyanto. *Kepemimpinan Visioner Kepala Sekolah dalam menghadirkan Karakter Peserta Didik*. JAMP: Jurnal Administrasi dan Manajemen Pendidikan, 2(1), 32-39. ISSN: 2615-8574, 2019.
- [3] Ma'sum, Toha. *Persinggungan Kepemimpinan Transformasional dengan Kepemimpinan Visioner dan Situasional*. Intizam: Jurnal Manajemen Pendidikan Islam, 2(2), 84-106. ISSN: 2622-6162 (Online) 2598-8514 (Cetak), 2019.
- [4] Marlina, M. *Studi Korelasi Disiplin Dalam Pembelajaran Dengan Kinerja Guru Di SMAN Se-Kecamatan Bumi Agung Kabupaten Way Kanan*. Al I'tibar: Jurnal Pendidikan Islam, 6(1), 45-49. DOI: <https://doi.org/10.30599/jpia.v6i1.566>, 2019.
- [5] Mansir, F. *Paradigma Pendidikan Inklusi Dalam Perspektif Pendidikan Islam: Dinamika Pada Sekolah Islam*. Tadrib, 7(1), 1-17. DOI: <https://doi.org/10.19109/tadrib.v7i1.6604>, 2021.
- [6] Nurkolis. *Manajemen Berbasis sekolah*. Jakarta: PT Gramedia Widiasarana Indonesia, 2003.
- [7] Rivai, Veithzal. *Kepemimpinan dan Perilaku Organisasi Edisi Kedua*. Jakarta: PT. Raja Grafindo Persada, 2003.
- [8] Purwanti, Sri. *Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Disiplin Kerja Guru dan Pegawai di SMA Bakti Sejahtera Kecamatan Kongbeng Kabupaten Kutai Timur*. E-Journal Administrasi Negara, 1(1), 210-224, 2013.
- [9] Mulyasa, E. *Kurikulum yang dibuat*. Bandung: PT Remaja Rosdakarya, 2006.
- [10] Sanusi, S. *Peranan Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SDN Cempaka Putih Timur 03*. Jurnal STIE Triguna, 8(1), 1-19, 2019.
- [11] Wahjosumidjo, W. *Kepemimpinan Kepala Sekolah*. Jakarta: Raja Grafindo Persada, 1999.
- [12] Danim, Sudarwan. *Menjadi Peneliti Kualitatif*. Bandung: Pustaka Setia, 2002.
- [13] Dewi, WAF *Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring di Sekolah*

- Dasar. *Jurnal Ilmu Pendidikan*, 2(1), 55–61. <https://doi.org/10.31004/edukatif.v2i1.89>, 2020.
- [14] Ratnasari, R., Qomarudin, M., & Marlina, M. Kompetensi Manajerial Kepala Madrasah Dalam Pembelajaran Daring di Masa Pandemi. *Al-I'tibar: Jurnal Pendidikan Islam*, 8(1), 37-45, 2021.
- [15] Kemdikbud. Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19). Pusdiklat Pegawai Kementerian Pendidikan dan Kebudayaan,” diakses 4 Juli 2020, <https://pusdiklat.kemdikbud.go.id/surat-edaran-mendikbud-no-4-tahun-2020-tentang-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-virus-corona-penyakit-covid-1-9/>, 2020.
- [16] Busyra, S., & Sani, L. Kinerja Mengajar dengan Sistem Work From Home (WFH) pada Guru di SMK Purnawarman Purwakarta. *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam*, 3(01), 1-16. DOI: <https://doi.org/10.37542/iq.v3i01.51>, 2020.
- [17] Mulyasa, E. *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT. Remaja Bina Aksara, 2007.
- [18] Russamsi, Y., Hadian, H., & Nurlaeli, A. Pengaruh Kepemimpinan Kepala Sekolah Dan Peningkatan Profesional Guru Terhadap Kinerja Guru Di Masa Pandemi Covid-19. *MANAGERE: Jurnal Manajemen Pendidikan Indonesia*, 2(3), 244-255. ISSN: 2721-1053, 2020.
- [19] Karo, SEB Mempengaruhi Ke-pemimpinan Kepala Sekolah Melawan Guru. Dalam SEMINAR NASIONAL PGSD UNIMED (Vol. 1, No. 1), 2018.
- [20] Yunus, AASP, Hidayat, MT, Djazilan, MS, & Akhwani, A. Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3625-3635. DOI: <https://doi.org/10.31004/basicedu.v5i5.1419>, 2021.
- [21] Juniarti, E., Ahyani, N., & Ardiansyah, A. Pengaruh Pengaruh Kepala Sekolah dan Disiplin Guru terhadap Kinerja Guru. *Jurnal Penelitian Pendidikan*, 1(3), 193-199. DOI: <https://doi.org/10.37985/joe.v1i3.21>, 2020.
- [22] Gaol, N. T. L., & Siburian, P. Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Kelola: Jurnal Manajemen Pendidikan*, 5(1), 66-73. DOI: <https://doi.org/10.24246/j.jk.2018.v5.i1.p66-73>, 2018.
- [23] Hartiwi, H., Kozlova, A. Y., & Masitoh, F. The effect of certified teachers and principal leadership toward teachers' performance. *International Journal of Educational Review*, 2(1), 70-88. ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714. 2020.