

MANAGERIAL APPROACH OF PRINCIPALS IN ENHANCING THE PERFORMANCE OF TEACHERS AND EDUCATIONAL STAFF AT PUBLIC JUNIOR HIGH SCHOOLS IN BANDA ACEH CITY

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ABSTRACT

This study aims to describe the leadership management strategies employed by school principals to improve the performance quality of educators and education staff at public junior high schools in Banda Aceh City. The research methodology used in this study is qualitative descriptive, based on observable phenomena, symptoms, and events, and directed towards a holistic understanding of the leadership management strategies of school principals in enhancing the performance quality of educators and education staff. The results of this study indicate that the management strategies implemented by school principals to enhance the performance of educators at public junior high schools in Banda Aceh City include conducting training programs, performance coaching for educators and education staff, organizing Subject Teacher Consultations (MGMP), providing motivation and rewards for outstanding educators, and conducting supervision. The supervision carried out by school principals involves overseeing the work of educators and staff, providing comprehensive teaching facilities and infrastructure, and monitoring the discipline of educators.

Keywords: *Manajerial, Performance, Teacher.*

INTRODUCTION

Education is an effort carried out either individually or by institutions to shape the future of every individual. Therefore, its concept and implementation must take into account all aspects of human life, including social, cultural, economic, political, educational, and religious aspects. The Republic of Indonesia's Law No. 20 of 2003, Article 3, states that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in order to enhance the intellectual life of the nation. The purpose of education is to develop students' potential to become individuals who are faithful and devoted to God Almighty, possess noble character, are knowledgeable, healthy, competent, creative, and become democratic and responsible citizens.

The rapid development of science and technology (IPTEK), along with changes and advancements in societal socio-cultural dynamics (Irving et al., 2020), traditions (Atmaja et al., 2020), and the disparity in human resource (HR) quality (Rochim & Nurhayati, 2023), underscores the urgency for policies containing a set of new strategies to improve the expected quality of education (Martinez, 2022). Functionally, education plays a crucial role in the development of individuals and the nation (Santoso & Jafar, 2022). Educational institutions are required to optimally perform school management functions, one of which is through the leadership management strategies of school principals (Razali et al., 2024). "Leadership is the ability to influence a group toward the achievement of goals (Agus et al., 2023). " One of the functions of leadership is to influence an individual or a group to achieve desired objectives (Murni, 2019). The leadership process must be carried out to coordinate and direct both individuals and groups to achieve predetermined goals (Manajemen & Sekolah, n.d.). A leader needs a specific style and type to facilitate and streamline the steps and processes of leadership (Akmaluddin et al., 2020).

The educational leadership needed today must be based on an authentic national identity, rooted in cultural and religious values, and capable of anticipating changes occurring in the field of education specifically, as well as advancements outside the school system more broadly (Akmaluddin et al., 2023); (Akmaluddin & Haqiqi, 2019). The management of education personnel includes staff planning, recruitment, training and development, promotion and transfer, termination, compensation, and performance evaluation (Bintoro et al., 2022). All these aspects must be carried out properly and correctly to achieve the desired goal: ensuring the availability of the necessary education personnel with appropriate classifications and competencies, capable of performing their duties effectively and with quality (Basri & Akmaluddin, 2020); (D. Akmaluddin & Siburian, 2018).

Observation results at SMP Negeri Kota Banda Aceh, the implementation of the principal's management strategy in improving the performance of educators and education personnel is still not optimal. It can

be seen that work discipline is still low, there are teachers who are absent

from the teaching and learning process, inaccuracy in the implementation of learning, teachers who leave books in class, lack of attention to the use of open modules, and injustice in opportunities to participate in training. In addition, there is overlap in the task program given by the principal and there is no appreciation and recognition for teachers who excel. The principal's leadership management strategy must be constructed based on changes and developments in the community environment while still considering aspects of togetherness and diversity. The principal must be able to hold new programs that can improve the quality of education and education personnel and must always be evaluated and updated. Most principal management (state schools) tends to be administrative and only implements policies from top to bottom, without considering improvement and development projects that should always be the main agenda of a leader (Ashlan & Akmaluddin, 2021). The coaching carried out by a principal should not only be administrative but more on the development and improvement of the quality of educational competence and education personnel (A. Akmaluddin et al., 2021). There are four competencies that must be developed in a teacher (educator), namely pedagogical, personality, social, and professional competence.

METHODS

The research conducted is a qualitative research with descriptive analysis (Sugiyono, 2019), which aims to determine how the principal's management strategy is in improving the performance of educators and teaching staff at SMP Negeri Banda Aceh. Descriptive research is a method used to examine the status of a group of people, an object, a condition, a system of thought, or a class of events in the present. The purpose of this study is to create a description, a systematic, factual, and accurate picture of the facts, characteristics, and relationships between the phenomena being investigated. Qualitative research methods are carried out intensively, where researchers participate in the field for a long time, carefully record what happens, conduct reflective analysis of various documents found in the field, and make detailed research reports.

RESULTS AND DISCUSSION

Improvement of Discipline

Improving discipline is the main focus implemented by this principal. Discipline is considered as a crucial initial foundation in achieving planned educational and teaching goals (Sugiyono, 2019). The presence of effective discipline in schools is an absolute prerequisite to ensure the smooth running of the educational and teaching process (Magdalena et al., 2020). Good learning effectiveness, which is the result of consistent implementation of discipline, enriches the educational experience of students (Mariana, 2021). This can be achieved by implementing the values of discipline consistently by teachers, which include punctuality, regularity, and compliance with established rules (Fadila et al., 2020).

This strategy was chosen by the Principal of SMP Negeri Banda Aceh to direct, guide, and foster all components in the school, including the teachers, students, and other parties. With the obedience and implementation of appropriate discipline, the learning process can run smoothly, because all parties have understood and implemented their respective rights and obligations, which can ultimately improve the quality of education in schools. One conceptual indicator of high teacher performance is the enforcement of discipline in schools, which includes attendance at school, activeness in class, and discipline in presenting and completing lesson materials on time. In addition, the discipline applied also includes other aspects such as dressing neatly, maintaining the cleanliness of the school environment, and interacting respectfully.

Strategic steps to improve teacher performance. The principal implements a preconditional strategy that involves aspects of discipline enforcement, motivation, and trust building (Amaliyah & Rahmat, 2021). On the other hand, researchers noted that the principal does not use pressure or punishment against teachers who do not comply with school regulations related to discipline in the teaching and learning process, avoiding coercive strategies, because this can disrupt the harmonious relationship between leaders and subordinates. Such actions can also damage the principal's authority in implementing school management programs in a polite manner and friendly principles in managing educational institutions. The approach used focuses more on coaching, constructive dialogue, and providing good examples, so that a conducive and collaborative working atmosphere is created.

Giving Motivation

In motivating teacher performance, the principal is expected to implement transparent leadership in various aspects to increase the confidence of all teachers and staff. The principal must be able to provide optimal motivation so that teacher performance is maintained and effective (Supriani et al., 2022). Research highlights that lack of motivation from superiors can have a negative impact on subordinates, such as declining teacher performance, so it

is important for the principal to inspire and provide support for employees who need it. In addition, the principal needs to show exemplary behavior in terms of discipline and high work ethic, so that they become real examples for teachers. Motivation towards teacher work discipline can be measured through compliance with time, good completion of tasks, and punctuality in completing work (Afor et al., 2022). Good motivation in working is a key factor in the success of an organization in achieving goals and increasing productivity (Ashlan & Akmaluddin, 2021). In addition, adequate motivation allows for harmonious cooperation and builds a sense of pride in the group. To achieve optimal motivation, the principal can use various approaches, such as providing opportunities for teachers to participate in training and professional development, as well as providing a conducive and supportive work environment (Anwar, 2021).

To achieve the desired target, the importance of implementing fair regulations is the basis for protection for both individuals and groups. Without clear regulations, cooperation within the organization can be disrupted. Conversely, without good motivation for teachers, institutions will have difficulty achieving optimal results from the goals that have been set. Good motivation shows a person's high sense of responsibility for the tasks given, supports work discipline, and supports the achievement of institutional goals. The principal must also ensure that the regulations implemented are not only fair, but also communicative and can be understood by all staff, so as not to cause confusion or uncertainty. The principal consistently tries to motivate and empower teachers by giving recognition for their achievements, such as verbal appreciation, award certificates, or other incentives (Indriyani & Gistituati, Nurhizrah, 2023).

Job satisfaction is a positive evaluation of one's work and work environment. The study also showed that teachers at SMP Negeri Banda Aceh were pleased with the motivational efforts made by the principal, although the level of implementation had only reached around 75%, which was considered sufficient to improve the quality of education. However, the researcher suggested that the principal conduct comparative studies to schools outside Aceh, such as in Java and Bali, which have advanced in school management both nationally and internationally. This comparative study is expected to provide new insights and inspiration for principals in adopting best practices that have been proven effective (Supardi & Aulia Anshari, 2022). Thus, principals can continue to improve and perfect the motivational and management strategies implemented in their schools, so that they can achieve higher educational standards and create a better learning environment for all students and staff.

Be a Role Model

According to respondents interviewed about the actions that should be taken by principals of public junior high schools in Banda Aceh to improve

performance, it is crucial for school principals to set an example of discipline for teachers, staff, and students. These examples include arriving early at school, greeting teachers and students with handshakes upon arrival at 7 a.m., supervising the teachers' lounge, and encouraging teachers to start teaching promptly. A principal arriving early can leave a positive impression and motivate the entire school community to uphold discipline and punctuality. As role models, principals of public junior high schools in Banda Aceh must strengthen their professional leadership to set an example for teachers' performance. Principals need to demonstrate a strong commitment to their duties, prioritize a solid work ethic, and always be ready to assist teachers and staff in resolving any issues they encounter (Hardipamungkas & Purnama, 2020). Additionally, fostering a school organizational culture that supports the implementation of school programs is key to development, both directly and indirectly. Principals must encourage the creation of a conducive environment for teaching and learning and ensure that all school programs run smoothly and effectively (Nurohiman, 2023).

To improve professional leadership strategies, an environmental analysis that includes strengths, weaknesses, opportunities, and threats must be carried out. This allows the use of a firm authoritarian leadership style on the one hand, while on the other hand, a democratic leadership style can be applied to subordinates who are willing to cooperate. From these two styles, the study shows that the principal of SMP Negeri Banda Aceh applies a democratic leadership style, by always building cooperation with his subordinates, listening to aspirations, complaints, suggestions, and input from teachers to achieve the school's vision and mission. The principal must also ensure that every input given by teachers and staff is considered seriously and responded to with appropriate action (Lubis et al., 2022). Through the application of this democratic leadership, the researcher found that the principal can promote productivity and expertise in managing the human resources he leads, to realize the aspirations of all parties involved in the development of SMP Negeri Banda Aceh, on par with other junior high schools in Indonesia. Concrete steps taken include improving a culture of mutual respect, innovation, creativity, professionalism, and a culture of learning. The principal must continue to encourage innovation in teaching methods and extracurricular activities, as well as provide opportunities for teachers to develop themselves through training and workshops. The Hierarchical Strategy operates based on a rational analytical approach and uses formal

authority to carry out tasks. The Transformational Strategy relies on persuasion, idealism, and intellectual admiration, motivating employees through shared values, symbols, and vision. Meanwhile, the Facilitative Strategy creates new leadership roles to assist employees in performing their tasks, particularly through fostering good collaborative relationships.

CONCLUSION

The strategies implemented by the principal of SMP Negeri Banda Aceh to improve the performance of educators include several steps, such as implementing training, performance coaching, coordination in subject teacher deliberations, providing motivation and awards to outstanding teachers, and conducting supervision and supervision of educators and educators. The school also provides complete learning facilities and infrastructure and conducts inspections of the discipline of educators.

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