

## The Significance of Principal Management on Teacher Performance and Quality of Learning

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### ABSTRACT

Improving the quality of learning can be achieved by the quality of managerial ability of the principal who is creative and innovative in managing the school. When the principal's managerial implementation has not been optimal in carrying out the main tasks and functions, it has an impact on the weak performance of teachers. Therefore, the principal has the task and role of providing guidance to improve teacher performance and the quality of learning. Based on these problems, the purpose of this research is to obtain an overview of how the planning, organizing, implementation and evaluation of school principals in improving teacher performance and learning quality. The research method used is documentation studies from relevant literature. Eight articles were used as the data. The results showed that: 1) school principals always plan teacher performance coaching programs, make methods and forms of performance coaching, allocate performance coaching time, 2) organize performance coaching including: a clear organizational structure, division of labor, 3) on the implementation function. generally carried out at the beginning of the school year and at the beginning of each semester, the routine implementation every month the principal always provides performance guidance, 4) at the evaluation stage held at the end of each semester, and also conducts class visits, the results achieved. This study concludes that the principal management has contributed positively towards the teacher's performance and improved the quality of learning.

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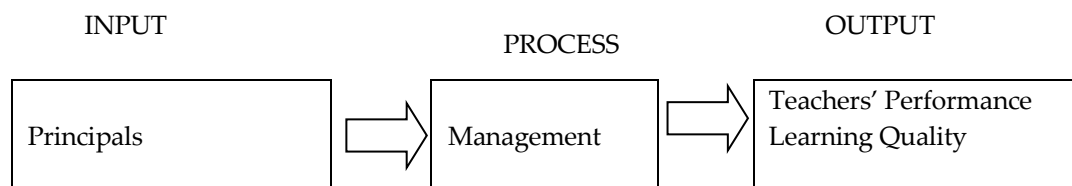
## 1. INTRODUCTION

The quality of learning can be said as a description of the good and bad results achieved by students in the learning process carried out. Schools are considered qualified if they succeed in changing the attitudes, behavior, and skills of students in relation to their educational goals. The quality of education as a further system depends on the quality of the components that make up the system, as well as the learning process that takes place until it comes to fruition. In this case, the teacher is the focal point. In this regard, Suhardan (2010) suggested that learning is fundamentally an academic event in the form of communication exchanges between teachers and students. This professional action is carried out based on scientific principles. Moreover, he continued that this activity is an activity that activates the learning process of students by using various learning methods.

In terms of improving the quality of educational products, including in this case the quality of educational outcomes in elementary schools, the principal has a very strategic role in its implementation (Rizvi, 2008). A school principal, in addition to being able to carry out a management process that refers to management functions, is also required to understand and apply all the substance of educational activities, which include the ability to develop school management and be responsible for implementing school management decisions and policies as well as describing resources (Berson & Oreg, 2016; Sindhi, 2013). These school resources can support the implementation of the teaching and learning process. The same thing related to leadership, stated by Kantz (in Danim, 1995), that in the overall working mechanism of school management as a social process, suggests three types of skills that should be possessed by school principals, namely: (1) technical skills, namely skills related to certain knowledge, methods, and techniques in completing certain tasks; (2) human skills, namely skills that show a manager's ability to work with other people effectively and efficiently; (3) conceptual skills, namely skills related to the way the principal looks at the school, the relationship between the school, with the structure above it and with social institutions, as well as the school's work program as a whole.

Leadership in this research context refers to an activity carried out by elementary school principals to influence teachers and organize the components of education in schools to achieve the stated goals, namely improving teacher performance and the quality of educational outcomes. In line with educational leadership in this global era, Peters & Pearce (2012) argued that school principals are the ones who can promote resilience in the early career of teachers. This means that the power of leadership can create better quality of management. The principal in carrying out his duties and obligations should not only be limited to simply doing his obligations, but must be able to come up with brilliant new ideas and be able to motivate teachers to continue to work professionally, so that teachers have high performance. The need for school principals to have a strong desire and hope to improve school governance as the institution they lead, is emphasized by Liphon & Trankin in Permadi & Arifin (2007) which states that the principals are required to comprehend and increase skills in the implementation of change if schools are to become more effective. This competence will lead to the creation of good teacher performance.

Teacher performance in this study is the work performance shown or the ability of the teachers to carry out learning in schools in accordance with the process standards set in order to achieve the quality of educational outcomes in schools. is a person who must be admired and imitated, in a sense, a teacher is a person who has charisma or authority so that it needs to be imitated and imitated. According to Jonathan in Uno (2008), a teacher is a professional person who conducts classes and decides the quality of learning. Learning quality is effective learning which in essence is related to the ability of teachers in the learning process in the classroom. The learning process carried out by the teacher will greatly determine the quality of learning outcomes that will be obtained by students. The quality of learning is essentially related to the quality of the process and the quality of learning outcomes (Hadis & Nurhayati, 2010). To describe the relationship, the following figure gives us an illustration.



**Figure 1** The relationship between variables

In the context of the field or setting of the study, this is in line with the concept of leadership in the perspective of improving the quality of educational outcomes, especially the quality of education outcomes at an elementary school level in Bandung Regency that currently has not shown a high level of achievement of quality outcomes. Such a statement can be seen from several indications gained from a preliminary observation, including: (1) a review of the results of school accreditation in the last two years and (2) the performance of teachers shown in the implementation of learning in schools. These two components can provide an overview of the quality of primary school education outcomes in Bandung Regency. Previously, a similar study was reported by Yavuz & Bas (2010) saying that principals truly have a significant role in determining the schools' objectives and achieving the schools' goals. The study proposed to continue searching about how this leadership management of the principals becomes one of the factors that contributes to the quality education as well as teacher performance. For this reason, this study is carried out as the effort to find the answer of, "What are the The Significance of Principal Management on Teacher Performance and Quality of Learning?"

## 2. METHODS

This research is descriptive analytic with a naturalistic qualitative approach. Through this research, the authors attempt to describe and analyze the patterns of principal leadership management to improve performance and quality of learning in a qualitative way. The authors tried to get a comprehensive picture of the management of teacher performance coaching in improving the quality of learning outcomes to be the center of attention. According to the scope of the problem, in this study, the authors used a research approach as proposed by Nasution (2003) that this research object is factual, technical interviews and observations as a tool for data collection, using qualitative methods as the basic theory. The interviews were conducted to one headmaster and two teachers in the research setting. Meanwhile, the observation was conducted to the interaction between the school principal and the teachers at that school. This research is limited by the focus or questions of the researcher, emphasizes the process rather than the results, inductive data analysis, the validity of the data is tested with internal and external validity. The research results are negotiated and mutually agreed, and reports containing quotes or words.

## 3. FINDINGS AND DISCUSSION

### 3.1. *Principal Planning to Improve Teacher Performance and Learning Quality*

Planning for teacher performance coaching is carried out by determining the objectives of teacher performance coaching, when to develop teacher performance, and for whom the coaching will be carried out. This is in line with what was stated by Ukas (1997), that the elements of planning are as follows:

1. What is the goal to be achieved in making the plan (What)?
2. Why it needs to be done (Why).
3. By whom the plan will be made (Who).
4. When will it be done (When)?
5. Where will the planning be done (Where)?
6. In what way and with what tools are needed to make it happen (How).

The principal always makes a plan consisting of determining the goals of coaching, allocating time that is adjusted to the agenda of school activities and the educational calendar, determining the indicators of teachers who will be trained, determining the methods used in coaching, allocating sources of funds for the implementation of coaching (Lunenburg, 2010). According to the statement of the principal or headmaster, this school has applied the system of regular training and coaching to prepare the teachers to perform well. He mentioned that,

“I have strategies and commitment to develop teachers’ skills in teaching, especially in online teaching. For example, when there are some teachers who are not able to use computers, then I will provide training and collaborative learning with their colleagues so that they will be able to utilize the computer to teach.”

The commitment of the headmaster in providing training for teachers is an attempt to the development of teaching quality. As a result, there will be produced teachers with high qualifications. Qualified teachers are those who are able to adapt with any learning conditions and are able to create innovation in learning (Darling-Hammond & Berry, 2007). In recent learning situations, teachers are even demanded to be more creative and innovative and the principals are required to give rewards to their creativity (de Souza Feith, 2000; Qian & Walker, 2013). From the statements of some teachers, we can find that the headmaster in the field of research has implemented the concept of rewards and punishment in his managerial system.

Teacher 1: “I am motivated when the principal gives appreciation to teachers who have made creativity, such as my friend, a Mathematics teacher who won a competition in the district, he got rewards from the principal.”

Teacher 2: “Our headmaster is very kind, sometimes very strict. When we achieve achievement, he gives rewards, when we disobey, we get punished. The punishment is like less opportunities to participate in the public forums.”

From the statements, we can see that another effort that was done by the principal in that school was giving appreciation to the teachers who achieved. This concept is relevant with the framework mentioned by Barrett & Toma (2013) in their article. They stated that it is an effective way to give rewards to teachers who presented good performance in teaching. Teachers who accept the rewards will be more motivated, and other teachers will also be stimulated (Nasution, 2018). On the other hand, punishment is also applicable not only for students but also for teachers. This aims at giving adult workers warnings when they betrayed commitment. This is in line with what is mentioned by Liu and Zhao (2013) about the concept of teacher evaluation in China. They agreed that it is necessary to evaluate the teachers’ works periodically and give evaluation to their performance. So, the principal in this school has relatively had visionary missions to upgrade the quality of learning by considering teachers’ performance as the main contributor in the success of students’ learning and it is a good way to produce a school with high quality.

### 3.2. *Organizing School Management to Improve Teacher Performance and Learning Quality*

In this case, the grouping effort is carried out by the principal as a process of fostering teacher performance. The following table is the description of what the principal has done to escalate the teachers’ performance. The data below was obtained from the observation in the research field.

**Table 1.** The result of the observations

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The principal establishes clear organizational goals. Carry out the division of tasks and main functions of the work of each work unit under it. By using the principle of "the right man to the right place".
Coordinate to unite the efforts of teachers in each of their work to function harmoniously in achieving their goals.
Carry out the delegation of authority and power to the vice principal.
The head provides flexibility in making decisions in changing circumstances and able to face the challenges of development that require adjustment.

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From the table, there are some key points that can be interpreted. First, positioning persons in the management team. The principal must have wise considerations when deciding to put a particular person in a certain position in the management. This aims at giving opportunities to the right persons to handle proper positions (Nandkumar & Srikanth). By doing this, the possibility of gaining optimal results during the teamwork will potentially be higher. Second, building harmonious coordination is the next important point to do by the principal. Third, trusting people that have been given positions is also crucial. Fourth, being a flexible leader is efficient to face the challenges that may appear in the managerial process.

The four principles that have been implemented by the headmaster in that school are impactful on the improvement of the learning quality. The adaptability and flexibility of the principals are also other fundamental factors that support the success (Thornton, 2019). In this kind of managerial circumstance, principals hold the most influential position to direct all the elements to move harmoniously and simultaneously. Therefore, as the leader, the principals must be able to think wisely about any decisions they will take regarding the management issues.

### ***3.3. Implementation of School Principals to Improve Teacher Performance and Learning Quality***

The principal is able to foster and motivate teachers to carry out the applicable provisions and regulations, so that in this case the principal has a soul as a leader. As stated by Tead quoted by Ukas (1997), the requirements a leader needs to have are, (1) Possess physical energy and firmness of the body, (2) Attention to goals and guidance, (3) Vigorous spirit, (4) Friendly and compassionate, (5) Honesty, (6) Technical skills, (7) Assertiveness, (8) Intelligence, (9) Teaching skills, (10) Strong faith. In this case the leadership of the principal is needed in the implementation of teacher performance development.

Based on the results of interviews with one of teachers, data and explanations were obtained as follows:

"The efforts of the teachers in compiling the steps in the preparation of learning tools. In the preparation of the learning tools developed, they consist of: "a) Annual Programs, b) Semester Programs, c) Syllabus Development, d) Preparation of Learning Implementation Plans (RPP), e) Curriculum Analysis, f) Analysis of Subject Matters, g) Determination of Criteria Minimum Completeness (KKM), h) Life Skills Analysis, i) Assessment Design".

Teachers think about and plan carefully in increasing learning opportunities for their students and improving the quality of their teaching, which in turn can improve student achievement. The various efforts of both the principal and the teacher ultimately resulted in learning achievements, which were very good in increasing the learning achievements of their students during the past year.

There are many factors that contribute to the learning quality improvement, especially done by the principals. The program implementation properly starting from preparing annual programs and semester programs is the first thing that should be done (Flower et al., 2017). The preparation in terms of programs' documents is very essential because it is going to be the fundamental instrument that will be used as the standard for making regulations. Moreover, these documents are also prepared as the means to develop teachers' quality since teachers will refer their lesson plans to the programs set by the school.

### ***3.4. Principal Evaluation to Improve Teacher Performance and Learning Quality***

Evaluation of teacher performance development as a whole is carried out periodically at the end of the school year, also carried out at the end of each semester depending on the situational needs of the school. The evaluation is carried out and led directly by the principal to monitor the success of the implementation of the coaching program he has made (Reid, 2019). Based on this, basically the evaluation of teacher performance development at the elementary school is intended to improve the performance and professional competence of teachers. Evaluation in the management function is one part of education management, which is a process in which teachers are individually assessed and

evaluated, with the technique of conducting class visits, directing and motivating teachers by the principal.

In the research setting, the principal regularly conducted evaluation every semester. The evaluation is always conducted personally so that the teachers will not feel offended in front of others. The evidence can be seen from the following statements:

Teacher 1: "The good thing from the headmaster is the evaluation every semester. We as teachers are encouraged to perform the best because we will be assessed regularly."

From the statement, we can see that the evaluation that is conducted regularly is seen positively by the teachers. They think they are motivated to increase their performance because they will be evaluated (Orphanos, 2014). However, the framework that is established by the headmaster must be consistent and the language is understandable. In addition, Kraft & Gilmour (2016) mentioned that the consistent framework and language established by the evaluation reforms made it easier for principals to have talks with teachers about their input. As a conclusion, the evaluation is very important in measuring the success of the programs prepared and implemented.

#### 4. CONCLUSION

The principal has implemented a management process in improving teacher performance and learning quality. The ability of the principal to plan, organize, move people/personnel, control, and monitor, and assess the progress of the school will determine the success of the school in achieving its quality standards. However, the principal's managerial process is still not effective so that the teacher's performance and the quality of learning still do not meet the expected standards. The author hopes that further research can look at other elements that can affect the performance and quality of learning, including the personality and social abilities of teachers, and student motivation. In addition, it is hoped to be used as material for consideration in finding sources for educational management research studies, specifically regarding the management of teacher performance development.

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