



## Improving Teacher Performance Through Principal Leadership (Case Study at SMP Al Falah, Bandung City)

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### Abstrak

Penelitian ini dilatar belakangi oleh pentingnya peningkatan kinerja guru ditinjau melalui kepemimpinan kepala sekolah. Penelitian ini bertujuan untuk mendeskripsikan peningkatan kinerja guru melalui kepemimpinan kepala sekolah di SMP Al Falah Dago Bandung. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus dan bersifat deskripsi. Tempat dan waktu penelitian ini adalah SMP Al Falah Dago Bandung pada Semester Ganjil 2023/2024. Teknik pengumpulan data yaitu Observasi, Wawancara dan Dokumentasi. Informan/sumber informasi dalam penelitian ini adalah Kepala Sekolah SMP AL Falah, Wakasek SMP AL Falah dan Guru-guru SMP Al Falah. Teknik analisis data yang dilakukan yaitu reduksi data, penyajian data, dan verifikasi. Hasil penelitian ini menjelaskan 1) SMP Al Falah terletak di dago Bandung, Jalan Cisitu 52 Kota Bandung di bawah binaan Yayasan Insan Al Falah Dago Bandung, 2) Kinerja guru adalah kemampuan untuk melakukan pekerjaan seorang guru dalam menunaikan tugas dan tanggung jawabnya di sekolah tempat mengajar baik berupa pengetahuan maupun keterampilan, 3) Kepemimpinan kepala sekolah adalah kemampuan untuk memimpin segala sumber daya yang ada di suatu sekolah untuk mencapai tujuan bersama, dan 4) Kepemimpinan kepala sekolah Al Falah Dago Bandung yaitu gaya kepemimpinan yang paternalistik dan kharismatik dengan gaya tersebut berpengaruh terhadap kinerja guru. Simpulan penelitian ini adalah kinerja guru dapat ditingkatkan melalui kepemimpinan kepala sekolah.

**Keywords :** *Kinerja Guru, Kepemimpinan Kepala Sekolah, Sekolah Menengah Pertama*

### **Improving Teacher Performance Through Principal Leadership (Case Study at SMP Al Falah, Bandung City)**

### Abstract

*This research is motivated by the importance of improving teacher performance in terms of the leadership of the school principal. This study aims to describe the increase in teacher performance through the leadership of the principal at SMP Al Falah Dago Bandung. This study uses a qualitative research method with a case study approach and is descriptive in nature. The place and time of this research is SMP Al Falah Dago Bandung in Odd Semester 2023/2024. Data collection techniques namely observation, interviews and documentation. Informants/sources of information in this study were the Principal of SMP Al Falah, Deputy Principal of SMP Al Falah and SMP Al Falah teachers. Data analysis techniques carried out were data reduction, data presentation, and verification. The results of this study explain 1) SMP Al Falah is located in Dago Bandung, Jalan Cisitu 52 Bandung City under the auspices of the Insan Al Falah Foundation Dago Bandung, 2) Teacher performance is the ability to carry out the work of a teacher in carrying out his duties and responsibilities at the school where he teaches both in the form of knowledge and skills, 3) Principal leadership is the ability to lead all existing resources in a school to achieve common goals, and 4) Al Falah Dago Bandung principal leadership is a paternalistic and charismatic leadership style with this style influencing teacher performance. The conclusion of this study is that teacher performance can be improved through the leadership of the school principal.*

**Keywords :** *Teacher Performance, Principal Leadership, Junior High School*

## Introduction

The development of a superior nation's civilization must of course be driven from good or positive national character. Without the good and positive character of a nation, be prepared to face a setback from that civilization (Arifin, M., & Hakim, 2021). Good national character, of course, depends on the teacher's performance in instilling this character in the educational process (Irawati, Iqbal, Ahasanah & Arifin, 2022). Teacher performance is the result of an assessment of the quality of the implementation of the teacher's duties and responsibilities in carrying out the learning process and educating students according to established standards. Teacher performance includes academic competence, teaching skills, interaction with students, class management, and self-development (Kartawagir, 2011).

Evaluation of teacher performance can be done through class observations, student assessments, evaluations by fellow teachers or school management, and various other evaluation instruments. The purpose of teacher performance assessment is to identify strengths and areas that need improvement, as well as provide constructive feedback to improve the quality of teaching and education (Muslimin, 2020).

One factor that is strongly suspected of having an influence on teacher performance is the leadership of the school principal. Principal leadership is a process that involves bringing about significant changes in school culture and practices through guiding, inspiring, and supporting school staff (Minsih, M., Rusnilawati, R., & Mujahid, 2019). Principal leadership involves the ability to explore a shared vision, encourage shared learning, and create conditions that allow all school members to develop optimally (Kadarsih, I., Marsidin, S., Sabandi, A., & Febriani, 2020).

In general, principal leadership involves the ability to direct, inspire, and influence school staff, students, and the school community as a whole (Wati, Wahyuni, Fatayan & Bachrudin, 2022). An effective school principal will be able to develop a strong vision, manage change, motivate staff, build good relationships, and create an environment that supports learning and growth (Julaiha, 2019).

In principle, the leader or head of a school in an educational institution must be a person who has competence, experience and good teaching achievements and meets the standards of Permendiknas No. 13 of 2007 concerning fulfillment of school principals' professional

competency standards, namely: (1) personality competence, (2) managerial, (3) entrepreneurship, (4) supervision, and (5) social. Plus other abilities and skills (Salin, Dantes, & Sunu, 2014).

Research on improving teacher performance through principal leadership has been carried out by many previous researchers. Sulistiya's research (2013) revealed that there was a significant influence between the leadership of the school principal on the performance of SMP AGUS SALIM Semarang teachers in the 2012/2013 academic year. Furthermore, research by Juniarti, Ahyani and Ardiansyah (2020) explains that there is a very significant positive influence between the school principal's leadership style on teacher performance. In line with the two previous studies, Yunus, Hidayat, Djazilan, and Akhwani's research (2021) concluded that there is a significant influence of Principal Leadership on Teacher Performance at SD Negeri Ngagel 1/394 Surabaya.

Based on several previous studies, we can see that the leadership of the school principal is very important to improve teacher performance, so researchers are interested in studying Teacher Performance Improvement Through Principal Leadership (Case Study at SMP Al Falah, Bandung City). The novelty of this research from previous studies is the location and time of the study. The location of this research was conducted at SMP Al Falah, Bandung City. When this research was conducted in the Odd Semester 2023/2024 .

This study aims to describe the increase in teacher performance through the leadership of the principal at SMP Al Falah Dago Bandung. It is hoped that the findings of this study will be able to contribute knowledge to all interested parties about the importance of principal leadership in improving teacher performance in general, especially at SMP Al Falah Dago Bandung.

## Method

This study uses a qualitative research method with a case study approach and is descriptive in nature. According to Denzin and Lincoln, qualitative research is research that uses a natural setting, with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods (Solihin, 2021). According to Suharsimi Arikunto (2021) a case study is an intensive, detailed and in-depth approach to certain symptoms.

The place and time of this research is SMP Al Falah Dago Bandung in Odd Semester 2023/2024. Data collection techniques namely observation, interviews and documentation. Informants/sources of information in this study were the Principal of SMP Al Falah, Deputy Principal of SMP Al Falah and SMP Al Falah teachers.

Data analysis techniques carried out were data reduction, data presentation, and verification. Implementation of case studies includes planning, case descriptions, classifying types of problems, describing problems, collecting data, data processing, synthesis and interpretation, evaluation and follow-up.

## Results and Discussion

### Profile of SMP AL Falah Dago Bandung

SMP Al Falah is located in Dago Bandung, Jalan Cisit 52 Bandung City under the auspices of the Insan Al Falah Dago Bandung Foundation. The Al Falah Dago Bandung Foundation has formal education and non-formal education. For non-formal education there are Islamic boarding schools and taklim assemblies. For formal education, there is an elementary school founded in 1972, a junior high school founded in 1974, a high school founded in 1978, and a vocational school founded in 1984.

SD has approximately 100 students, SMP has approximately 650 students consisting of 19 Rumbel (study rooms), SMA 6 Rumbel (study rooms) approximately 250 students, SMK 22 Rumbel (study rooms) approximately 850 students. The education at the Insan Al Falah Dago Bandung Foundation has a vision and mission of social preaching, the market segment is middle to lower when compared to the Bina Warga Vocational School, it is still far below the example of the SPP Vocational School, only 150,000 a month. Chairman of the Insan Al Falah Foundation Bandung Mr. Ir. H. Ayi Hambali MM, Elementary School Principal Mr. Edi Suhendi, Middle School Principal Mr. Ayi Suganda, High School Principal Mr. Firman, Head of Vocational School Mr. Asep Tursana. Al Falah Islamic Boarding School as the person in charge of Mr. Ayi Suganda.

SMP Al Falah Dago Bandung has a vision, namely "Building a Generation of Muslims who are pious, have good morals, achieve and work". While the vision of SMP Al Falah Dago Bandung is 1) Creating a religious school environment, 2) Implementing integrated Islamic education, 3)

Establishing cooperation in improving the quality of education, 4) Improving family relationships in the school environment, 5) Forming independence and developing creativity students, 6) Develop potential that can improve the quality of students , and 7) Increase the work professionalism of educational staff through MGMP, Upgrading, and Training. In addition, SMP Al Falah Dago Bandung also has a motto that is Clean, Obedient, Qona'ah and Waro.

SMP Al-Falah Dago Bandung has a total of 40 teachers with details of 13 male and 27 female teachers. The vice principal of the school, namely Arnaldy Akbar, S. Pd. MMPd as Board of Educators, Hadili, S. Pd.I as WKS Curriculum, Novrizal, S. Kom as WKS Student Affairs and Darmadi Zen. A. Md as WKS of Infrastructure.

### Teacher Performance

Teacher performance is the ability to carry out the work of a teacher in carrying out his duties and responsibilities at the school where he teaches, both in the form of knowledge and skills and leads to an increase in student learning outcomes. Namely, the embodiment of the teacher's teaching staff's ability to plan and carry out learning activities and evaluate teaching and learning outcomes (Damanik, 2019).

Performance analysis is an evaluation of the performance of an entity based on the direction of goals and objectives implemented by an entity. In conducting performance analysis, it is better to use relevant and measurable performance indicators. Performance indicators must meet several criteria, such as relevance, accuracy, measurable data, reliability, and related to the objectives to be achieved. Performance analysis also needs to be done by benchmarking with entities that have the best performance in the same or similar fields to identify factors that make other entities work better and can be adopted by the entity being analyzed (Neely et al., 2002).

The performance of an educational entity depends on the performance of teachers, educational staff, and the foundation that supports the entity. According to Bernardin and Russel (2013), there are six categories of results used to measure the value of employee performance or job functions, namely quality, quantity, cost-effectiveness, need for supervision and interpersonal impact.

### Principal Leadership

Leadership is a person's ability to move, direct, as well as influence the mindset, way of

working of each member so that they are independent at work, especially in making decisions for the benefit of accelerating predetermined goals (Wahyudi & Santoso, 2009). In addition, Aslam, Wahab, Nurdin, and Suharto (2022) explain that leadership is the ability to influence towards achieving goals as a form of interaction between one party as the leader and another party being led. Based on this, it can be understood that leadership is carried out by mobilizing various parties to achieve the goals that have been set, and based on a formal and/or non-formal structure, between leaders and subordinates who communicate and work together (Paizal, I., Siraj, A. ., & Mania, 2019; Martina, 2022).

According to Haris (2021), the types of leadership are Autocratic, Militaristic, Paternalistic, Charismatic, and Democratic. The types of leadership are very dependent on the leader's paradigm or point of view in looking at his own potential in leading an educational institution or other institution.

The principal is a teacher who has the ability to lead all existing resources in a school to achieve common goals. As a person entrusted with leading the school (Setiyati, 2014). The school principal has the function of 1) being responsible for leading and managing the school, 2) Assuring the quality of education, and 3) Improving relations with the community (Nai, & Wijayanti, 2018).

### **Improving Teacher Performance through Principal Leadership at SMP Al Falah Dago, Bandung City**

This study shows that the principal's leadership pattern has a paternalistic and charismatic leadership style. The principal as a leader is overprotective and becomes more knowledgeable than the people he leads. Rarely gives opportunity to subordinates to make strategic decisions if the principal is not present or unable to attend. The principal is also a charismatic leader, which can be seen from the pattern of competence and success aura from the strategic position he has as the leader of the Al Falah Dago Islamic boarding school, Bandung.

The disadvantages of leadership that tend to be paternalistic and charismatic are as follows, (1) Paternalistic leadership can cause employees to depend on leaders, thus hindering the development of their creativity and initiative. In addition, leader policies that tend to be authoritarian can lead to dissatisfaction and

conflict between those who are led and their leaders. (2) Charismatic leadership can be less effective in complex and changing situations, due to a lack of focus on the formal processes and procedures needed to deal with these changes. In addition, charismatic leaders often become too involved in decision making, ignoring the views and input of other employees who may be more skilled in their field.

In many discussions with the *stakeholders* of SMP Al Falah Dago Bandung, many want the existing leadership pattern to use a more egalitarian democratic leadership pattern, can increase member participation, encourage creativity and innovation, improve team performance, and increase motivation.

However, on the leadership side which tends to be paternalistic, the leadership of SMP Al Falah Dago Bandung has good things by accommodating female teachers to have the opportunity to become a candidate for the principal of SMP Al Falah Dago Bandung. The female teacher was appointed to take part in the CKS (Prospective Principal) program from the Education Office.

In the pattern of performance evaluation that occurs at SMP Al Falah Dago Bandung, (1) evaluation focuses on the results of a program which is used as a reference for evaluation without looking at the process. (2) on a leadership pattern that tends to be paternalistic and charismatic, the evaluation used is not based on SOP because SMP Al Falah does not yet have an SOP that regulates performance evaluation, especially in terms of service and others. (3) the pattern of paternalistic and charismatic leadership still categorizes women as someone who is unable to become a school principal or a good leader because they have limitations in the household which are still an obstacle in taking leadership positions in an educational institution. This has seriously hampered the regeneration of female school principals even though from a detailed perspective of work in education, women are better than men.

In the performance evaluation that took place at SMP Al Falah Dago Bandung, the assessment of a person's performance is very dependent on the perception of the goals or results of the program being carried out. This perception is very dependent on the leader who conducts the evaluation. So that motivation for performance improvement is highly dependent on leadership according to the following explanation, (1) In paternalistic leadership, performance motivation is driven by obedience and appreciation from the

leader. Team members who are obedient and loyal to their leaders tend to get rewards and praise which can increase their performance motivation. However, this motivation is not based on clear goals or self-development, but rather on a relationship with a leader. (2) on charismatic leadership, performance motivation is driven by the charisma and vision of the leader. Team members are inspired by the charismatic leader's personality and vision, so they have a strong desire to achieve common goals. However, this motivation tends to depend on the presence of the leader and can decline if the leader is absent or the leader's vision is no longer relevant.

In the performance that is evaluated the leader focuses on the final result of the work or educational process activities that are produced which have several drawbacks, including, (1) Results-based performance evaluation tends to focus on achieving goals and final results, so that it does not always provide an accurate picture of individual performance. Other factors, such as teamwork ability, attitude, and work ethic, can be ignored in this evaluation. (2) Exists high pressure. When results-based performance evaluation is used as the basis for rewards and promotions, it can create high pressure on individuals. and can negatively affect the quality of their performance. Sometimes individuals focus more on achieving goals than in carrying out daily tasks properly and can get caught up in unethical practices to achieve that goal. (3) Too much emphasis on competition. Results-based performance evaluation can influence organizational culture to become overly competitive and emphasize excessive competition between individuals, rather than cooperation and collaboration. This can lead to less effective teamwork and affect the overall quality of work.

Based on the explanation above, it can be seen that improving teacher performance at SMP Al Falah Dago can be done with the leadership of the school principal. The results of this study are of course in line with the results of previous research, namely Sulistiya's research (2013) which revealed that there was a significant influence between the leadership of the school principal on teacher performance at SMP AGUS SALIM Semarang in the 2012/2013 academic year. Furthermore, research by Juniarti, Ahyani and Ardiansyah (2020) explains that there is a very significant positive influence between the school principal's leadership style on teacher performance. In line with the two previous studies, Yunus, Hidayat, Djazilan, and Akhwani's

research (2021) concluded that there is a significant influence of Principal Leadership on Teacher Performance at SD Negeri Ngagel 1/394 Surabaya.

## Conclusion

Based on the results and discussion that has been presented by the author regarding Improving Teacher Performance Through Principal Leadership, the authors can draw conclusions: 1) SMP Al Falah is located in Dago Bandung, Jalan Cisitu 52 Bandung City under the auspices of the Insan Al Falah Foundation Dago Bandung, 2) K teacher performance is the ability to carry out the work of a teacher in carrying out his duties and responsibilities in schools where he teaches both knowledge and skills, 3) Principal leadership is the ability to lead all existing resources in a school to achieve common goals, and 4) The leadership of the principal of Al Falah Dago Bandung school, namely a paternalistic and charismatic leadership style with this style influences teacher performance.

Based on the conclusions regarding Improving Teacher Performance Through Principal Leadership, the recommendations made by the author are: 1) For school principals, in leading schools it is better to focus on goals that have been set together, not on personal goals and using an authoritarian leadership style, 2) For researchers Furthermore, it is better to add other variables which are also strongly suspected of influencing teacher performance besides this can be done in other research locations.

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