



## **Analysis of Principals' Leadership Strategies in Improving Teacher Performance and Organizational Culture**

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### **Abstract:**

The leadership of the school head is an important factor in improving teacher performance and school quality culture. This study aims to analyze the principal's leadership strategy in improving teacher performance and school quality culture. This research method uses a qualitative descriptive approach, by revealing the phenomena that occur through interviews with resource persons, observations and documentation. The results showed that the principal had made various efforts, namely: 1) providing opportunities to attend training and professional competency development, 2) meeting the needs of learning infrastructure, 3) building good communication with all elements of the school, 4) providing feedback on the performance of each element as constructive input, 5) building effective communication and cooperation with the maximum community in increasing support and active participation in school programs. Thus, it can be concluded that the principal has implemented innovative strategies in improving teacher performance and school quality culture.

**Keywords:** principal, teacher performance, quality culture

## **INTRODUCTION**

Teacher performance is an important factor in education. Teachers are responsible for providing effective and beneficial education to students. Teacher performance can affect student learning outcomes, learning motivation, and the quality of education provided. Therefore, it is important for teachers to pay attention and improve their performance. One important factor in teacher performance is teaching ability. (Fadhilla, 2020)

Teachers must have the ability to teach in a way that is effective and attracts the attention of students. This can be achieved by paying attention to the individual needs of students, developing creative teaching methods, and utilizing technology in the learning process. In addition, teacher performance can also be seen from the ability to manage classes. Teachers must be able to create a conducive and disciplined learning environment, to ensure students actively participate in the learning process, as well as pay attention to the psychological and physical well-being of students. (Istanto & Mother Earth, 2022) (Nurlatifah, 2023)

The importance of teacher performance can also be seen from the role of teachers in developing student character. The teacher must be able to be an exemplary example for students, help students develop moral and social values, and pay attention to aspects of the formation of student personality. This can be achieved by providing diverse and challenging learning experiences, as well as providing opportunities for students to develop social skills. According to the teacher, they must be able to teach in an effective way, manage the class well, and help students develop character. Therefore, it is important for teachers to continuously improve their performance through training and professional development. In addition, teacher performance will be more optimal if supported by a school environment that has a quality culture. (Arifin, 2022) (Mustaqimah & Abdullah (2022)

Quality culture in schools is an important thing to implement. This is because the quality culture in schools can improve the quality of education provided

by schools. In a culture of quality in schools, everyone in the school must have the awareness and responsibility to give their best in every aspect of education. This can affect the overall quality of education in schools. (Annisa, 2022)

One of the benefits of a quality culture in schools is to improve the quality of the learning process. With the existence of a culture of quality, teachers and students will have the motivation to give their best in every learning activity. Teachers will pay more attention to the quality of the material delivered and the right way of delivery to facilitate student understanding. Students will also be more excited in learning because they feel valued and given opportunities to develop to the maximum. (Amon & Harliansyah, 2022)

In addition, a culture of quality in schools can also improve the quality of student learning outcomes. In a quality culture, each student is perceived as a unique individual and has different potentials. Therefore, each student will be given special attention to help them reach their best potential. This can significantly affect student learning outcomes. However, to implement a culture of quality in schools is not easy. Support and cooperation from all parties are needed, such as teachers, students, parents, and school administrators. In addition, it is also necessary to have a clear and structured system to measure and evaluate the quality of education provided by schools. So that the culture of quality in schools is an important thing to implement. (Backpacks, 2022)

One of the important factors that can realize optimal teacher performance and school quality culture is the role of the principal in leading the school. The principal has an important role in improving teacher performance. One way that can be done is by providing support and guidance to teachers in developing their competencies. In addition, the principal can also provide motivation and rewards to teachers who successfully achieve the performance targets that have been set. However, keep in mind that teacher performance does not only depend on the principal, but also involves other factors such as the work environment and support from other parties.

Therefore, school principals need to be fair and objective in managing teacher performance in order to achieve common goals. (Arifin, 2022)(Mustaqimah & Abdullah, 2022)

In addition, the principal has an important role in improving the quality culture of the school. As a leader, the principal must be able to create a conducive environment for teachers and students to collaborate in achieving higher academic goals. The headmaster must also ensure that the learning programs provided are in accordance with the established standards. This can be done by monitoring and evaluating teacher performance periodically. Thus, the principal can ensure that the school's quality culture continues to improve and has a positive impact on students' academic achievement. Referring to research that states that the role of school principals is very important in improving school quality culture, the author suspects that there is another aspect influenced by the principal's leadership strategy, namely teacher performance which is a novelty in this study. Thus, this study aims to determine various strategies applied by school principals in improving teacher performance and school quality culture. (Rahayuningsih & Iskandar, 2022)Mustaqimah & Abdullah (2022)

## **METHOD**

The approach used in this study is qualitative with descriptive methods. Qualitative descriptive research is a type of research that aims to provide a detailed picture of the phenomenon or event being studied. According to qualitative descriptive research, it is a type of research used to describe a phenomenon or event in depth. Arikunto (2019)

The location of this research is at SMP 1 Panji located on Jl. Basuki Rahmat No.256, North Mimbaan, Mimbaan, Panji District, Situbondo Regency, East Java. The informants in this study amounted to 5 people consisting of the Principal, Waka. Curriculum, Waka. Studentship, Waka. Facilities and Infrastructure and Waka Public Relations. Data collection techniques are carried out through interviews, observation, and documentation. The type of data in this study is divided into two, namely primary data and secondary data. The primary data collected were words or oral

statements and informant behavior related to the principal's leadership strategy to improve teacher performance and quality culture. Secondary data is obtained from documents, photographs and objects that can be used to supplement primary data. The data obtained are then analyzed using qualitative analysis techniques.

The qualitative descriptive research process begins with the selection of research topics related to the research topic. Researchers then collected data using observational techniques, interviews and document analysis. The data obtained were analyzed using qualitative analysis techniques. The results of qualitative descriptive research lead to a comprehensive and detailed picture of the phenomenon under study. Research data analysis techniques related to the Miles and Huberman model are collecting, reducing, presenting data and drawing conclusions. (Wijaya, 2018)

## **RESULTS AND DISCUSSION**

### **Result**

The research step begins by asking permission from the Principal. Next determine the informant corresponding to the information to be obtained. Then the researcher sent an interview form containing questions related to the principal's strategy in improving teacher performance and school quality culture. To complete the data and information, we also visited the school to meet the relevant informant.

In interviews with school principals, it was revealed that the strategy used to improve teacher performance and quality culture is to provide quality training and professional development, as well as provide adequate support in terms of resources and facilities. Principals also prioritize effective and open communication with teachers to ensure that their needs and expectations are met. In addition, there are efforts to encourage collaboration and teamwork between teachers to improve the quality of teaching and learning.

In addition, the headmaster also implements a rigorous monitoring and evaluation system to ensure that teacher performance continues to be improved and a culture of quality continues to be instilled in the

school environment. Overall, the strategies used by principals to improve teacher performance and quality culture look quite comprehensive and well-planned. However, it may take more effort to ensure that these strategies can be implemented consistently and effectively throughout the school environment.

In this interview, the author asks about the strategies carried out by the vice principal for curriculum in improving teacher performance and quality culture. From the interviews, the authors found that the vice principal had several strategies implemented. The first strategy is to provide training and professional development to teachers to improve the quality of their teaching. In addition, vice principals also ensure that teachers have access to the necessary resources to improve their performance.

Another strategy undertaken by the vice principal is to improve the quality culture in the school. This is done by ensuring that all staff and students understand the importance of quality education and work together to achieve this goal. The vice-principal also ensures that there is an effective feedback system in place to ensure that input and suggestions from staff and students are valued and implemented. Overall, the vice principal for curriculum has a strong strategy to improve teacher performance and a culture of quality in schools. However, it is important to remember that each strategy must be assessed on an ongoing basis to ensure that they are effective and relevant to the needs of the school.

In the interview regarding the Vice Principal's strategy for Student Affairs in improving teacher performance and quality culture, there are several things that can be concluded. First, the Vice Principal for Student Affairs focuses on developing teacher competencies through training and coaching. This is done to ensure that teachers have the necessary knowledge and skills to provide quality learning to students. Second, the Vice Principal for Student Affairs also strives to create a culture of quality in the school. This is done by setting clear performance standards for teachers and students, as well as rewarding those who achieve good results. Third, the Vice Principal for Student Affairs also pays attention

to the welfare of teachers. This is done by providing adequate facilities and incentives, as well as ensuring that teachers feel valued and recognized for their contribution to improving the quality of education.

Overall, the strategy carried out by the Vice Principal for Student Affairs in improving teacher performance and quality culture looks quite comprehensive and focuses on developing teacher competence, creating a quality culture, and paying attention to teacher welfare. However, it is necessary to conduct periodic evaluations to ensure the effectiveness of the strategy and adjust to existing needs.

The following is the result of an interview about the Vice Principal's strategy for Public Relations in improving teacher performance and quality culture. In the interview, the Vice Principal for Public Relations revealed that one of the strategies carried out was to strengthen communication between teachers, students, and parents. This is done by holding regular meetings between teachers and parents, as well as facilitating open channels of communication between teachers and students. In addition, the Vice Principal for Public Relations also explained that the school provides support and training to teachers to develop their skills and knowledge in the field of education. This is done by providing training programs and workshops on a regular basis. Furthermore, the Vice Principal for Public Relations also ensures that the school pays attention to the quality and quantity of educational resources available, such as textbooks and laboratory equipment. This is done so that teachers can provide more effective and quality teaching.

So it can be concluded, the Vice Principal for Public Relations emphasized that improving teacher performance and quality culture is a continuous effort made by the school. This is done by strengthening communication, providing support and training to teachers, and paying attention to the quality of educational resources available.

## **Discussion**

### **The Principal's Strategic Role in Improving Teacher Performance**

School principals have a strategic role in improving teacher performance to achieve the desired educational goals. According to the headmaster, the school has a responsibility to ensure the teachers under its auspices have sufficient resources, including the necessary support and training to improve their performance. In addition, principals should also establish a conducive work environment and encourage effective collaboration and communication among staff. (Hasibuan et al. (2023)

One of the principal's duties is to ensure that teachers have access to the resources necessary to improve their performance. This can include training and professional development, educational technology and equipment, and administrative support that allows them to focus on teaching. Training and professional development can help teachers improve their skills and knowledge in teaching. In addition, training and professional development can also help teachers understand the latest developments in education and improve their teaching methods. Principals must ensure that these opportunities are available and accessible to all teachers in the school. (Hamdi & Istiningsih, 2022)

Furthermore, the principal must also provide adequate support and facilities to teachers. Adequate support and facilities can help teachers in carrying out their duties more effectively. Support and facilities that can be provided include laboratory facilities, libraries, and sports facilities. Finally, the principal must also create a conducive and harmonious work environment in the school. A conducive and harmonious work environment can help teachers improve their performance and create a pleasant learning atmosphere for students. The principal must also ensure that communication between teachers, students, and parents is good and effective. (Lesnawati, 2022)

In addition, the principal must also build a conducive work environment to improve teacher performance. This could mean creating a positive work culture and encouraging collaboration and effective communication among staff. Principals should ensure that all teachers feel supported and valued, and that they have the opportunity to contribute to decision-

making and planning in the school. Principals should also monitor teacher performance regularly and provide constructive and useful feedback. This can help teachers to identify their strengths and weaknesses, as well as provide direction on areas for improvement. (Fair, 2022)(Abzul, 2022)

The principal should also provide constructive feedback to the teacher. The feedback provided should be able to help teachers improve their performance and improve the quality of teaching. In addition, the headmaster must also ensure that the feedback provided is objective and not personal. The feedback given, delivered in the form of support that inspires, not criticizes or blames. In order to improve teacher performance, principals must ensure that they have clear and measurable goals. This can include specific, clear performance targets, as well as detailed action plans to achieve them. Principals should work closely with teachers to develop these plans and ensure that they have the necessary support to achieve their goals. (Suntari, 2022)(Yasyakur, 2019)

Overall, the principal's strategic role is crucial in improving teacher performance. Principals must ensure that teachers have the necessary resources, establish a conducive work environment, provide helpful feedback, and ensure that they have clear and measurable goals. By doing this, principals can help teachers to reach their potential and achieve their desired educational goals.

### **The Role of Principals' Strategies in Improving Quality Culture**

As a leader in the school, the principal has a strategic role in improving the quality culture of the school. This is very important because the quality culture of the school will have an impact on the quality of education provided to students. Therefore, the principal must have a clear vision and mission on how to improve the quality culture of the school. (Osreni, 2020)

First, the headmaster must establish good communication with all school members. One of the key factors that can influence a principal's success is his ability to establish good communication with all parties involved in the educational process, such as

teachers, students, parents, and administrative staff. In this context, it is important for school principals to be able to convey information clearly and in a timely manner, as well as listen to input and feedback from all parties involved. It is important to ensure that everyone has the same understanding of the school's goals and vision. The headmaster should also encourage active participation from all school members in an effort to improve the school's quality culture. In addition, good communication can also help build a harmonious and trusting relationship between principals, teachers, students, and parents. This can strengthen support and participation from all parties in achieving the desired educational goals.(Guntoro, 2020)(Habibi et al., 2020)

Second, the headmaster must ensure that all processes and activities in the school have met quality standards or even exceeded established standards. The fulfillment of quality standards in schools is very important in improving the quality of education. Meeting quality standards can ensure that students receive quality education and suit their needs. In addition, meeting quality standards can also increase public confidence in schools and the education system as a whole.(Susila et al., 2022)

In meeting quality standards, schools must pay attention to various aspects such as curriculum, teaching staff, facilities and infrastructure, and school management. This can be done by conducting continuous evaluation and improvement, as well as following regulations and standards set by the government. Thus, all activities in the school will be carried out consistently and measurably.(Hidayat & Martina, 2022)

Third, the principal must pay attention to the quality of human resources (HR) in the school. The headmaster shall ensure that all teachers and staff are adequately qualified and competent to teach and perform their duties. Principals must also pay attention to the welfare and motivation of teachers and staff, so that they can work optimally. The quality of teacher human resources in schools has an important role in improving the quality of education. Qualified teachers can provide effective and efficient teaching, and are able to develop students' potential optimally.

Therefore, investment in the development of teacher human resource quality needs to be done continuously and systematically. However, keep in mind that the quality of teacher human resources does not only depend on individual abilities, but is also influenced by environmental factors and the support provided by related parties. Therefore, efforts to develop the quality of teacher human resources must be carried out holistically and integrated with existing education policies and programs.(Setiyadi & Rosalina, 2021b)(Kurnia et al., 2021)

Fourth, the principal must pay attention to the needs of the students. The headmaster must ensure that all students receive a quality education that suits their needs. The principal must also pay attention to the welfare and safety of students in the school. Prioritizing students' learning needs in school is an important aspect of education. Thus, educators can ensure that students receive the right support and resources to achieve their academic goals. It is important to realize that each student has unique learning needs, and these needs should be addressed accordingly. Prioritizing students' learning needs also helps create a more inclusive and equitable learning environment, where every student has the opportunity to succeed. Therefore, it is important for schools and educators to prioritize the learning needs of their students to promote academic success and create more inclusive learning communities.(Azizah, 2021)

Fifth, the principal must pay attention to relations with the community. The principal must ensure that the school has a good relationship with the surrounding community. The principal must also pay attention to input and feedback from the community, so that the school can continue to improve its quality.

In order to improve the quality culture of the school, the headmaster must also ensure that all efforts made in the school are supported by a good quality management system. With a good quality management system, all activities in the school will be carried out measurably and well-documented, so that they can continue to be improved.

## **CONCLUSION**

The principal's strategic role in improving teacher performance has been realized in an effort to provide opportunities for teachers to improve competence through access to training and professional development. Furthermore, the principal must also support teacher performance through the fulfillment of maximum access to all resources and facilities in the school. In addition, effective communication is also needed to all elements of the school and intensively provide constructive feedback to teachers in an effort to improve and improve the quality of performance.

In the aspect of improving quality culture, the role of the principal is also very strategic. The headmaster has been able to implement effective strategies for comprehensive fulfillment of quality standards in all aspects and activities in the school. Some of the things that have been done are improving the quality of teacher human resources, paying attention to student learning needs and increasing good relations and constructive cooperation with the community. Thus, the principal has played a maximum role in efforts to improve teacher performance and school quality culture.

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