

Principal's Leadership Style in Improving Teacher Performance at Muhammadiyah Plus Junior High School of Salatiga

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Abstract. This study holds significant importance as it is based on the ongoing improvements and achievements received by the students, teachers, and Muhammadiyah Plus Junior High School of Salatiga institution. The school principal's leadership style, a crucial factor in these achievements, is one of the attempts to develop the charity work of Muhammadiyah in the education field. This study aims to identify the leadership styles adopted in the school to enhance the teachers' performances. It applied a qualitative approach by employing interviews and other relevant resources to this study. The collected data revealed that the transformative leadership style is identified as the leadership style that was adopted by the Muhammadiyah Plus Middle School principal. The applied leadership style has impacted the well-established teacher performance, which is proven by the huge number of achievements received by the students, teachers, and school institutions. Thus, the leadership style that has been adopted by the school principal has impacted optimal teacher performance in the teaching-learning process and improved achievements through the supporting facilities that the school continues to strive for. Teacher performance continues to improve by building a common vision between the foundation, school principals, and teachers.

Keywords: school principal; leadership style; teacher performance

INTRODUCTION

Education is crucial to a nation's development (Oluremi, 2013). The high and low quality of education is affected by the education process and the high and low teacher performance. Performance is the results and work behavior that have been achieved to complete the tasks and responsibilities that have been given within a certain period (Kasmir, 2019). A professional teacher can design and implement the teaching-learning process and assess the learning outcomes. Hence, he should pose learning materials, understand students' characteristics, be skillful in deciding on teaching methods, and implement the teaching-learning process (Nugraha, 2014).

Four heuristic teacher frameworks are proposed as the individual performance work results: task performance, contextual performance, adaptive performance, and negative work behavior. The four behavior categories delineate various actions that influence how well individuals perform in each (Koopmans et al., 2014). Cross-cultural diversity is important to create a good culture within the organization. Thus, harmony in the workplace is required for the smooth functioning of the organization. Raewf et al. (2021) state that staff is the most crucial asset of an organization.

Teacher performance in schools has played an important role in achieving the goal, namely improving the quality of human resources (Yudha,

2019). Educational success cannot be achieved without the cooperation of related parties in the education sector (Ginting & Haryati, 2012). Education administrators such as school principals, teachers and students are factors that can determine the high quality of education (Fitrah, 2017). Performance can be interpreted as the level of success of teachers in carrying out educational tasks according to their duties, responsibilities and authority based on performance standards that have been set during a certain period to achieve educational goals (Syamsuddin & Ferawati, 2019).

Teachers' performance will be well established under the upper coordination, the school principal. He becomes the key to managing how teacher performance is formed in an organization. The school principal leadership style affects the teacher's performance. It plays an important role in building a good relationship among school principals and teachers and improving teacher performance (Badrun, et al., 2020). Thus, teacher performance will improve when the school principal gives varied responsibilities fairly to all teachers (Sarwar, et al., 2022).

Muhammadiyah has the ability to create superior schools, this is based on the independence of Muhammadiyah schools which is implemented in school policies, leadership, work culture and the concept of school networks. According to the

book entitled "Profile 1 Century of Muhammadiyah" this organization has 1,176 elementary school institutions, 1,188 middle school institutions, 515 high school institutions, and 278 vocational school institutions (Marlina, 2012).

Teacher Performance

Teacher performance has the most significant contribution to the educational process. Teachers must implement the principal's policy in the teaching and learning process. The term includes not only the influence or implementation of teaching, such as student achievement or individual student growth, not even teacher characteristics. On the other hand, teacher performance is more concerning, with progress variables rather than product variables (Taylor, 2012). According to Gibbs (2002) teachers must be able to withstand demands, threats and challenges in various teaching situations. So teachers must work effectively, persistently, flexibly and innovatively in new learning and be prepared if failure occurs.

The process of teacher performance assessment requires information on all components of teacher performance. According to Azeem & Omar (2018), teaching performance conducted by teachers includes many factors: teacher knowledge, teacher skill to design the instruction, teacher skill to deliver teaching materials, teacher competence to assess the learning outcomes, and teacher competence to supervise students. These fields can be measured through five assessment dimensions, including student assessment, peer assessment, school principal assessment, self-assessment, and student outcome assessment.

The quality of teacher performance is very necessary for a professional teacher because it has an important role in student learning achievement. This role cannot be separated from the educational context, student character, and school factors (Ambusaidi & Yang, 2019), being a confident teacher, creating a comfortable atmosphere for students, and maintaining good interactions between students will increase student involvement in the learning process (Durksen et al., 2017). Teachers must be able to manage the class and create cognitive activities that influence student learning motivation (Buric & Kim, 2020). Internal and external factors also influence teachers' success in improving their performance. The quality of teacher teaching will influence student achievement (Gherasim et al., 2019).

Leadership Style

The theory of leadership proposed by Scott (1962) is defined as a process of influencing activities conducted in a group to reach the goal set up. Leadership is defined as the power to facilitate, stimulate, and inspire followers by providing institutional resources that are useful and efficient in implementing the strategy and reaching the goal together (Northouse, 2018).

Gamede and Lee (2020) mentioned that leadership styles include transformational, transactional, and laissez-faire leadership styles. A transformational leader is a manager who develops and motivates followers by anticipating and communicating his enchanting vision, common goals, and common values and illustrating the expected behavior. Transformational leadership includes ideal effect (ideal attribution and behavior), inspiring motivation, intellectual stimulation, and individual consideration (Bass & Riggio, 2006).

Transactional leadership contains a transaction between leader and followers, which results in submission to the leader's demand, but it does not create a spirit and commitment to reach the objectives of the tasks (Trottier et al., 2008). The last leadership style is laissez-faire; it is signed with the leader's noninvolvement, ignorance, and absence to the objective attainment and problems. This style is delineated as the leadership style where the leader gives little direction and lets his members make their own decisions (Bass & Riggio, 2006).

Through the description above, this research aims to determine the principal's leadership style towards developing teacher performance at Muhammadiyah Plus Middle School, Salatiga. Where the Principal of Muhammadiyah Plus Junior High School of Salatiga received leadership training at the School Leadership and Supervision Training Program held by the Ministry of Education and Culture at the Jiangsu Vocational Institute of Architectural Technology, Jiangsu China as one of the representatives from Indonesia.

METHODS

This study used a qualitative approach. It is an interpretative approach that attempts to gain insight into specific meanings and behaviors in a particular social phenomenon through the subjective experiences of the participants (Palmer & Bolderston, 2018). This research was carried out at Muhammadiyah Plus Junior High School of

Salatiga in April-May 2024 by conducting interviews with the school principal and teachers. Apart from interviews, data was obtained from school documents and news. The data analysis technique used in this research has four stages, namely data collection, data reduction, data presentation and the final step is drawing conclusions and verification.

RESULTS AND DISCUSSION

Muhammadiyah Plus Junior High School Salatiga is now in the process of reaching its superiority with its various academic and non-academic achievements. The school has facilitated facilities and good performance human resources to reach such achievements. The school principal's leadership style affects the performance of these human resources (teachers, particularly).

The school principal of Muhammadiyah Plus Junior High School Salatiga has proposed a working system that will make the teaching-learning process and the working atmosphere run well. It is conducted through a weekly meeting with teachers and staff. This meeting discusses the school's problems and school programs which should be discussed. Teachers also retrieved several information, particularly on official matters shared by the school principal.

The teacher also reports his main duty as a teacher during the meeting. For example, he reports that the classroom's good condition is related to his students and parents. Through this activity, the information comes from two sides (the school principal and the teacher). Thus, the institution can solve the problem well.

The teaching-learning process's good condition is supported by the school principal achievements to motivate and exemplify good behavior in teachers. One of the school principal achievements that has been received is the National Inspiring School Principal Award from the Director General of Teachers and Educational Personnel, the Ministry of Education and Culture of the Republic of Indonesia, in 2020. Another achievement in the teaching-learning process that the institution received was due to their innovations in implementing the emancipated curriculum policy awarded by the Head of the Center for Education Quality Assurance (BBPMP) Central Java Province.

Muhammadiyah Plus Junior High School Salatiga has also received academic achievements from several students. Eleven of the students have won national Olympiads for any majors held by

Infinibee in 2021. The school delegation also won the first winner of the English Olympiad held by KMSI in 2023. Furthermore, the school has recently won 13 academic and non-academic medals in the national Ahmad Dahlan Olympiads (OlympicAD).

The school achievement has not only resulted from the school principal and students but also from the teachers. The teacher won the second prize in the learning video competition commemorating Teachers Day in Salatiga in 2020. The three teachers also won the first winner of the International Conference on Lesson Study (ICLS) in 2021. Other achievements that the teachers won that they have been successfully improving students' literacy by publishing teacher-students book entitled "*Goresan Tinta, di Bawah Pohon Dukungan, Kita Bercerita, Politik Pendidikan dan Kepemimpinan, and Tahfidz Munfashil* (an easy way to memorize Al Quran) chapter 1 and 2.

One of Muhammadiyah Plus Junior High School Salatiga teachers was successfully chosen as the national inspiring teacher in the Primary Education Teacher and Teacher Staff Appreciation Event in 2021. This achievement was achieved due to its magnificent product, which created a teaching media called *Science Hy-Dul* for science subjects. It is a learning module that was designed hybrid (online-offline). This module is designed as a printed PDF, online using Google Docs, and supported with learning video content called "Kursi Biru", which was created and uploaded through a YouTube channel; the students could scan the barcode link to access it.

The school's achievements have also been recognized internationally. It is proven by the coming of 18 school principals from Malaysia associated with Al Amin Education Center Berhad, Malaysia, to have school visits and benchmarking.

In this process, the principal's leadership attempts to awaken motivation, giving direction as an example and providing high standards of work for improving the quality of schools, with the hope that there will be an increase in quality so that at least the good quality will be maintained as best as possible, even though the principal is aware that principals and teachers are not free from mistakes and have shortcomings. Teacher performance results from school team performance and stakeholders, not the teachers individually.

A performance that is realized in the organization should have a similar vision among school principals, teachers, and organizations. On

the other hand, realizing this mission is challenging. When the school principal and teachers are different in mission, teachers' good performance and achievements, and the increasing number of school admissions will be impossible to attain, the school principal stated. Teacher performance is indicated by the teacher's activities with students in the teaching-learning process, proven by the student's academic and non-academic achievements.

In his leadership process, the school principal attempts to provide adequate learning facilities, such as laboratories, a library, a praying center, a sports center, and classrooms. The school also facilitates a school health unit (UKS) with medical personnel. It is one of the school's attempts to create a child-friendly school.

Teacher-school principal communication is maintained on and on to break the problems as soon as possible. As the school manager and administrator, Muhammadiyah Plus Junior High School's principal can design school programs, optimize school human resources, and motivate teachers to be active in the programs; one of them is their duty as well as possible to design their learning programs during a semester with its timelines.

As the leader, the school principal has run the organization conducive well. One of the programs is supplying fair welfare to all teachers based on their performance and personal records such as their work length. He becomes the first decision-maker for everything that happens in the school, so the working role is measured and explicit. The teacher's performance works well due to the school principal's exemplary inside and outside the school environment.

The above descriptions indicate that Muhammadiyah Plus Junior High School's principal runs the organization by implementing transformational leadership. He tries to carefully evaluate teachers' performance so that he avoids transactional and laissez-faire leadership styles. This leadership style is considered a precise leadership style to apply. According to Robbins and Judge (2008), a transformational leadership style inspires followers to put aside their matters for organizational improvement.

It is related to Nahavandi (2015), who states that the characteristics of transformational leadership style consist of 1) ensuring and building optimism to reach the goal and member's competencies, 2) having obvious visions, 3) encouraging creativity through empowerment, respect, and tolerating minimal errors, 4) building

high expectations and creating a supportive environment (climate and culture), 5) establishing closer personal relationships with members.

CONCLUSION

Transformational leadership is identified in the leadership style adopted by the Muhammadiyah Plus Junior High School principal, which effectively enhances teacher performance. The principal leadership styles at Muhammadiyah Plus Junior High School of Salatiga have resulted in huge numbers of achievements for the school and individuals. The school principal has exemplified to the teachers and students through the achievements he has received. Furthermore, the student's achievements manifest teachers' performance in teaching-learning, which is considered a best practice.

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