



The Journal of Humanities, Community Service, and Empowerment

Homepage: <https://jurnal.glowscien.com/index.php/JHCSE>

Vol. I, Issue. 4, October (2024), 135-141

DOI Issue: <https://doi.org/10.58857/JHCSE.2024.v01.i04>

E-ISSN: 3032-7172



Improving Teacher Performance Through Principal Leadership: A Literature Study in Palu City

Erlin Karmila¹⁾, Harnida Wahyuni Adda²⁾, Niluh Putu Evvy Rossanty³⁾, Pricylia Chintya Dewi Buntuang⁴⁾

^{1,2,3,4)} Management Study Program, Faculty of Economics and Business, Tadulako University

Email: ¹⁾deylinharun16@gmail.com

DOI Article: <https://doi.org/10.58857/JHCSE.2024.v01.i04.p03>

ARTICLE INFO

Historis:

Submit 11 June 2024

Review 27 July 2024

Revision 29 August 2024

Accepted 23 September 2024

Publish 29 October 2024

Keywords: Principal Leadership, Teacher Performance, Education Management, Palu City, Literature Study

Corresponding Author:

Erlin Karmila

email: deylinharun16@gmail.com

ABSTRACT

This study aims to explore the leadership role of school principals in improving teacher performance in Palu City through a literature study approach. In education, principals play a central role in creating a conducive working environment, encouraging professionalism and facilitating teachers' competency development. This study reviewed five scientific articles published between 2015 and 2024 and relevant to the topic of principal leadership in Palu City. The findings show that democratic leadership styles that encourage collaboration, teacher empowerment and persuasive communication have a positive influence on improving teacher performance.

Furthermore, this study confirms that the success of school principals in managing human resources and implementing adaptive professional development programs determines the progress of education quality. The role of school principals is not only administrative but also strategic in facing the challenges of globalization, technological development and the competency-based curriculum. This study provides a practical contribution in formulating effective leadership strategies that support the improvement of education quality at the local level, particularly in Palu city. Therefore, collaboration between education stakeholders is key in strengthening the role of school principals as agents of change.

INTRODUCTION

Leadership in managing a responsibility has an influence in determining success and is a determining factor related to improving the quality and low performance of those led (Niviana et al., 2021). Leadership is the ability to influence other people, subordinates or groups, the ability to direct the behavior of subordinates or groups, have special abilities or expertise in the field desired by the group, to achieve organizational or group goals (Jamaludin, 2017). Ideally, leaders must be able to have an impact on the achievement of performance. Leaders influence individuals and

groups through the communication process. The influence given is not only on work but also can provide support for the needs of employees in order to achieve maximum performance.

The function of a leader must have different patterns in terms of influencing, directing or encouraging subordinates. Different patterns in providing direction are known as leadership types. Leadership type is defined as a pattern of behavior carried out by a leader to influence others (Mawaddah et al., 2020). Three main types of leaders are authoritarian leadership type, free leadership type and democratic leadership type (Nawawi, 2005). Authoritarian leaders have characteristics that can be seen as negative characteristics. In terms of perception, an authoritarian leader is usually someone who is selfish. The free leader type has a passive role and tends to let the organization run itself without much interference in how the organization should be run and driven. The democratic leadership type is seen as the best leader because its advantages outweigh its disadvantages, especially in including its members in the problem-solving and decision-making process.

Education is a key element in the formation of individual potential and the progress of a nation. Therefore, the Indonesian nation needs innovation in preparing superior human resources to increase the competitiveness of the Indonesian nation in the eyes of the world despite the fact that the literacy and numeracy culture of the Indonesian population is very weak (Fajaria et al., 2023). The role of a school principal is very important in achieving optimal learning objectives. One prominent aspect of school management is the leadership role of the principal in guiding and improving teacher performance. Qualified and motivated teachers contribute significantly to character building and student achievement. The higher the leadership such as the principal, the higher the impact of work discipline in improving teacher performance, then conversely the weaker the principal's leadership, the weaker the discipline and performance of teachers (Malay et al., 2023).

Various factors affect the performance of leaders, as stated by Gitelman (2014) that a person's performance is influenced by 3 factors, namely individual factors such as abilities, skills, family background work experience, social level and demographics of a person; psychological factors such as perceptions, roles, attitudes, personality, motivation, and job satisfaction; and organizational factors such as organizational structure, job design, leadership, and reward system. From the above opinion, there are many factors that affect teacher performance, one of which is the principal's leadership in managing his school. The progress of a school is greatly influenced by the leadership displayed by the principal.

According to Sopia (2022), the principal's behavior must be able to encourage discipline by showing a sense of friendliness, closeness, and consideration towards teachers, both as individuals and as a group. Positive principal behavior in encouraging, directing, and motivating all school members to work together in realizing the vision, mission, and goals of the school. The role and function of the principal in carrying out his leadership will shape the intellectual, emotional, spiritual and social capacity of the principal's community relations which have a major influence on the effectiveness of his leadership. Knowledge of science in leading an educational organization provides breadth of thought, as well as authority and expansion of communication relations. Therefore, principals must continue to explore and mature intellectual, emotional attitudes in running the wheels of their leadership. Principals also continue to pursue higher levels, are active in discussion forums and intensely follow the development of science and technology from outside.

It can be interpreted that leaders not only bring changes in terms of formal attitudes in accordance with structural but also cultural changes.

The principal is also a place where society and the state store human resources needed in nation building. Furthermore, the principal's leadership is shown by the response of subordinates to carry out tasks so as to get recognition. This is done by subordinates seeing the leadership personality and authority that is personalized in the leader to be modeled so as to influence the subordinates to obey, obey and empathy to the superiors. With the concept offered by the leader, it will be indirectly obeyed by subordinates (Amini et al., 2021). Therefore, the ability of the principal as a leader must be able to manage and organize various components of the school, especially influencing human resources so that they can do their job happily and be able to respect every result of other people's work.

It is clarified in the Regulation of the Minister of National Education No. 13/2007 on school principal standards that there are five dimensions of competence covering 33 principal competency standards related to how to manage, lead, and supervise teachers in developing learning based on creativity, innovation, problem solving, critical thinking and entrepreneurial instincts. When viewed from this explanation, the role of the principal in developing schools, especially the ability to develop school autonomy. However, most of this education is still very far from success. This does not mean that the principal as a leader who is unable to implement it, but the unpreparedness of the school in running it. A professional teacher requires skills based on in-depth scientific concepts and theories, emphasizes a particular field of expertise in accordance with the field of profession, demands an adequate level of education, sensitivity in the societal impact of the work carried out allows development in line with the dynamics of life, has a code of ethics as a material in carrying out its duties and functions, is recognized by the community, because its services are needed in society.

In addition to each individual involved for the advancement of the quality of education, there is also a community that must play an active role and take the initiative or even provide ideas. This experience of working together is a manifestation of school-based management. This can be done if the school and its activities are understood by the community. for this reason, the information received about school activities must be packaged and delivered properly to the community. it is also better if there are school activities that are not well organized then the information will be received will not be effective. Performance is built based on cooperation between school leaders and teachers who are in the school environment. In order to form the soul and character of professional teachers in providing teaching to students. Based on the description above, in knowing the role of principal leadership on teacher performance, it is necessary to review the literature to obtain information related to the research that has been conducted.

METHODOLOGY

This research used a qualitative approach with a literature study to analyze the leadership role of school principals in improving teacher performance in Palu City. Data sources were obtained from research articles published between 2015-2024, accessed through Google Scholar. To narrow the research focus, the search was conducted using the keyword "Principal Leadership" specifically related to the context of Palu City, so as to obtain literature relevant to the topic and area under study.

From the search results, the authors selected and analyzed five research articles that were considered to have a significant contribution to the understanding of the relationship between principal leadership and teacher performance improvement in Palu City. The articles were selected based on the criteria of relevance to the topic, journal quality, and relevance to current research in education. The analysis was conducted by reviewing the main findings in each article and exploring conclusions that could lead to a deeper understanding of the implementation of principals' leadership in improving teacher performance in Palu City.

RESULTS AND DISCUSSION

Based on the results of the literature search on Google Scholar, 5 articles that have criteria according to the required keywords are related to the principal's leadership on teacher performance in various schools specifically located in Palu City, Central Sulawesi. Every leader has a different leadership style. Leadership style is the way a person leads an educational institution in organizing, directing, and guiding. An effective leadership style is a leadership style that can influence, encourage, direct, and move the people being led according to the situation and conditions so that they want to work enthusiastically and achieve organizational goals, the principal as a leader must be able to give direction to goals and set a good example to his subordinates, and being a principal must have good personality traits such as honesty, confidence, responsibility and role models. educational staff so that they work together to achieve educational goals. The articles found as research literature are as follows.

Research conducted by Nur (2020) that the contribution of school principals in improving teacher performance and professionalism is the principal as an internal supervisor, evaluator, and educator. In addition, his findings also revealed that the principal's strategy in improving teacher performance and professionalism can be done by arousing the spirit of performance; cooperation; providing motivation; conducting development and mentoring; conducting persuasive communication and others. An effective principal must at least know, realize, and understand three things, namely why quality education is needed in schools; what must be done to improve the quality and productivity of schools; and how to manage schools effectively to achieve high achievement (Mulyasa & Aryani, 2017). In performing their function as educators, school principals must have the right strategy to improve the professionalism of education personnel in their schools. Creating a conducive school climate, providing advice to school members, providing encouragement to all education personnel, and implementing interesting learning models such as team teaching, moving classes, and holding acceleration programs for students who are intelligent above normal (Moedjiono, 2002).

Performance is proposed to get as much work as possible. The performance of educators and education personnel can be assessed from what they do, namely how someone carries out their work or job performance (Sukmajadi, 2020). Several schools in Palu City conduct mentoring programs in fostering teacher performance, in order to achieve the program carried out by the principal. One of the efforts to improve teacher performance made by the Principal is also by implementing teacher discipline through: (1) Coaching, (2) Supervision and (3) Action in discipline. This can be illustrated that principals in Palu City foster teacher discipline through written and unwritten directions as well as conducting supervision through daily picket and taking action for those who violate it.

Efforts made by principals in Palu city in improving discipline in the form of appeals, reprimands, class operations and motivating teachers to carry out their duties properly. Every educational institution should open itself to the demands of change and try to strategize policies that are in line with change. Educational institutions that are able to work are educational institutions that are supported by advanced and resilient human resources. Educational institutions that work cannot be separated from the role of teachers. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students.

The role of the principal is not only administrative, but also includes aspects of leadership. Principals need to manage human resources, motivate staff, develop learning strategies, and face challenges in changing education policies (Suharti et al., 2020). By understanding the complexity and significance of the principal's role in improving teacher performance, this research is expected to provide deeper insights and more effective solutions in dealing with the dynamics of education. Through this understanding, recommendations and implementation strategies for school leadership can be generated that can have a positive impact on teacher performance and, by extension, on the quality of education.

Moreover, to face the era of globalization and increasingly fierce competition, the demand to improve the quality of education is a must. The implementation of blended learning faces several challenges, as not all students or educators have access, perception, and acceptance to the use and utilization of technology (Adda et al., 2022). The development of technology has changed the landscape of education. Principals need to play an active role in integrating technology into teaching methods and ensuring that teachers have the necessary skills to utilize these technologies effectively. Principals have a central role in driving improvements in teacher performance as a key step in achieving higher education standards. Principals as leaders must ensure that teachers have the skills and knowledge to deal with diversity in the classroom. With the shift towards a competency-based curriculum, principals need to ensure that teachers have a deep understanding of these changes and can implement them successfully in the learning process. Considering these factors, this study contributes to further understanding of the role of principal leadership in improving teacher performance. As such, it can provide a foundation for the development of more effective leadership strategies and support the overall improvement of education quality particularly in Palu city.

Principals have a huge impact on the entire school ecosystem, especially in shaping organizational culture, developing learning strategies and empowering teaching staff. Effective leadership can create a positive work environment, motivate teachers and, ultimately, improve student learning outcomes. Geographical factors, social conditions and limited resources are important parameters to consider in designing effective leadership strategies. Principal leadership in Palu city can be a positive catalyst in facing challenges and capitalizing on local educational potential. Adaptive, inclusive and results-oriented leadership development can be considered by principals in Palu city to achieve sustainable progress in improving teacher performance and education quality.

CONCLUSION

The leadership role of school principals in Palu City has a major impact on teacher performance and the overall quality of education. Effective leadership strategies, professional development and

attention to teachers' welfare are key to achieving this goal. Effective leadership creates a positive work environment, motivates teachers and stimulates teamwork. In this case, the principal acts as a driver of change, providing clear direction and building a school culture that supports teachers' professional development and well-being. The existence of relevant and up-to-date professional development programs was identified as a key strategy in improving teachers' skills and knowledge. Principal leadership in designing, supporting and monitoring the implementation of these programs is a key factor in advancing teaching quality. With a deep understanding of the challenges and opportunities, principals in Palu City can shape a better direction for education, ensuring that every student gets a quality education. This research has practical implications as a guide to improving leadership policies and practices in schools particularly in Palu City. The government and education stakeholders at the local level can also utilize the results of this study to design better policies to support quality school leadership and improve the quality of education in Palu City.

REFERENCES

- Adda, H. W., Buntuang, P. C. D., & Ardianto, H. (2022). Promoting Transformative Learning Through Independent-Study Campus (MBKM) in Higher Institutions During the COVID-19 Pandemic. *AL-ISHLAH: Jurnal Pendidikan, 14*(3), 2701–2710.
- Amini, Pane, D., & Akrim. (2021). Analisis Manajemen Berbasis Sekolah dan Kepemimpinan Kepala. *Jurnal Pendidikan Tambusai, 5*(3), 11148–11159.
- Fajaria, S., Santi, I. N., Putu, N., & Rossanty, E. (2023). Peningkatan Kemampuan Literasi Dan Numerasi Di Sdn 10 Pantoloan Improvement of Literacy and Numeracy Capability at 10 Pantoloan Sdn. *Ebimen, 2*(1), 160–169.
- Gitelman, L. (2014). *Paper knowledge: Toward a media history of documents*. Duke University Press.
- Jamaludin, A. (2017). Pengaruh Gaya Kepemimpinan terhadap Kinerja Karyawan pada PT.Kahoi IndahCitra Garment Jakarta. *Journal of Applied Business and Economic, 3*(3), 161–169.
- Mawaddah, Harapan, E., & Kesumawati, N. (2020). Pengaruh Kepemimpinan Kepala Sekolah Dan Ketersediaan Sarana Dan Prasarana Terhadap Kepuasan Kerja Guru. *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan, 6*(1). 100-111
<https://doi.org/10.31851/jmksp.v6i1.4037>
- Melayu, N. P., Nellitawati, Sabandi, A., & Rifma. (2023). Hubungan Kepemimpinan Kepala Sekolah dengan Kinerja Guru. *Journal of Educational Administration and Leadership, 3*(3), 160–167.
- Moedjiono, I. (2002). Konsep dan Implementasi Pendidikan Islam Terpadu. *Jurnal FIAI Jurusan Tarbiyah, VII*, 78–86.
- Mulyasa, H. E., & Aryani, W. D. (2017). Developing Religious Culture In School. *International Journal of Scientific & Technology Research, 06*(07), 263–267.
- Nawawi, H. (2005). *Manajemen Sumber Daya Manusia Untuk Bisnis Yang Kompetitif*. Yogyakarta: Gajah Mada University Press.
- Niviana, A., Giatman, M., & Ernawati, E. (2021). Studi literatur: peran kepemimpinan kepala sekolah terhadap kinerja guru di Kota Padang. *Jurnal Riset Tindakan Indonesia, 6*(2), 233-238. <https://doi.org/10.29210/3003966000>
- Nur, R. F. (2020). Kontribusi Kepala Sekolah Dalam Meningkatkan Kinerja Dan Profesionalisme Guru Di MAN Kota Palu. *Scolae: Journal of Pedagogy, 3*(1), 27–39.

- Sopia, E. (2022). Pengaruh Kepemimpinan Kepala Sekolah Dan Kompetensi Guru Terhadap Kinerja Guru di Sekolah Dasar Negeri Gugus 2 Kecamatan Tanjungsari. *Educenter: Jurnal Ilmiah Pendidikan*, 1(3), 1–18.
- Suharti, Rahman, A., & Rezal, M. (2020). Pengaruh Motivasi dan Disiplin Kerja Terhadap Kinerja Guru SMPN 13 Kabonena Kecamatan Ulujadi Kota Palu. *Prosiding Penelitian Dan Pengabdian*, 01(01), 39–47.
- Sukmajadi, B. (2020). *Pengaruh Pemahaman Peserta Latsar Cpn Guru Tentang Fungsi Asn Terhadap Kinerja Guru Dalam Layanan Pembelajaran the Influence of Understanding Basic Training Participants of Teacher Civil Servants About Asn Function To Teacher Performance in Learning Services*. 2(2), 10160.