

The Managerial Ability of the Principal in Improving Teacher Motivation and Performance

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Abstract

This study uses a descriptive method with a literature study approach. Collecting data in this study is to use the results of a study of several articles related to the title of this study. The purpose of this literature research is to describe the principal's ability to improve teacher motivation and performance. Managerial principals can increase teacher motivation and performance, when the principal can carry out his three roles, namely, the principal as a leader (leader), the principal as a top manager, and the principal as a supervisor.

Keywords

principal managerial; teacher motivation and performance; leader; top manager; supervisor



I. Introduction

The progress of a nation is largely determined by the quality of human resources (Ariyanti, 2020). Human resources are people who have the ability or expertise, talent, creativity of energy that can be given to the organization, every organization requires every employee or personnel to maximize his ability (Lian, 2017: 1). The quality of human resources depends on the quality of education.

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020).

The role of education is very important in people's lives, one of which is to create an intelligent, innovative, and creative society. Education as a conscious and planned effort to create a good learning atmosphere and learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed in the lives of people, nations, and countries (Kurniawan, 2011). In education one of the factors to achieve the goal of education is the existence of good communication between all elements of education. As Karweti (2010) stated that the success of education will be achieved by interaction and communication between teachers and learners.

In this condition, the teacher plays a strategic role in the world of education. Teachers as educators are educational leaders. The role of the teacher can determine the learning process that takes place in the classroom. And the role of leadership will be reflected in how teachers carry out their roles and duties, this means that teacher

performance is a very decisive factor for the quality of learning/education that will have implications for the quality of educational output after school.

According to Suharsaputra (2010) teacher performance is basically a performance or performance of work carried out by teachers in carrying out their duties as educators. To support the quality of learning, teachers who have high performance are needed. Teachers with high performance will try to show high achievement to improve the quality of their teaching so that the quality of learning will increase as well. In addition, teachers who have good performance will be able to carry out learning activities through the use of methods, media, approaches, and strategies so that learners can understand well what is conveyed by teachers. There are several factors that affect the performance of teachers, namely; work ability, teacher competence, work motivation, and social status (Salim, 2020).

Conversely, if the teacher has low performance, it will affect the implementation of tasks which in turn will also affect the achievement of educational goals. In this condition, the head of the madrasa plays an important role because it can provide motivation that allows for teachers to work vigorously. With managerial skills possessed, madrasa heads build and maintain positive teacher performance.

According to Akdon (in Barkah, 2014) the managerial ability of madrasah heads is a set of technical skills in carrying out duties as a school manager to utilize all available resources to achieve school goals effectively and efficiently. Every organization must have a leader, who is ideally obeyed and respected by his subordinates. As with schools, every school must have a principal to command and direct teachers to achieve educational goals.

A school leader is a person who has the authority to manage, organize and conduct management processes in his environment on the basis of power granted legally by competent parties (Safitri et al., 2015). To carry out duties as a principal required skills. According to Paul Hersey (in Wahjosumidjo, 2002) there are at least three types of managerial needed, namely; concept skills, human/social skills, and engineering skills.

In addition to the managerial ability of madrasa heads, the organization climate also affects teacher performance (Barkah, 2014). Meanwhile, organizational climate such as organizational structures that are closely related to the distribution of duties and responsibilities and authority leads to the close relationship of teachers with the principal, this shows the attention of the principal impressed only given unilaterally. With the climate pattern of the organization, it is not surprising that the level of teacher discipline can be said to be low, which is characterized by the tendency of teachers to carry out tasks in accordance with their own perceptions, such as coming in time, not carrying out learning in the classroom, or not carrying out tasks for unclear reasons. The principal in his capacity as an education leader, is required to be able to carry out managerial or choose the right leadership style to provide assistance to teachers to improve their performance (Safitri et al., 2015).

II. Review of Literature

2.1 Managerial Ability of the Principal

Managerial comes from the word manager means the person who leads or the person in charge. The principal is the manager at the school. As a manager, the principal has a great task and responsibility in making decisions (Anggraeni, 2017). The improvement and decline of school quality is influenced by the skills of the principal in his leadership system. This shows that the managerial ability of a good principal can be characterized by formulating work programs, implementing work programs with teachers and other programs related to school quality development.

The principal is the manager of the education unit and is responsible as a whole on matters related to the education unit under his leadership. In general, the principal's main task is to carry out school administration with all its substance and foster teachers through supervision activities. In addition to the management of the education unit, the Principal is also a formal leader of education in his school (Amirzan and Ilyas, 2019). In managerial head sekola needs to apply strong leadership, because the power of management one of them is the leadership of a manager (Kurniawan, 2011). Because cooperation between all elements of education becomes one of the important factors in achieving the goal.

In addition to his role as a manager, the principal also has a role as a leader leader is expected to be able to build good communication to all elements of education and provide supervision and provide guidance for educational interests (Trisnitiar, et al., 2020). By building good communication, create a sense of security and comfort towards teachers and learners. As well as good communication between the principal and the teachers will increase the motivation and performance of teachers.

2.2 Teacher's Motivation

Motivation comes from the word motif which means stimulation, encouragement or power generation owned by a person so that the person shows certain behavior (Nurmalina, 2019). Motivation is a person's condition in acting. With motivation will grow the urge to do something in relation to the achievement of goals. A person does something if he has a purpose for his actions.

A teacher is expected to appear professional in carrying out his duties, because maximum effort will be an important part in the teaching process (Badrus, 2018). One of the factors to support the professionalism of a teacher is with the motivation of himself because with the motivation the love and sense of belonging to education will grow. It supports the achievement of educational goals. In learning activities, there is a need for teaching motivation. Because learning achievement is influenced by teaching motivation. The relationship is seen when teachers have high teaching, motivation, learners will be better at learning and vice versa. It can be concluded that teaching motivation will always determine the intensity of learning efforts in students.

A teacher is expected to be able to carry out his duties to guide, direct, and educate learners to achieve their respective goals. To achieve it all, teachers must have a strategy for learners to learn effectively, it is called teaching methods. Thus, teaching methods are teaching strategies as a tool to achieve expected goals (Anis and Normah, 2017).

2.3 Teacher's Performance

Teachers as educators are the most important components of education, because in the hands of teachers the curriculum, learning resources, facilities and infrastructure, and the learning climate become something meaningful for the lives of learners (Pandipa, 2019). Therefore, the performance of teachers is very important to improve the quality of education. Related to this, the learning process must be carried out as much as possible so that the learning objectives can be achieved in accordance with expectations.

Teacher performance is an important factor in improving the quality of education. It can also be interpreted that the teacher's performance is the ability and success of the teacher in carrying out his duties to guide and educate learners in achieving their goals. Teachers are required to be models for students. In carrying out their duties, teachers are required to have basic skills in order to present learning that attracts students. In addition, to achieve the maximum educational goals, basic teacher skills and competencies are also needed (Hartawan, 2020).

Humaera and Rusdinal, (2021) stated that teacher performance determines the success of the learning process and the achievement of educational goals itself. Good teacher performance is a picture of the successful management of the educational institution itself. By carrying out the teacher's duties to the maximum, then good teacher performance will be easily achieved in the learning process.

A person's performance (including teachers) can be measured through the following five indicators (Uno and Lamatenggo, 2012); 1) Quality of work. This indicator is related to the quality of the teacher's work in mastering something related to the preparation of learning program planning and the application of research results in classroom learning, 2) Speed/determination of work. This indicator is related to the accuracy of the teacher's work in adjusting the teaching material to the characteristics of learners and the completion of the teaching program in accordance with the academic calendar, 3) Initiatives in the work.

This indicator relates to teacher initiatives in the use of learning models that vary according to subject matter and the use of various school inventory wisely, 4) Work ability. This indicator is related to the teacher's ability to lead the state of the classroom to remain conducive, the management of teaching and learning activities, and the assessment of learners' learning outcomes, 5) Communication. This indicator is related to the communication carried out by teachers in the process of tutoring services with underprivileged students.

III. Research Methods

This research uses descriptive methods with a literature study approach. The data-pumping technique in this study uses the results of studies from several journals related to the title of this study. The results of these various literary studies to describe how the managerial ability of the principal in improving teacher motivation and performance.

IV. Results and Discussion

In the success of a good teacher performance education becomes one of the very important factors. The good performance of the teacher is also affected by how the teacher's skills in leading and supervising the education process he leads. As stated (Ariyanti, 2020) states the main role of the Principal is as a leader, managing and controlling the implementation of education, so that education can serve as a transformation organization that transforms learners in a better direction. From the above statement it can be concluded that the ability of the principal's skills greatly affects the success of the education he leads, in addition the better managerial skills carried out by the principal will improve the performance of teachers.

In addition to teacher performance, the motivation and spirit of teachers is also very important in achieving educational goals. Teacher motivation is considered a core element of the teacher profession and professionalism, therefore it is very important to teach (Thommen et al., 2021). Motivating teachers is also the job of the principal to improve the quality of teacher performance. With the motivation of the principal there will be an interaction between the teacher and the principal, this will foster a sense of comfort so that the teacher will not hesitate when he wants to discuss about how to promote educational success. Communication and interaction are the key to achieving certain goals, especially in the educational process.

4.1 Principal as Leader

The quality of the principal as a leader greatly affects the development of the quality of education. This means that the relationship between improving the quality and quality of the principal/kompetensi principal is very close. Therefore, educational institutions are required to produce graduates who are able to be highly competitive. It is in this context that it is important to look at the dynamics of the educational institution's journey (Bakri and Hosna, 2020). Therefore, the principal has a very large role, the leadership system must be strong to encourage and motivate teachers in teaching learning to learners to the maximum. The principal must also have good innovation to realize education in accordance with the vision and mission of education itself not only work according to tupoksi as a principal only.

As a leader, the principal must know, understand, and have solutions to the problems that occur, so that the education process can run in accordance with the school work program and the purpose of education itself, namely to develop the potential of learners to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The principal is also required to always be prepared with the worst that will happen in the future, because a leader always stands tall at the forefront for education.

Fitrah (2017) stated that the leadership of the principal is one of the factors that can encourage schools to realize the vision, mission, goals and goals of the school through programs that are implemented in a planned and gradual manner. For these purposes, the principal must be able to influence and move the school's resources. In addition to being a leader, the principal serves to realize relationships between educational elements (teachers and learners) that are humorous in the development of interpersonal work relationships.

In the results of research conducted by Adhikary (2021) produced several subjects, namely; awareness of leadership concepts, encourage collaboration between teachers, support and work with teachers to improve learning outcomes, encourage teachers to initiate innovation and improvement, practice fairness, and partner with all stakeholders for better school performance. Cooperation between principals and teachers is very important to build better work motivation, because with good communication and interaction between teachers and principals, the process of educational success will be faster.

4.2 Principal as Top Manager

The principal becomes the determining factor in the success or failure of a school organization and is the key to the opening of an organization's success. A successful manager must have managerial skills and be able to manage his organization, create a healthy and comfortable organizational culture, be able to anticipate changes, correct weaknesses and be able to bring his organization to the target of the set time frame, so that teachers will have job satisfaction shown through their performance.

The role of the principal as a manager includes; ability to structure programs, organizational structure skills, ability to move teacher and employee staff, ability to optimize school resources. The principal must have the responsibility of leading and assume full responsibility in the organization. Therefore, the life of an organization is largely determined by the role of a principal as a manager.

In addition, the Principal must conduct management and coaching in managing the school through administrative, management and leadership activities that are highly dependent on the policy and strategy of the Principal. It will not work well if a principal does not have certain strategies or ways that can generate motivation, both to teachers and learners.

The principal, as a person who has formal legal authority, is responsible for the effective implementation of the school education process in achieving the goal of the principal needing to manage the school organization effectively. The principal is the manager of the school who with his authority must ensure the implementation of the education/learning process regularly with the right procedures and steps in accordance with the provisions that have been set. In this regard, the principal must know and carry out his duties as managerial, managerial tasks related to the management of all resources in the school.

The principal must be able to empower all those resources so as to drive the progress of the school. According to Suhardiman (2012) Resources that must be managed by the principal are 1) educators and education personnel 2) financing, 3) infrastructure facilities, 4) student affairs, 5) learning, 6) libraries, 7) laboratories, 8) community participation, 9) school information systems, and others.

4.3 Principal as Supervisor

The principal serves to supervise, build, correct and seek initiatives to the course of all educational activities carried out in the school environment he leads. The Principal must be supervised and have a leader's soul that allows operational activities in the form of learning to take place properly. Supervision is the supervision of academic activities, including the teaching and learning process that concerns teachers in teaching so as to achieve educational goals.

In addition, the principal serves as the principal supervisor, the highest controller who supervises in finding or identifying the capabilities or incompetence of personnel (Deputy Principal, Head of Program Department, Head of laboratory and Teacher) in providing services to all components of school residents, in order to improve their skills and manage more effectively to improve the learning process situation, so that learners can achieve more achievements. increase.

This is reinforced by the results of Ali's research (2019) that the role of the principal as a supervisor, among others; 1) Providing guidance, guidance, service and supervision to school residents both teachers, employees and learners, 2) Providing coaching to teachers so that they have responsibilities according to their respective duties, 3) Supervision activities in the development and improvement of the learning process need to be improved by teachers, 4) Able to strive for a conducive teaching system so that there is an increase in learners' learning achievement.

The principal plays a role in efforts to help develop the professionalism of teachers and other education personnel. According to Kotten (in Ali, 2019) Professional coaching techniques that can be used by supervisors (principals) to improve learning processes and outcomes include; 1) class visits, 2) personal meetings, 3) teacher meetings, 4) management, 5) utilization of model teachers, 6) publishing professional newsletters, 7) meetings in work groups, and so on. Every builder should always strive to be able to improve the professional ability of teachers, so that teachers are really able to carry out their duties as educators (developing student personality), as teachers (developing learners' thinking skills), and as coaches (developing learners' skills).

In an effort to help teachers in improving the teaching and learning process, supervision should be carried out based on the right principles, techniques and approaches. With the right approach, it is expected that the professional ability of teachers can be improved. For ITU, the media that is considered the most appropriate is through the supervision of teaching. Because teaching supervision is coaching given to all school staff so that they can improve their ability to develop better teaching and learning situations.

V. Conclusion

Based on the explanations that have been spelled out in the results and discussions, the conclusion of this literature study research is that the principal must be the leader (leader), because the main role of the principal is to be a leader for all elements of education, if the leadership system is strong, then to achieve the educational goals in accordance with the vision and mission of education will be faster, and with strong leadership will improve the quality of teacher performance and also increase motivation to educate learners.

The principal as the top manager, meaning that the principal is responsible for the implementation of the education process in the school effectively in achieving the goals and managing the organization of the school. The principal must conduct management and coaching in school managerial through administrative, management, and leadership activities that are highly dependent on the policies and strategies of the principal to achieve the goal of educational sustainability.

The principal as a supervisor, means that the principal serves as the main supervisor, the highest controller who supervises in finding or identifying personal abilities and inability to provide services to all components of the school, to improve his expertise and manage more effectively to improve the situation of the learning process so that learners can achieve better achievements. The principal must be able to carry out three roles that have been explained so that the managing principal who has can improve the motivation and performance of teachers well.

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