

Leadership and School Performance through Improving Teacher Quality at SMK Telkom I Medan

Taufiq Ramadhani¹, Nathanael Sitanggang², Wildansyah Lubis³, Rosnelli⁴

^{1,2,3,4}Universitas Negeri Medan, Indonesia

taufiqrd01@gmail.com

Abstract

Neglect by the Principal of SMK Telkom I Medan will have an impact on the quality of teachers, thus making teachers will be disrupted in their performance because they only rely on the importance of grades rather than increasing students' ability to understand lessons, which ultimately reduces the ability and competence of teachers. so that later the Principal can make wise decisions that can change the existing work culture, so that teachers are no longer assessment-oriented through outdated learning methods . This research method is a literature research method. The results of the study concluded that SMK Telkom I Medan has a work culture for teachers who always want students to have higher grades, but students of SMK Telkom I Medan do not get the grades as expected, because the idealism and culture that exist in SMK Telkom I Medan are deep-rooted and difficult to change, so action, policies, as well as solving existing problems must really change the culture and mindset of teachers, so as to be able to change methods, systems and learning models to be more effective and creative, and follow the curriculum made by the Government, namely the Merdeka Belajar curriculum that creates students to think critically, and can analyze problems, as well as learning materials well.

Keywords

Leadership; work culture; school kienrja; teacher quality improvement



I. Introduction

The teacher is one of the assets that cannot be taken lightly by the parties, especially the school leadership (principal), where the teacher's role is very important in the teaching and learning process properly, where the teacher is always able to create good harmonization between the school and students, where school principals definitely need teachers to support the abilities and intelligence of students, so that teachers play an important aspect in the progress of students in improving learning achievement and also increasing the capacity and capabilities of students which makes students have competencies more in line with their capabilities.

According to (Mubar, Muh, 2018) teachers as an important component in the learning process must have four competencies in accordance with the Regulation of the Minister of National Education Number 16 of 2007 concerning qualifications and competencies. The four competencies that must be possessed by the teacher are pedagogic competence, personal competence, professional competence, and social competence. Of the four competencies that must be possessed by the teacher, it can be an illustration of the teacher's performance in carrying out their duties, where the teacher should be able to foster and educate students to become people who have knowledge and have competencies that are needed by society.

Improving teacher performance is expected to create an increase in the quality and quantity of teachers, where teacher quality is one of the characteristics of skills,

understanding brought by a teacher in a teaching process by applying creative and innovative learning models, as well as increasing self-ability so that students as students can understand and know, and master the subject matter, so that students as learners will easily apply learning material around people's lives (Mubar, Muh, 2018).

The quantity of teachers is the total number of teachers in a school who can implement what the school leadership wants, in this case the principal of the school properly and comprehensively, where the number of teachers does not always reflect the quality they have, so that not all teachers are able to understand the system. models and delivery of material or learning in class well.

Teachers who have quality are teachers who are able to contribute in increasing their capacities and capabilities, where their capacities and capabilities will enable students as students to improve their abilities properly, so that they can help boost school achievement. The quality of a teacher can be seen from the competence he has, where teachers who are able to increase knowledge and competence are teachers who have good performance, which according to Gulo, (Gulo, Soziduhu, Nadeak, Bernadetha and Tampubolon, 2021) performance as the result of the function of a particular job or activity for a certain period of time or the embodiment of a synergistic combination of results will be seen from a person's productivity in carrying out his duties and work.

The quality of a teacher can be determined by the leadership possessed by the school, where a nurturing and transformational leadership model can change the teacher's mindset in carrying out the learning process and learning models that are attractive and innovative, so that students do not feel bored and are able to increase learning motivation so that later students or participants students have the knowledge and ability to apply it in social life. The teacher's performance in producing students who are smart and have knowledge that is useful for society cannot be separated from the leadership of the Principal who always supports and optimizes teachers to be better, and always listens to the complaints of teachers who are the driving force for student achievement in increasing the knowledge and abilities they have. .

If the school principal is still ignorant and does not respond to this, then the school principal as the highest leader in making policies in the school will not get a concrete solution in overcoming this problem, where the solution must be coordinated with the teacher so that the existing input can be taken into consideration for decision making for policies to increase school progress and create things that enable teachers to bring out all their best abilities and make teachers comfortable in the teaching and learning process. According to (Ndoen, Evalin and Manurung, 2021) the principal plays an important role in the challenges faced by the external environment, where if the leader in a school is ignorant of the situation and is unable to be the party that provides short-term and long-term solutions, it will affect the teacher's ability to create creative learning models and make students will not be able to increase their understanding and knowledge, so that student achievement decreases as a result of the teacher not being able to carry out learning properly which results in a decrease in teacher performance.

Telkom I Medan Vocational School, especially Class 10, used to be the school of choice for the people of Medan City, because the teacher at this school created an assessment system that made students have more abilities in increasing knowledge, skills and intelligence, so that they emphasized more on value achievements than the abilities of their students . This is inseparable from the culture that was transmitted from previous leadership which is still maintained today and is unable to change the existing teacher work culture, so that there are still many teachers who meet high expectations for student grades which make students tend to be unable to improve their abilities even more

because teachers' expectations are too high for grades, but actually students' abilities and students' understanding of these subjects is not bad. The omission by the school principal will have an impact on teacher quality, thus disrupting the performance of teachers because gutu is only based on the importance of values compared to increasing students' ability to understand lessons, which ultimately reduces the ability and competence of teachers. This must make the Principal aware and concerned with the existing situation, so that later the Principal can make wise decisions that can change the existing work culture, so that teachers are no longer oriented towards assessment through obsolete learning methods. which ultimately reduces the ability and competence of teachers. This must make the Principal aware and concerned with the existing situation, so that later the Principal can make wise decisions that can change the existing work culture, so that teachers are no longer oriented towards assessment through obsolete learning methods. which ultimately reduces the ability and competence of teachers. This must make the Principal aware and concerned with the existing situation, so that later the Principal can make wise decisions that can change the existing work culture, so that teachers are no longer oriented towards assessment through obsolete learning methods.

The purpose of this study is to find out the solution to problems regarding work culture at SMK Telkom I Medan which gives high expectations for students to have more abilities than before and to find out the policies and actions implemented by the Principal so that they are able to change the existing work culture, so that it can create teachers who do not rely on grades, but rather on increasing students' abilities and knowledge in mastering subjects well.

II. Review of Literature

2.1 Leadership Style

According to (Frismelly, Arinda, Giatman, M., 2021) Leadership is a process or series of activities that are interconnected with one another, although they do not follow a systematic sequence. The series contains activities to move, guide and direct and supervise other people in doing something, both individually and collectively. According to Ndoen and Manurung(Susani, Ida Rohmah and Abadiah, 2021)Leadership is related to the activities carried out by leaders to influence their followers, where to influence the followers the leader needs to influence, move and direct in a way that inspires without coercion, so that followers have the will and willingness to carry out their duties properly. According to (Saputra, 2015) leadership style indicators are personality, knowledge, not indifferent to situations, not hesitate in making decisions, being democratic and authoritarian.

2.2 School Performance

According to(Frismelly, Arinda, Giatman, M., 2021)School performance is the achievement of a school as an educational institution as measured by predetermined and mutually agreed standards or other possibilities in a standardized lesson plan. According to Rachmawaty (Rachmawati, 2013) School performance is the school's ability and effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes.

2.3 Teacher Quality

(Susani, Ida Rohmah and Abadiah, 2021)stated that teacher quality is a set of traits, skills and personal understanding that an individual brings to the teaching

process.(Veirissa, Audi, 2021)express teacher qualityis the most important feature of the school that improves student achievement and the second most important determinant of student learning after the family. It can be concluded that the level of teacher quality is seen as the cause of the quality level of school output. The low or declining quality of education is often pointed out as a result of the teacher's less than optimal performance.

III. Research Methods

The method of this research is a library research method, according to which(Haryanto AG, Ruslijanto, H. & Mulyono, 2000)the research method with library research is a research method in which data and explanations are obtained from literature studies, both from books and also from online media. The data collection method is carried out through observation, interviews and by using documentation studies, where interviews and documentation studies will greatly facilitate researchers to describe and analyze the problems and solutions that will result from this research.(Herman, 2019)

IV. Result and Discussion

4.1 Methods used by the Principal to Overcome Problems Regarding Problem Solving Models Regarding Work Culture at SMK Telkom I Medan

As for solving problems regarding problems related to work culture at SMK Telkom I Medan which gives high expectations for students to have more abilities than before, namely:

1. The principal must analyze the competence of teachers according to their ability to teach and have the ability to apply learning models according to predetermined standards.
2. Principals must create a culture that can change the mindset of teachers that grades are not everything, but the quality of students or students is more important, where teachers must be equipped with skills and knowledge about learning materials, learning models, and learning systems that do not require students to be more better than before.
3. Principals must train themselves to always be sensitive to the existing work culture so that the existing work culture can be changed by changing our attitudes and actions, then applying flexible rules so that teachers are not rigid in applying learning and assessment methods.

Policies and Actions Implemented by the Principal of SMK Telkom I Medan to Be Able to Change the Existing Work Culture

The actions and policies carried out by the Principal of SMK Telkom I Medan so that the existing work culture can be changed, so as to produce quality teachers and also produce students who excel and are able to understand any problems related to learning materials, namely:

1. The school principal must create and implement a curriculum and learning system so that it can change the culture and previous work culture and change the mindset of teachers so that teachers can improve quality.
2. The principal issues rules for implementing a learning model that is not based on memorization, but a learning model that creates creativity for teachers and students so that students can master the learning that is made, as well as the subject matter presented.
3. The school principal makes a rule requiring teachers to apply the Free Learning curriculum, so that the existing curriculum can be synchronized with the Merdeka

Learning curriculum, so that we will get Telkom Vocational School teachers who have objective thinking, and have a mindset that transforms into skilled and competent teachers, so obtaining the appropriate quality of teachers is expected by the school and also by the government to advance education and create quality human resources.

4.2 Discussion

Telkom I Medan Vocational School has a work culture that is not in accordance with what has been proclaimed by other schools and also the curriculum, where there is still a work culture for teachers who always want students to have higher grades, but in reality the teacher does not give the value that should be given. where high expectations from the teacher will impact on decreasing student motivation in learning. This situation is not completely ignored by the leadership, where the leadership is indifferent to the problem and he still considers it an old work culture and cannot be changed. This situation is in line with research (Rachmawati, 2013) which states that leadership that is not responsive to the surrounding environment and does not have the will to change the existing work culture for the better will automatically destroy the management and organization in these educational institutions, where the detrimental work culture will slowly make organizational performance and institutions also decline and automatically impact on teacher performance and a decrease in the quality of students' abilities.

V. Conclusion

Telkom I Medan Vocational School has a work culture for teachers who always want students to have higher grades, but Telkom I Medan Vocational High School students do not get the expected grades, because of the idealism and culture that exists at Telkom I Medan Vocational School which is rooted and difficult to be changed, so that existing actions, policies, and problem solving must really change the culture and mindset of teachers, so that they are able to change learning methods, systems and models to become more effective and creative, and follow the curriculum created by the Government, namely the Merdeka curriculum Learning that makes students think critically, and is able to analyze problems, as well as good learning material.

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