

Analysis Of The Principal's Role In Improving Teacher Performance And Learning Quality at SD Negeri 1 Teniga, North Lombok

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Abstract

This study aims to determine and describe the role of the principal in improving teacher performance and learning quality at SD Negeri 1 Teniga. The method used in this research is qualitative method. The data collection tools used include three types, namely observation, structured and irregular interviews and documentation. The object of this research is the principal and teachers of grades I, IV, sports and religion teachers at SD Negeri 1 Teniga. The results of the research that have been carried out can be seen that the role of the principal in improving teacher performance and the quality of learning at SD Negeri 1 Teniga, which can show good performance, is found in four of its roles in 1) Influencing which focuses on attitude, role modeling, effective communication and policies in place. 2) Mobilizing which is reflected in the involvement of teachers and other school officials in various activities that focus on improving the quality of learning. 3) Fostering which is reflected in academic and non-academic supervision activities, providing constructive feedback. 4) Motivating which is reflected in the provision of attention, recognition, appreciation related to the needs of teachers. Teacher performance that can be improved by principals is personality, pedagogic, professional and social competencies that have an impact on improving the quality of learning that can create a positive and conducive climate in schools. However, in terms of providing school facilities such as libraries that are not available due to unsupportive school land and technological equipment such as wifi, computers are still inadequate and often experience problems, which have an impact on teacher performance and learning quality at SD Negeri 1 Teniga

Keywords: *Learning Quality, Principal's Role, Teacher Performance*

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INTRODUCTION

In Indonesia, education is not only an effort to improve the knowledge and skills of individuals, but it is also a tool that can be used to give birth to a generation with character, integrity and of course can compete at the global level. Indonesian education is still the center of attention and has global challenges including technological and information developments that require all school communities (principals, teachers, school staff and students) to be able to understand global issues and master technological skills (KMENDIKBUD, 2020: 25).

Education is an effort that is carried out consciously, purposefully, and continuously in order to create a learning atmosphere, learning process so that students can actively hone their potential, have spiritual strength including belief

and religion, can learn to control themselves, their personality, increase intelligence, have noble character, and to develop other skills needed by themselves (students), society, nation and state of Indonesia. Therefore, education is an important sector and the main pillar in building a nation (DEPDKNAS, 2003: 4). In accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3 “a school principal must be able to create a good learning atmosphere and learning process so that students can develop, increase their potential to the fullest” (Amaliyah, 2018: 307).

Principals in the scope of education have a very important essence, namely as a determinant in achieving success in improving the performance and quality of learning organized in the scope of elementary schools. A leader whose role and function is to determine the success of any group or organization (Okoraji, Anyanu and Ukpere, 2014: 21). The criteria of a principal are very important in creating a good and quality learning environment, such as the quality of education which must be at least a bachelor of education (S1), have teaching experience, good managerial skills, able to lead and inspire teachers and students, have good communication skills, have administrative competence and high social care (Sukmadinata, 2014: 80). The role of the principal as an educational leader, school manager, teacher mentor, learning supervisor, mediator and facilitator, as a school representative, as a policy maker, and as a curriculum developer (Siregar, 2015: 45-48).

The motivation provided by the principal can include internal motivation which consists of aspects of commitment to the vision and mission implemented in schools, leadership and concern for the development of teacher professionalism (teacher performance). Teacher performance is all efforts including the ability of teachers to conduct and carry out the teaching and learning process which certainly aims to achieve the goals of an education (Suyatminah, 2013: 88). Quality is a conformity to needs including dynamic conditions related to a product, labor, task or a process and environment that meets requirements or exceeds expectations.

Based on the data obtained by researchers related to the role of the principal at SD Negeri 1 Teniga in improving teacher performance and learning quality, which still has shortcomings. There are still some teachers who do not understand and master technology in facilitating the teaching process and there is still a lack of facilities and infrastructure to support learning, the unavailability of a school library as a means of improving the quality of learning. So that it encourages the interest and interest of researchers in making and wanting to research related to the role of the principal with the title of the thesis used by the researcher, namely “Analysis of the Principal's Role in Improving Teacher Performance and Learning Quality at SD Negeri 1 Teniga” at Tanjung District, North Lombok Regency in 2025.

RESEARCH METHODS

In this study, researchers used qualitative methods focusing on descriptive analytics. The data collection techniques used in this research are observation, interviews and documentation. Observations were carried out in the school environment and followed by interviews with the principal and teachers at SD Negeri 1 Teniga. The purpose of the observations made to complement the data needed by researchers to collect information, through the three data collection techniques used by researchers aims to collect information related to four indicators

related to the role of the principal in improving teacher performance and learning quality, namely, the role of the principal in influencing, mobilizing, fostering and motivating. As well as to find out the four teacher competencies that can improve their performance, namely, personality competence, pedagogical competence, professional competence and social competence. And the quality of learning at SD Negeri 1 Teniga, Tanjung District, North Lombok Regency. This study uses interactive data analysis techniques where the components consist of data reduction and data presentation which are used simultaneously with the process of collecting, simplifying and presenting data and ending with drawing conclusions. (Citriadin, 2020: 127).

RESULTS AND DISCUSSION

In this section, researchers will discuss the results of research that has been carried out in the field in the form of descriptions related to the analysis of the principal's role in improving teacher performance and learning quality at SD Negeri 1 Teniga, Tanjung District, North Lombok Regency in 2025.

1. The role of the principal at SD Negeri 1 Teniga, North Lombok

The following are the four roles of the principal along with the discussion that has been related to the research results, as follows:

a. The Principal's Role in Influencing

The role of the principal in influencing can be done through his duties and as determined by the education office can be a basis for prospective school principals / foundation leaders to better master related to the implementation of duties and roles as educators (educator), managers (manager), administration (administrator), supervision (supervisor). leader (leader), innovator and motivator (Mulyasari, 2025: 105). The following is a discussion of the research results related to the principal's role in influencing, as follows:

1) Leader

Based on government regulations related to the competence of school principals Number 13 of 2017 includes five competencies that must be possessed, one of which has the talent of interest as a leader and is able to manage all school infrastructure (Litbang, KEMENDIKBUD, 2013: 2). The principal at SD Negeri 1 Teniga, Tanjung District, North Lombok Regency, provides a real example to the entire school community both in terms of discipline by always being on time to come to school, good attitudes and behavior by speaking politely, using the four magic words (greetings, please, sorry and thank you) to teachers and students, dressing neatly, which of course is expected to be able to provide a good example in shaping character.

2) Manager

Based on government regulations related to the competence of school principals Number 13 of 2017 includes five competencies that must be possessed, one of which is managerial competence related to the ability of school leaders who are able to prepare school development plans, lead schools, can manage change optimally, create a conducive and innovative school climate and can manage teacher resources optimally (Litbang, KEMENDIKBUD, 2013: 2). Principals at SD Negeri 1 Teniga, Tanjung District, North Lombok Regency, with the role of manager must be able to influence teachers and school staff in carrying out their

respective duties which are of course in accordance with their competencies and in accordance with education, involving teachers and school staff in planning school programs in regular meetings and providing learning media.

3) Administrator

The role of the principal as an administrator is very important in supporting the performance of teachers and the learning process through this task the principal is fully responsible for managing all the administration in the school including the distribution of teacher duties, preparation of learning schedules to the management of facilities and infrastructure, counseling guidance (BK) in the school. In addition, good and systematic school administration can affect the working atmosphere of teachers. Thus the role of the school as an administrator is very important to influence teachers in improving their performance and the quality of optimal learning.

4) Supervisor

Principals at SD Negeri 1 Teniga, Tanjung District, North Lombok Regency in carrying out their duties as supervisors have been adjusted and with activities carried out regularly, are able to influence teachers in improving their performance related to lesson plans, teaching methods, and creativity in providing teaching in the classroom, by means of joint discussions and directly the principal provides input to improve learning tools that are lacking periodically.

b. The Principal's Role in Mobilizing

The ability that shows that the strong role of the head as a driver is found in all tasks in various educational programs and directly supervises (Adam, 2017: 27). The role of the principal is reflected in his various duties (Mulyasari, 2013: 105), as follows :

As a leader, the principal at SD Negeri 1 Teniga, Tanjung Sub-district, North Lombok Regency, mobilizes the school community by emphasizing the importance of instilling the school's vision and mission to all school officials as a foundation in all educational activities. The principal also consistently conveys to educators that the main purpose of the school is not only to carry out all routine activities but must be able to create a comfortable, quality learning environment that can be oriented to the character and needs of students.

As a driver of all administration (administrator), the principal of SD Negeri 1 Teniga, Tanjung District, North Lombok Regency always instills and aims for the school's vision and mission. Discussion activities that are always carried out by the principal to teachers and other school staff in designing various school programs together in regular meetings are carried out to encourage teachers to always be actively involved in all activities. As an administrator, the principal must also be able to build a sense of togetherness and teamwork, the goal is that teachers and school staff feel they have the same goals and responsibilities in order to achieve the school's vision.

As a pioneer (innovator), the principal is responsible for creating, encouraging changes in a positive direction such as inviting teachers to continue to innovate in choosing new teaching methods and creating teaching media that attract students by supporting things that are considered trivial but can have a good impact and are certainly able to create a positive climate in schools. the role of the principal at SD

Negeri 1 Teniga, Tanjung District, North Lombok Regency through various trainings.

c. The Principal's Role in Motivating

The role of the principal is reflected in his various duties, one of which is as a motivator in charge of having a strategy so that the motivation provided can be conveyed to the school community (Mulyasari, 2013: 103-105). The results of the interview can reflect the role of the principal at SD Negeri 1 Teniga, Tanjung District, North Lombok Regency as a motivator can be seen from his duties as a motivator who directly provides motivation to encourage teachers and students to continue to be enthusiastic in carrying out their duties and can solve problems well able to create a healthy and positive culture.

d. The Principal's Role in Fostering

The role of the principal in fostering can be reflected in his duties as a supervisor (controlling) is the last position of a leader and must be carried out, in supervision will result in an achievement of existing goals, supervision is also a part that is considered perfect and is often associated with the planning process (Djafri, 2016: 20).

The results of the interview with the principal at SD Negeri 1 Teniga above, related to his role in fostering can be applied through routine meeting activities, through direct classroom observation activities and supervision by the principal at SD Negeri 1 Teniga, Tanjung District, North Lombok Regency, carried out to determine the suitability of learning provided by educators, and providing suggestions to improve teacher performance and individual learning quality. In fostering teachers, principals use the following methods: using feedback that is included with the evaluation, through training/workshop facilities aimed at developing professionalism and using data. The goal is to analyze the weaknesses and strengths of teachers, and the use of data can also make it easier for principals to monitor teacher performance to be identified in order to carry out improvements.

2. Teacher performance at SD Negeri 1 Teniga, North Lombok

Teacher performance is all efforts including the ability of teachers to conduct and carry out the teaching and learning process which certainly aims to achieve the goals of an education (Suyatminah, 2013: 88). Here are four teacher competencies that can be improved by school principals, as follows:

a. Personality Competence

This competency can reflect the personality of an educator, including his behavior in accordance with applicable norms and ethics, can show a mature and authoritative personality, has a work ethic and high responsibility (Stephen, 2001: 55). In accordance with the results of the interview, researchers can understand that the importance of the personality competence of a teaching staff such as honesty, responsibility, discipline, emotional stability plays an important role in improving teacher performance. The contribution of the principal's role in improving teacher performance in fostering and strengthening personality aspects through work habits, providing examples and his own experience in teaching the habituation of character values in carrying out his duties as principal.

b. Pedagogical Competence

This competency focuses on the learning process, understanding including management, understanding related to the characteristics of students, the ability of

teachers to master learning theories and principles, curriculum development, being able to develop interesting and creative learning activities by utilizing the sophistication of technology and being able to evaluate learning outcomes. (Ricky, 2024: 108). The role of the teacher as a trainer/teacher is an ability that must be possessed and can be implemented by the teacher in his role as a facilitator, mentor, environmental provider, model, motivator, cognitive development agent and manager (Jihad, 2013: 2).

In accordance with the results of the researcher's interview with class IV (four) teachers above, what is very interesting for researchers is the use of technology-based teaching materials that are very well processed, and have been adapted to the characteristics of students and are very attractive to students in participating in classroom learning. Grade IV (four) teachers at SD Negeri 1 Teniga can apply pedagogical competencies related to the characteristics of students, planning and preparing lesson plans, choosing appropriate methods, making interesting media and of course all of that cannot be separated from the role of the principal in improving teacher performance through his role as a facilitator, coach who continues to be strengthened through academic supervision activities both in providing training.

c. Professional Competence

The teacher's ability to link teaching materials or materials with the strategies to be used, the teacher's ability to plan and compile lesson plans, and teaching tools in accordance with the applicable syllabus and curriculum, the teacher's ability to use various evaluation tools in assessing students' learning achievements that are objective and sustainable, in this ability educators are also required to be able to make innovations related to learning that are interesting, relevant and in accordance with the characteristics of students, always open themselves in improving the quality of teaching and knowledge through training or workshops, workshops, seminars (Mulyasari, 2013: 57).

Class and subject teachers at SD Negeri 1 Teniga have an awareness of improving their professional competence through training activities, exchanging information with other teachers and the principal. Teachers must be able to master the subject matter, be able to develop learning that interests students, master various types of evaluation in assessing the learning outcomes of their students and willingness to improve their performance, which are the main aspects in supporting the success of teachers in teaching. Professional competence in fact has a direct impact on improving student learning outcomes and is able to build teacher confidence in carrying out their duties.

d. Social Competence

This ability is related to the communication and interaction of educators with their social environment, including how educators communicate with students, fellow educators and student guardians effectively, able to adapt to the environment where they are assigned, able to cooperate with the teaching community and society (Sudjana, 2011: 12).

The habits that teachers carry out in the home environment are also an example of the success of principals at SD Negeri 1 Teniga, Tanjung District, North Lombok Regency in improving their social competence, because good teacher social competence tends to be able to contribute positively in various school activities.

Thus, this competency not only supports interpersonal relationships (the ability to establish social relationships) but will support the smooth learning process and the overall professional competence of teachers.

3. Learning Quality at SD Negeri 1 Teniga

The quality of learning in schools is the level of success related to the learning process that is able to create positive changes related to the knowledge, attitudes and skills of students as a whole in accordance with the objectives of national education. Achieving the use of good and varied teaching methods or strategies as a form of educators providing various learning styles from students (Hamadi, 2019: 29).

The results of the research that has been carried out by researchers can understand that, the quality of learning is said to be successful when teachers can plan and make lesson plans well, master and deliver teaching materials or materials, teachers can choose and use appropriate teaching methods, teachers can provide teaching media that are in accordance with the material and attract students to participate in learning activities, and of course students can understand teaching materials or materials and apply learning values in everyday life.

CONCLUSIONS

Based on the results of research that has been conducted by researchers referring to the formulation of problems related to how the role of the principal in improving teacher performance and learning quality at SD Negeri 1 Teniga, it can be concluded that the role of the principal is very significant in improving teacher performance and learning quality. The role of the principal in improving teacher performance and learning quality at SD Negeri 1 Teniga, namely being able to show good performance, is found in its four roles in 1) Influencing which focuses on attitude, role modeling, effective communication and policies in place. 2) Mobilizing which is reflected in the involvement of teachers and other school officials in various activities that focus on improving the quality of learning. 3) Fostering which is reflected in academic and non-academic supervision activities, providing constructive feedback. 4) Motivating which is reflected in the provision of attention, recognition, appreciation related to the needs of teachers. Teacher performance that can be improved by principals is personality, pedagogic, professional and social competencies that have an impact on improving the quality of learning that can create a positive and conducive climate in schools. However, in terms of providing school facilities such as libraries that are not available due to unsupportive school land and technological equipment such as wifi, computers are still inadequate and often experience problems, which have an impact on teacher performance and learning quality at SD Negeri 1 Teniga.

SUGGESTION

The suggestions that can be given by researchers related to the analysis of the principal's role in improving teacher performance and learning quality at SD Negeri 1 Teniga are as follows:

Schools as educational institutions must continue to support the creation of a work culture that is conducive and of course constructive by using open

communication, in order to support the process of improving teacher performance and the quality of learning in schools.

As the leader of an educational institution, the principal must continue to improve the leadership profession specifically in managerial, academic supervision, motivator and supervisor to support his role in influencing, mobilizing, fostering and motivating teachers on an ongoing basis.

Teachers must continue to improve their performance and always have the desire to continue to participate in various programs provided by the school and the government.

Students who are pursuing education, especially in the field of teaching, need to prepare themselves from the start both in terms of knowledge related to pedagogics, personality, professional and social.

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