

**ANALYSIS OF THE IMPLEMENTATION OF THE PRINCIPAL'S LEADERSHIP STRATEGY
IN IMPROVING THE PERFORMANCE OF MA MIFTAHUL HIDAYAH TEACHERS IN
GAYAM LOR BONDOWOSO**

Hoerotun¹, Miftahus Surur², Yesi Puspitasari³

¹²Program Studi Pendidikan Ekonomi, STKIP PGRI Situbondo, Situbondo, Indonesia

³Program Studi Pendidikan Matematika, STKIP PGRI Situbondo, Situbondo, Indonesia

Correspondence Email: surur.miftah99@gmail.com

ABSTRACT

This study analyzes the application of the principal's leadership strategy in improving the performance of MA Miftahul Hidayah Gayam Lor Bondowoso teachers. The method used is descriptive qualitative, which involves observation and interviews with the principal and teachers of MA Miftahul Hidayah as well as documentation. The results showed that effective leadership strategies in the form of fostering teachers' abilities, increasing discipline and motivation and implementing a comprehensive approach, have succeeded in improving teacher performance. However, there are some obstacles such as inadequate facilities, different levels of skills and experience among teachers, sometimes ineffective communication and lack of participation of school community members. This research is expected to contribute to the development of educational leadership in MA Miftahul Hidayah and other educational institutions.

Keywords: Improving; Leadership; strategy, Teacher-performance

INTRODUCTION

Principal leadership is one of the factors to improve the quality of education in educational institutions. Currently, school principals are the highest leaders of educational institutions and have an important role in achieving the desired goals of educational institutions (Amri & Suwandi, 2023). In the context of education, principals not only have a high position in the school management structure, but also as leaders who must be able and able to implement effective leadership strategies to achieve the expected educational goals.

The role of the principal as the leader of an educational institution is how he can best manage existing resources to achieve educational goals, including teacher management (Ulum et al., 2020). In addition, principals also have a role in communicating with their subordinates and improving the performance and quality of teachers' work through good partnerships. Therefore, the principal's role as an innovator and motivator establishes harmonious communication with the environment, explores new ideas and integrates them into every activity, sets an example for all education personnel in the school he leads. As a leader, the principal must also have the right strategy to motivate teachers in carrying out their duties and functions. This motivation can be facilitated by good environmental management, a facilitative and communicative atmosphere and synergistic discipline between components of school residents (Rahmin, 2021). This is in accordance with Priyambodo's statement (2023) that the educational aspect is becoming increasingly important in developing teacher professionalism.

Teacher performance is often linked to an individual's ability to perform. As learning agents, teachers must have the competencies needed to achieve national education goals (Zein et al., 2024). Performance includes several aspects, namely promptness, quality of work, communication and capability. In the business world and government agencies can use these five dimensions as a measuring tool when assessing the level of employee performance. In organizations, including the national education system, teachers occupy an important position as human resources and are considered a key element in the success of efforts to achieve educational goals (Rohman, 2020).

Teacher performance can be understood as the performance of a teacher in carrying out his duties as an educator, guide, teacher and focus on quality in the learning process (Huda, 2022). Improving teacher performance is quite easy through the principal's leadership strategy. A teacher's performance is not solely based on the teacher's ability, because the role of the principal allows him to understand the needs of the school he leads. Therefore, teacher performance not only relies on pre-existing skills, but also increases and develops well. In general, a teacher's performance can be measured by the fulfillment of the duties and responsibilities assigned to the teacher according to the rules that have been set. Administratively, teachers are responsible for managing schools and are in charge of carrying out the learning process effectively and efficiently.

However, the reality on the ground is that the capacity, knowledge, skills and pedagogical expertise of teachers in Indonesia continue to decline. The 2018 Program for International Student Assessment (PISA) survey found that the quality of education in Indonesia is still among the worst in reading, writing, science and mathematics. This is due to gaps between teachers and low morale. Based on observations at MA Miftahul Hidayah Gayam Lor Bondowoso school, the process of learning activities still has many obstacles, including: some teachers still do not prepare for learning before class, not optimal teacher performance in the learning process which is indicated by the number of teachers who have not used varied learning methods. The next problem is seen in some teachers who still teach one-way material when teaching. This can be seen in teachers who do not optimize the use of school facilities such as LCDs and the internet. In addition, absent teachers and picket teachers who do not provide learning tasks to students. Therefore, teacher performance in terms of work discipline is less than optimal.

Based on the above phenomenon, the decline in teacher quality has an impact on many things, including student performance and learning processes. This is because teachers play an important role in creating a learning environment, where students can actively participate in learning activities (Sari & Yulhendri, 2020). Therefore, teacher performance at MA Miftahul Hidayah Gayam Lor Bondowoso is the main objective of this study. This study aims to analyze the implementation of the principal's leadership strategy at MA Miftahul Hidayah Gayam Lor Bondowoso, with the hope of providing a clear picture of the effectiveness of the strategy implemented and its impact on the quality of education. This research is important because with the use of appropriate leadership strategies, principals can improve teacher performance.

RESEARCH METHODS

This research applies a qualitative approach with a descriptive method. Data collection techniques in this research include observation, interviews and documentation. There are two sources of data in this research, namely primary and secondary data. For primary data, information was obtained directly through in-depth interviews with resource persons consisting of the principal and a number of teachers at MA Miftahul Hidayah Gayam Lor. The interviews were conducted in a semi-structured manner using a pre-prepared guide. Meanwhile, secondary data was obtained through direct observation and documentation or other sources related to the object of research to assess the principal's leadership strategy and teacher performance in the MA Miftahul Hidayah school environment. The collected data were analyzed descriptively through steps: data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

Teacher performance at MA Miftahul Hidayah Gayam Lor

The success of an educational institution is influenced by various factors, both external and internal. Among all these factors, teacher performance is one of the factors that is quite influential and can influence other factors towards the effectiveness of teacher performance. Teachers have a very important role in the education process. Therefore, it is important to pay serious attention to their performance.

In carrying out their duties, MA Miftahul Hidayah teachers need a variety of support both in terms of facilities and other factors so that the responsibilities given by the principal can be fulfilled according to expectations and predetermined goals. To help achieve tasks and goals, a teacher needs encouragement and motivation. This is important so that their work achieves optimal performance and is in accordance with the specified goals.

The performance of teachers at MA Miftahul Hidayah has shown progress when compared to before. Some of the factors that influence this include limited facilities, long distance to the school and various other factors. Teacher performance at MA Miftahul Hidayah is hampered by internal and external factors. Therefore, the principal of MA Miftahul Hidayah together with all school members have done their best to improve the achievement of school goals by improving the quality and performance of the teachers.

In addition, there are some teachers who live quite far from the school, so this is a challenge for the principal in improving teacher performance. There was a case where a teacher who lived far away was late arriving at school to teach. However, the principal has tried to schedule teaching time for teachers who live far away so that they do not teach at the first hour. For situations like this, the principal does not impose severe sanctions, considering the circumstances of teachers who live far away by considering other humanitarian factors.

Lack of access to educational facilities and the lack of tools in the learning process can indirectly hinder the achievement of educational goals. The facilities available at MA Miftahul Hidayah include school buildings (classrooms and teachers' rooms), computer laboratories and libraries. However, some teachers still use limited teaching methods, relying only on guidebooks and textbooks without utilizing the available facilities. Even so, not all teachers do the same, because some of them have utilized assistive devices in the teaching process such as LCD projectors or computers.

Furthermore, there are several other factors that hinder teacher performance, including: in addition to having responsibilities to students and educational institutions, teachers also have obligations to their families (children, spouses). With the income they receive, teachers often experience difficulties in meeting their needs, because some of them have not received certification, and some are still honorary staff. This is an additional challenge for teachers that can affect teacher performance, either directly or indirectly. Based on the interview results, one of the other factors that hinder principals in improving teacher performance is the factor that comes from the teachers themselves. One example is teachers' tardiness in submitting learning tools.

Based on relevant theories and research findings at the location, both through interview data, it can be concluded that the principal functions as a motivator at MA Miftahul Hidayah in regulating the physical environment, work atmosphere, discipline and encouragement and appreciation for educators has been realized where the principal motivates teachers in the form of giving awards to outstanding teachers, as well as coaching and reprimanding those who are less disciplined in carrying out their duties and responsibilities.

As a motivator, the principal must have an appropriate and suitable strategy to inspire educational staff in carrying out their various responsibilities and roles. According to Badrus (2018), motivation is one of the factors that influence how effective a person's performance is. In line with this, it emphasizes the importance of the right approach so that motivation can be created and teacher performance can be improved.

From the analysis of the data collected, it can be concluded that the performance of teachers at MA Miftahul Hidayah as educators in managing school learning includes planning, implementation and assessment. Teaching and learning activities have been running effectively, in line with the steps taken by the head of MA Miftahul Hidayah Gayam Lor in curriculum management. The management has been planned and carried out by involving representatives of the school curriculum field in compiling complete learning administration data and administrative data on student learning activities. All of this has been realized to achieve the goals that have been set.

Initial observations show that teacher performance at MA Miftahul Hidayah still needs improvement. However, with the dedication and responsibility of the principal and other education staff, teacher performance can be improved. This is supported by the infrastructure provided by the school which helps teachers in carrying out the teaching and learning process. For example, previously teachers had to learn independently by reading or dictating to students in every lesson. Now, teachers can use PowerPoint in the learning process, so they no longer need to dictate to students manually. This shows that adequate facilities and effective principal leadership can improve teacher performance.

Principal leadership strategies in improving teacher performance at MA Miftahul Hidayah Gayam Lor

Principals are expected to have high quality standards. This quality includes the ability of the principal to utilize all available potential for the development of the school, as well as having an adequate educational background and experience. Principals are also expected to be able to solve various problems that arise at school effectively. In addition to getting out, principals must be able to manage educational resources in the institution so that they can function properly to improve the quality of education.

One of the main responsibilities of a principal is to improve the performance of teachers at school. Therefore, the principal needs to have the right leadership strategy to support the improvement of teacher performance. here are some leadership strategies applied by the principal of MA Miftahul Hidayah Gayam Lor.

- 1] Principal's strategy in improving teachers' abilities through coaching teachers' abilities in the learning process

The principal's leadership strategy at MA Miftahul Hidayah Gayam Lor in order to improve teacher performance is carried out by coaching teachers. this coaching effort aims to make teachers at MA Miftahul Hidayah gayam Lor have good skills in the learning process. The coaching is carried out through organizing training, both within the school environment and outside the school. This training is able to improve the performance of teachers in teaching, so that it can improve their performance at school.

This is in line with the results of research conducted by Sonedi et al. (2018) which states that to improve teacher performance, the principal of MTsN 1 Palangkaraya Model involves teachers in any training relevant to their field of study. The research shows that training can improve the quality of teachers in accordance with their respective fields. This step was taken by the principal of MA Miftahul Hidayah to facilitate the achievement of the school's vision and mission, especially in the development of science.

- 2] Strategies in improving teacher discipline

Discipline is one of the important factors in a school. Discipline plays an important role in supporting the quality of schools, especially in teacher performance. schools that have high discipline will certainly reflect good quality as well. To improve teacher performance at MA Miftahul Hidayah, the principal implements an effective discipline system. This is done by enforcing discipline among teachers, improving teacher behavior standards and implementing mutually agreed rules. A good level of discipline will certainly have a positive effect on effective school management, so the aspect of discipline is something that needs to be taken seriously.

This is in line with the findings produced by Rahmawati et al. (2023), which showed that discipline has a positive and significant impact on the performance of teachers. from this

assumption, it can be understood that discipline contributes to improving teacher performance at school. Therefore, the role of the principal at MA Miftahul Hidayah is very important to improve teacher performance by emphasizing on improving discipline among them.

3] Principal's strategy in improving motivation

Motivation is a very important factor in achieving a goal, one of which is in achieving school performance including teacher performance. Motivation can spur enthusiasm and improve teacher performance for the better. Efforts to increase teacher motivation at MA Miftahul Hidayah are carried out by the principal by giving awards to outstanding teachers. This strategy is implemented to attract the attention and foster the enthusiasm of teachers at MA Miftahul Hidayah, so that they are willing to improve their abilities and skills.

In addition, the principal of MA Miftahul Hidayah also strives to create a harmonious school environment, so that a sense of family is reflected. This atmosphere can increase intimacy and effective collaboration at MA Miftahul Hidayah. These various steps can certainly encourage the enthusiasm of teachers at MA Miftahul Hidayah, which in turn will have a positive effect on improving teacher performance.

This is in line with the opinion conveyed by (Sulaeman, 2018), which states that motivation has a positive and significant impact on teacher performance in Kelara District Junior High School. This view emphasizes the importance of the role of motivation among teachers. motivation can be influenced by factors from within and from outside the teacher himself, including the leadership style of the principal. Therefore, it is important for the principal to have a leadership style that is favored by the teachers at school.

4] Principal's strategy in implementing a comprehensive approach

A comprehensive approach through supervision activities is one of the important strategies implemented by the principal of MA Miftahul Hidayah to improve the quality of teacher performance. by conducting regular supervision, the principal can monitor and evaluate teachers and provide constructive feedback for improvement. This is in line with the research of Risman et al. (2024), which states that effective supervision can improve teacher performance and education quality. Therefore, MA Miftahul Hidayah principals prioritize supervision activities as part of efforts to improve the quality of education at school.

Through supervision, the principal of MA Miftahul Hidayah can identify teachers' strengths and weaknesses and provide appropriate assistance to improve teachers' abilities. Thus, supervision activities are one of the most important strategies in improving the quality of education at MA Miftahul Hidayah, the principal can ensure that teachers have high quality abilities so that they can provide quality learning to students, and teachers at MA Miftahul Hidayah can improve the quality of learning and educational achievements that have been set.

The inhibiting factors faced by the principal's leadership in improving teacher performance at MA Miftahul Hidayah Gayam Lor

Efforts to achieve and improve teacher performance in schools, of course, face various obstacles or obstacles, including those experienced by the principal of MA Miftahul Hidayah. Improving teacher performance requires support from various parties, such as students, parents, government or the teachers themselves. Improving teacher performance is a process that takes time and steps that are quite long. This is because teacher performance is an important factor that will affect the quality of the school and other elements.

The following are some of the obstacles faced by the principal of MA Miftahul Hidayah in trying to improve teacher performance:

1] Inadequate school facilities

Facilities and infrastructure are one of the important factors that support the progress of a school, especially in improving teacher performance. these facilities are used to carry out school operational activities, including the teaching and learning process, supervision and others. Inadequate facilities can hinder the development of both the school and for students and teachers in the teaching process.

In addition, to develop teachers' competencies and skills at school, adequate facilities are needed, such as technological devices and other tools. Without these facilities, teacher performance in teaching and other activities is hampered. Research conducted by (Insani, 2021), shows that facilities play a positive and significant role in influencing learning and teaching motivation.

2] Different levels of skills and experience among teachers

Different levels of skills and experience among teachers can have an impact on teacher performance. Teachers who have more expertise and experience are usually better able to deliver material and organize the class well. However, differences in skill and experience levels among teachers can lead to gaps in learning quality, which in turn affects student learning outcomes. Research conducted by (Budi Sutrisno et al., 2024) revealed that teachers' expertise and experience play an important role in their performance in the teaching process.

At MA Miftahul Hidayah, variations in skill and experience levels among teachers can affect their performance. Therefore, it is important for schools to provide sufficient training and support to improve teachers' skills and experience, so that the quality of teaching and student learning outcomes can be improved.

3] Ineffective information

Inefficient information can impact teachers' ability to teach and manage the classroom. Accurate and timely information is needed for teachers to make good decisions in the teaching and learning process and classroom management. However, if the information received is inadequate, teachers can experience difficulties in making the right decisions, which will ultimately affect the teacher's ability. Teachers' absence during meetings for certain reasons can lead to misunderstandings and confusion in understanding information, thus affecting teacher performance and student learning outcomes.

Ineffective information can result from poor communication between teachers. If information is not conveyed clearly, teachers may struggle to recognize students' needs and develop appropriate teaching methods. Thus, it is very important for schools to ensure that the information received by teachers is accurate, so as to improve teacher performance.

4] Lack of participation of school community members

To achieve school goals, various roles and support from the entire school community such as principals, teachers, students and other members are very important. Each individual carries out his or her role based on the tasks and responsibilities that have been determined. The inactivity of the school community can be one of the obstacles in achieving school goals, especially in terms of improving teacher performance.

This obstacle is also felt by the principal of MA Miftahul Hidayah, where the lack of participation from school members can hinder the achievement of predetermined goals. This has a direct impact on teacher performance at MA Miftahul Hidayah. One of the factors causing this is the location of the teachers' residence far from the school, which reduces their participation in various activities. This situation is certainly a serious concern, because the participation of all school members is an important element that supports the progress of the school. Therefore, the role of the principal is very important in creating policies that can overcome these problems.

CONCLUSIONS

This study highlights the importance of the principal's leadership strategies in improving teacher performance at MA Miftahul Hidayah Gayam Lor, Bondowoso, where efforts such as teacher development, motivation, discipline, and comprehensive approaches have shown positive results despite challenges like inadequate facilities and varying teacher skills. The principal plays a crucial role as a motivator and supporter, enhancing professional growth through training, seminars, and reward systems that foster a productive environment. Nevertheless, obstacles such as limited budgets, poor communication, and low participation from school members hinder optimal outcomes, underscoring the need for strong collaboration across all parties. Overall, the study affirms that effective leadership significantly influences teacher performance and can serve as a valuable guideline for principals and policymakers in improving educational quality both at MA Miftahul Hidayah and other institutions.

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