



Analysis Of The Teacher's Perception Of The Headmaster's Leadership And Supervision Of Teacher Performance In Elementary School

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| Article Info | Abstract |
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| Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-12-02 Keywords: <i>Perception; Leadership; Supervision; Performance; School.</i> | This investigation was conducted correctly and was inspired by the headmaster's leadership in carrying out his responsibilities. This research aims to identify teachers' impressions of leadership by examining the headmaster's leadership style, supervision, job motivation, and educational background. The collecting of data involves observation, documentation, and interviews. All the instructors at SDN Diniyo 3 Malang were observed and interviewed. The gathered information is subsequently examined, and conclusions are formed. If there is a positive relationship between teachers' perceptions of the headmaster's leadership style and supervision, work motivation, and educational background, and teacher performance, this can provide a framework for the relevant parties to be willing and able to pay more attention to these three factors so that the teacher performance of SDN Dinoyo 3 Malang increases and improves. |
| Artikel Info | Abstrak |
| Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-12-02 Kata kunci: <i>Persepi; Kepemimpinan; Supervisi; Kinerja; Sekolah.</i> | Penelitian ini dilatarbelakangi oleh kepemimpinan Kepala Sekolah Dasar di SDN Dinoyo 3 Malang dalam melaksanakan tugasnya dan telah dilaksanakan dengan baik. Tujuan dari penelitian ini adalah untuk menentukan persepsi guru tentang kepemimpinan, melihat dari perspektif gaya kepemimpinan dan supervisi kepala sekolah, motivasi kerja, dan latar belakang pendidikan. Pengumpulan data meliputi kegiatan observasi, dokumentasi, dan wawancara. Observasi dan wawancara dilakukan terhadap semua guru di SDN Dinoyo 3 Malang. Data yang sudah terkumpul kemudian dianalisis dan dilakukan penarikan kesimpulan. Adanya pengaruh yang positif mengenai persepsi guru tentang gaya kepemimpinan dan supervisi kepala sekolah, motivasi kerja, dan latar belakang pendidikan terhadap kinerja guru, maka dapat memberikan gambaran pada pihak yang terkait untuk bersedia dan mampu serta lebih memperhatikan ketiga faktor tersebut, agar kinerja guru SDN Dinoyo 3 Malang khususnya meningkat dan lebih baik. |

I. INTRODUCTION

To achieve the vision, mission, and educational goals jointly established by school residents, conducive and harmonious school conditions are required between educators and education staff in the school, including headmaster s, teachers, administrative staff, and parents of students/ communities (user education), who all play a significant role in achieving school goals. The headmaster is the environmental leader of the education unit. As a leader, the headmaster must achieve defined objectives. A headmaster's attempts to influence the conduct of educators and education employees in a given setting are required for leadership within an educational unit. In order for the headmaster to fulfill his leadership responsibilities, he must have the authority and skill to exercise his authority over educators and education professionals, as well as the capacity to manage it

in order to get or elicit high performance. Hadari Nawawi defines management as the capacity to compel people to carry out certain tasks or work in accordance with organizational objectives by inviting and mobilizing them to collaborate effectively and efficiently (Hadari Nawawi, 2003: 36).

According to this definition, management is the ability to motivate and direct people to accomplish defined objectives. Consequently, the operations of educational institutions are governed by the function of the headmaster, who is aided by instructors and personnel who report to him. As defined by Jamal Ma'ruf Asmani (Jamal Ma'ruf Asmani, 2009: 92), a leader is someone who has the authority to influence the conduct of others in the workplace. Sobri et al. present a detailed demonstration of the nature of educational leadership as the capacity to influence and motivate others in the pursuit of educational

objectives (Sobri, et al, 2009: 72). From this perspective, it can be deduced that a leader is someone who can influence, motivate, foster sentiments of involvement and responsibility, offer facilities, positive role models, and work enthusiasm for others. At this stage, the headmaster as the leader of the education unit is formally designated (Formally Designated Leader) by the organization involved or his superior organization. According to Undang-Undang Sisdiknas No. 20,2003 Chapter IX article 39, teachers (educators) are professionals responsible for planning and implementing learning, assessing learning outcomes, conducting guidance and training, and conducting research and community service, particularly for university educators (Undang-Undang Sisdiknas No. 20 ,2003:25). In addition to other educational staff, instructors have a role as a deciding factor in the achievement of educational objectives, since teachers who are in direct contact with students give instructions whose estuary will generate the intended output.

Consequently, in an attempt to govern human resource management in education, teacher performance must be enhanced and developed (James. J. Jones and Donald L. Walters, 2008: 28). Efforts are made to increase performance by giving encouragement, conducting supervision, offering rewards, providing excellent possibilities for career development, enhancing skills, and using effective leadership styles. Meanwhile, teacher performance may be increased if the individual involved feels satisfied and matches the leadership style employed by the headmaster. That is, the leadership of the headmaster with the performance of instructors is strongly associated in setting the educational objectives that are the major aims of the educational process. The teacher's impression of the headmaster's leadership is favorable, resulting in supportive behavior for the development of a teaching and learning environment. Because perception is the act of detecting and comprehending a given item based on the stimulus captured by a person's five senses, a person's conduct in response to multiple stimuli is colored by his perception of these stimuli. The teacher is immediately dealing with the management issue of the headmaster, thus he will naturally make an appraisal for the leadership of the headmaster. Instructor performance is the outcome attained by the teacher in carrying out the duties given to him based on abilities, experience, and sincerity and utilization of time.

Teacher performance will be exemplary if the teacher demonstrates loyalty and high commitment to the task of teaching, mastering and developing learning materials, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all school residents, leadership that serves as a role model for students, a good personality, honesty and objectivity in guiding students, and accountability for their responsibilities. Therefore, the role of the headmaster as a leader is to evaluate the performance of instructors. This evaluation is crucial since it serves as a tool for the headmaster to evaluate leadership. This indicates that teacher performance is a sequence of leadership of the headmaster in managing all components of the school, notably the education personnel. The author wishes to demonstrate that there is an Analysis of Teacher Perceptions of Leadership Style and Headmaster Supervision of Teacher Performance in Elementary Schools based on the description above.

II. METHOD

This study is intended to obtain data on the analysis of teachers' perceptions of the headmaster's leadership style and supervision of teacher performance in elementary schools. In Lexy J Moleong it is stated that qualitative research is research that is intended to understand the phenomenon of what the research subject experiences, for example, behavior, perception, motivation, action and others holistically, and in a descriptive way in the form of words and language in a special context that is natural and by utilizing various scientific methods (Moleong, Lexy J.,2018: 6). This research includes qualitative descriptive research, namely research conducted to investigate circumstances, conditions, or other things that have been mentioned, the results of which are presented in the form of research reports. And its types include correlation or correlational research, that is, research that is carried out to find out the degree of relationship between two or more variables, without making changes or manipulations to the data that already exists. The object of research in writing this study was all teachers at SDN Dinoyo 3 Malang. The study time is August 2002 to October 2022. The method of data collection is desirable to obtain the necessary data, both those related to the study of literature and the data generated from empirical data. In literature studies, the author examines books, papers, scientific papers, and documents related to research themes to be further used as a

reference and the main tool for field research practice. Empirical data through observation and interview activities. Observations were made on all teachers at SDN Dinoyo 3 Malang. Interviews were conducted with teachers and headmasters at SDN Dinoyo 3 Malang. The collected data is then analyzed and conclusions are drawn.

III. RESULT AND DISCUSSION

A. Result

The position and responsibilities of the headmaster are crucial to earning the designation of "excellent school." These successful schools are separated from substandard schools by the terms effective, successful, excellent, or good schools. The efficiency of the school is significantly impacted by the headmaster's leadership. In the meanwhile, good headmasters are defined by three criteria: the ability to establish a favorable learning environment for kids, instructors who are active and growing personally and pro-fessionally, and a community with high expectations and support. The leadership style of the headmaster has a considerable impact on the cultural elements and creativity of the controlling organization. Which indicates that the high organizational culture is a result of the superior leadership style of a headmaster. Innovation is significantly influenced by the leadership style of the headmaster. Therefore, the high degree of creativity is a result of the individual's superior leadership style inside the firm. Organizational culture has a substantial impact on innovation, which implies that the high organizational culture is a result of the level of invention it has. The effect of the head master's leadership style on the manager's job suggests that the high organizational culture is attributable to the magnitude of innovation.

The implementation of Teacher Performance Appraisal is not designed to make life more difficult for teachers; rather, Teacher Performance Assessment is conducted to actualize professional instructors, since the dignity and dignity of a profession are decided by the quality of professional services. Finding the proper information on teachers' activities in the classroom and assisting them in enhancing their knowledge and abilities will contribute directly to increasing the quality of learning as well as assisting the teacher's professional growth. To guarantee that every teacher is a professional in his area and as a

reward for his job accomplishments, a Teacher Performance Assessment should be administered to teachers in all government-, local-, and community-sponsored formal education units. Teacher performance evaluation is described as an evaluation of each of the teacher's primary responsibilities in the context of his rank and position's career growth (Permen PAN No. 16 Tahun 2009). Information on the outcomes of teacher performance evaluations will be highly useful in attempts to manage and develop teachers in order to meet school-based educational objectives. The findings of the performance evaluation may be utilized as a foundation for deciding promotion and compensation plans. Mastery of competencies and application of teacher knowledge and abilities significantly impacts the quality of the learning process or student supervision, as well as the execution of extra activities that are pertinent to schools/ madrasahs, particularly for instructors with these additional duties. The Teacher Performance Assessment Method is an evaluation system developed to determine if instructors are able to fulfill their responsibilities by assessing the mastery of skills shown in their performance

B. Discussion

Teacher performance at SDN Dinoyo 3 Malang is positively influenced by teachers' evaluations of leadership and supervision by the headmaster, job motivation, and educational background.

1. Leadership and Supervision Style

According to Mulyasa (2012), the leadership style describes the manner in which a leader impacts his followers. The headmaster as a manager at an educational institution must also have three primary intelligences, namely professional intellect, personal intelligence, and management intelligence. Based on the findings of observations and conversations with instructors at SDN Dinoyo 3 Malang, data were obtained:

a) The capacity to produce. The headmaster at SDN Dinoyo 3 Malang already has good ideas, always obtains solutions to various problems encountered, is able to anticipate various consequences of implementing various decisions, and can use the ability to think imaginatively (lateral thinking) to connect something

and others that cannot arise from empirical analysis and thought.

- b) The capacity to plan, the headmaster at SDN Dinoyo 3 Malang is able to link the reality of the present with that of the future, to distinguish between what is vital and what is urgent, to predict future requirements, and to conduct analysis.
- c) Organizational competence. The headmaster of SDN Dinoyo 3 Malang has been able to divide tasks and responsibilities equitably, make sound judgments, remain cool in the face of adversity, and identify when the job has been finished and is flawless.
- d) Communication skills. The headmaster at SDN Dinoyo 3 Malang has been able to understand others, is able and willing to listen to others, is able to explain something to subordinates, is able to communicate through writing, is able to make subordinates speak, is able to say thank you to subordinates, always encourages subordinates to come forward and always follow and utilize information technology.
- e) The capacity to offer incentive. The headmaster at SDN Dinoyo 3 Malang has been able to motivate subordinates, provide them with realistic challenges, assist them in achieving goals and objectives, and assist them in evaluating their own contributions and accomplishments.
- f) Capacity for evaluation. The principal of SDN Dinyo 3 Malang has been able to compare the outcomes obtained with the goals, is able to conduct self-evaluation, is able to analyze the performance of subordinates, and is able to take appropriate steps when required.

2. Work Motivation

To increase teacher performance, the first step must be to guarantee that instructors are in a competent condition to carry out their responsibilities. Therefore, the organization must offer instructors with a conducive working atmosphere (Pramudyo, 2010: 3). The work environment is a situational aspect that has direct and indirect effects on employee performance. According to Zaenal and Suharyo (2009: 219), the work environment must be favorable to employees carrying out

their duties in a safe and pleasant setting. Motivation will be reflected in a person's performance. One may determine a person's motivation by observing the abilities he develops via his behaviors. In education, action may take the shape of teaching skills as a body of information acquired by instructors while learning to become teachers (Direktorat Tenaga Kependidikan, 2008: 36). Observations and conversations with teachers and principals at SDN Dinoyo 3 Malang yielded the following data:

- a) Moving Ability. The headmaster of SDN Dinoyo 3 Malang has the ability to instill confidence in subordinates and influence their behavior. For instance, providing favorable comments, offering praise, and expressing gratitude for subordinates' performance.
- b) Additionally, motivation guides or channels behavior. The SDN Dinoyo 3 Malang headmaster has been able to deliver one aim orientation. For instance, instructing subordinates to attain maximum outcomes by working more efficiently.
- c) Sustaining and maintaining conduct the headmaster of SDN Dinoyo 3 Malang has been able to improve the surrounding environment and the intensity and focus of his subordinates' impulses and forces.

3. Educational Background

Based on the findings and analysis of interviews with instructors, the author determined that the educational background of SDN Dinoyo 3 Malang's headmaster is truly strong. The majority of the teacher's remarks to the headmaster are consistent with the headmaster's educational background. The problem uncovered by the lowest teacher ratings is the headmaster's lack of interaction with the school's community. Social interaction is still inadequate, according to the author's study, since the school is located in a difficult setting, is far from community settlements, and has no zones. Similarly, participation in society needs a great deal of time and effort, which consumes the attention of the headmaster.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The existence of a positive influence regarding teacher perceptions of the leadership and supervision of the headmaster, work motivation, and educational background on teacher performance can provide a framework for related parties to be more willing and able to focus on these three factors, so that the teacher performance of SDN Dinoyo 3 Malang in particular increases and improves.

B. Suggestion

It is anticipated that future researchers would be able to conduct more in-depth and comprehensive study on school leaders' opinions of leadership, hence making research more complete and contemporary. And it is anticipated that the two scholars would utilize this publication as comparison material in their future studies.

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