

Principal leadership in improving teacher performance: systematic literature review

Journal of Advanced Islamic
Educational Management

© Evi Mayasari 2021
DOI:

Evi Mayasari

¹Universitas Islam Negeri Raden Intan Lampung, Indonesia

Corresponding Author:

E-mail: mayasari661@gmail.com

Abstract:

The leadership of the head seems to greatly affect the success of the learning process in schools. One factor in the success of learning is the quality of teacher performance. This study aims to determine the principal's leadership in improving teacher performance. The method used in this study is a systematic literature review. Data collection was carried out by searching for journals with a range of 2016 to 2020 relating to teacher leadership and performance. The articles used are sourced from Garuda Research, Technology and Higher Education accredited by SINTA. The results showed that of the 329 articles related to the variables studied were 8 articles and showed that to improve teacher performance the principal's leadership applied discipline methods, providing motivation, work coaching/development, giving rewards, controlling and supervising teacher performance, and leadership. principals in improving teacher performance are using democratic leadership types, good communication and charisma. Suggestions for principals when improving teacher performance should be principals not only from competence but also by using a leadership style that prioritizes deliberation.

Keywords: Principal Leadership; Teacher Performance, Systematic Literature Review

Introduction

Teacher performance greatly influences the goals of education. The purpose of national education is to educate the life of the nation and the whole human being, namely humans who believe and fear God Almighty and are virtuous, have knowledge and skills, physical and spiritual health, strong and independent humans, personality and a sense of community and national responsibility (Fitria, 2018). When teacher performance is carried out optimally, the educational goals will be achieved optimally as well.

Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity as well as the use of time. Teachers who have good performance values will certainly have an impact on the results of their activities, especially those related to the teaching and learning process, where the output will increase both in quality and quantity (Fitria, 2018; Sola, 2022). Meanwhile, teachers who have low performance also affect output which will affect the quality of education (Rosmawati et al., 2020). This shows that the quality of teachers must be improved because it will have an impact on the achievement of educational goals.

Factors that affect teacher performance are divided into two, namely intrinsic and extrinsic factors. Factors that influence the low performance of teachers include competence, work discipline, job satisfaction, organizations where teachers teach, principal leadership, as well as government policies on education (Alhusaini et al., 2020; Harahap, 2017; Rosmawati et al., 2020). This shows that many factors affect teacher performance, one of which is the leadership of the principal.

The principal has a predetermined position in the management of the education unit and has a strategic position in developing school resources, especially empowering teachers in achieving the educational goals that have been set (Kaso et al., 2019). Achievement-oriented principals let teachers know their expectations for leading. Principals regularly set clear goals with potentially high-performance standards, they believe in the abilities of the teachers in their schools, and they encourage continuous performance improvement from teachers (Hartiwi et al., 2020; Kaso et al., 2019; Saleem et al., 2020).

The results of previous studies indicate that there is a significant influence between principal leadership and teacher performance, principal leadership with student character based on local culture, teacher performance with student character, and principal leadership with student character based on local culture through teacher performance with student character (Kaso et al., 2019). Research conducted by Özgenel & Mert (2019) shows that teacher performance greatly affects the effectiveness of learning in schools, so it is hoped that principals can direct teachers to improve their performance. Therefore, it is very important to know the principal's leadership style in improving teacher performance in schools. It is very important to review various literature to find out the principal's leadership style in improving teacher performance.

Methods

This study uses a literature review method using 3 stages, namely planning, conducting and reporting. In this study, data were taken from various journals at Garuda Research, Technology and Higher Education, the articles and journals used consisted of the 2016-2020 range. This journal and article content about the leadership of school principals in improving teacher performance. The articles and journals used are journals that have been accredited by SINTA. The data analysis used in this study was carried out by analyzing the principal's leadership and the methods used in improving teacher performance.

Results and Discussion

After collecting data from 2016 to 2020, 329 articles related to principals' leadership and teacher performance.

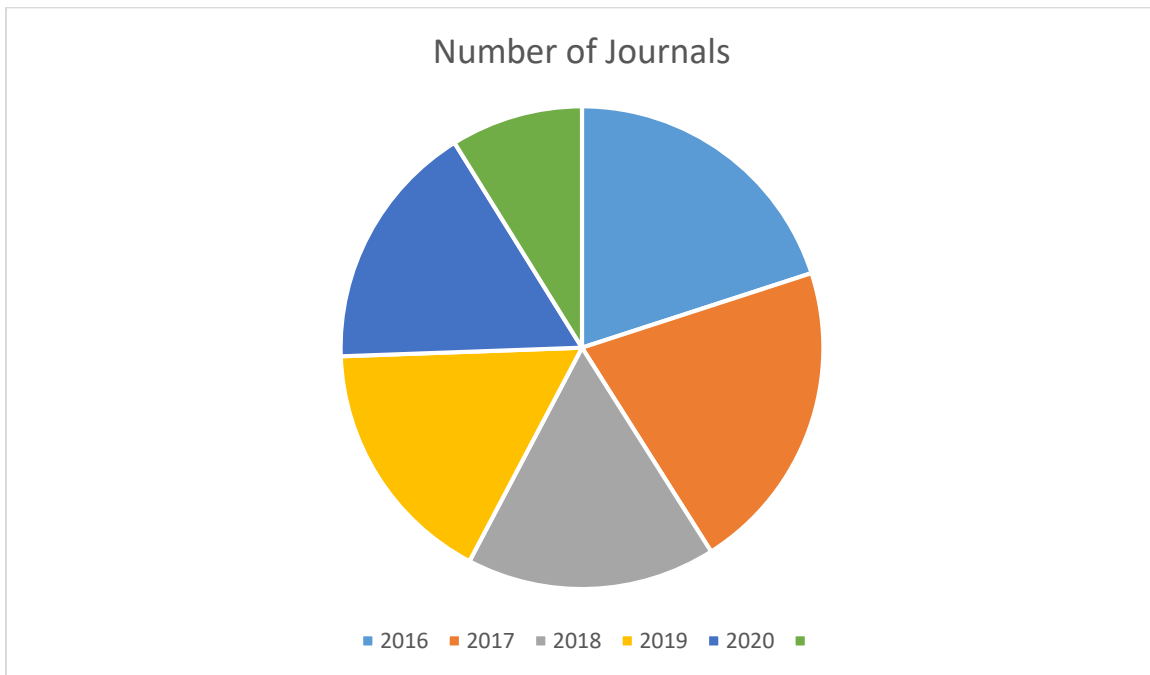


Figure 1. Number of journals since 2016-2020

Of the 329 articles that are eligible for review are 8 articles. Eight literature articles show varying results regarding principals' leadership and teacher performance, this is adjusted to the needs of research that discusses principals' leadership in improving teacher performance.

In general, based on the results of the literature review conducted, it is found that in improving the performance of teachers, principals need to provide motivation, guidance, apply discipline and supervise and control teacher performance. In addition, school principals also need to provide rewards and apply a democratic leadership style, so that teachers can express their opinions and feel comfortable at work.

Research conducted by Ramadoni dkk (2016) shows that as a leader the principal is responsible for creating a conducive learning environment including teacher discipline because when the teacher is disciplined, the teacher's performance will be regular and directed to produce quality performance. Other studies also show that the principal's leadership has a significant effect on teacher productivity, teaching discipline has a significant effect on teacher productivity, and principal managerial competence and teacher discipline have a significant effect on teacher productivity (Azainil et al., 2021). This shows that the discipline applied by the principal can improve teacher performance.

The leadership style applied by the principal in improving teacher discipline is the telling style. In addition to informing, the principal also applies a participatory style, where the principal invites teachers to be disciplined and directs them about the tasks that must be done (Hernita, 2018; Kurniawan, 2017).

Other research explains that democratic leadership in improving the quality of learning greatly affects teacher performance (Fahmi & Nurliza, 2018). This democracy is not only about opinions but is democratic in providing learning methods that are by student needs and democratic towards teacher competency development (Ali et al., 2015; Kasidah, 2017). So school principals need to remain democratic to teachers to improve their performance.

Research conducted by Isnaini (2019) that the principal's supervision of teachers in elementary schools has a very strategic role in determining policies and improving the quality learning process towards the realization of the expected goals. 2) The principal is the head of the school who regulates and determines administrative functions, including the supervisory function (supervision) individually or in groups, 3) In addition to the principal, teachers also have a very decisive role in achieving educational goals. So that the principal must have qualified managerial skills so that teacher performance can be optimal.

The results research (Liriwati, 2017) show that the key to the success of a school essentially lies in the efficiency and effectiveness of a school principal. The principal is fully responsible for the achievement of educational goals through efforts to move subordinates towards achieving the educational goals that have been set. This is very influential on the motivation of teachers in showing good performance.

Conclusion and suggestion

Based on the results of the analysis, it can be concluded that to improve teacher performance, principal leadership applies discipline methods, provides motivation, job coaching/development, provides rewards, controls and supervises teacher performance, and principals leadership in improving teacher performance, namely using democratic leadership type, communication kind and charismatic.

Suggestions for principals when improving teacher performance should be principals not only from competence but also by using a leadership style that prioritizes deliberation.

References

- Alhusaini, A., Kristiawan, M., & Eddy, S. (2020). Pengaruh Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, 4(3), 2166–2172.
- Ali, S. N. M., Harun, C. Z., & Djailani, A. R. (2015). Gaya kepemimpinan kepala sekolah dalam meningkatkan kinerja guru pada SD Negeri Lambaro Angan. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 3(2).
- Azainil, A., Komariyah, L., & Yan, Y. (2021). The effect of principal's managerial competence and teacher discipline on teacher productivity. *Cypriot Journal of Educational Sciences*, 16(2), 563–579.
- Fahmi, C. N. F. C. N., & Nurliza, E. N. E. (2018). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di Mtsn Rukoh Banda Aceh. *Jurnal Serambi Ilmu*, 19(1), 29–33.
- Fitria, H. (2018). The influence of organizational culture and trust through the teacher performance in the

- private secondary school in Palembang. *International Journal of Scientific and Technology Research*, 7(7), 82–86.
- Harahap, J. Y. (2017). Hubungan antara kontrol diri dengan ketergantungan internet di pustaka digital perpustakaan daerah medan. *JURNAL EDUKASI: Jurnal Bimbingan Konseling*, 3(2), 131. <https://doi.org/10.22373/je.v3i2.3091>
- Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The Effect of Certified Teachers and Principal Leadership toward Teachers' Performance. *International Journal of Educational Review*, 2(1), 70–88.
- Hernita, R. (2018). Kepemimpinan Kepala Sekolah Dalam Mengembangkan Budaya Sekolah Melalui Manajemen Berbasis Sekolah. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(2), 261–269.
- Isnaini, M. (2019). Kepemimpinan Kepala Sekolah Sebagai Seorang Supervisor dalam Pengawasan Kinerja Guru di Sekolah Dasar. *El-Tsaqafah: Jurnal Jurusan PBA*, 18(2), 215–228.
- Kasidah, M. A. R. (2017). Kepemimpinan kepala sekolah dalam meningkatkan kinerja guru pada sekolah dasar luar biasa negeri Banda Aceh. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 5(2).
- Kaso, N., Aswar, N., Firman, F., & Ilham, D. (2019). The Relationship between Principal Leadership and Teacher Performance with Student Characteristics Based on Local Culture in Senior High Schools. *Kontigensi: Jurnal Ilmiah Manajemen*, 7(2), 87–98.
- Kurniawan, C. (2017). Pengaruh Motivasi dan Kepemimpinan terhadap Kinerja Pegawai Universitas PGRI Palembang. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 2(2), 314–324.
- Liriwati, F. Y. (2017). Efektifitas Kepemimpinan Transformasional Kepala Sekolah Terhadap Peningkatan Kinerja Guru. *ALASASIYYA: Journal Of Basic Education*, 1(2).
- Ramadoni, W., Kusmintardjo, K., & Arifin, I. (2016). Kepemimpinan Kepala Sekolah dalam Upaya Peningkatan Kinerja Guru (Studi Multi Kasus di Paud Islam Sabilillah dan Sdn Tanjungsari 1 Kabupaten Sidoarjo). *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 1(8), 1500–1504.
- Rosmawati, R., Ahyani, N., & Missriani, M. (2020). Pengaruh Disiplin dan Profesionalisme Guru terhadap Kinerja Guru. *Journal of Education Research*, 1(3), 200–205.
- Saleem, A., Aslam, S., Yin, H., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustainability*, 12(8), 3390.
- Sola, E. (2022). PRINSIP-PRINSIP MANAJEMEN VS KINERJA GURU: SEBUAH TINJAUAN UMUM. *Edu-Leadership: Jurnal Manajemen Pendidikan Islam*, 1(2), 153–161.

