

# **Example-Based School Principal Leadership In Improving Teacher Performance**

## **(Multi Site Study of Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency)**

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### **ABSTRACT**

This research aims to 1) analyze the exemplary leadership of the principals of Al Muslimin Pandan Private Middle School and Pandan 1 Public Middle School, Tapanuli Tengah Regency, 2) analyze the performance of teachers of Al Muslimin Pandan Private Middle School and Pandan 1 Public Middle School, Central Tapanuli Regency, 3) analyze the results of exemplary the principal's leadership in improving the performance of teachers at Al Muslimin Pandan Private Middle School and Pandan 1 Public Middle School, Central Tapanuli Regency. This research uses qualitative methods and multiple approaches situs. Data was obtained through interviews, observation, documentation studies and Focus Group Discussions. Using two data analyzes namely: first, individual site data analysis is carried out through data reduction, data presentation, data verification. Second, cross- site data analysis is carried out as a process of comparing and integrating the results obtained from each site. The results of this research are: 1) Exemplary leadership of the principal of Al Muslimin Pandan Private Middle School and Pandan 1 Public Middle School, Central Tapanuli Regency, carrying out tasks on time and even arriving early and leaving later than the applicable hours. 2) The performance of teachers at Al Muslimin Pandan Private Middle School and Pandan 1 Public Middle School, Central Tapanuli Regency in terms of implementing rules and regulations, teachers have obeyed school rules and carried out tasks on time. 3) The results of the principal's exemplary leadership in improving the performance of teachers at Al Muslimin Pandan Private Middle School and Pandan 1 Public Middle School, Central Tapanuli Regency, namely increased teacher performance at Al Muslimin Pandan Private Middle School and Pandan 1 Public Middle School, Central Tapanuli Regency by seeking various forms of time discipline. Obey school rules, imitate subordinates by being humorous, and work professionally.

**Keywords: Leadership, Example, and Performance**

## A. INTRODUCTION

The quality of education is a direct result of changes and developments in various aspects of life. To answer the challenges of change and development, quality education is the most important requirement. By improving the quality of education, we can support the realization of an Indonesian society that can live intelligently, peacefully, openly and democratically, and compete openly in the global era.

The role of human resource management in schools/madrasahs is not only administrative in nature, but also aims to develop the creative and innovative potential of human resources. The shared mission and goals of the school community, the school environment, educators, and educational staff (including school/madrasah principals, teachers, administrative staff, and parents/students) play an important role in realizing this educational vision.

faculty (2010:288) explains: Contributions to quality education are quality teachers, quality students, quality curriculum, quality foundation and many sides of quality education.

In teaching activities, teachers must be able to convey the material well. Because learning is a process where people interact with various information and environments to develop new knowledge, skills and behavior. The main responsibility of teachers is to provide instruction in a variety of subjects to achieve the goal of quality education.

Therefore, the teacher is the central figure in direct communication with students through teaching and learning activities. As stated by Soetjipto (2007: 42), teachers have a good image in society if they can show that as professional educators, they are role models or deserve to be role models in society.

Article 39 article 11 of Law no. 20 of 2003 "Concerning the State Education System" states that "Educators (teachers) plan and implement the educational process, evaluate educational results, provide mentoring and training, conduct scientific research and are a socially useful tool. work." especially for teachers in higher education institutions.

(Supardi, 2013: 11) The teacher's task is to teach, master and control educational material, lead educational discipline and other tasks, teach creatively, collaborate with all school members, set an example for students, be kind, honest and have noble character. Objective and responsible for your duties. Apart from the factors mentioned above, other factors that influence teacher performance include professional costs, available teaching aids, personality, level of education, teaching mastery, principal's leadership style, as well as awareness and frequency of use of human resource management.

Schools are also very aware of the concept of integrated quality assurance in education and must introduce it to improve the quality of education. However, in reality, teachers at Al Muslimin Pandan Private Middle School need highly motivated driving force considering the burden they bear to produce graduates who excel at their school/madrasah. every educational actor bears full responsibility according to his abilities and follows a professional work system for educational purposes (Pananrangi, 2017:19).

Islamic education always has the concept of giving a message to the path of Allah SWT. A teacher's example can always be in the form of traits, behavior and behavioral patterns that lead to good deeds or imitation. Some sources related to the concept of leadership are managing other people in general, managing human resources, and organizational management practices. Leaders must have management skills and influence the power they have.

Leaders must have management skills and influence the power they have. The most important competency to have as a leader is the ability to monitor the situation and conditions of the organization, namely the ability to define the concept of the organization's future in the form of a predictable framework. Based on this perspective, it can be concluded that the essence of leadership is a combination of personality traits and an individual's ability to persuade a group to follow and work together to achieve organizational goals. (Rakmet and Qadir, 2017:70)

Leadership is the symbolic and technical superior or highest authority in an organization, selected and identified by members of the organization who strive to be the driving force in achieving the goals and ideals of the organization. Leadership is the art of influencing someone to enjoy their work and motivating them to achieve group or organizational goals. In madrasahs, exemplary behavior is very important because the leader is the pinnacle of leadership. The image of a quality school is a school full of good regulations and new ideas, with quality leaders, inspiring leadership, disciplined and dynamic work days. The final theory not only communicates existing rules, but leadership is an example of existing rules (McMoore and Suparman, 2018: 8).

Leadership is the ability and willingness of a school principal to influence, guide, direct, and motivate teachers and staff to work effectively to achieve teaching and learning goals. (Zazim, 2011: 214). Regarding job satisfaction, Wirawan (2013: 698) states that job satisfaction is an individual's perception of various aspects of work. This perception can be described as a person's feelings and attitudes towards their work. These feelings and attitudes can have both positive and negative consequences.

The qualities and behavior of school principals should include the following: 1). A strong vision of the future of the madrasah and encouragement of all staff to work towards realizing this vision. 2). Expectations are high for pupils' achievements and staff performance. 3). Observing teachers in class and providing positive and constructive feedback in the context of problem solving. 4). Encouragement to utilize learning time efficiently and design procedures to reduce chaos. 5). Creative use of material resources and personnel. 6). Monitoring individual and collective student achievement and utilizing information to guide instructional planning.

According to the researcher's first observations, exemplary behavior can be observed in a positive communication climate at school, good example (uunjungn hasana) is always given by the principal and encouragement by the principal to motivate teachers. This research has its own differences in that the research focuses on exemplary leadership which can improve teacher performance. Then this research was conducted in 2 Almuslimin Pandandan Private Middle Schools and Padan 1 Public Middle School, Central Tapanuli Regency.

Based on the description above, researchers are interested in taking the title "exemplary-based school principal leadership in improving teacher performance (multi-site study of Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency)".

## **B. LITERATURE REVIEW**

### **Leadership Based on Example**

Leadership is a set of personality traits or personal qualities that enable a person to inspire others to achieve certain goals. Nothing can be achieved without motivation from the leader (Bertocci, 2009: 7). Osborne (Purwanto, 2016: 191) describes leadership as the ability to create an environment where everyone knows what is expected of them and feels motivated to do great work. Therefore, management requires leaders to motivate and contribute through their duties and functions so that they can make extraordinary contributions through their work.

Leadership at the pre-scientific level is based on experience, intuition and practical skills. Leadership is seen as a divine and innate gift from a person. Educational leadership is the ability to influence, coordinate and mobilize other people involved in the implementation and development of education to achieve educational or school goals effectively and efficiently. Effective leaders are those who manage the people and organizations they lead and receive effective leadership from them.

Educational institutions need leaders and managers. Different from other organizations, educational institutions are moral organizations that are different from other organizations. According to Wahjosumijo (1987), leadership theory describes leaders in terms of certain characteristics such as personality, skills and abilities.

According to Kuzes and Posner, exemplary leadership is about finding the extraordinary, and leaders practice five leadership practices: modeling the way, inspiring a shared vision, challenging the process, enabling others to act (Enable others so act), and encourage the soul (Encourage the Heart). (Kopri, 2017:70)

The principle of exemplary madrasah principals is that a leader's actions and deeds, words and deeds are imitated and imitated by his subordinates. Madrasah heads play an important role in improving the quality of teacher work. As a leader, the madrasa head guides and supervises, improves the development of teaching staff, opens bilateral relations and assigns tasks.

The exemplary behavior of a madrasa head can also be demonstrated by always respecting his employees. He respects other parties, such as students and employees because he feels appreciated. Principal characteristics do not only refer to leadership styles such as democracy or compromise, but must also be accompanied by qualities such as a willingness to focus on ethics. Ethics related to ethics or things related to the values and norms that apply in society should be used as a guide in acting to prevent negative things from happening. (Mulyasa: 2015)

The example of school principals in influencing teacher performance is a topic that has been widely researched in educational literature. The underlying theories include the concept of transformational leadership, motivation theory, and the concept of role modeling. The following is a general overview of how the principal's example can influence teacher performance based on expert theory:

1. Transformational Leadership: According to the transformational leadership theory proposed by James MacGregor Burns and developed by Bernard M. Bass, a transformational leader is someone who is able to motivate subordinates to achieve extraordinary performance.
2. Motivation Theories: Motivation theories, such as Maslow's Hierarchy of Needs Theory and Victor Vroom's Expectancy Theory of Motivation, can be used to understand how the principal's example can influence teacher motivation.
3. Exemplary Theory: Exemplary theory suggests that people are more likely to imitate the positive behavior of someone who is considered a role model or role model.

Thus, the principal's example can have an impact on teacher performance through several mechanisms. They can motivate teachers to achieve better results, create a positive work environment, and strengthen a quality school culture. Principals who are positive role models for teachers can help improve teacher performance, build a strong school culture, and create an environment that supports quality learning.

The Islamic term for leadership is *imamah*. Also, in Islam there are 8 words related to leadership and they refer to leaders. 8, namely the imams of Baqarah: 124. Caliph Baqarah: 30. Fatimah :4 Malik: 4. Al-Agraft regarding Wali: 3. Beside him Amir and Rain, Sultan, Rais and Ulil Amri. The Koran also gives a strong warning which means: "Allah's hatred (towards leaders) is great when what is said is not done (QS As-Shaff: 3).

So, whatever the reason, example is important. Role models are pillars, role models are the soul of the institution, organization or institution they lead. leaders are exemplified because of their example, leaders are also ostracized because of their bad words, actions, politics and actions. Even in Islam, this example is a fixed price that cannot be agreed to by (candidate) leaders. And the best parable is our Prophet Muhammad SAW (QS al-Ahzab: 21 and QS al-Qalam: 4)

An ideal leader is everyone's dream because they are leaders who move organizations, institutions, nations and nations forward and backward. That is why leaders are very important for the welfare of the people. Of course, incompetent and less than ideal leaders, such as those with mental or physical disabilities, generate controversy even when restrained or silenced. (Dewey, 2006:2)

### **Teacher Performance**

Performance is a measure of results achieved using mutually agreed terms. According to Rusman (2011:50), performance is a form of behavior that is oriented towards the achievement of a person or organization. According to Sulistiani and Rosida (2009: 276), performance is a combination of skills, strengths and opportunities that are valued for their work. According to Rivai et al (2008:17), the performance achieved by someone when actually doing their job or working in accordance with the standards and criteria set for that job.

High performance people always develop themselves. He strives to improve his personal qualities, skills and abilities so that he can solve the problems he faces and produce better work and results. Usman (2008: 458) defines productivity as the output produced by an employee in a predetermined unit of time according to certain criteria.

Stolovich (2010: 52) explains performance achieved as a result of completing and completing a task, and task completion achieved when carrying out a given task is based on

skill, experience and perseverance. There are three things you need to understand to achieve optimal performance. Specifically, 1) clarity of tasks, 2) clarity of expected results, and 3) time required to complete tasks to achieve goals.

In most workplaces, employee productivity typically includes 1) quantity of output, 2) quality of output, 3) timeliness of output, 4) engagement, and 5) ability to collaborate. This concept implies that success equals success. Therefore, productivity is always related to the success of an organization, including its employees.

Productivity according to the Vroom model:  $Performance = f (Ability \times Motivation)$ , according to this model teacher performance is a multiplication function of ability and motivation. Performance does not stand alone, but by job satisfaction and salary, process skills, professional opportunities or competencies, and personal characteristics. Thus, Donnelly, Gibson, and Ivancevic's partner-lawyer model of Rivai and Ahmad Fawzi (2006) shows that individual performance is primarily influenced by: (a) compensation expectations; (b) promotion; (c) abilities, needs and characteristics; (d) accept assignments; (e) internal and external compensation; (f) Perception of salary and job satisfaction. So according to this concept, performance is mainly determined by three things: (1) ability, (2) desire, and (3) environment.

According to Law article 20 Number 14 of 2005, the authority/responsibility of school staff is as follows: 1) planning training, implementing quality training programs, assessing and evaluating training results. 2) Continuous improvement and development of academic qualifications and skills based on scientific, technological and artistic achievements. 3) Act objectively without discrimination based on the student's gender, religion, origin or socio-economic status. 4) Comply with laws and regulatory practices, laws and staff codes of ethics, as well as religious and ethical values. 5) Maintain and promote national unity and unity.

According to Rahmawati and Abdullah (2013: 121), teacher performance can be measured from the competency standards that teachers must have. Teacher behavior considers teacher behavior as a form of behavior in the learning process. The learning process is how teachers plan learning, carry out learning activities and assess learning outcomes.

There are four dimensions that are used as benchmarks in evaluating overall performance.

- a. Quality - level of errors, defects, correctness.
- b. Quantity, meaning the number of jobs produced.
- c. Time spent at work, including absences, tardiness, and actual work time/absences.
- d. Collaboration with other people in the workplace (Sudarmanto, 2009: 11)

The high performance of teachers can be proven by their authority and responsibility for planning learning, implementing learning and evaluating school programs, curriculum management, personnel management, equipment and supplies management, financial management, student services, school relations with the community, and school climate.

Performance reflects the work performance of an individual in carrying out their roles and functions in a certain environment, including within an organization. The following factors influence the teacher's work:

- a. Individual elements, including elements of knowledge, skills, abilities and self-confidence possessed by each individual teacher.
- b. Leadership factors, including aspects of the quality of managers and team leaders in teacher motivation, enthusiasm and support in work.
- c. Team factors, including the quality and enthusiasm of teammate support, trust in colleagues, and the cohesiveness and closeness of team members.
- d. System elements include work systems, work tools provided by leaders, organizational work culture, organizational processes
- e. Situational factors, including pressure and changes in the external and internal environment (Yamun and Maysa, 2010: 129-130).

### **C. METHODS**

This research is based on qualitative methods. The aim is to describe aspects related to the observed phenomenon and to describe the nature of the existing phenomenon or problem.

The research design used in this research is multisite. A multisite study was chosen to conduct this study because it is a type of qualitative research that can be used to develop theory based on several similar studies, resulting in a larger, broader, and transferable theory.

In this research, the research subjects as informants were:

1. Head of Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency
2. Teachers and Education Staff of Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency
3. Students from Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency

The collection method is relevant to research because it is a step in obtaining the required data. This research data collection method can be explained as follows through observation and interviews, documentation studies. To strengthen the validity of the data



findings and the authenticity of the research, the researcher refers to the four validation standards suggested by Lincoln and Guba 2003, which consist of: 1) Trustworthiness, 2) Transferability, 3) Dependability. 4) Firmness (confirmability)

#### **D. RESULTS AND DISCUSSION**

##### **Exemplary Leadership of the Principal of Almuslimin Pandan Private Middle School and Pandan 1 Public Middle School, Central Tapanuli Regency**

The exemplary leadership of a school principal leader is of course many things that can be seen in order to describe the principal's exemplary leadership, the exemplary leadership of the Al Muslimin Pandan private junior high school principal can certainly be seen from several aspects, namely the first is the presence, the second is traits which include abilities and so on, then the third is behavior. .

The principal has fulfilled the rules, namely arriving on time and always arriving at 07.00 WIB and the principal's punctuality is not only visible when he comes to school but when fulfilling invitations or activities such as meetings and other activities.

In addition to punctuality in arriving or attending an activity, the principal of Al Muslimun Pandan Private Middle School also meets the requirements, namely returning home at the normal time and schedule, namely usually at 14.45, in fact the principal also often goes home after the usual time, such as going home until 14.45. 16.30 WIB, because the principal often checks all school equipment such as trash cans and others before returning home from school.

Rules or regulations that apply must exist in every school. Sujuno in Sari (2013:16) states that one indicator of work discipline that can be used as a measure of work discipline is loyalty or compliance with existing regulations or rules.

The second example of the principal of the Al-Musliman Pandan private junior high school can be seen from the character of the junior high school principal. the ability to adapt to situations, where the principal in adapting to the situation certainly has quite good character where the character of the junior high school principal is different from the various educational assessment staff in the junior high school. One of the characters that emerges from the head of the Al-Muslimun Pandan private junior high school is his quick response to situations, problems and existing problems.

When the junior high school principal saw students who were less active in the learning and teaching process and rarely came to school, the principal quickly took action for these

problematic students. To see the second nature of the principal of Al Muslimin Pandan private junior high school, namely his readiness for the social environment, this can be seen from the principal of Al Muslimin private junior high school who always looks at the needs of the community, interacts well with teaching and educational staff and builds student character in advancing quality. The school principal is also active in penetrating the social environment by establishing good communication with the community around Al Muslimin Pandan Private Middle School.

The third is to see the character of the head of Al Muslimun Medan private junior high school as an example, seen from the firmness of his way of working together, energy and self-confidence. From the results of various interviews and observations, it can be seen that the head of the school has firmness in carrying out his duties as a school head, where the head The school always monitors teacher performance by controlling the classes and will wait for the teacher if the teacher does not enter the class without prior permission. From the results of research and discussions that have been revealed regarding the exemplary principal of the private Muslim junior high school in Pandan, the character of the junior high school principal can be seen as being firm, cooperative, energetic and self-confident, this is also supported by the opinion of Angelis who stated that the person who is said to have self-confidence is a person who feels satisfied with himself, Gael Lindenfield (in Kamil, 2008:3).

According to Hakim, (2005:6) self-confidence is a person's belief in all aspects of the advantages he has and this belief makes him feel capable of achieving various goals in his life. Of course, these characteristics can be emulated to be able to carry out the teaching and learning process activities better and with more enthusiasm.

The third thing that can show the exemplary behavior of the head of Al Muslimin Pandan private junior high school can be seen from the head's behavior. To see this behavior, it can be seen from 6 behaviors that can describe this behavior: the first behavior, namely the behavior of having responsibility where the head of Al Muslimin Pandan private junior high school really shows The nature of this responsibility is like solving problems that exist for teachers in junior high schools directly without beating around the bush. The second behavior is having concern and commitment, where the head of the Al Muslimin Pandan private junior high school really shows concern and commitment to improving or changing the Al Muslimin Pandan private junior high school. The third behavior is enforcing time discipline, where the principal always enforces time discipline by setting a small example, either by setting an example for his subordinates. The first thing the principal does to enforce time discipline is by

setting an example and making rules. - regulations for teachers and students so that discipline at this time will be realized at Al Muslimin Pandan private junior high school.

The fourth behavior is being proactive and having the ability and courage. The principal of the Al Muslimin Pandan private junior high school is very important to the school environment, such as always advising colleagues, providing advice and motivation, and the will and courage of the madrasah principal shown by always facing problems firmly and creating a community. disciplined and quality school. The fifth behavior is being a leader, communicative and motivator.

## **E. Performance of Teachers at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency**

### **1. Almuslimin Pandan Private Middle School**

From the results of research at Al Muslimin Pandan Private Middle School regarding teacher performance, it can be seen from 3 aspects, namely implementation of school rules, punctuality, and firm character. Of course, these three aspects can be seen from the learning process.

In terms of aspects of implementing school rules, it can be seen that teachers are able to comply with school rules such as discipline in teaching, coming to school on time and carrying out their duties according to the time given by the school leadership. Teachers at Al Muslimin Pandan Private Middle School orderly fill in student absences in various ways, such as teachers who take attendance of students before class time starts and after learning has finished and teachers take attendance by looking at the results of assignments submitted by students as proof of student attendance. following the learning.

In terms of punctuality, it can be seen that teachers at Al Muslimin Pandan Private Middle School are on time at school before class starts. However, if the teacher in question is not present, they will be replaced by teaching staff who are present at the madrasa, or usually teachers give assignments to students so that students do not wander around during class hours.

Then, in terms of the nature of assertiveness, it can be seen that teachers at Al Muslimin Pandan Private Middle School in class and the learning process will be firm in providing attendance and collecting assignments so that students are active and can explore students' achievements in the learning process. Teachers in the teaching and learning process at Al Muslimin Pandan Private Middle School have

set a good example and can be used as role models for their students so that the school can create students with good and high-quality graduates.

The teacher's performance can be clearly seen in the learning he shows from the students' learning achievements. Good teacher performance will result in good student learning achievement. Meanwhile, Michel stated that the aspects looked at in assessing individual performance (including teachers), namely: "quality of work results, timeliness, initiative, ability and communication.

Student learning achievement is an important indicator in assessing teacher performance. How student learning achievement can show teacher performance is through the following ways:

- a. Improved Test Scores and Results
- b. Comparison with Previous Performance
- c. Graduation level
- d. Formative Evaluation and Feedback
- e. Student Involvement and Participation
- f. Student Achievement Results on Projects and Assignments\
- g. Awards and Recognition

## **2. Pandan 1 Public Middle School**

From the results of research at SMP Negeri 1 Pandan regarding teacher performance, it can be seen from 3 aspects, namely learning planning, learning implementation and learning evaluation. From these three points, the performance of teachers at SMP Negeri 1 Pandan can certainly be seen.

In preparing learning plans, all teachers at SMP Negeri 1 Pandan always carry out them according to the subjects taught by each teacher. Teachers at SMP Negeri 1 Pandan are required to prepare learning plans so that later in implementing learning activities the teachers have guidelines that can be used as reference material to achieve targets set by the school.

In terms of learning implementation, there are teachers' efforts and efforts in delivering teaching material to students in learning activities. The teachers also try to make every material presented so that students can understand it well. In every learning activity, teachers also do their best to guide students in understanding the material provided.

Teacher performance is a teacher's ability to carry out learning tasks at school/madrasah and be responsible for the students under his guidance by improving students' learning achievements. According to Sanjaya, teacher performance is related to planning tasks, managing/implementing learning and evaluating/assessing student learning outcomes (Sanjaya, 2005).

Teacher performance is a teacher's ability to carry out the learning process in the classroom in accordance with the objectives that have been set. This capability covers several aspects, including: planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions, and assessing learning outcomes. Performance is certainly a very important factor in determining the quality of a person's work, including a teacher.

Performance implementation is carried out by human resources who have the ability, competence, motivation and interests. So that in the end it will be clear whether the resulting performance is in accordance with existing standards or not. Research also explains that in the spiritualism paradigm, human potential for performance must make life more positive and productive to achieve religious work performance.

According to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers are required to have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals.

According to Suwinardi (2017: 81), there are several characteristics of professionalism, namely: (a) Professionalism requires the nature of pursuing perfection in results, so that we are required to always seek to improve quality; (b) Professionalism requires seriousness and thoroughness in work which can only be obtained through experience and habit; (c) Professionalism demands perseverance and fortitude, namely the nature of not being easily satisfied or giving up until results are achieved; (d) Professionalism requires high integrity that is not shaken by "forced circumstances" or temptations of faith such as wealth and the pleasures of life; (e) Professionalism requires unanimity of thought and action, so that high work effectiveness is maintained. .

Education experts have identified various factors that can determine good teacher performance. The following are several aspects that are usually used to define good teacher performance according to experts:

1. Pedagogical Competence
2. Classroom Management Ability
3. Engagement and Relationships with Students
4. Adaptation to Student Diversity
5. Evaluation and Feedback
6. Collaboration Capabilities
7. Professional Development
8. Ethics and Integrity
9. Student Achievement

As quoted from Sunaryo Kartadinata by Indahwati (2018: 39), there are things that can influence performance and efforts must be made to develop them, including the following:

1. Teacher's Professional Mental Attitude
2. Level of education
3. Awards (Rewards)
4. Relations between personnel
5. Opportunity for achievement
6. Work Environment and Atmosphere
7. Social Security and Health

## **Results of Exemplary Leadership of School Principals in Improving the Performance of Teachers at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency**

### **1. Almuslimin Pandan Private Middle School**

From the results of research at Al Muslimin Pandan Private Middle School, it shows that the principal has played an active role in managing teacher work by using his roles, namely: as educator, manager, administrator, supervisor, leader, innovator, and monivator, each role used by the principal. depending on the conditions and work situation of the teacher.

The results of this research show that the principal's role in improving teacher performance at Al Muslimin Pandan Private Middle School has been implemented by the

principal, namely: as an educator, manager, administrator, supervisor, leader, innovator and monitor, although it has not yet run smoothly. with what is expected and planned at the beginning of the teacher's work program, but the principal continues to make improvements to improve teacher quality.

Every implementation of improving teacher performance must include a process organization in forming an activity to achieve the goal:

1. Educators by increasing the professionalism of educational staff in their schools, creating a conducive school climate, providing advice to school residents, providing encouragement to all educational staff.
2. Managers provide opportunities for educational staff to improve their profession, and encourage the involvement of all educational staff.
3. Administrators manage the curriculum, students, personnel, infrastructure, archives and finances.
4. Supervisors are implemented based on the needs of educational staff (teachers), and are professional assistance
5. Leaders provide guidance and supervision, increasing the willingness of educational staff
6. Innovators set an example for all educational staff in schools, and develop innovative learning models
7. Monitor to provide motivation to educational staff in carrying out various tasks and functions. This motivation can be fostered through regulating the physical environment, regulating the work atmosphere, discipline, encouragement, effective rewards and providing various learning resources.

## **2. Pandan 1 Public Middle School**

The contribution of the Principal's leadership in improving teacher performance cannot be separated from his leadership functions and duties specifically in efforts to create professional teachers. Professional teachers are those who have professional abilities with various competencies that must be possessed as a teacher or educator.

The principal is the driving force, determining the direction of school policy, who will determine how the goals of the school and education in general are realized. The principal must be able to be a leader who can set an example in motivating students to increase their love of science.

- a. Principal Leadership in Improving Teacher Performance for Learning Planning

Planning is an effort made by the school principal to develop the learning that will be implemented, including helping the principal and staff to change learning conditions to be more effective and efficient. This increase is sought to be able to withstand competition where there are demands regarding teacher improvement which should be carried out with the aim of being able to keep up with current developments, it is hoped that teachers will truly meet the standards desired by the government and related agencies, such as a teacher's ability to carry out obligations responsibly and appropriately.

The principal's leadership in this case is to form a school development team that represents all elements:

1. Semester Program
  2. Learning Plan Program
  3. Education Calendar
- b. Principal Leadership in Improving Teacher Performance for Implementing Learning

The principal must be able to motivate and create a conducive atmosphere in order to achieve the learning objectives that have been set. In the learning process, the relationship between educators and students can run well, this is because educators at SMP Negeri 1 Pandan carry out learning using several steps:

1. The implementation of learning is based on the potential development and conditions of students to master the lesson.
2. Learning is carried out in a conducive atmosphere so that the relationship between educators and students is mutually respectful. The approach is carried out using a multi-strategy and multi-media approach, as well as using the surrounding environment as a learning resource.

Implementation of learning activities is an effort made by educators to realize the plans that have been prepared in both the syllabus and learning. There are several steps that educators take in implementing learning, namely:

1. Apperception
2. Learning approaches
3. Learning methods
4. Apart from determining learning methods to support accelerated learning, you must pay attention to the learning media.



5. Implementing programs to improve teacher performance capabilities with materials, methods and media that have been determined and designed. Measuring the success of teacher performance improvement programs.
  6. Establish a follow-up program to improve the performance capabilities of class teachers and subject teachers. Participate in educational management in schools.
- c. Principal Leadership in Improving Teacher Performance for Learning Evaluation

The implementation of learning is said to be successful as seen by the evaluation. Something that needs to be considered in assessment is the principle of continuity, namely that educators continuously follow student growth, development and changes. The aim is to get a complete and comprehensive picture of student learning completion in a certain time unit.

The evaluation activities that have been carried out by the principal include overall learning evaluation, learning evaluation in class supervision, supervision of learning administration, supervision of practicum implementation in the laboratory, supervision of the implementation of library tasks, supervision of sports, arts, spiritual activities, and so on.

Leadership is the most important part of management; leaders must be able to mobilize and motivate all ranks or subordinates in order to achieve the organizational goals that have been set. The school principal has the task of managing the implementation of education at the school in order to achieve educational goals. So, to achieve all this, a school principal is required to be able to explore and utilize all school resources to achieve school goals. The main function of the school principal in terms of implementing school resource management, especially teachers as the backbone of the students' learning process, management of their resources will have a direct impact on achieving the goals of the school itself.

## F. CONCLUSION

Based on the research findings and discussion that have been presented by the researcher in accordance with the focus or research formulation, various conclusions can be drawn, namely:

1. The exemplary leadership of the Principal of Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency includes: **first**, attendance which includes arriving on time and leaving on time. The results of the attendance of the madrasa head at Almuslimin Pandan Private Middle School and Padan

1 Public Middle School, Tapanuli Tengah Regency have complied with the rules of arriving on time and leaving on time, even returning later than the applicable hours. **Second**, traits that include the ability to adapt to situations, namely always being ready for the social environment, assertive, cooperative, energetic, self-confident, able to make decisions, authoritative. The result of the exemplary character of the head of the madrasah at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Tapanuli Tengah Regency is very wise in taking action that can solve problems in the madrasah, firm in coaching, has a simple character of authority but is respected by his subordinates. **Third**, behavior which includes having responsibility, caring and commitment, enforcing time discipline, being proactive and having the will and courage, being a communicative leader and motivator, having sensitivity and having the courage to correct every mistake. The results of the example of the madrasa head at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency are very concerned about the problems faced by teaching and educational staff and also the madrasa head of Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency as a leader is very committed and responsible in carrying out their duties and can be a good role model for subordinates with positive things. Even in carrying out the commitment to build a madrasa, the head of the madrasa is willing to pay his own costs to carry out activities at the madrasa. The leadership of the madrasa head at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency has authoritarian leadership, the authoritarian leadership carried out by the madrasa head at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency is like resolving problems or problems that occur in the workforce. educators and education in a face to face manner.

2. The performance of teachers at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency in terms of implementing rules and regulations, teachers have complied with the rules and regulations at the madrasah and teachers are active in filling in absences in the learning process. In terms of punctual discipline, teachers at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Tapanuli Tengah Regency, teachers carry out the rules of discipline well, arrive on time for lessons and leave the classroom when the lesson is finished. In terms of having a firm attitude at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Tapanuli Tengah Regency, teachers have taken a firm attitude

in learning in the form of rules and discipline in terms of time and attendance which can be role models for their students.

3. The results of the Principal's Exemplary Leadership in Improving the Performance of Teachers at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency, namely increased teacher performance at Almuslimin Pandan Private Middle School and Padan 1 Public Middle School, Central Tapanuli Regency by seeking various forms of time discipline, complying with madrasa rules and regulations. emulate subordinates by being humorous, and work professionally.

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