



## The Effectiveness of School Principals in Making Decisions on Professional Teacher Performance to Increase Student Success at School

Amelia<sup>1</sup>, Ari Wibowo Sembiring<sup>2</sup>, Elsa Elitia Hasibuan<sup>3</sup>, Laila Ali Tanjung<sup>4</sup>, Yusuf Ali Ahmad Harahap<sup>5</sup>, T Darmansah<sup>6</sup>

<sup>1,2,3,4,5,6</sup> Universitas Islam Negeri Sumatera Utara, Indonesia

Corresponding Author: ✉ [teng kudarmansah@uinsu.ac.id](mailto:teng kudarmansah@uinsu.ac.id)

### ABSTRACT

This journal article aims to discuss the effectiveness of school principals in making decisions regarding professional teacher performance in order to increase student success at school. The data collection technique in this journal uses the method used is library research, in this case the effectiveness of the school principal, namely; 1) able to empower teachers to carry out the learning process well, smoothly and productively, 2) able to complete assignments and work according to the specified time, 3) able to establish harmonious relationships with the community so that they can actively involve them in realizing school goals and education, 4) successfully implementing leadership principles that are appropriate to the maturity level of teachers and other employees at the school, 5) working with the management team, and 6) successfully realizing school goals in a productive manner in accordance with established provisions. For this reason, the effectiveness of the principal's leadership is very important in improving the quality and achievements of the school.

### ARTICLE INFO

#### Article history:

Received  
03 June 2023  
Revised  
10 July 2023  
Accepted  
28 August 2023

#### Key Word

*Effectiveness, Principal, Professional*

#### How to cite

<https://pusdikra-publishing.com/index.php/josr>

#### Doi

[10.51178/ce.v4i3.1659](https://doi.org/10.51178/ce.v4i3.1659)



This work is licensed under a  
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

## INTRODUCTION

In educational institutions, the principal is one of the educational components that plays the most role in improving the quality of education. The school principal must have a vision, mission, be creative, innovative and quality oriented. This strategy is a systematic effort by the school principal to continuously improve the quality of services so that the focus is directed on teachers and other educational staff so that the educational institution they lead can run well. As a school leader and supervisor, the role and responsibilities of the school principal are very strategic in improving the performance of teachers and other educational staff.

The role and function of the school principal in improving teacher performance is very important. This is in accordance with the opinion of Mulyasa (2005) that: School principals are required to always try to foster and develop good cooperative relationships between schools that are effective and efficient. The school principal must be able to establish cooperative relationships both among school members and with the school community. The school principal must have a vision, mission, be creative, innovative and quality oriented. This strategy is a systematic effort by the school principal to continuously improve the quality of services so that the focus is directed on teachers and other educational staff so that the educational institution they lead can run well. As a school leader and supervisor, the role and responsibilities of the school principal are very strategic in improving the performance of teachers and other educational staff.

The various important and strategic efforts that are on the agenda to optimize the performance of school principals are very dependent on the will and determination of the principal to make himself a successful leader with optimal performance. A leader who not only succeeds in reaching the pinnacles of leadership, but can also lead the school community and especially students to achieve achievements beyond themselves. Teachers are the main factor in the educational process. Teachers have a very important role in determining educational success. In the classroom, the teacher is the main subject in learning activities. ( Asep Sudrajat, 2023)

The teacher is one of the components that is crucial for the implementation of the educational process, the existence of the teacher is the main actor as a facilitator in organizing the student learning process. Therefore, teacher performance is related to national education programs. Teachers as a factor determine the quality of learning. Because teachers deal directly with students in the learning process in class. In the hands of teachers the quality of their personality is formed. Therefore, teachers need to be competent, responsible, skilled and highly dedicated. The teacher is the running curriculum. No matter how good the existing curriculum and education system are, without the support of teachers' abilities, everything will be in vain. Teachers are competent, effective, and responsible for overseeing students' development to a maximum point. The ultimate goal of the entire teacher mentoring process is the growth of a complete adult person.

Teachers play an important role in improving the quality of schools at various levels in educational units. Therefore, professional teachers can produce quality students as people who deal directly with students. According to Republic of Indonesia Law Number 20 of 2003 concerning the National

Education System, the position of teacher as an educator is a professional position requiring teachers to be able to develop in line with the times, master science and technology, and be able to meet the needs of society, including the need for quality human resources (Ministry of National Education, 2003 ). From the explanation above, professional teachers in the world of education are a necessity and must always be pursued by the various parties who play a role.

## **RESEARCH METHOD**

The research method in this journal uses the library research method, namely a method of collecting data by understanding and studying theories from various literature related to the research. This data collection uses the method of searching for sources and constructing them from various sources such as books, journals and research that has already been carried out. After all the data has been collected, the next step is for the author to analyze the data so that a conclusion can be drawn. To obtain correct and precise results in analyzing data, the author uses critical analysis techniques. Critical analysis is a view that states researchers are not value-free subjects when looking at research. Critical analysis generally departs from certain views or values believed by the researcher. Therefore, the researcher's bias and the researcher's position on a problem really determines the results.

## **RESULTS AND DISCUSSION**

### **The Effectiveness of the Principal's Role in Increasing Student Success**

School principals have greater power to make decisions related to educational policies at the school level. The greater power possessed by school principals in making decisions needs to be exercised democratically, including by involving all parties, especially teachers and parents of students, making decisions on matters relevant to their duties and collaborating with the community in efforts to improve the quality of education.

The success of the principal in managing the Learning Process (PBM) in his school will depend greatly on the effectiveness of the principal's leadership. That is why the saying emerged that a good school is the result of the hard work of an effective school principal. An effective, quality and favorite school cannot be separated from the role of the principal. In general, an effective and quality school is led by a principal who has the ability to implement management functions, has insight, knowledge and analytical skills and has a spirit of leadership, discipline and high work enthusiasm.

The success of an organization, including school organizations, in achieving its goals is greatly influenced by management aspects. Management

is essentially a process of planning, organizing, implementing, leading and controlling the efforts of members of an organization and utilizing all organizational resources in order to achieve predetermined goals. This means that school organizations really need management to achieve school goals. Tilaar (2001) expressed his opinion that the problem of education management is one of the main issues that is causing a crisis in the world of education today.

There are several expert opinions that can be used as references. Sagala (2005) quotes several opinions, including: Etzioni stated that; Effectiveness is the degree to which an organization achieves its goals. Steer says that organizational effectiveness emphasizes attention; suitability of the results achieved by the organization with the goals to be achieved. Dai Tobert believes that organizational effectiveness is the suitability of the results achieved by the organization with its goals.

From several opinions of the experts mentioned above, it can be understood that; Effectiveness is related to the suitability between main tasks, aspects of behavior and the results to be achieved. When related to the role of the school principal, effectiveness means the principal's ability to manage resources optimally, namely showing the extent to which the principal carries out his main duties properly and correctly to achieve goals.

Based on the three expert opinions mentioned above, every organization, whatever its form, including educational organizations, must be able to coordinate all work/activities so that the work is effective in achieving organizational goals. Pidarta (2004) said that a job is said to be effective if the job produces appropriate results.

Effective leaders always utilize cooperation with subordinates to achieve organizational goals (Pidarta, 1990). Besides that, according to Mulyasa (2002), an effective school principal is a school principal who;

- 1) able to empower teachers to carry out the learning process well, smoothly and productively;
- 2) can complete tasks and work within the specified time;
- 3) able to establish harmonious relationships with the community so that they can actively involve them in realizing school and educational goals;
- 4) successfully apply leadership principles that are appropriate to the maturity level of teachers and other staff at the school;
- 5) work with the management team;
- 6) succeed in realizing the school's goals productively in accordance with the provisions that have been set.

Analysis of the role of school principals and teachers in improving student learning achievement as follows: a. The role of school principals and teachers in

providing guidance and advice has also been carried out but it has resulted in significant changes for students, this can be seen as students' learning achievements have increased as students. b. The role of school principals and teachers in giving awards to students who excel is sufficient so that students are less likely to commit violations.

Meanwhile, the role of the principal in improving the learning achievement of students in the field of Islamic religious studies is:

1. Provide guidance and advice
2. Provide motivation and direction
3. Provide maximum supervision
4. Tell how to organize a schedule of study activities
5. Providing adequate learning facilities
6. Asking about the child's grades or learning results
7. Explain the difficulties faced by children
8. Explain why children need to study and go to school diligently
9. Inform children about things they can and cannot do at school and at home while studying
10. Reprimand if you neglect your duties or responsibilities
11. Set a role model

However, not all roles applied by school principals and teachers have maximum results, this is influenced by many factors from outside and within the students themselves, such as factors such as poor social friends, the community environment is also not supportive. for learning and supervision from family and school.

### **The Role of the Principal in Building an Effective Learning Environment**

A very important sector for every country to pay attention to is education. Why is it said that? Furthermore, it is necessary to first understand the meaning and purpose of the following education.

Ki Hajar Dewantara, stated that education is a guide to the growth and development of children. This means that education is an effort to guide the natural strengths of each child so that they are able to grow and develop as humans and as members of society who can achieve safety and happiness in their lives.

That is the definition of education which is defined as the needs of human children through teaching efforts to mature them, support their growth and development to become better and able to live in society. In the end, education exists to create quality human resources. Without quality human resources, the nation's stability will be disrupted. Therefore, a national education system is needed to realize the nation's ideals.

As a logical consequence of the importance of school reform, recently many creative and innovative ideas for modern schooling have emerged with various names such as superior schools, integrated schools, model schools, and so on. Several developed countries call this movement effective schools. According to Sagala (2010) school effectiveness (effective schooling) and quality schools (school quality) are discourses that never end as long as the school is still carrying out its activities, meaning that it is in line with the guidance of changes that continuously follow the times through developments in science and technology (science and technology), demands for school effectiveness and quality accompany it. Aan Komariyah (2005) defines effectiveness as a measure that states the extent to which targets/objectives have been achieved.

Thus it can be stated that an effective school is a school that shows conformity between the results achieved and the expected results. The main characteristics of effective schools, based on various research include: (a) strong instructional leadership; (b) high expectations for student achievement; (c) an orderly and comfortable learning environment; (d) emphasize basic skills; (e) continuous monitoring of student progress; and (f) formulate school objectives clearly.

The principal as a leader in the school institution has a very vital role in efforts to create an effective school. The efforts made by the school principal to achieve this effectiveness are to develop an effective school culture which also becomes a characteristic and brand. The principal's efforts are in line with Reynolds' view (Mulyasa, 2013) that in effective schools, special attention is given to the creation and maintenance of a climate and culture that is conducive to learning.

The principal's efforts to develop an effective school culture cannot be separated from his role as a school leader, namely influencing his subordinates to follow his instructions and directions in carrying out school administration duties in order to develop and advance the school, especially in developing an effective school culture.

In developing an effective school culture, the principal has implemented his functions as an educator, manager, administrator, supervisor, leader, innovator and motivator well. The role of the principal is in accordance with the requirements for an effective principal according to the Ministry of Education and Culture in the perspective of national education policy (Ministry of National Education, 2006) that the principal is said to have high leadership effectiveness if the principal is able to carry out his role as educator, manager, administrator and supervisor (GOLD). In future developments, in accordance with the needs of society and current developments, school principals must also

be able to act as leaders, innovators and motivators in their schools. The role of school principals is also in line with the views of Mulyasa (2009) which states that in the new paradigm of educational management, The principal must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator and motivator (EMASLIM).

### **Development of Teacher Professionalism through Continuous Training**

One of the important keys in building quality education is teachers. Thus, it is very natural that recently recognition and appreciation for the teaching profession has increased, starting with the enactment of Law Number 14 of 2005, concerning Teachers and Lecturers, which was immediately followed by related statutory regulations.

Teaching is a professional position so a teacher must be able to carry out their duties professionally. A person is considered a professional if he is able to carry out tasks by always adhering to professional ethics, is independent, productive, effective, efficient and innovative and is based on the principles of excellent service which is based on systematic elements of science or theory, professional authority, public recognition, and a regulatory code of ethics.

Teachers as a part of professional educators have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. In carrying out their duties, teachers apply expertise, skills that meet certain quality standards or norms that they obtain through professional education. (Jaedun, 2009)

Professionalism is the mental attitude, awareness, commitment of professional staff to continuously improve their professional quality throughout their career, becoming lifelong learners. Continuous professional development is a logical consequence of teachers as professionals. As a professional, you must be able to maintain, maintain and develop your professional abilities throughout your career. Professional, because it is focused on competence in a professional role. Development, because the aim is to improve personal performance and career development. Teacher professionalism is developed in order to increase the level of teacher knowledge/understanding as an integral part of professional growth and improved learning. So continuous professionalism development (PPB), is a commitment to being professional, continuing to renew, consciously always trying to improve oneself and one's teaching. Continuous professional development is the key to optimizing one's career opportunities today and into the future. (Hadi, 2015)

The functional position of a teacher is a functional position that has the scope, duties, responsibilities and authority to carry out activities: educating,

teaching, guiding, directing, training, assessing and evaluating students in accordance with applicable laws and regulations. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Apart from being an educator, teachers are also required to continuously develop their profession. One of them is through continuous professional development (PKB) activities. PKB is teacher competency development which is carried out according to needs, gradually, continuously to improve their professionalism. The implementation of this professional development has been regulated in the Decree of the Minister for Administrative Reform and Bureaucracy Number 16 of 2009. (Ilmiah *et al*, 2009)

Teachers in various educational institutions, including Vocational High Schools , are expected to continuously develop themselves through activities such as writing scientific articles, further studies, seminars, workshops and participation in training. This is in line with efforts to build the quality of education through improving the quality teacher. In the 2012 Guidebook for Managing Sustainable Professional Development published by the Educational and Cultural Human Resources Development Agency and Educational Quality Assurance Center for Educator Professional Development, the implementation of sustainable professional development through three activities, namely through self-development activities, scientific publication activities, and discovery innovative work.

Continuous professional development is also a logical consequence of teachers' status as professionals, who must be able to maintain, maintain and develop their professional abilities throughout their careers. Thus, continuous training plays an important role in ensuring that teachers remain relevant and competent in meeting educational demands. which continues to grow. (Waluyanti, 2016).

### **The Importance of Teacher Performance Evaluation in Increasing Student Success**

The teacher has a very strategic position and is the spearhead in the success of the learning process, so it is inevitable that the teacher is said to be one of the parties responsible for making the learning process successful. This is because the teacher has the position of designing, implementing and evaluating learning.

According to Lincoln in Zainal Arifin (2009) Evaluation is a process for describing an evaluand and judging its merit and worth. Evaluation is a process to describe students and weigh them in terms of value. Meanwhile, Derek

Torington, et al (2005) defines job evaluation as being concerned with assessing the relative demands of different jobs within an organization. Its usual purpose is to provide a basis for relating differences in rates of pay to different job requirements. It is therefore a tool which can be used to help in the determination of a pay structure.

According to Lincoln in Zainal Arifin learning evaluation "evaluation is a process for describing an evaluation and judging its merit and worth. Evaluation is a process to describe students and weigh them in terms of value. Meanwhile, Derek Torington, et al define evaluation as: Job evaluation is concerned with assessing the relative demands of different jobs within an organization. Its usual purpose is to provide a basis for relating differences in rates of pay to different job requirements. It is therefore a tool which can be used to help in the determination of a pay structure.

Job evaluation involves assessing the relative demands of different jobs in an organization. It usually aims to provide a basis for differences in pay relative to job duties. Job evaluation, assessing the way a person or group of people work, is important, especially as a reference in determining the implementation of wages. So evaluation is a tool that can be used to help determine the wage structure. Malcom Provus (2015) defines "evaluation is the process of agreeing upon program standards, determining when a discrepancy exists between some aspect of the program and standard governing that aspect of the program and using discrepancy information to identify weaknesses of the program.

Evaluation means assessing the gap between the standards set and the program implemented in the field to determine the weaknesses of a program and make improvements to the program. The meaning of several terms that have been explained above regarding evaluation, it can be concluded that in essence evaluation is a systematic and continuous process for determining the quality of something based on certain considerations and criteria in the context of making decisions.

Considering the importance of teacher performance, regulations were made regarding teachers, namely: 1) In CHAPTER community service, especially for educators at universities. 2) Law No. 14 of 2005 article 20, the duties or obligations of teachers include:

- a. Planning learning and evaluating quality learning processes, as well as assessing and evaluating learning outcomes.
- b. Continuously improve and develop academic qualifications and competencies in line with developments in science, technology and art.

- c. Act objectively and non-discriminatorily based on consideration of gender, religion or family background and socio-economic status of students in learning.
- d. Upholding statutory regulations, laws and teachers' codes of ethics as well as religious and ethical values.

In the context of teacher evaluation, the object of evaluation is the teacher or teaching staff. This evaluation analyzes the percentage of teacher performance in carrying out their duties. In the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform No. 16 of 2009 states that teacher performance assessment is an assessment carried out on each item of the teacher's main task activities in the context of career development, rank and position. So that the performance of professional teachers can be in accordance with the expected learning objectives and educational goals, it is necessary to pay attention to the principles of improving teacher professional abilities as follows:

- 1) Increasing teachers' professional capabilities is an effort to help teachers who are not yet professional to become professionals. Increasing professional skills is an aid so that teachers can be professional in learning.
- 2) Increasing teachers' professional abilities is not correct if it is only directed at developing employee abilities. Professional teachers have two characteristics, namely a high level of abstraction and a high level of commitment.

As part of efforts to improve the quality of education, it is necessary to evaluate teacher performance. Teacher performance evaluation is intended to:

1. Formulate criteria and references for teacher performance
2. Carry out an assessment
3. Matching performance assessment results and criteria
4. Prepare recommendations

Assessment of teacher performance can provide information about weaknesses. Limitations and shortcomings of teachers in teaching, both personally and professionally. Based on teacher performance assessment data, steps can be determined to help teachers improve their performance. This assessment is carried out to improve the quality of human resources which will lead to improved teacher performance results. Teachers as professional educators are required to always carry out learning tasks as well as possible. Teachers must be able to demonstrate constructive and effective performance in teaching, because this will have a positive impact on student learning achievement.

## CONCLUSION

In educational institutions, the principal is one of the educational components that plays the most role in improving the quality of education. This is the effectiveness of the school principal, namely; 1) able to empower teachers to carry out the learning process well, smoothly and productively, 2) able to complete assignments and work according to the specified time, 3) able to establish harmonious relationships with the community so that they can actively involve them in realizing school goals and education, 4) successfully implementing leadership principles that are appropriate to the maturity level of teachers and other employees at the school, 5) working with the management team, and 6) successfully realizing school goals in a productive manner in accordance with established provisions. For this reason, the effectiveness of the principal's leadership is very important in improving the quality and achievements of the school. A leader who not only succeeds in reaching the pinnacles of leadership, but can also lead the school community and especially students to achieve achievements beyond themselves. Teachers are the main factor in the educational process. Teachers have a very important role in determining educational success, just like school principals who have an important role in improving the school.

## REFERENCES

- Ais Zakiyudin. 2020. Evaluasi Kinerja Guru dalam Meningkatkan Mutu Pendidikan Di Yayasan Sekolah Wirausaha Indonesia. *Cakrawala Jurnal Humaniora*. Volume 20 Nomor 1.
- Ari Wibowo. 2022. Strategi Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru. *Jurnal Perspektif Pendidikan dan Keguruan*. Volume 13, Nomor 1.
- Arifin, Zainal. 2009. *Evaluasi Pembelajaran*. Bandung: PT Rosda Karya.
- Asep Sudrajat. 2023. Penerapan Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Journal on Education*. Volume 05, Nomor 03.
- Asep Sudrajat. 2023. Penerapan Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Journal on Education*. Volume 05, Nomor 03.
- Colquitt, Dkk. 2013. *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw-Hill International Edition,
- E. Mulyasa. 2005. *Menjadi Guru Profesional*. Bandung: PT. Remaja Rosda Karya
- Hadi, F.S. 2015. *Pengembangan Profesionalisme Guru Berkelanjutan Pasca Sertifikasi DI SMK PGRI 1 NGAWI*.

- Mas Ning Zahroh. 2017, Evaluasi Kinerja Guru Dalamn Peningkatan Mutu Pendidikan DI Yayasan AL KENANIYAH JAKARTA TIMUR. *Jurnal Visipena*. Volume 8, Nomor 2
- Mukhtar. 2015. Strategi kepala sekolah dalam meningkatkan kinerja guru pada SMP Negeri di kecamatan Masjid Raya Kabupaten Aceh Besar. *Jurnal Magister Administrasi Pendidikan Universitas Syiah Kuala*. Volume 3, Nomor 3.
- Mulyasa, H.E. 2013. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Mutohar, Prim Masrokan. 2013, *Manajemen Mutu Sekolah*. Jogjakarta:Ar Ruzz Media.
- Pidarta, Made. I 1990. *Perencanaan Pendidikan Dengan Pendekatan Sistem*. Jakarta : Rineka Cipta.
- Sagala, S.2005 *Manajemen Berbasis Sekolah dan Masyarakat, Strategi Memenangkan Persaingan Mutu*. Jakarta : PT. Mimas Multima
- Sagala, Sayful. 2010. *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*. Bandung: Alfabeta.
- Sholeh, M. 2016. Keefektifan Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru. *JDMP Jurnal Dinamika Manajemen Pendidikan*. Volume 1, Nomor 1.
- Tilaar, H.A.R. 2001. *Dimensi-dimensi dan HAM pada Kurikulum Persekolahan Indonesia*. Bandung : PT Alumni.