

The Principal Management in Improving Geography Teachers Performance at Public High School in Banda Aceh City

Puji Nuranda, Murniati, Bahrn

Postgraduate School of Education Administration, Syiah Kuala University, Indonesia

*Corresponding email: pujiranda@ymail.com

Received: 27 October 2019

Accepted: 21 July 2020

Published: 19 August 2020

Abstract: The Principal Management in Improving Geography Teachers Performance at Public High School in Banda Aceh City. Objectives: The purpose of this research is to understand the program, implementation, evaluation, and obstacles faced by the principal in improving teachers' performance. **Methods:** This research was conducted by using descriptive method with qualitative approach. Data collection were conducted through interviews, observations, and documentation studies. The subjects of this research are principal, vice principal, head of subject teacher association, and geography teachers. The analysis data were conducted through data reduction, data display, draw a conclusion, and data verification. **Findings:** The results of this research shows (1) the planning of principal program was arranged at the beginning of school year by school development team and have been well documented. (2) the implementation of program started by giving instruction at the beginning of semester; (3) the evaluation was arranged at the end of semester and made as a follow up in determine the following program; and (4) the obstacles faced by principal in improving teachers' performance is the lack of teachers understanding to attempts the improvement of teachers performance.

Keyword: pincipal management, geography teacher, public high school.

Abstrak: Manajemen Kepala Sekolah dalam Meningkatkan Kinerja Guru Geografi di Sekolah Menengah Umum di Kota Banda Aceh. Tujuan: Tujuan dari penelitian ini adalah untuk memahami program, pelaksanaan, evaluasi, dan kendala yang dihadapi kepala sekolah dalam meningkatkan kinerja guru. **Metode:** Penelitian ini dilakukan dengan menggunakan metode deskriptif dengan pendekatan kualitatif. Pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Subjek penelitian ini adalah kepala sekolah, wakil kepala sekolah, ketua asosiasi guru mata pelajaran, dan guru geografi. Analisis data dilakukan melalui reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi data. **Temuan:** Hasil penelitian ini menunjukkan (1) perencanaan program kepala sekolah telah disusun pada awal tahun ajaran oleh tim pengembang sekolah dan telah terdokumentasi dengan baik. (2) pelaksanaan program diawali dengan penyuluhan pada awal semester; (3) evaluasi dilakukan pada akhir semester dan dilakukan sebagai tindak lanjut dalam menentukan program selanjutnya; dan (4) kendala yang dihadapi kepala sekolah dalam meningkatkan kinerja guru adalah kurangnya pemahaman guru dalam upaya peningkatan kinerja guru.

Keyword: menejemen kepala sekolah, guru geografi, sekolah menengah negeri.

To cite this article:

Nuranda, P., Murniati., & Bahrn. (2020). The Principal Management in Improving Geography Teachers Performance at Public High School in Banda Aceh City. *Jurnal Pendidikan Progresif*, 10(2), 215-221. doi: 10.23960/jpp.v10.i2.202007.

■ INTRODUCTION

Education is the key to building a nation. Without human education as if in a closed room, with education someone will find himself in a room with all windows open to the outside world (Li, 2018; Curran & Standage, 2017; Strimel & Grubbs, 2016). Education is the most important factor for forming virtuous people (Ainscow, 2018; Pane & Patriana, 2016). The teacher is the determinant of success or failure and is considered the most powerful agent in social change (; Ghaith, 2019; Heyder, 2019; Cidral et.al., 2018). The principal as the leader of education has the responsibility to improve the performance of the teachers in his school (Edelman, Perera, & Schweig, 2018; Glatthorn, Jailall, & Jailall, 2016). Therefore, principals must understand performance management (performance management) in order to improve the effectiveness and efficiency of the programs they design in order to improve teacher performance and the achievement of school organization goals (Hejres, Braganza, & Eldabi, 2017; Feng & Ha, 2016; Demirçelik & Korkmaz, 2017; Afshar & Doosti, 2016).

The principal's task must be to be able to drive the performance of teachers productively so that they can produce good output. The improvement efforts undertaken to improve the quality of education will not make a significant contribution without the support of professional and qualified principals (Grissom, Blissett, & Mitani, 2018; Grissom et.al., 2017). Improving the quality of education must originate from school principals which lead to an increase in teacher performance. Based on observations researchers took data from two schools representing the existing SMA in Banda Aceh namely SMA Negeri 8 and SMA Negeri 16 to focus more on the problem, the researchers focused on the principal's management in improving teacher performance. the lack of opportunities for school

principals in fostering and guiding geography teachers as well as the lack of teacher knowledge of the process of improving their performance which often raises problems or obstacles for school principals in improving teacher performance. and will have a serious impact on the quality of the geography learning process.

A. The principal Management

Management is always needed by all organizations in order to achieve predetermined goals (Rumble, 2019). Management is the art and science of planning and organizing, staffing, giving orders, and controlling human resources and natural resources, especially natural resources to achieve predetermined goals. Management has a relationship with various other scientific disciplines, thus enabling management studied, analyzed, researched and then developed as an applied science in managing an organization or company. Therefore, management is a planning process, organizing, leading, and evaluating the use of all sources organizational power to achieve the goals set (Akhavan et.al., 2016; Pederzini, 2016). Management achieves goals through ways by managing others to carry out their duties. Based on its main function, the terms management and administration have the same function, therefore the differences between the two terms are inconsistent and insignificant. The success of an activity or job depends on its management. The work will succeed if the management is good and orderly, where the management itself is a device by carrying out a certain process in related functions. The role and function of school principals is crucial in achieving educational goals in schools. The principal is sued to have knowledge and abilities in managing and developing school resources to create an effective and efficient learning environment.

B. Performance of Geography Teachers

figure a teacher is the aspect of performance,

because teacher performance according to is the most important input in the administration of Nadeem's education. The fact shows that teacher performance is still not optimal. It was found that teachers did not make a Learning Implementation Plan (RPP), ignored the administrative completeness of the teacher, gave assignments without a process, used models and methods, and evaluated learning that was not optimal. Performance is an activity that is carried out to carry out tasks and responsibilities in accordance with the expectations and objectives that have been set. Performance is the implementation of the functions demanded of someone. Regarding teacher performance, the intended behavior or indicator is the teacher's activities in managing learning, which starts from how a teacher plans learning, conducts learning activities, evaluates learning, and analyzes and follows up on the results of evaluation of learning (DeNisi & Murphy, 2017); Ahmed et.al., 2016).

Performance management is, or should be an opportunity for the individual to meet with his or her manager in order to take stock of their individual and joint achievements." this means that performance management is, or should be, an opportunity for individuals to meet with supervisors to set personal goals and achievements in groups. Teacher performance improvement is basically carried out starting from the recruitment and selection, placement, organization, and development of teachers in various opportunities both at the school and the Education Office, LPMP, MPD, and NGOs. A person's performance (including teachers) can be measured through the following five indicators: Quality of work. This indicator is related to the quality of teacher work in mastering everything related to planning preparation for learning programs and the application of research results in classroom learning. Speed / determination of work. This indicator is related to the accuracy of

the teacher's work in adjusting teaching material to the characteristics of the students and the completion of the teaching program in accordance with the academic calendar. Initiative in work. This indicator relates to teacher initiative in the use of varied learning models according to the subject matter and the wise use of various school inventories. Work ability. This indicator relates to the ability of the teacher to lead the classroom conditions to remain conducive, management of teaching and learning activities, and assessment of student learning outcomes. Communication. This indicator is related to communication carried out by the teacher in the process of tutoring service with students who are less able to take part in learning and are open in receiving input for improving learning.

■ METHOD

This research is a study that seeks to describe the management of the principal's work in improving the performance of Geography teachers in Banda Aceh City High School. Based on the scope of the research study, the authors use descriptive methods with qualitative approaches. In this case the researcher tries to investigate and expose events or events naturally according to what happened in the field. This descriptive method to describe the nature of something that is going on at the time the research is conducted and to examine the causes of certain. Descriptive method is research that is expected to be able to describe the symptoms, facts and events. This study is a qualitative study because it is conducted intensively. Qualitative research is carried out because researchers want to explore phenomena that cannot be quantified as descriptive as the process of a work step, formula for a recipe, notions of a variety of concepts, characteristics of goods and services, images, styles, the procedures of a culture, physical models of artifacts and so on.

From the statement above, it can be explained that qualitative research is explained in detail about the work steps carried out by researchers with the intention of knowing other people or groups of people, interacting with them, and trying to undergo a communication and understanding of something studied. So research seeks to collect data and information related to the management of principals in improving the performance of geography teachers. This is more fully stated in qualitative research, the instrument or research tool is the researcher himself [16] To focus on obtaining information on research activities, it is equipped with observation and interview guidelines. [17] The steps of data collection include efforts to limit the research, gather information through observation and interviews, whether structured or not, documentation, visual materials, as well as the effort to design the protocol for recording / record information”

■ RESULT AND DISCUSSION

A. Planning of the Principal’s program in improving the performance of Geography teachers in Banda Aceh High School.

The Principal educational leaders have a responsibility to improve the performance of the teachers in their schools. The principals must understand performance management in order to increase the effectiveness and efficiency of the programs they design in order to improve teacher performance and achievement of school organization goals. Principals must have conceptual skills to think of strategies in improving teacher performance and school organization performance comprehensively. Management of geography teacher performance is mainly closely related to the duty of the principal to always carry out continuous communication, through a partnership with all teachers in the school. The principal in developing teacher performance

management, in which must be able to build clear expectations and understanding of the essential work functions expected from the teachers, is: (1) how much the teacher’s work contributes to the achievement of educational goals in the school doing good work; (2) how teachers and principals work together to maintain, improve, and develop teacher performance that already exists now; (3) how work performance will be measured; and (4) recognize various performance barriers and try to get rid of them.

The program designed must touch affective, cognitive, and psychological aspects, with the teacher performance improvement will be holistic and comprehensive and coherent with demands for increasing teacher competence (pedagogic competence, personality competence, professional competence, and social competence). In addition, it also requires the commitment of principals who are oriented towards the development of human resources. Teacher quality is a mirror of school quality.

B. Implementation of the principal’s program in improving the performance of Geography teachers in Banda Aceh City High School

Implementation of the program the principal which includes teacher performance is creating learning activities according to what was previously planned in the RPP or can be referred to as teacher activities in managing classroom learning. And at the end of each year the principal will evaluate the activities / plans that have been carried out by the teacher which will then be assessed by the principal. In order for implementation to be effective, it is expected that the agency leadership implements the necessary steps. School principals are those who are very responsible for the educational process that takes place at the school. The skill or absence of a school principal in managing and cooperating with school personnel will bring its own impact on the success and performance of the teacher they lead.

The teacher's performance strategy can be done in two ways is, on the job training and off-the-job education (of the job training) development strategies on the job training can be in the form of induction, position adjustment, upgrading and the practice of *sedangkang* of the job training can be in the form of conferences on field work, courses or individual education / development. The elements of teacher work activities have been described which can be used as guidelines by the principal to improve teacher performance.

The elements of the teacher's work activities will not be able to develop or increase without any stimulus in the form of programs that are deliberately designed (planned) to improve teacher performance. Principals have an obligation to improve teacher performance, which in turn has an impact on the performance of school organizations. The idea of a principal who is strategic is crucial in improving teacher performance. The programs offered by principals to improve teacher performance are activities which can be programmed by the school principal in order to improve teacher performance, namely, professional Subject Teacher Consultation (MGMP) and provide motivation to the teacher.

C. The Principal of evaluation program in Improving Performance Of Geography teacher at Senior High School in Banda Aceh

The learning implementation program evaluates the mastery of the teacher in terms of opening up learning, attitudes in the learning process, mastery of using learning materials (teaching material), carrying out learning processes such as the suitability of the learning material delivered, presentation of learning materials in accordance with predetermined objectives / indicators, skills to respond to student questions, teacher skills using the time allocation provided, ability to close learning and skills to make follow-up after the learning process takes

place. Evaluation is a process that determines conditions, where a goal can be achieved. In program evaluation activities the principal can find out how the process of learning progresses and the extent to which learning objectives can be achieved. Evaluation is very important to improve and guarantee the quality of an education program. This evaluation is based on program objectives and needs assessment, in identifying the strengths and weaknesses of this program component.

D. Constraints faced by principals in improving the performance of Geography teachers in Banda Aceh City High School.

The constraints of principals in improving teacher performance include inadequate infrastructure, lack of motivation in improving their ability to reason because of the busy time in teaching. To overcome this, the efforts made by the principal are to encourage and motivate teachers to be active in the MGMP. Supporting factors in teacher performance assessment include: teaching supervision, facilities and infrastructure, teacher's physical and mental condition, a conducive climate of learning environment, interest and enthusiasm of students. Inhibiting factors include: lack of library support facilities, management of time and availability of learning facilities unevenly, unpreparedness of students to conduct learning evaluations, and lack of motivation of students in learning activities.

■ CONCLUSION

From the research conducted, this research concluded that planning the principal's program in improving teacher performance in implementing learning strategies, namely by providing continuous training, facilitating it to have learning opportunities both individually and jointly in a team built at SMA Negeri 8 Banda Aceh. Whereas the headmaster's program at SMA Negeri 16 has also been carried out such as regular meetings with teachers, involving teachers in training both

in and outside the school. The principal has a democratic leadership type and is very instrumental in carrying out his leadership as an educator, manager, administrator, supervisor, leader, inivator and motivator in improving performance in planning, implementing and evaluating learning in the classroom. The performance of teachers in SMA N 8 and SMA Negeri 16 has conducted an analysis of effective weeks, prota, procedures, availability of media syllabus, grades list, and attendance list of students. The performance of subject teachers in learning planning is already in the excellent category. The teacher has been disciplined in carrying out his duties as an Educator.

Besides that the headmaster of the madrasa also gives awards to teachers, although not in the form of material but in the form of mental support and praise. Judging from the obligations of the main tasks, the implementation of strategies for developing the quality of teacher performance can be done in two ways namely, education on the job (on the job training) and education outside the job (of the job training) on the job training development strategy can be in the form of induction, position adjustment, upgrading and training of the job training can be in the form of field work conferences, courses or individual education / development. It has been explained the elements of teacher work activities that can be used as guidelines by school principals to improve teacher performance. The elements of the teacher's work activities will not be able to develop or increase without any stimulus in the form of programs that are deliberately designed (planned) to improve teacher performance. The principal has an obligation to improve teacher performance, which in turn has an impact on the performance of school organizations. Strategic school principals' ideas are crucial in improving teacher performance. The programs offered by principals to improve teacher performance, these activities will be described activities that can be

activities will be described activities that can be programmed by principals in order to improve teacher performance, namely, the Professional Subject Teachers' Consultation (MGMP) and motivating teachers.

Constraints in school principals in improving teacher performance including inadequate infrastructure, lack of motivation in improving their ability to reason because of the busy time in teaching. To overcome this, the efforts made by school principals are to encourage and motivate teachers to be active in MGMP. Supporting factors in teacher performance assessment include: supervision of teaching, facilities and infrastructure, physical and mental conditions of teachers, climate of a conducive learning environment, interest and the spirit of the students. Inhibiting factors include: the lack of library support facilities, the unequal management of time and availability of learning facilities, the readiness of students to evaluate learning, and the lack of student motivation in learning activities.

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