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Principals' Strategies in Improving Teacher Productivity and Performance through Transformational Leadership Styles At SDIT Gema Nurani Bekasi City

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Abstrak

Kata Kunci:

Strategi Kepala Sekolah;
Produktifitas;
Kinerja Guru; Gaya Kepemimpinan Transformasional

Peran kepemimpinan kepala sekolah dalam organisasi sekolah sangat penting bagi peningkatan produktivitas dan kinerja guru. Namun, bagaimana strategi yang tepat yang harus diterapkan oleh kepala sekolah melalui gaya kepemimpinan transformasional dalam meningkatkan produktifitas dan kinerja guru masih menjadi permasalahan yang perlu diteliti. Penelitian ini bertujuan untuk menganalisis strategi yang digunakan oleh kepala sekolah dalam meningkatkan produktifitas dan kinerja guru melalui gaya kepemimpinan transformasional di SDIT Gema Nurani Kota Bekasi. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara dengan kepala sekolah, guru, dan orang tua siswa. Data juga dikumpulkan melalui observasi langsung di lingkungan sekolah dan analisis dokumen terkait. Hasil penelitian menunjukkan bahwa strategi yang digunakan oleh kepala sekolah di SDIT Gema Nurani Kota Bekasi dalam meningkatkan produktivitas dan kinerja guru meliputi dengan pembinaan kinerja guru. Kepala sekolah melakukan berbagai startegi agar guru bisa membuat perencanaan pembelajaran dengan lebih baik melalui MGMP. Serta mengikutsertakan guru dalam diklat yang diselenggarakan oleh instansi tertentu dalam meningkatkan kemampuan guru membuat perencanaan pembelajaran. Berdasarkan hasil penelitian, dapat disimpulkan bahwa strategi yang diterapkan oleh kepala sekolah memiliki peran yang signifikan dalam meningkatkan produktifitas dan kinerja guru SDIT Gema Nurani Kota Bekasi. Pendekatan kepemimpinan transformasional yang diterapkan oleh kepala sekolah memiliki peran yang signifikan dalam meningkatkan produktivitas dan kinerja guru. Dukungan, inspirasi, dan arahan

yang diberikan oleh pemimpin sekolah membuka ruang bagi pertumbuhan profesional, kolaborasi yang erat, dan kualitas pembelajaran yang lebih baik, menandai pentingnya peran kepemimpinan dalam merangsang perubahan positif di lingkungan Pendidikan.

Abstract

Keywords: Principal Strategy;
Productivity;
Teacher Performance;
Transformational Leadership Style

The leadership role of the principal in the school organization is very important for increasing teacher productivity and performance. However, the appropriate strategy that must be implemented by school principals through a transformational leadership style in increasing teacher productivity and performance is still an issue that needs to be researched. This research aims to analyze the strategies used by school principals to increase teacher productivity and performance through a transformational leadership style at SDIT Gema Nurani, Bekasi Regency. This research uses a qualitative approach with data collection techniques through interviews with school principals, teachers and parents. Data was also collected through direct observation in the school environment and analysis of related documents. The results of the research show that the strategies used by school principals at SDIT Gema Nurani, Bekasi Regency to increase teacher productivity and performance include coaching teacher performance. Second, MGMP (Subject Teachers' Conference). School principals carry out various strategies so that teachers can make better learning plans through MGMP. Third, involving teachers in training. Involving teachers in training organized by certain agencies is one of the strategies of the principal of SDIT Gema Nurani Bekasi Regency in improving teachers' ability to make lesson plans. Based on the research results, it can be concluded that the strategies implemented by school principals have a significant role in increasing the productivity and performance of teachers at SDIT Gema Nurani, Bekasi Regency. The transformational leadership approach applied by school principals has a significant role in increasing teacher productivity and performance. The support, inspiration, and direction provided by school leaders opens up space for professional growth, close collaboration, and better quality of learning, marking the importance of the role of leadership in stimulating positive change in the Education environment.

INTRODUCTION

One of the efforts made by the government to create quality human resources is through education. In line with Law No. 20 of 2003 concerning education, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-development, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. But along with the rapid development of technology, information and communication so that it also has an influence on the world of education. Currently, educators have more complex work demands. Therefore, every educational institution must be able to improve the quality and quality of education, one of which is by increasing teacher productivity and performance in teaching. (Akbar & Imaniyati ,2019)

The principal's leadership role in school organizations is critical to improving teacher productivity and performance. The principal is an education leader at the education unit level who must have a strong leadership foundation. The principal's abilities are primarily related to their knowledge and understanding of management and leadership. This means that the success or failure of a school in achieving its goals and realizing its vision and mission lies in how the management and leadership of the principal, especially in mobilizing and empowering various

components of the school, one of which is the teacher (Monica et al., 2023) .

A leader in carrying out his duties, one of the important tasks in increasing teacher productivity is the planning of the principal himself. Planning is a process of preparing administrative activities systematically in accordance with the goals and objectives to be achieved, both in short, medium and long-term programs. Planning in schools is a benchmark that must be made by a principal, especially in carrying out school administration and management, must know and prepare the tools that must be implemented in planning an activity program, both in terms of elements, requirements and planning functions (Monica et al., 2023) .

A Principal is a figure who has a role in controlling school activities to achieve various educational goals, including in empowering existing resources. Performance is one measure both qualitatively and quantitatively of the results of teacher work, therefore teacher performance must be something that is considered by a school principal. (Akbar & Imaniyati ,2019)

The principal is very instrumental and influential in the development and progress of the school. The principal must have competencies that support his duties and functions in carrying out the teaching and learning process at school. The position of principal is a professional official in the school organization who is in charge of managing all organizational resources

and cooperating with teachers in educating students to achieve educational goals (Maki et al., 2022).

The quality of educators can be improved by the principal by involving all personnel in which requires a process of mutual commitment to the quality of educators. One of the important efforts of a principal is to optimize his role as a leader who has the responsibility to plan, implement and supervise all personnel involved in educational activities to participate actively in achieving the expected goals (Wahjosumidjo, 2018).

The leadership of the principal is decisive for the sustainability of the educational institution. The progress of a school lies in the leadership style used by the school in leading the school community. Principals who are able to transform all elements of the school will be able to improve the quality of the school and provide a way to improve the quality of educators. This is in accordance with the situation that occurred in the educational institution of Gema Nurani Integrated Islamic Elementary School (SDIT), Bekasi Regency.

Gema Nurani Integrated Islamic Elementary School (SDIT) Bekasi City is one of the favorite private schools in the Bekasi City area, which has the spirit of developing and improving the quality of educators. Every year the demand exceeds the capacity. The number of enthusiasts every year is always increasing. Gema Nurani

Integrated Islamic Elementary School (SDIT) Bekasi City has high charisma and work ethic, the school he leads has increased productivity, performance and quality of educators by always motivating all teachers to improve teacher performance in preparing themselves before learning is carried out such as designing learning, developing learning and implementing learning and also improving teacher quality through a transformational leadership style that applied the principal.

One of the principal's leadership models in carrying out his duties and responsibilities is the transformational leadership model. In today's challenging education era, the transformational leadership model is the right model to be applied in leading a school. The application of the transformational leadership model can be seen from the principal's ability to implement a change in order to develop and advance school quality. (Hidayat et al., 2023)

Transformational leadership implemented by the principal in an effort to improve the quality of educators at Gema Nurani Integrated Islamic Elementary School (SDIT) Bekasi City. Transformational leadership education that is applied emphasizes 4 (four) dimensions, namely: (1) *Idealized Influence* (Individual Behavior), (2) *Inspirational Motivation* (Inspiration), (3) *Intellectual Stimulation* (Intellectual Stimulation), and (4) *Individualized Consideration* (Individual Sensitivity), with the hope of providing answers as well as positive

contributions to schools in improving the quality of educators, to welcome quality schools, and equip students to have more insight along with the times and be able to color global competitions, both on a national and international scale.

Transformational leadership can also help teachers address new challenges that arise in learning. Principals as transformational leaders must lead educational technology initiatives, provide necessary training, and integrate technology into teaching so that teachers can utilize it effectively. By understanding the latest developments in education and technology, transformational leadership helps teachers to stay relevant and competent in the face of today's demands. (Palembangan & Sihotang, 2023)

The role of the principal as a leader reflects the responsibility of the principal to mobilize all resources in the school, so that a high work ethic and productivity are born in achieving goals. This leadership function is very important because in addition to being a mobilizer it also plays a role to control all activities of teachers (in order to improve teaching professionals), staff and students and to examine problems that arise in the environment. (Admiraal et al., 2021)

Through transformational leadership, the principal of Gema Nurani Integrated Islamic Elementary School (SDIT) Bekasi City said that he had planned programs and activities to

increase teacher productivity such as training and motivational seminars by inviting resource persons. The program is able to increase teacher productivity and performance, so that teachers not only carry out their duties as routine activities but have room to develop creativity, as well as enthusiasm in delivering learning to students.

By combining these diverse transformational leadership styles, principals are able to create an environment that supports quality learning and has an influence on improving teacher productivity and performance. Through this article, he hopes to explore various leadership style strategies that have been implemented by the principal of SDIT Gema Nurani Bekasi City in increasing teacher productivity and performance in the field of education. It is hoped that this discussion will provide deep insight into the importance of the role of the principal through a transformational leadership style in improving overall teacher productivity and performance.

RESEARCH METHODS

This research method adopts a qualitative approach that allows for more in-depth and comprehensive research on the strategies implemented by principals through transformational leadership styles in improving teacher productivity and performance. This research adopts a qualitative methodology approach. According to Creswell (2018) qualitative

methodology is a research approach that emphasizes the collection and analysis of descriptive data, such as speech or written transcripts, as well as observed behavior of research subjects, with the aim of understanding the phenomena experienced by research subjects. The (Sugiyono, 2019) qualitative approach allows researchers to explore complex and contextual aspects of the phenomenon under study, which are unlikely to be adequately expressed by quantitative approaches. The type of data used in this study is qualitative data, which is obtained through various methods such as interviews, observation, and document analysis.

The interview data collection process involves interacting directly with various parties involved in school activities, including principals, teachers, administrative staff, and parents. Through interviews, in-depth information and a rich understanding of the strategies applied can be obtained. In addition, direct observation is made on activities in the school environment and interactions that occur between various parties involved, such as principals, teachers, students, and parents. These observations allow researchers to gain a more direct understanding of strategy implementation in the real context of schools.

In addition, document analysis is also an important part of the data collection process. Documents related to strategies and activities undertaken by the headmaster to improve teacher

productivity and performance will be carefully analyzed. This includes school programs, activity reports, leadership styles and other strategic documents that can provide insight into how strategies are understood, planned and implemented in day-to-day practice.

Qualitative data collected from various sources will be analyzed using a thematic approach. Thematic analysis makes it possible to identify key patterns and themes emerging from the data, making it possible to gain a deeper understanding of principals' strategies in improving teacher productivity and performance through transformational leadership styles.

The variables that were the focus of this study included the principal's strategy, transformational leadership style, teacher productivity and performance. These variables will be measured through a variety of relevant indicators, such as perceptions of teachers, staff, students, and parents, as well as empirical data related to academic achievement and the school's reputation in the community. Taking these various aspects into account, this study aims to provide a holistic understanding of how principals' strategies in improving teacher productivity and performance through transformational leadership style styles.

RESULTS AND DISCUSSION

A. Result

1. Principal's Strategy

The identification of strategies implemented by school principals

was an important stage in this study, which was conducted through a series of interviews and observations. From this research, various strategies used by school principals have been successfully identified. These strategies are designed with the aim of increasing the productivity and performance of qualified teachers, strengthening school identity, building good relationships with various related parties, and promoting school achievement.

One of the main strategies identified is an effort to improve the productivity and performance of qualified teachers, the quality of education at SDIT Gema Nurani Bekasi City. The principal takes various steps, such as program preparation, implementation or assessment of learning, analysis of assessment results, and class visits when a teacher teaches in the classroom, improving teacher qualifications, developing a curriculum that suits student needs, and ensuring the availability of adequate supporting facilities, conducting teaching demonstrations, developing lesson materials, selecting and utilizing the environment as a learning resource, creating and using simple learning tools, and compiling written learning materials.

The principal also emphasized the importance of the supervisory program in improving teacher

performance, mentoring teachers, planning policy implementation to strengthen the principal's leadership style in increasing productivity.

By identifying and implementing these strategies, the principal of SDIT Gema Nurani Kota Bekasi aims to create a supportive, quality educational environment, increasing teacher productivity and performance. These strategies lay the foundation for further efforts to improve teacher productivity and performance through transformational leadership styles.

2. Increase Productivity Through Transformational Leadership Styles

The strategies implemented by principals through transformational leadership styles have contributed significantly in increasing positive teacher productivity. The positive impact of this strategy is reflected in the positive perceptions and productive activities of various relevant parties, including teachers, students, and staff.

The policy of strengthening the transformational leadership of school principals in increasing the productivity of teacher performance includes all components, as contained in the scope of academic supervision, especially those activities that are considered to contribute to increased productivity.

The transformational leadership style applied by the principal in an effort to improve the quality of

educators at Gema Nurani Integrated Islamic Elementary School (SDIT) Bekasi City is emphasized to 4 (four) dimensions, namely: (1) *Idealized Influence* , (2) *Inspirational Motivation* , (3) *Intellectual Stimulation* , and (4) *Individualized Consideration* (Individual Sensitivity), with the hope of providing answers as well as positive contributions to schools in improving the quality of educators, to welcome quality schools, and equip students to have more insight along with the times and be able to color global competitions, both on a national and international scale.

In making plans, the principal takes several steps, namely analyzing the condition of the teachers, developing training programs to increase teacher productivity based on their priorities, involving school residents in meetings and discussions, establishing good relations with various parties in order to create careful planning.

Through a meeting or discussion forum, the principal conveys and socializes what things can be planned regarding increasing teacher productivity that will be implemented in schools. The principal and teachers can determine together the steps to be taken after the planning is determined, of course, the planning taken has received approval from the foundation. All of this is done by the principal so that there is synchronization between the

planning and implementation process of increasing teacher productivity in schools.

3. Improving Teacher Performance Through Transformational Leadership Styles

The strategies implemented by principals through transformational leadership styles have contributed significantly to improving positive teacher performance. The positive impact of this strategy is reflected in the positive performance of teachers from various relevant parties, including teachers, students, and staff.

There are also several strategies used by school principals in improving the performance of SDIT Gema Nurani Bekasi City teachers, namely: First, by coaching teacher performance. Coaching teacher performance is one of the efforts to improve performance in a better direction so that there is an improvement in work. With coaching, teachers are also expected to be able to carry out their duties so that they run effectively and efficiently to get optimal results. The principal's strategy is to provide assistance or direction in the preparation of lesson plans by each subject teacher by following the procedures determined by the principal and vice principal of the curriculum section.

Second, MGMP (Subject Teacher Deliberation). The principal conducts various strategies so that

teachers can make better lesson planning through MGMP. Subject Teacher Deliberation / MGMP is a forum or association for subject teachers in a school that functions as a means to communicate, learn, and exchange ideas, as well as experiences in order to improve teacher teaching performance. One of the activities carried out in the MGMP meeting is developing or designing teaching materials.

Third, Involve teachers in training. Involving teachers in training organized by certain agencies is one of the strategies of the principal of SDIT Gema Nurani Bekasi City in improving teachers' ability to make lesson plans. So that this training will certainly greatly help teachers in preparing lesson plans and gaining new knowledge or improving performance and creativity as educators.

Thus, the strategies that have been implemented not only have an impact on improving teacher performance, but also on student achievement and improving the overall reputation of the school. This creates a better quality of education for SDIT Gema Nurani Bekasi City.

B. Discussion

Identification of strategies implemented by school principals is a crucial stage in this study. Through a series of interviews and observations, various strategies practiced by the principal have been

successfully revealed. The aim of these strategies is to improve the quality of education, strengthen school identity, increase teacher productivity and performance, and promote school achievements.

The main strategies identified in this study include efforts to improve the quality standards of education at SDIT Gema Nurani Bekasi City. One approach taken is to introduce innovative programs that aim to improve teacher productivity and performance through transformational leadership styles. According to Yacob (2017) The strategic management process is the way by which strategic planners determine goals and make decisions. In addition, this strategy also involves efforts to improve teacher qualifications, which is in line with the theory by Linda Darling-Hammond (2020) which emphasizes the importance of having qualified teachers in achieving significant educational improvements. (Yacob, 2017)

Operationally, the performance of teachers can be monitored from school records, records about work efficiency and productivity of employee work performance against job characteristics. Based on the above opinion there are five performance characteristics which include: variety of skills, task identity, task significance, autonomy and feedback, with these five job characteristics can generate

psychological conditions that support or inhibit performance. (Mukhtar, 2015)

According to Supriadi (2017) to become a professional, a teacher is required to have the following: (1) Teachers have a commitment to students and their learning process; (2) The teacher mastered in depth and the materials / subjects taught and how to teach them to students; (3) Teachers are responsible for monitoring student learning outcomes through various evaluation techniques; (4) The teacher is able to systematically about what he does, and learn from his experience; (5) Teachers are part of the learning community within their professional environment. (Supriyadi, 2017)

In addition to the academic aspect, the principal's strategy also includes efforts to strengthen the school's identity. According to Anthony Bryk and Barbara, Schneider (2019) highlights the importance of school identity in improving teacher and staff performance. In this context, it strengthens the values and culture of the school, strengthening the bond of togetherness between students and teachers. Thus, this strategy not only contributes to academic achievement, but also to the establishment of an inclusive and supportive learning environment.

The success of education in schools is largely determined by the role of the principal in managing and

empowering all school residents including teachers and other education personnel. The strategy implemented by the principal can improve the performance of school residents in carrying out their respective duties and functions in accordance with the predetermined workload. In this case, increasing productivity and achievement can be done by improving the behavior of school residents through the application of personnel management concepts and techniques. (Mukhtar, 2015)

Mulyasa (2017) teacher performance coaching is a school effort for improvement and improvement given from the principal to teachers to improve, maintain, and improve performance. Mulyasa (2017) stated that teacher development includes (1) planning, (2) procurement, (3) coaching and development, (4) promotion and mutation, (5) dismissal, (6) compensation, (7) assessment. Everything as mentioned above really needs to be done properly and correctly so that the goals and objectives to be achieved can be carried out properly. (Mulyasa , 2017)

Factors that can affect performance are the availability of facilities, the more complete the evaluation tool, the more likely there is an increase in productivity in learning assessment. Supporting factors, with the completeness of

facilities provided by the school in terms of learning evaluation, especially the assessment format based on assessment references. However, the inhibiting factor is that the IT skills of some teachers are not adequate and the K13 assessment is now considered quite complicated in its implementation or there are too many assessment techniques that must be done by teachers so that it becomes an obstacle in learning evaluation. (Yonandi, 2022)

The success of the principal's leadership in empowering all school potentials to improve their performance depends largely on the principal's concern in managing and running the school organization. The principal's ability to utilize all existing potentials greatly helps the principal to achieve the goals that have been set. This is in accordance with the opinion of Wahjosumidjo (2018) stated that the success of leadership is essentially related to the level of concern of a leader involved in two orientations, namely what the organization does (organizational achievement) and coaching the organization (organizational maintenance). (Wahjosumidjo, 2018)

School principals as leaders of educational organizations must have high credibility and have certain leadership strategies, this is in accordance with Mulyasa (2017) which explains that to become a professional and highly credible

principal, the principal's strategy is needed, namely: 1. The effectiveness of the educational process. 2. The growth of strong school leadership. 3. Effective education personnel management. 4. Quality culture. 5. Compact, intelligent and dynamic team work. 6. Self-reliance. 7. Participation of school residents and the community. 8. Management transparency in educational democratic discourse.

In accordance with the Regulation of the Minister of National Education Number 13 of 2007 there are seven main roles of school principals, namely, "as educators, managers, administrators, providers and leaders." The role of the principal in improving teacher performance is as follows:

- a. The principal as an educator. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools, of course, pay attention to the level of competence possessed by their teachers, while also always trying to facilitate and encourage teachers to continuously improve their competencies, so that teaching and learning activities can run effectively and efficiently.
- b. The principal as the manager. In this case, school principals should be able to facilitate and provide extensive opportunities

for teachers to be able to carry out professional development activities through various education and training activities, both carried out in schools such as school-level Subject Teacher Deliberation (MGMP), professional discussions and so on or through education and training activities outside of school, such as opportunities to continue education or participate in various activities that organized by the other party.

- c. The principal as administrator. Especially with regard to financial processing, that to achieve an increase in teacher competence cannot be separated from the cost factor. How much the school can allocate the budget, increasing competence will certainly affect the level of teacher competence. Therefore, school principals can always allocate adequate budgets for efforts to improve teacher competence.
- d. The principal as the superintendent. To find out the extent to which teachers are able to carry out learning, periodically the principal needs to carry out supervision activities, which can be done through class visits to observe the learning process directly, especially in the selection and use of appropriate teaching methods, learning media used

and student order in the learning process.

Thus, it can be concluded that the strategies that have been implemented not only have an impact on the internal perception of the school community, but also have a real impact on increasing teacher productivity and performance as well as the quality of education. This is the result of continuous efforts in building an inclusive, achievement-oriented educational environment that is excellence in all aspects, in accordance with the strategic management approach applied in the educational context.

The implementation of strategies through transformational leadership styles also has a significant positive impact on improving the quality of education and teacher productivity and performance. Improving teacher quality and academic achievement, good student attendance, and a solid reputation have increased teacher productivity and performance and public trust in SDIT Gema Nurani Bekasi City. Thus, the strategies that have been implemented not only have an impact on increasing teacher productivity and performance, but also on improving student achievement and overall school reputation. This creates an increase in productivity, performance and quality of education and greater trust

from the community in SDIT Gema Nurani Bekasi City.

CONCLUSION

Identification of strategies implemented by school principals is a key step in this study. Through interviews and observations, various strategies have been revealed, aimed at improving teacher productivity and performance, quality of education, strengthening school identity, building good relationships, and promoting school achievement.

The transformational leadership approach applied by principals has a significant role in improving teacher productivity and performance. The support, inspiration, and direction provided by school leaders open up space for professional growth, close

collaboration, and better quality learning, marking the importance of leadership's role in stimulating positive change in the educational environment.

The principal's transformational leadership style in planning to increase teacher productivity and performance is already working. The strategies used by the principal in planning are: Planning school activities and programs, planning learning activities and planning school activities. The implementation of teacher productivity and performance planning by the principal is by inviting resource persons and collaborating with other related parties in carrying out teacher training and development.

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