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The Principal's Strategy in Improving Teacher Performance through Strengthening Soft Skills at PKBM Duren Sawit

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Abstrak

Kata Kunci:

Strategi Kepala Sekolah, Kinerja Guru, Penguatan Soft Skill.

Peran kepala sekolah dalam organisasi sekolah sangat penting bagi peningkatan mutu dan kinerja guru. Namun, bagaimana strategi yang tepat yang harus diterapkan oleh kepala sekolah melalui peningkatan soft skill dalam meningkatkan kinerja guru masih menjadi permasalahan yang perlu diteliti. Penelitian ini bertujuan untuk menganalisis strategi yang digunakan oleh kepala sekolah dalam meningkatkan kinerja guru melalui peningkatan soft skill di PKBM Duren Sawit. 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 kepala sekolah dalam meningkatkan kinerja guru melalui penguatan softkill direncanakan dan dilaksanakan oleh kepala sekolah dengan baik. Adapun Strategi yang dilakukan oleh kepala sekolah PKBM Duren Sawit dalam meningkatkan kinerja guru melalui penguatan softkill ialah Menciptakan fase strategis, yang mengimplementasikan rencana yang dirancang dalam rencana strategis, melibatkan seluruh guru dan staf, dan memberikan pengawasan langsung terhadap rencana kelembagaan sekolah. Strategi Kepala Sekolah PKBM Duren Sawit memotivasi guru untuk selalu proaktif dan produktif dengan memberikan manfaat kepada guru dan memberikan fasilitas yang memadai untuk mendukung kompetensi soft skill guru melalui kegiatan seperti home gate, pembelajaran kepemimpinan bagi manajer, penataran guru dan lainnya. Kerja, seminar, workshop, KKG (Kelompok Kerja Guru), pengembangan media pembelajaran dan pelatihan lainnya untuk mendukung pengembangan kompetensi profesional guru.

Berdasarkan temuan penelitian, dapat disimpulkan bahwa strategi kepala sekolah untuk meningkatkan kinerja guru melalui penerapan program peningkatan soft skill telah direncanakan dan dilaksanakan secara matang.

Abstract

Keywords: Principal Strategy, Teacher Performance, Strengthening Soft Skills.

The role of the principal in the school organization is very important for improving teacher quality and performance. However, the appropriate strategy that must be implemented by school principals through improving soft skills in improving teacher performance is still an issue that needs to be researched. This research aims to analyze the strategies used by school principals to improve teacher performance through improving soft skills at PKBM Duren Sawit. 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 research results show that the principal's strategy in improving teacher performance through strengthening soft skills is planned and implemented by the principal well. The strategy carried out by the PKBM Duren Sawit principal in improving teacher performance through strengthening soft skills is creating a strategic phase, which implements plans designed in the strategic plan, involves all teachers and staff, and provides direct supervision of the school's institutional plans. The PKBM Duren Sawit Principal's strategy motivates teachers to always be proactive and productive by providing benefits to teachers and providing adequate facilities to support teachers' soft skill competencies through activities such as home gates, leadership learning for managers, teacher upgrading and others. Work, seminars, workshops, KKG (Teacher Working Group), development of learning media and other training to support the development of teacher professional competence. Based on the research findings, it can be concluded that the principal's strategy to improve teacher performance through implementing a soft skills improvement program has been carefully planned and implemented.

INTRODUCTION

One of the government's efforts to develop quality human resources is through education. According to

Education Law Number 20 of 2003, education is the creation of a learning atmosphere and learning process consciously and planned that allows students to actively develop their

potential and be able to have religious spiritual strength, self-development, personality, intelligence, and nobility. character, and skills required by individuals, societies, nations, and states. (Akbar & Imaniyati , 2019)

To create experienced, competent and professional human resources, quality education is indispensable. To achieve these goals, education is not enough just to emphasize the process of mastering science and technology (hard skills) and providing facilities, but also must encourage the growth and development of noble morals contained in the National Education Goals. To cultivate the desired qualities in students, it is very important for teachers to develop their soft skills as educators (Khairiah, 2020) .

The individual who plays the most role in improving the quality of education in a school is the principal. According to Government Regulation Number 28 of 1990, especially Article 12 Paragraph 1, school principals have the task of organizing educational activities, managing school administration, encouraging the growth of education personnel, and ensuring the proper use and maintenance of infrastructure. The regulation emphasizes that the qualities of leadership and effective management greatly influence the efforts made to advance the educational organization.

The headmaster acts as a guide, overseeing school activities in order to successfully achieve various educational goals, including

empowering available resources. Measuring a teacher's performance both in terms of quality and quantity is known as performance. Therefore, it is important for a principal to prioritize the evaluation of teacher performance. (Akbar & Imaniyati , 2019)

The role and influence of a principal is very important in the progress and success of the school. To carry out the teaching and learning process effectively, the principal must have the necessary competencies. As a professional official in the school organization, the principal is responsible for managing all organizational resources and working closely with teachers to ensure students achieve educational goals (Maki et al., 2022) .

Improving the quality of educators can be achieved through the involvement of the principal and the collective commitment of all personnel. The principal's primary responsibility is to optimize the leadership role, which includes planning, implementing, and supervising all staff members who actively participate in educational activities (Wahjosumidjo , 2018) .

The principal's role as a leader includes the important task of utilizing all available resources in the school to foster a strong work ethic and drive to achieve goals. This leadership function has a very important meaning, because it not only serves as a motivating force but also oversees the activities of teachers, staff, and students, as well as

addressing problems that arise. (Admiraal et al., 2021)

The principal's leadership in the school organization plays an important role in improving the quality and performance of teachers. As an educational leader at the unit level, principals must have a solid foundation in leadership skills. Their abilities are primarily rooted in their knowledge and understanding of management and leadership principles. Therefore, the success or failure of the school in achieving its goals and realizing its vision and mission depends on the effective management and leadership of the principal, especially in mobilizing and empowering all parts of the school, one of which is the teacher. (Monica et al., 2023)

Teacher performance is a school need and obligation that must always be improved and maintained continuously in accordance with the times. So it takes the role of someone who can maintain the continuity of improving teacher performance, namely the principal. Teacher performance can be affected by internal as well as external factors. Internal factors are in the form of motivation and ability, while external factors are in the form of work environment, co-workers, facilities, and leadership of the principal. The leadership of the principal is one of the factors that greatly influences teacher performance because the principal is the highest leader holder in the school who must be able to guide and motivate teachers in order to achieve goals in

accordance with the vision and mission that has been set (Muspawi, 2021).

PKBM Duren Sawit is one of the schools that has been engaged in improving teacher performance through strengthening softskill. Regarding teacher performance, the principal continues to strive to implement programs to strengthen teachers' human skills through various programs, such as holding field trips abroad and domestically, teacher training every quarter by being invited to meter from outside the school, teacher development by the principal every month, making visits to offices, building school cooperation with the Ministry of Foreign Affairs (Malaysia), Conduct visits to other schools, such as special needs schools in Kuala Lumpur Malaysia, conduct guidance and teacher visits by supervisors, hold family gatering every semester to strengthen teacher teamwork, carry out raker programs every year," and hold *leadership learning training school for managers* As well as mobilizing all stakeholders to carry out good cooperation in achieving the vision and mission of the school, it can be seen from the familiarity of the principal with his subordinates, by making them stakeholders like his own family, so that in giving various tasks, teachers complete their tasks and functions appropriately and responsively.

Through the soft skills strengthening strategy implemented by PKBM school principal, Duren Sawit

said that designing programs and activities to improve teacher performance by strengthening teacher human skills through various programs, such as holding field trips abroad and domestically, teacher training every quarter by being invited to meter from outside the school, teacher coaching by the principal every month, Conducting visits to agencies, building school cooperation with the Ministry of Foreign Affairs, making visits to other schools, such as special needs schools in Kuala Lumpur Malaysia, conducting guidance and teacher visits by supervisors, holding family gatering every semester to strengthen teacher teamwork, implement raker programs annually, organize leadership learning training for school programs, and mobilize all stakeholders to work together to achieve the school's vision and mission.

By combining these strategies, principals are able to create an environment that supports quality learning and has an influence in improving teacher performance. Through this article, he hopes to explore various strategies that have been implemented by PKBM principal Duren Sawit in improving teacher performance in the field of education. It is hoped that this discussion will provide deep insight into the importance of the principal's role in improving teacher performance through strengthening soft skills.

RESEARCH METHODS

This research method adopts a qualitative approach that allows for more in-depth and comprehensive research on the strategies implemented by the principal through strengthening soft skills in improving teacher 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, 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, thus making it possible to gain a deeper understanding of principals' strategies in improving teacher performance through strengthening soft skills.

The variables that are the focus of this study include the principal's strategy, teacher performance, and strengthening soft skills. 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. By considering these various aspects,

this study aims to provide a holistic understanding of how principals' strategies in improving teacher performance through strengthening soft skills.

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 improving the performance of qualified teachers, strengthening school identity, building good relationships with various related parties through strengthening soft skills.

One of the main strategies identified is efforts to improve the performance of qualified teachers, the quality of education in PKBM Duren Sawit. The headmaster takes various steps, such as strengthening teachers' soft skills through various means such as organizing domestic and foreign field trips, inviting external teachers for teacher training every quarter, monthly coaching by the principal to teachers, office visits, establishing external cooperation, etc. Ministry of National Affairs (Malaysia), and visits to other schools, such as special needs schools in Kuala Lumpur, Malaysia

conducts teacher guidance and supervisory visits, conducts home visits every semester, strengthens teacher teamwork, and implements annual work conference plans by organizing school administrator leadership learning and training to mobilize all stakeholders to work together to achieve school goals. The principal also emphasized the importance of the supervisory program in improving teacher performance, mentoring teachers, planning the implementation of soft skills strengthening policies carried out by the principal in improving teacher performance.

By identifying and implementing these strategies, PKBM principal Duren Sawit aims to create a supportive, quality educational environment that improves teacher performance. These strategies become the foundation for further efforts to improve teacher performance through strengthening soft skills

2. Improving Teacher Performance through Strengthening Soft Skills

The strategies implemented by school principals through strengthening soft skills 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 PKBM Duren Sawit teachers, namely developing training programs to improve various teacher competencies. Training programs carried out by PKBM Head Duren Sawit at the school include: *family gatering*, *leadership learning for managers*, *teacher upgrading*, seminars, *workshops*, KKG, and trainings that support the improvement of teacher softskill.

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 PKBM Duren Sawit.

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 purpose of these strategies is to improve the quality of education, strengthen school identity, improve teacher performance, and promote school achievements.

The main strategies identified in this study include efforts to improve

the quality standards of education in PKBM Duren Sawit. One approach taken is to introduce innovative programs that aim to improve teacher performance through strengthening soft skills. According to Yacob (2017) The strategic management process is the way by which strategic planners set goals and make decisions (Yacob, 2018) . 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.

Operationally, teacher performance can be monitored through school records, work efficiency and productivity records, staff performance and job characteristics. Based on the above point of view, there are five performance characteristics, including: skill diversity, task identity, task importance, autonomy, and feedback. These five characteristics of work can generate psychological conditions that favor or hinder performance (Khairiah, 2020) .

According to Khairiah (2020) To become a professional teacher, the following must be fulfilled: (1) Teachers have a commitment to students and their learning process; (2) The teacher has a deep understanding of the material /

subject taught and how to teach it students; (3) Teachers are responsible for teaching students through various assessment techniques to monitor student learning outcomes; (4) teachers are able to work systematically and learn from experience; professional environment (Khairiah, 2020) .

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 depends largely on the role of the headmaster in managing and empowering all school residents, including teachers and other education personnel. The strategy implemented by the principal is able to grow the performance of school residents in fulfilling their respective responsibilities and functions according to the scheduled workload. In this context, productivity and achievement can be improved by applying personnel

management concepts and techniques to improve the behavior of school residents (Sibarani et al., 2024).

Sibarani, *et al* (2024) Teacher performance coaching is a school effort to improve and improve teachers carried out by the principal to improve, maintain, and improve performance. It states that teacher development includes (1) planning, (2) procurement, (3) coaching and development, (4) promotion and mutation, (5) dismissal, (6) compensation and (7) evaluation. All of the above does need to be done properly and correctly to achieve the goals and objectives to be achieved can be carried out properly (Sibarani et al., 2024).

The success of school leadership in unlocking the full potential of the school to improve its performance depends largely on the principal's focus on managing and running the school organization. The principal's ability to utilize all existing potentials greatly assists the principal in achieving the goals that have been set. This is in accordance with Wahjosumidjo (2018) who suggests that leadership success is essentially related to the extent to which the leader focuses on two directions, namely what the organization does (organizational achievement) and directs the organization (organizational maintenance).

As the leader of an educational organization, the principal must have high credibility and certain leadership strategies. This is in line with Sibarani et al. (2024) who explained that to become a professional principal and have high credibility, a principal's strategy is needed, namely: 1. The effectiveness of the educational process. 2. The school leadership team has grown rapidly. 3. Manage education personnel effectively. 4. Quality culture. 5. Compact, intelligent and dynamic teamwork. 6. Independence. 7. Involvement 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 is like an educator. The principal shows high investment and concern in the development of the school curriculum and teaching activities, will certainly pay attention to the level of teacher ability, and will always try his best to encourage and encourage teachers to continue to improve their abilities, so that teaching

activities can be carried out effectively and efficiently.

- b. The principal's role as a manager is critical in providing support and creating opportunities for teachers to engage in professional development activities. This can be achieved through a wide range of education and training activities, both within schools such as Subject Teacher Conferences (MGMP) and professional discussions, as well as external activities organized by other entities.
- c. As an administrator, the principal has an important role in managing the financial aspects of improving teacher competence. It is important to allocate sufficient budget to ensure that efforts to improve teacher competence receive adequate support. The level of teacher competence is directly affected by the resources available, therefore principals should prioritize allocating funds for such efforts.
- d. The role of the principal as a supervisor includes the implementation of periodic supervision activities to assess the teacher's ability to facilitate learning. This can be achieved through classroom visits to observe firsthand the learning process, with a particular focus on evaluating the effectiveness

of teaching methods, appropriate utilization of learning resources, and student behavior and engagement.

To effectively serve all members of the school community, including teachers, students, staff, parents, and external partners, strong managerial skills are essential for principals. One crucial aspect that requires the attention of the leadership of the institution is the performance of teachers. When teachers perform at their best, the school as a whole can develop and progress. Therefore, school principals implement various programs aimed at improving teachers' soft skills to optimize their performance.

There are several training programs conducted to strengthen soft skills by PKBM principal Duren Sawit including; First, organizing leadership learning activities for managers, this program is a program to train leadership in teachers, the principal considers that every teacher is a leader for his students, so at the end of every month, a meeting of all teachers is held, but those who lead meetings are roker by the principal, who lead them are teachers, the purpose of such a program is to make teachers more confident when in the forum, Improve teacher communicative, as well as train teachers to use good and easy-to-understand language.

The second is to encourage family gatherings. This activity is an

activity carried out by the school every year for all teachers, this activity is carried out by going to tourist places together and in the form of teacher competitions. The tahfiz competition and so on held contests together as an interesting event. The purpose of organizing this event is to make the teaching staff more compact and make all residents of PKBM Duren Sawit feel at home, while creating a good work team.

Third, encourage teacher improvement training, which is a program that allows teachers to express their feelings freely through discussion forums with other teachers and/or speakers who are competent in their fields. To improve the understanding and delivery of educational content, teachers must have exceptional teaching skills and demonstrate creativity in their teaching practices.

The fourth step, it is important to require teacher participation in seminars, both organized by schools and external institutions. These seminars serve as a forum for teachers to learn from their peers, exchange valuable insights, and gain new ideas that can be applied in the teaching and learning process. In addition, school principals should also encourage all teachers to become members of the Teacher Working Group (KKG) community. This collaborative platform allows teachers to enhance their professional competence through

involvement in activities such as scientific discussions, scientific paper writing, classroom action research, and child psychology studies. By actively participating in these activities, teachers can continue to develop and improve their professional competence.

To improve teacher performance, principals and their representatives have developed programs that involve teachers in various competitions at the municipal, provincial, and national levels. This initiative not only allows teachers to gain new experiences and forge friendships with educators from larger schools, but also allows them to learn from their peers in different schools, thus enhancing their abilities as educators.

A well-designed soft skills strengthening program implemented regularly by the school principal aims to develop teachers' abilities and meet the expectations of PKBM Duren Sawit.

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 improving teacher performance and education quality. 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 strengthening soft skills also has a significant positive impact on improving the quality of education and teacher performance. Improving teacher quality and academic achievement, good student attendance, and a solid reputation have increased teacher productivity and performance and public trust in

PKBM Duren Sawit. Thus, the soft skills strengthening strategies that have been implemented not only have an impact on improving teacher performance, but also on improving student achievement and overall school reputation. This creates increased productivity, performance and quality of education and greater trust from the public in PKBM Duren Sawit.

CONCLUSION

The programs planned by the headmaster have a significant impact on improving teacher performance. To improve teacher performance at PKBM Duren Sawit, various programs have been implemented. These programs such as teacher upgrades, teacher seminars, and Teacher Working Groups (KKG) aim to improve teacher performance.

Head of PKBM Duren Sawit has designed a strategic approach to strengthen teachers' soft skills. This approach involves implementing the program through strategic planning,

involving all teachers and staff members, and providing direct oversight of the institutional program. By implementing these strategies, principals motivate teachers to stay active and productive. In addition, school principals ensure teachers' welfare and provide adequate facilities to support their soft skills competencies. These efforts include family gating, leadership learning for managers, teacher upgrades, seminars, workshops, and the development of learning media and other trainings that support the development of teacher professional competencies.

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