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**PRINCIPAL'S STRATEGY IN IMPROVING
TEACHER PERFORMANCE IN ISLAMIC EDUCATION
LEARNING**

MISDAH
IAIN PONTIANAK
misdah@iainptk.ac.id

Abstract

The purpose of this study was to reveal about (1) the principal's strategy in improving teacher performance in islamic education (PAI) learning planning; (2) the principal's strategy in improving teacher performance in the implementation of PAI learning; and (3) the principal's strategy in improving teacher performance in PAI learning evaluation. This type of research is field research, while the approach used is qualitative approach. Data collection techniques used are observation, interview and documentation studies. The data sources in this study are 1 principal and 2 PAI teachers that located at SMP Muhammadiyah 1 Pontianak. The results of this study show that: (1) the principal's strategy in improving teacher performance in PAI learning planning is to provide skills, motivation and conduct academic supervision for learning planning at the beginning of the year; (2) The principal's strategy in improving teacher performance in the implementation of PAI learning is to conduct academic monitoring and supervision in the form of regular class visiting to each teacher and directly supervise the teacher in carrying out learning stages such as: preliminary activities, main activities and closing activities; and (3) the principal's strategy in improving teacher performance in PAI learning evaluation is also by conducting academic supervision in the form of classroom visiting and directly monitoring teachers in providing feedback as a result of the evaluation process provided by teachers in the classroom.

Keywords : Strategy, Teacher Performance, PAI Learning

INTRODUCTION

Juridically mentioned in the Law of Republic Indonesia Number 20 Year 2003 on the system of National education in article (3) mentions that national education serves to develop the ability and form dignified national character and civilization in order to educate the life of the nation, aiming to develop the potential of learners to become human believers and fear God almighty, noble, healthy knowledgeable, creatively capable, be independent, and become a democratic and responsible citizen. Furthermore, in Law No. 14 of 2005 on Teachers and Lecturers in article (1) it is also mentioned that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on the education of children of the age of formal education, primary education and secondary education.

To realize the above law expectations, the headmaster as a leader in an educational institution in this case is that the school really expected to be able to guide and direct teachers to be able to carry out their duties as educators can run well, have good performance and be directed. This means that the headmaster must have the right strategy so that the teacher's performance can be improved for the better, especially in classroom learning, both in terms of planning, implementation and evaluation of learning.

The headmaster is essentially a teacher who is given additional duties, and he becomes one of the most important components of

education and is very instrumental in improving the quality of education. Closely related between the quality of the principal and various aspects of school life such as school discipline and the school climate.¹

The headmaster in this case is required to take concrete actions by implementing various appropriate strategies in his efforts to improve the performance of teachers in the schools he leads. Thus the importance of the strategy is meant because in the strategy itself as mentioned in the Great Dictionary of The Indonesian Language that the strategy is a careful plan on the activities of achieving specific goals. Conceptually, strategy can also be understood as an outline in acting to achieve a predetermined goal. Meanwhile, according to Handoko, that strategy is a general program for achieving organizational goals in the implementation of missions.²

The right strategy is carried out by the headmaster in improving the teacher's performance in carrying out his duties and functions as a learning agent, can be carried out by the headmaster through harmonious environmental arrangement, conducive work atmosphere, discipline, appreciation and punishment effectively and the provision of various learning resources, so that teachers can show performance profanely, both related to the mastery of materials, planning and implementation of learning, as well as evaluation of learning.

From the observations and initial interviews conducted it can be known that there is still a lack of involvement of the principal in conducting coaching such as classroom supervision, so that the performance of teachers related to professional

¹ E. Mulyasa, "Become a Professional Teacher", 2005, 24.

² Handoko, T. Hani, "Personnel and Human Resources Management", 2005, 86.

competencies both regarding the planning and implementation of learning and evasion is still not maximal.

Based on the above exposure, it is necessary to be studied more broadly about "The Principal's Strategy in Improving Teacher Performance in Islamic Religious Education Learning (PAI)" with the focus outlined in the form of questions as follows: *first*, how the principal's strategy in improving teacher performance in PAI learning planning; *second*, how the headmaster's strategy in improving teacher performance in the implementation of PAI learning; and *third*, how the headmaster's strategy in improving teacher performance in PAI learning evaluation.

Discussion

Strategy Concepts

The etymological sense of strategy comes from the word "*strategos*" in Greek which means the planning and extermination of enemies using effective means based on the means at their own. The term strategy was originally used in military circles and is interpreted as an art in designing warfare operations, so Strategy is the choice of how best to achieve a mission in achieving a goal.^{3,4,5}

In the Great Dictionary of Bahasa Indonesia, strategy is a careful plan on achieving specific goals. Conceptually, strategy can also be understood as an outline in acting to achieve a predetermined goal.

A strategy should be able to member

information to its readers that is at the same time easily updated by every member of the top management and every member of the organization, as revealed by Donnelly, that there are 6 information that should not be forgotten in a strategy, namely: What to do, Why so, a description of the reasons to be used in determining what is above, Who will be responsible for or operationalize the strategy, How much it will cost to succeed the strategy, How long does it take for the operation of the strategy, What results will be obtained from the strategy.⁶

Strategy planning is a disciplined effort to make important decisions and actions that shape how to become an organization, what an organization should do and why it should take action. Thus, there are several benefits of strategic planning, including: Think strategies and develop strategies that have been prepared effectively, Clarify the future direction, Make a decision now by remembering the consequences of the future, Solve the main problems of organization, Improve organizational performance, Build group work and develop a variety of skills.

Based on a review of some of the strategy concepts above, the strategy can be effective as follows: Tools for organizations to achieve their goals and a set of plans formulated by the organization as a result of an in-depth review of internal strengths and weaknesses as well as external opportunities and threats.

³ Bracker, J. "*The Historical Development of the Strategic Mngagement Concept*", 1980.

⁴ Pimay, Awaluddin. "Da'wah Methodology", 2006, 50-51.

⁵ Allison, Michael and Jude Kaye, "Strategy Planning for Non-Profit Organizations", 2005, 3.

⁶ Donnelly, "Organization: Behavior, Structure, Process", 2006, 109.

Dynamic flow patterns are applied in line with the decisions and actions selected by the organization.

This means that the strategy is a comprehensive, comprehensive and integrated plan that is directed towards achieving the objectives. Thus, it can be concluded that the headmaster's strategy is a series of plans as goals, policies or objectives set by the headmaster in his efforts to improve the performance of teachers in learning in accordance with existing conditions so as to improve the quality of learning and education at large.

In addition to some meanings of strategy, there is also a grouping of strategies as a typology, namely:

1. According to Porter, this type of strategy is cost leadership strategy, differentiation strategy, and strategy focus. Cost leadership is a strategy that seeks to minimize production costs. Differentiation strategy states that the company's strategy to gain a competitive advantage by creating unique and different goods/services so as to provide returns above the industry average. As for focus, it emphasizes the company's strategy to select the market segments it serves.

2. Strategic typology is also performed by Miles and Snow in Slater and Olson. Miles and Snow present four typologies: prospectors, analyzers, defenders, and reactors. The company or organization is said to have a prospector strategy when the company seeks to

find and to expand new opportunities and markets.⁷

From the explanation above, the broader meaning of the strategy is a set of actions that should be taken to achieve the objectives by accommodating all the abilities of the school / organization owned. Every action taken is intended to achieve the goal. The efforts carried out are actions to realize the objectives in order to be achieved in the best way. All actions are taken because they understand and understand well how to improve the quality of learning.

Teacher Performance

Performance is a translation of the English language from the word work performance / job performance, but in habits often abbreviated performance which means work achievement, work implementation, work achievement, performance, or work performance. In Arabic it comes from the word *addul 'amal* which means work achievement or work.⁸

The teacher's performance is to carry out the learning process both in the classroom and outside the classroom in addition to carrying out other activities, such as conducting school administration and learning administration, carrying out guidance and services on the students, as well as carrying out assessments.⁹

The term performance can also be translated into performance or performance, meaning that the ability a person displays towards his or her work at the place he or she works. Performance is an essential performance to the success of a job. Therefore, an effective performance for each individual perli is created so

⁷ B. Elnath Aldi. "Generalization Efforts of Strategic Management Concepts". *Journal of Economics & Social* 2015.56-72.

⁸ Barnawi, Mohammad Arifin, "Professional Teacher Performance: Improvement and Assessment Coaching Instruments", 2012, 11.

⁹ A.Tabrani Rusyan, et al. "Approach to Teaching and Learning Process", 2000, 2.

that the objectives of the institution can be achieved optimally.¹⁰

In The Great Dictionary of Bahasa Indonesia, performance is something that is achieved or the result of work or work achievement. Which has the meaning as an expression of ability based on a knowledge and attitude and skill, motivation to produce something. Performance is the result of quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. The high low performance of a person is closely related to the awarding system applied by the place where he/she works.¹¹

From some of the above exposures it can be understood that performance is the level of success of a person or group in carrying out their duties in accordance with their responsibilities and authorities based on standardization or size and time that has been set during a certain period in order to achieve organizational objectives in accordance with the type of work.

PAI Teacher Performance

In the school environment, professional work is a job that demands special skills, because of the breadth and number of jobs employed in the bureaucratic environment. Professional work is a skill job carried out based on the expertise of the science that underlies all its actions. He is run by bureaucratic officers who have a special educational background in accordance with the

positions he held, such as subject teachers, he is an officer who carries out professional duties based on skills and educational background.

A teacher in addition to acting as a teacher is also an education and executor of some of the school administration duties, therefore it is often also said that teachers as programmers, administrators, facilitators, and evaluators in the school environment. A teacher should ideally have a true personality. Teachers are a full support for education in Indonesia, but the reality is that the role of teachers in Indonesia is still far from the target set, there are many discrepancies between the plan that has been set and its implementation in the field.

The above phenomenon is no exception also faced by Islamic Religious Education (GPAI) teachers, it becomes a dilemma that on the one hand gpai professional demands with the condition of society is now not directly proportional to the objective condition of the school where he/she served, on the other hand that the factors of accuracy, welfare and competence owned by pai teachers themselves, especially professional competencies are still obstacles in improving their performance related to PAI learning.

Principal's Strategy to Improve PAI Teacher Performance

The headmaster's desire to devote more time to the problem of teacher coaching to improve his performance related to improving the quality of learning, is a real need, the realization that nowadays quality improvement efforts must be a priority and learning needs in the face of the rapid

¹⁰ Agus Sarifudin, "Improving Teacher Performance in The Implementation of Sks System Assessment Through Academic Supervision of School Supervisors", *Journal of Islamic Education*, 2019.

¹¹ 2015- 2015, "Corporate Human Resources Management". 2005, 12.

development of progress, competition between schools and keeping up with the times. For that purpose, the time that should be carried out pays more attention to improving the performance of teachers in developing professional abilities, because every development of professional teacher skills will be flowed into a smooth teaching and learning process

The headmaster's strategy in improving teacher performance in PAI learning related to the planning, implementation and evaluation of learning is a must that should not be eliminated. PAI teachers who have carried out the assessment of learning planning well, not least because it is based on the awareness of their profession to be a teacher, meaning that the making of RPP is the obligation of teachers, especially with the supervision carried out by the principal, it will make the teacher more enthusiastic in carrying out his duties. Although there are still PAI teachers who used the previous RPP without making any more revisions.

The strategy carried out by the headmaster in improving the performance of teachers in this learning planning can run well and is very influential on the results obtained. Good learning plan will produce good results, as stated by Zuhdan, et al, that learning tools are tools or tools to carry out processes that allow educators and learners to conduct learning activities.¹²

The strategy carried out by the headmaster in improving the performance of teachers in the implementation of this learning can run well, this is indicated by the routinely the headmaster controls the implementation of learning by conducting classroom visits or supervising learning in the classroom, so that the implementation of learning can be targeted. This is in accordance with what Alfonso stated in Sahertian that supervision affects gur behavior in various ways to help the student's learning and to achieve the goal.¹³

One part of the education supervision that focuses on the learning process is academic supervision, this is in accordance with the stated by the Directorate of Education Personnel of the Ministry of Education, that supervision that helps teachers in developing their ability to manage the learning process in order to achieve learning objectives is referred to as academic supervision. Education experts have mixed views on the purpose of academic supervision in this learning process, but they agree that, the core goal of academic supervision is to help teachers improve the quality of their professionalism in teaching.¹⁴

The general purpose of supervision is to provide technical assistance and guidance to teachers (and other school staff) so that the personnel are able to improve the quality of their performance, especially in carrying out tasks, namely carrying out the learning process.¹⁵

The headmaster must be able to do several things, namely: (1) helping education personnel develop their patterns of behavior, (2) Helping

¹² Zuhdan, et al., "Development of Integrated Science Learning Tools To Improve Cognitive, Process Skills, Creativity and Apply scientific concepts of junior high school students", 2011, 16.

¹³ A Piet Sahertian, "Basic Concepts and Supervision Techniques", 2008, 18.

¹⁴ Mone, "Ministry of National Education Strategic Plan 2010 – 2014: Serving All With Trust", 2010, 10.

¹⁵ Arikunto, Suharsimi, " Education Evaluation Basics", 2004. 40.

education personnel improve their standards of behavior, (3) using the implementation of rules as a tool.¹⁶

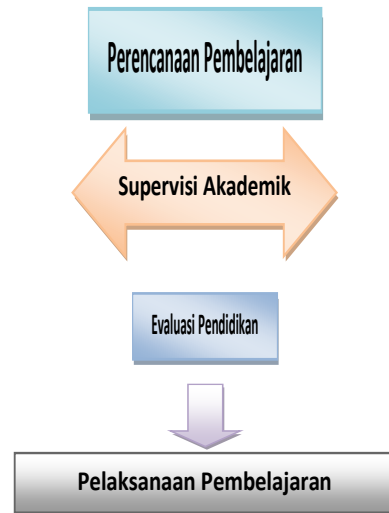
The purpose of supervision is not only to improve teaching ability but also to develop the potential kuliatas teachers such as:

1. Develop the teaching and learning process, better understand the quality. The growth and role of the school.
2. Translate the curriculum into a teaching and learning language.
3. Looking at educational objectives, guiding teaching and learning experiences, using teaching resources and methods, meeting learning needs, and assessing students' learning progress, fostering morals, adjusting to the community and fostering schools.
4. Help develop professional teachers and school staff.¹⁷

The process of implementing learning is a very important activity in the implementation of education in schools. A good learning process will be able to improve the learning achievement of learners and improve the quality of school graduates. In an effort to achieve a good learning process, a teacher needs the help of the headmaster in carrying out his teaching duties. And assistance in the process of implementing the learning process is better known as academic supervision.

Academic supervision by the headmaster includes academic supervision on the planning, implementation and evaluation of learning. To facilitate understanding in this

research, the researchers will present the following images:



Based on some of the above opinions, it can be concluded that the function of academic supervision carried out by the headmaster as one of the strategies in his efforts to improve teacher performance in the process of implementing learning is to assist the school in providing services to teachers to be able to work properly, namely by being able to carry out a quality, fun, and innovative teaching and learning process to students in school, especially by a PAI teacher.

Related to the headmaster's strategy in improving the performance of PAI teachers in the evaluation of learning is not much different from the strategy carried out by the principal in the implementation of learning. The headmaster is also on a regular. The headmaster made maximum efforts to provide assistance and services to PAI teachers in the learning evaluation process and directly monitor how teachers conduct feedback to disis as a result of the evaluation of learning conducted by PAI teachers in the classroom.

Given the importance of learning evaluations conducted by teachers in the classroom, Suharsimi Arikunto (2013) suggested

¹⁶ 10/20, "Curriculum Development and Implementation 2013", 2013, 141.

¹⁷ Syaiful, Sagala, "Learning Supervision", 2012, 104.

that, evaluation is to measure what needs to be measured and for better coaching. Evaluation is an ongoing process of gathering and interpreting information to assess decisions made in designing a learning system. This understanding has 3 formula implications, namely:¹⁸

1. Evaluation is a continuous process, before, during and after the teaching and learning process.

2. The evaluation process is always directed to a specific goal, namely to get answers on how to improve teaching

3. Evaluation requires the use of accurate and meaningful measuring instruments to gather the information needed to make decisions.

Evaluations relating to the processes related to the collection of information allow us to determine:

1. Level of teaching progress
2. At reach of learning objectives
3. How to do good in the future.

Evaluation of learning has several objectives including:

1. Determine the number of progress or learning outcomes in students who serve as
 - a. Report to parents
 - b. Determination of class increase
 - c. Determination of student graduation
2. The placement of students into the right teaching and learning situation is in harmony with the level of ability, interest and various characteristics.
3. Know the background of students (psychological, physical and environmental)

that is useful both for the placement and determination of causes of learning difficulties, namely serves as input for Guidance and Counseling (BP)

4. As feedback for teachers, which in turn can be used to improve the teaching and learning process and remedial programs for students.

Thus, evaluation has the function:

1. Curricular (a gauge of the objectives of the subject),
2. Instructional (measuring the reach of the purpose of the teaching and learning process),
3. Diagnostic (a tool to determine student weaknesses, healing or solving various student learning difficulties),
4. *Placemen* (a tool for student placement according to their talents and interests and abilities)

From all the explanations above, it can be stated that the principal's strategy in improving teacher performance in an educational institution is consistently:

1. Teacher coaching

Teacher development or development is the development of the teacher profession as efforts through its own activeness to improve knowledge and proficiency so that it will be useful in carrying out obligations as a teacher,¹⁹

2. Supervision of teacher performance

Teaching supervision is an official action designed by an institution that directly affects the teacher's behavior in various ways to help students learn and to achieve the goals set by the institution.

3. Discipline coaching

In improving teacher performance, the headmaster must be able to improve the discipline

¹⁸ Arikunto, Suharsimi, "Research Procedure A Practical Approach", 2013.

¹⁹ Nawawi, Subroto. "Descriptive Research", 2004.

of education personnel, especially self-discipline. Teachers who have been fostered by the headmaster well, will be able to become professional in their field, by prioritizing work discipline as a reference to achieve the desired learning targets. If all is achieved then, the quality of education in schools will be better.

4. Performance control

The headmaster must be able to conduct supervision and control to improve the performance of education personnel. This supervision and control is a control so that educational activities in schools are directed towards the goals that have been set,²⁰

5. Motivational giving

Each education personnel has different characteristics from each other., it requires special attention and service from its leadership in order to use the time to improve its performance. Differences in educational personnel are not only in the form of *fiiknya*, but also psychic, for example motivation. Therefore, to increase work productivity it is necessary to note the motivation of education personnel and other factors that influence it. The motivation given can be through *rewards*, appreciation, educational scholarships, assignments, promotion of the performance of teachers, then teachers will be more active in improving their performance

6. Awarding.

Awards are essential to increase work productivity and to reduce less productivity activities, through educational personnel awards stimulated to improve positive and productive performance. This award will be

meaningful when associated with the achievements of education personnel in a busy way, so that every education personnel has the opportunity to achieve it.²¹

CONCLUSION

From the results of the analysis and discussion above, it can be concluded that:

1. The headmaster's strategy in improving teacher performance in PAI learning planning is to provide skills, motivation and academic supervision for learning planning at the beginning of the year.

2. The principal's strategy in improving teacher performance in the implementation of PAI learning is to conduct academic monitoring and supervision in the form of regular class visits to each teacher and directly to mature teachers in carrying out learning stages such as preliminary activities, core activities and closing activities

3. The principal's strategy in improving teacher performance in pai learning evaluation is also by conducting academic supervision in the form of classroom visits and directly monitoring the teacher in providing feedback as a result of the evaluation process provided by the teacher in the classroom.

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²⁰ Mulyasa, "Curriculum Development and Implementation 2013", 2013, 111.

²¹ A. Mulyasa, "Competency Based Curriculum", 2003, 151.

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