Principal Leadership Management Strategy in Improving the Quality of Teacher Performance in Kindergarten IT Al-Qolam Tinggede Kec. Marawola Kab. Sigi

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ARTICLE INFO	ABSTRAK
Volume: 2	The Principal's Leadership management strategy must be constructed based on changes and developments in the community environment while still considering aspects of togetherness and diversity, so as to be able to carry out new programs that are able to improve the quality of education and education staff and must always be evaluated and even updated. Most management of school principals (public schools) tends to be administrative in nature and only implements policies from top to bottom, without considering improvement and development projects which should always be the main agenda for a leader. Therefore the coaching carried out by a school principal should not only be administrative in nature but rather on the development and improvement of the quality of educational competence and educational staff. There are several competencies that must be developed for a teacher (educator), namely pedagogic, personality, social and professional competencies. So that the principal's leadership management strategy is the key to the success of a teacher's performance.
KEYWORD	
Management Strategy, Principal, Quality of Teacher Performance	

1. Introduction

In general, education is an effort that is carried out individually or as an institution to design the future of every human being so that its concept and implementation must really consider all aspects of human life, both social, cultural, economic, political and even religious education.

In the Republic of Indonesia Law Number 20 of 2003 article 3 it is explained that National Education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. , have a noble character, be knowledgeable, healthy, capable, creative, and be a democratic and responsible citizen.

Leadership is the intelligence or ability of a person in processing, managing, controlling and leading the behavior of other people to achieve the goals that have been planned. The success of Islamic educational institutions (madrasas) in organizing education is largely determined by the ability of a manager or leader of an educational institution. Islamic educational

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institutions carrying out their educational functions must be fully supported by a leader because all policies that affect the institution are in the hands of the leadership, whether or not the results obtained depend on the attitude of a leader in leading the institution.

Functionally education plays a very important role in human and nation development, therefore an educational institution is required to be able to carry out the school management function properly. One of them is through the principal's management strategy. One function of leadership is to influence a person / group in order to achieve a desired target. Therefore the leadership process must be carried out in order to coordinate and direct both individually and in groups to achieve a predetermined goal, so that a leader requires a certain style and type to facilitate and smooth the steps and leadership processes.

In order to understand the principal's leadership management strategy in improving the quality of teacher performance, a comprehensive objective of management strategy is needed. This journal will explain what exactly is the definition of a principal's leadership management strategy, improving teacher performance.

2. Literature Riview

The type of research used in this research is library research or library research, namely research conducted by collecting data or scientific writings that aim at research objects or data collection that is library in nature, or studies that are carried out to solve a problem that basically focuses on on a critical and in-depth review of relevant library materials. Before conducting a literature review, the researcher must know in advance exactly what source the scientific information will be obtained from. Some of the sources used include; books, journals, textbooks, scientific journals, and the internet, as well as other relevant sources. The method of collecting research data is taken from data sources. What is meant by data sources in research is the subject from which the data can be obtained. If the researcher uses documentation, it is the documents or records that are the source of the data, while the contents of the notes are the research subjects or research variables. The data sources that the researcher will use are primary data sources and secondary data sources. What is meant by primary data sources are the main books that specifically discuss management strategy studies and secondary data sources are supporting books other than management strategies, scientific journals, articles, Internet.

3. Methodology

The concept of strategy is defined as a way to achieve goals. Strategy refers to the formulation of the tasks, goals and objectives of the organization; the main policies and program strategies to achieve them and the methods needed to ensure that the strategies have been implemented to achieve the objectives.

Bennett describes strategy as the direction an organization chooses to follow in achieving its mission. From the meaning of duatas, it can be concluded that strategy is a plan used by an organization to achieve organizational goals more effectively and efficiently.

3.1 *Principal Leadership Management*

The principal comes from two words, namely "head" means chairman and "school" means an institution. So the understanding of the principal is a school leader or an institution where the institution is the place where teaching and learning activities take place in the sense of an educational process. According to Mulyasa, the principal is a functional teacher who is given the mandate to lead a school in carrying out the educational process. Meanwhile, Suhardiman explained that the principal is a teacher who is given a mandate to occupy a structural position in a formal educational institution.

Based on this view, a leader can be interpreted as someone who has the ability to influence others both in terms of behavior and attitudes and mindset. Therefore, leadership requires a character that is strong, decisive, innovative and resistant to testing, firmly embedded in oneself so as to create strong and effective and efficient leadership.

Mulyadi explained that behavior in carrying out leadership duties includes:
1. Decision-making.
2. Reinforcement of followers' loyalty.
3. Strong organizing
4. HR Empowerment and other resources.
5. Evaluation actions and solutions

6. Give rewards
7. Delegation of authority.
8. Encouraging and motivating.

In school leadership two specific skills are needed, namely (1) leadership skills and (2) management skills or popularly known as leadership and managerial terms. Leadership behavior with all skills plays a very important role in improving the quality of schools in general. Leadership behavior that supports the implementation of school principal management will further accelerate the achievement of the goals that have been formulated together.

A leadership that is not accompanied by leadership and managerial skills will reduce the success rate of leadership tasks. In other words, leadership must be based on managerial abilities and personal behavior that is able to influence and even determine the achievement of the goals of the leadership, because the attitudes and behavior of a leader will give a style and greatly influence the behavior of employees and the achievement of success.

There are several types of leadership that are commonly practiced in an organization including schools/educational institutions, namely:

1. Kerismatic leadership type
2. Militaristic leadership type
3. Autocratic leadership type
4. Administrative leadership type
5. Democratic leadership type

3.2 *Teacher Performance*

According to Nanang Fattah, work performance or work performance (performance) is defined as an expression of ability based on knowledge, attitudes, and skills and motivation in producing something. In line with this, A. Anwar Prabu also revealed that performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

From the definition of performance above, it can be concluded that performance is a work ability or work performance carried out by an employee (educator) in obtaining optimal work results. In other words, teacher performance has a definition of understanding the existence of an action displayed by an educator in carrying out educational activities.

If performance is related to educational staff (teachers) or teacher performance, then teacher performance can be said to be teacher behavior to achieve learning objectives, while the results achieved show the effectiveness of the teacher's work behavior. Teacher work results are in turn influenced by teacher performance. In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as an educator and teacher when teaching in front of the class, according to certain criteria.

Performance Standards are an important and often overlooked element in the performance review process. Performance standards explain what is expected of the job so it must be understood by the job. Performance standards are benchmarks against which performance is measured to be effective. Performance standards must be linked to the desired outcome of each job.

According to Wibowo Performance Standards are requirements regarding situations that occur when a job is done effectively. Performance standards are used when it is not possible to set targets based on time. Employees must also know what good performance looks like. [2]Performance Standards need to be formulated to serve as a reference in making comparisons of what is achieved with what is expected, or the quality of performance is a form of behavior or activities carried out and in accordance with the expectations and needs or goals to be achieved effectively and efficiently.

3.3 *Leadership Management Strategy in Improving the Quality of Educator Performance*

This research shows that the principal's leadership strategy in improving teacher performance in TK IT Al Qolam, namely: a) Coaching teacher performance, in fostering teacher performance in TK IT Al Qolam by attending seminars or training and holding seminars in schools by inviting presenters from outside as an event speaker, in participating in seminars and training only certain teachers are sent to attend seminars organized by the government, b) Supervision or supervision of teacher performance that the principal has carried out direct supervision of teacher performance in the form of class visits, however, this activity is carried out once a week or once a month and not all teachers are monitored for their performance for teachers

who are considered good at teaching. This is actually not good for other teachers because after all an educator must be monitored for performance if it is not good it can be corrected and if it is good it can continue to be improved again, c) Fostering the discipline of education staff by supervising the presence of teachers directly and for teachers who late will be given a warning and warned in advance, if it still happens again then a one to three warning letter will be given to the teacher who is late and if it has crossed the limit for up to three times then a letter will be given out. And based on the facts in the field, according to the implementation researcher he was less active in supervising, seen from the head of the foundation who tends to supervise classes more often every day, d) The principal has provided motivation to teachers who are considered need with the hope that the teacher's performance at the IT Al Qolam Kindergarten will get better and this motivational activity is given to teachers almost every day, d) In terms of giving awards to teachers at IT Al Qolam Kindergarten by giving a salary increase which is done once every year and an increase in position, this is done by the principal with the intention of motivating teachers to increase their performance.

4. Results and Discussion

Based on the results of interviews with a comparison theory according to Castetter as quoted by E. Mulyasa, namely: a) Teacher performance development, namely grouped into three types of coaching, namely first developing teacher abilities in terms of maintaining teaching programs in class, second teacher abilities in terms of assessing and improving factors that affect students' learning, thirdly improve students' learning situations. In terms of fostering the ability of teachers to maintain teaching programs in class, the principal must understand the stages of the teaching process so that he can assist the principal in carrying out coaching of teaching programs for teachers. b) Supervision or supervision of teacher performance through learning activities. One of the efforts to improve teacher professionalism requires guidance from the school principal through academic supervision. The quality of teaching teachers can directly or indirectly affect the quality of student learning. including through teaching supervision. c) Fostering the discipline of educational staff in improving teacher performance, school principals must be able to cultivate the discipline of educational staff, especially self-discipline, in this case the principal must be able to do things, namely helping educational staff develop behavior patterns, helping educational staff

improve their behavior standards, using implementation of oran as a tool. d) Giving motivation to increase work productivity performance needs to be considered the motivation of education staff and other factors that influence it. The motivation given can be in the form of rewards, educational scholarships, assignments, promotions on teacher performance. Teachers will be even more active in improving their performance if there is motivation or encouragement from the principal, this can be in the form of coaching or encouragement. e) Giving awards is very important to increase work productivity and to reduce unproductive activities, through this award educational staff are stimulated to increase positive and productive performance. The school principal who understands the needs of a teacher will provide encouragement so that the teacher can improve his performance, this can be by increasing the salary, promotion, finance, charter, and must be adjusted to the assignments given and the results of the teacher's performance.

5. Conclusion

Based on the facts on the ground, the researchers found that the principal's leadership strategy in improving teacher performance in the IT Al Qolam Kindergarten was in accordance with the above theory and the principal was still trying to improve teacher performance in the IT Al Qolam Kindergarten by updating the strategies that had been set previously. but the principal needs to contribute with the head of the foundation and all decisions depend on the head of the foundation and make the principal not play a full role in improving the performance of teachers in TK IT Al Qolam effectively and efficiently.

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