



The Role of Principal Leadership and Teacher Performance in Improving the Graduate Quality

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Abstract

Principal leadership plays an important role in formulating a vision, and mission, and creating a conducive learning environment, which is oriented towards improving student learning outcomes. This study aims to (1) describe principal leadership, teacher performance, and graduate quality of Nurul Hakim Islamic Junior High School, (2) Analyze the role of principal leadership in improving the quality of graduates of Nurul Hakim Islamic Junior High School, (3) analyze the role of teacher performance in improving the graduate quality of Nurul Hakim Islamic Junior High School. This study uses a qualitative descriptive method. The location of the study was Nurul Hakim Islamic Junior High School. Data and information were collected through interviews, observations, and documentation. The research informants consisted of the principal and teachers. Data analysis used triangulation. The study results showed that (1) the principal implemented visionary leadership and role model leadership to operate Nurul Hakim Islamic Junior High School. Teachers showed good performance at school because they were able to adapt teaching methods that were appropriate to students' needs and were able to create an effective teaching and learning process. The graduate quality has increased, both in terms of academics and non-academically. (2) The leadership role of the principal as an educator, manager, administrator, supervisor, leader, and motivator has proven to be able to improve graduate quality. (3) Teacher performance also plays a key role in improving the graduate quality. This is evident from the competence of teachers who can adapt teaching methods that are appropriate to the needs of students, and they could create an effective teaching and learning process. This achievement is supported through the optimization of educators by providing facilities for professional education, teacher religious studies, MGMP, workshops, and education seminars.

Keywords: *Principal Leadership; Teacher Performance; Graduate Quality*

Introduction

Education is one of the most important things in a person's life. Education is what determines and guides a person's future and direction in life.¹ Although not everyone thinks so, education remains the

¹ Yanti, H., & Syahrani, S. (2021). Standards for educators in Indonesian national education standards. *Adiba: Journal of Education*, 1 (1), 61-68.

number one human need. A person's talents and skills will be formed and honed through education.² Education is also generally used as a benchmark for the quality of each person.

As the word of Allah ﷻ in the Qur'an Surah Al-Mujjadi Verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: O you who believe, when it is said to you "Make room in the assemblies," make room, surely Allah will make room for you. When it is said, "Stand up," (you) stand up. Allah will surely elevate those who believe in you and those who have been given knowledge to several degrees. Allah is careful about what you do. (QS Al-Mujjadi: 11)

From this verse, it is understood that the people who have the highest degree in the sight of Allah are those who believe and have knowledge. Their knowledge is practiced according to what Allah and His Messenger have commanded. Then Allah confirms that He is All-Knowing of all that humans do, nothing is hidden from Him. Based on the statement, the author argues that one way to achieve the goal of quality education is through the process of teaching and learning activities in schools. Schools are the most appropriate means to obtain, gain, expand, and increase insight. In this case, the principal and teachers have an important role in achieving the goal of quality education in schools.

Schools as educational organizations use various resources to achieve their stated goals.³ These resources include human and non-human and must be organized and managed so that educational goals can be achieved optimally. Human resources, in this case school personnel, greatly determine the success of the school, because these personnel are the ones who actually carry out the tasks that must be carried out by the school.

The principal is a leader who has a central position in an educational institution.⁴ The role, duties, and responsibilities are very important and absolute and have a great influence on its members including its students, the principal is also needed in organizing and managing the educational programs that have been planned in the institution. Both from the aspects of facilities and infrastructure, administration, curriculum, employment, educators and education personnel or in the field of teaching, as well as supervision of its development or what is called supervision, which must be carried out optimally. So a leader must have expertise in his field, giving tasks or authority to those who are not competent will result in damage to the work and even the organization that oversees it. As the Prophet Muhammad ﷺ said that:

إِذَا ضَيِّعْتَ الْأَمَانَةَ فَانْتَظِرِ السَّاعَةَ قَالَ كَيْفَ إِضَاعَتُهَا يَا رَسُولَ اللَّهِ قَالَ إِذَا أَسْنَدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَانْتَظِرِ السَّاعَةَ

Abu Hurairah stated that the Messenger of Allah said: "If the mandate has been wasted, just wait for destruction to occur." Then there was a companion of the Prophet Muhammad who asked, "How does it mean that a mandate is wasted, O Messenger of Allah?" He answered, "If matters are not handed over to experts, then wait for destruction." (HR. Bukhari)

A leader must be acceptable, love and be loved by his people, pray for and be prayed for by his people.⁵ As the words of Rasulullah ﷺ "The best leaders are those you love and love you, you pray for

² Khairuddin, K. (2022). The Role of Islamic Guidance and Counseling in the Scope of Education. *Tambusai Education Journal*, 6(1), 405-408.

³ Sastrawan, Ketut Bali. "Improving the Quality of Education Through Strategic Quality Planning." *Journal of Quality Assurance* 5.2 (2019): 203-213.

⁴ Khatimah, N. (2021). The Role of Principal Leadership in Improving Student Achievement. *Proceeding: Islamic University of Kalimantan*.

⁵ Ibrahim, MH, Alchunaifi, AL, Indiasuti, A., & Najiba, S. Functions of Leadership and Leaders in Islam.

them and they pray for you. The worst leaders are those you hate and they hate you, you curse them and they curse you." (HR Muslim).

In the era of globalization, the competition factor has covered all of this and the sector where in the end fundamental changes are demanded to improve quality, professionalism, independence, performance, and quality of education, the priority of all these activities is to focus on improving the quality of its employees, including the implementation of systematic and structured management to achieve organizational goals. Thus, the ability and high level of quality of graduates become the target of the successful management of an organization. Quality in general can be defined as a degree of success, a performance that deserves praise, something excellent, a degree of perfection whose results exceed the average level and is one of the keys to developing an organization effectively and efficiently, to improve the quality of these graduates, the leadership factor also plays a very important role in achieving the expected employee performance. The success and failure of achieving organizational goals in an organization is very dependent on the leadership factor. For that, it is said that leadership is an activity of people to influence others in an organization, both private and public organizations.

The role of the Principal's Leadership is currently still considered lacking, therefore the author believes that the factors of the Principal's Leadership Role and Teacher Performance have an influence on graduate quality of Nurul Hakim Islamic Junior High School.

Literature Review

Leadership

Leadership is a person who tries to influence his followers to realize his vision.⁶ Etymologically, leadership comes from the root word leader. In English, leadership means leadership.⁷ From the root word, leader means leader. The root word guide contains several closely related meanings. Acting early, and the movement of others through the relationships of others.⁸ Leadership is a collection of a series of abilities and personality traits, including authority, to be used as a means of convincing those being led so that they are willing and able to carry out the tasks assigned to them willingly, enthusiastically, with inner joy, and without feeling forced.

One of the factors that determine the success and sustainability of an organization is the strength of leadership, the failure and success of an organization are determined by the leader because the leader is the controller and determiner of the direction to be taken toward the goals to be achieved. The role of the principal can be described as follows⁹:

1. The principal as an educator, in this case, the head of the madrasah, must strive to instill, advance, and improve at least four values in the education staff, namely: mental development on matters relating to inner attitudes and character, moral development relating to the teachings of good and bad actions, attitudes, obligations according to their respective duties, physical development relating to physical conditions and outward appearance, and artistic development relating to human sensitivity to art and beauty.
2. The principal as a manager must be able to plan, organize, lead, and control so that the institution can achieve its stated goals.
3. The principal as administrator is responsible for the smooth implementation of education and teaching.

⁶ Wirawan. 2002. Profession and Evaluation Standards. Jakarta: Bangun Indonesia Foundation & Uhamka Press.

⁷ Muslichan Noor, "Kyai Leadership Style," Journal of Education 7, no. 1 (May 2019): 141

⁸ Akhmad Said, "Principal Leadership in Preserving School Quality Culture," Journal EVALUASI 2, no. 1 (January 2018): 11

⁹ Maimun, Agus and Agus Zainul Fitri. 2010. Leading Madrasah as Alternative Educational Institution in the Competitive Era. Malang: UIN Maliki Press.

4. The principal as a supervisor is required to be able to research, search for, and determine what conditions are needed for the progress of the institution.
5. The principal as a leader tries to provide guidance and supervision, increase the willingness of educational staff, open and communicate in two directions, and delegate tasks.
6. The principal as an innovator must be able to seek, determine, and implement various innovations in the school.
7. The principal as a Motivator. In this case, he must have the right strategy to motivate educational staff to carry out their duties and functions.

Teacher Performance

Briggs suggests that performance is behavior or response that produces something.¹⁰ More emphasis on activities or behaviors that can be completed quickly, precisely, and by what is expected so that the goals that have been set are achieved. Sometimes performance is only in the form of a response, but usually in the form of a product result. Meanwhile, according to Bernard and Russel, what is meant by individual performance is the outcome resulting from a particular job function or activity during a certain time period or in other terms, the contributions given by individual members of an organization to their organization.¹¹

Donnelly defines performance as the level of success in carrying out tasks and the ability to achieve predetermined goals. Performance is said to be good and successful if the desired goals can be achieved well.¹² Efficiency and effectiveness are two important aspects in assessing performance. Efficiency is the comparison between the results achieved and the effort expended, while effectiveness is the comparison between the results achieved and the expected results.¹³

According to Handoko, the factors that influence performance are work motivation, accepted leadership style, job satisfaction, stress levels, physical condition/health of workers, compensation systems, job design, economic aspects, and behavior.¹⁴ Teacher performance in educational organizations is always a topic of public discussion that must receive attention. Teacher performance should not be ignored to refer to student learning achievements which are the ideals of society. The indicators that can be considered to obtain good teacher performance are the teacher's ability to: (1) create learning tools; (2) carry out learning activities; (3) provide learning encouragement to students and (4) understand and follow curriculum development.

A teacher in carrying out his duties does not only teach or present lesson materials in front of the class but must also understand other tasks. Hadari Nawawi stated that "teacher competence is related to basic technical educational and administrative skills, namely: (1) mastery of teaching materials, (2) managing teaching and learning programs, (3) managing classes, (4) using media/sources, (5) managing and perfecting teaching and learning interactions, (6) understanding the function and program of tutoring services."

¹⁰ Uno, HB (2023). *Motivation theory and its measurement: Analysis in the field of education*. Bumi Aksara.

¹¹ Fajaryanti, A. *The Influence of Leadership Style, Motivation and Job Satisfaction on Teacher Performance (Case Study at Ma'had Tarbiyatul Mubtadiin Islamic Boarding School)* (Bachelor's thesis, Faculty of Economics and Business, UIN Jakarta).

¹² Fenetruma, Zaenab. "The Influence of Education Level, Work Motivation and Work Facilities in Organizations on Employee Performance (Case Study at the Mappi Regency Agriculture Service)." *Journal of Educational Management and Social Sciences* 2.2 (2021): 1019-1033

¹³ Susanto, Hery. "Financial ratio analysis to measure the financial performance of the Mataram city government." *Distribution Journal-Journal of Management and Business Sciences* 7.1 (2019): 81-92.

¹⁴ Handoko, T. Hani. 1985. *Personnel and human resource management*. Yogyakarta: BPFE

Graduate Quality

Quality can generally be defined as a degree of success, a performance that deserves praise, something that is excellent, or a degree of perfection whose results exceed the average level.¹⁵ Looking at the definition above, it seems easy to see whether a product is of good quality or not. This can be said to be easy for products in the form of goods, but it will be complicated if the product is in the form of services such as education, there are many indicators that an education can be said to be of good quality.

According to Donabedian, quality is the end product of complex dependencies between components (input quality – process quality – outcome quality) and aspects of the school as a system, where:

1. The quality of input/structure is determined by: Fulfillment of all things required for the implementation of a service, the most important of these elements are manpower, physical facilities, equipment, tools, organization and management, finance, and other resources related to the implementation of education.
2. Process quality, namely: All actions taken in the process of organizing education, which is determined by how much the SOP is fulfilled, can be said if it does not comply with the specified standards then the quality produced is not good, conversely if it can meet the specified standards then the quality produced can be said to be good. The assumption here is that the more professional staff comply with the specified standards, the better the level of quality produced.
3. Quality of outcome/impact, namely: It is the final result of educational activities in the form of changes in the level of ability or satisfaction, both positive and otherwise. The quality of good outcomes depends on the quality of the structure and the quality of the process. The quality of the impact can be seen from the provider's side and the service user/community side:
 - a. From the provider/practitioner's perspective it will appear: professionalism, experience, and addition of knowledge.
 - b. From the community perspective it will be seen: Trust in institutions, and ability enhancement.

Methods

The research approach used is qualitative. Qualitative research is intended to understand the phenomenon of what is understood by the researcher, it can be behavior, perception, motivation, or action, in a descriptive way in the form of natural words and language and utilizing various scientific methods. Through qualitative research, it is expected to reveal the role of the Principal's leadership and teacher performance in improving the graduate quality. The type of research used is a descriptive study, namely, Researchers will try to describe individuals, a group, an organization, an activity program, and so on within a certain time. The location of the research is in Nurul Hakim Islamic Junior High School located in Kediri District, West Lombok Regency, a Madrasah that is orderly, environmentally friendly, and quiet. As the object and purpose of this research, the data collection methods used in this research include observation, in-depth interviews, and documentation.¹⁶ Qualitative data analysis techniques are conducted inductively, namely qualitative research that starts from empirical facts rather than from theoretical deductions. From the phenomena in the field, researchers can directly study, interpret, analyze, and draw conclusions in the field. Data that has been presented to researchers must be analyzed until they find meaning which then becomes the result of the research. Several qualitative data analysis models are

¹⁵ Wahyuningsih, Endang Sri. *Mastery learning model as an effort to increase student activity and learning outcomes*. Deepublish, 2020.

¹⁶ Wijaya, H. *Qualitative Data Analysis of Concept Theory in Educational Research*. Jaffray Theological College. 2020, p. 89

commonly used (Miles and Huberman) namely data collection, data reduction, data display, and concluding.¹⁷

Results and Discussion

The Role of Principal Leadership in Improving Graduate Quality

As an educator, the principal has the right strategy to improve the professionalism of teaching staff in his school, namely by creating a conducive school climate, providing advice to the school community, providing encouragement to all education personnel, and implementing an interesting learning model. The principal as an educator, namely the principal is tasked with guiding teachers, teaching staff, and students, following the development of science and technology, and providing a good example. The principal as an educator, in carrying out his role must have the ability to guide teachers so that the vision and mission are achieved so that it can have a positive impact on students and the quality of the school.¹⁸ What is meant by the principal of Nurul Hakim Islamic Junior High School, especially in improving the performance of teaching staff and student learning achievement, is to involve teachers in advanced teaching and encourage teachers to improve their professionalism by providing direction and supervision and improving teacher discipline in teaching at school so that it will have an impact on teacher performance in terms of classroom management. Teachers who can manage the classroom well will provide effective and efficient learning to students, both in terms of room layout, methods used, media used, and strategies and techniques in learning.

The existence of a manager in an organization is very necessary, this is because the organization is a tool for achieving goals in which there is the development of various kinds of knowledge and an effort to develop teacher performance. Thus, a manager can plan, organize, lead, and control the organization so that he can achieve the goals. The principal as a manager has the function of compiling plans, coordinating activities, supervising, and evaluating activities, holding meetings, making decisions, organizing the learning process, organizing administration, and organizing administration, students, personnel, facilities and infrastructure, and finances.¹⁹

The principal as a manager is required to have the readiness to manage the school. That ability and willingness emerge when school leaders can open themselves widely to absorb sources that can encourage managerial change. To carry out their role and function as a manager, the principal must have the right strategy to empower teaching staff through cooperation, provide opportunities for teaching staff to improve their profession, and encourage the involvement of all teaching staff who support school programs. Because if we refer to the view of modern management, cooperation is a very basic thing in an organization.²⁰

The principal as an administrator has a close relationship with various school administration activities that are like recording, compiling, and documenting all teaching programs. Functionally, the principal must be able to plan, organize, arrange staff, implement, supervise, control, evaluate, and follow up. The principal as an administrator, namely the principal is responsible for the smooth running of all administrative work and activities in his school.²¹

¹⁷ Sugiyono, *Educational Research Methods (Quantitative, Qualitative, and R&D Approaches)* (Bandung: Alfabeta, 2013), 338-345

¹⁸ Agung, Iskandar. 2013. *Development of Harmonious and Synergistic Work Patterns Between Teachers, Principals, and School Supervisors*. Jakarta: Bestari Buana Murni.

¹⁹ Yahdiyani, et al. 2020. *The Role of Principal Leadership in Improving the Quality of Students at SDN Martapuro 2, Pasuruan Regency*. *Journal of Education, Psychology and Counseling*. Vol. 2, No. 1.

²⁰ Fitrah (2017). *The Role of the Principal in Improving the Quality of Education*. *Journal of Quality Assurance*, 3 (1), 31-42.

²¹ Muwahid (2013). *Madrasah Principal Leadership Model*. Yogyakarta: Sukses Offset.

The principal as a category of teacher administration needs to complement the insight of teacher leadership with knowledge and attitudes that are anticipatory towards changes that occur in community life, including teacher policies. As an administrator, the principal must have the ability to improve and develop all school facilities. Specifically, the principal is also required to manage the curriculum, manage the administration of facilities and infrastructure, manage the administration of archives, and manage financial administration (Hamirul, 2019). Financial management can be interpreted as an act of financial management such as accountability and reporting.²²

The main activity of teachers in schools to realize their goals is learning activities so that all school organizational activities begin with achieving efficiency and effectiveness of learning. Therefore, one of the duties of the principal is as a supervisor, namely supervising the work carried out by educational staff. The principal as a supervisor must be manifested in the ability to compile and implement teacher supervision programs and utilize the results. The ability to compile teacher supervision programs must be manifested in the preparation of class supervision programs, development of supervision programs for extracurricular activities, and development of library, laboratory, and exam supervision programs. The ability to implement teacher supervision programs must be manifested in the implementation of clinical supervision programs, non-clinical supervision programs, and extracurricular activity supervision programs. Meanwhile, the ability to utilize the results of teacher supervision must be manifested in the utilization of supervision results to improve the performance of teaching staff, and the utilization of supervision results to develop the school. The principal as a supervisor carries out his role such as observing activities, identifying which things are correct, which are not correct, and which are not correct, to be right with the aim of providing guidance.²³

The principal as a leader, namely the principal's leadership is one of the factors that encourages the school to realize the school's vision, mission, goals, and targets through programs that are implemented in a planned and gradual manner.²⁴ Therefore, leadership is an activity of influencing others to work to achieve predetermined goals. For this purpose, the principal must be able to influence and mobilize school resources about planning and evaluating school programs, curriculum development, learning, human resource management, learning facilities and resources, finance, student services, school relations with the community, creating a school climate, and so on.

As a motivator, the principal must have the right strategy to motivate the teaching staff to carry out their various tasks and functions. This motivation can be fostered through the arrangement of the physical environment, arrangement of the work atmosphere, discipline, encouragement, and effective rewards. As a motivator, the principal must have the right strategy to motivate the teaching staff to carry out their various tasks and functions. This motivation can be fostered through the arrangement of the physical environment, arrangement of the work atmosphere, discipline, encouragement, effective rewards, and providing various learning resources through the development of learning resource centers.²⁵

To carry out his role and function as an innovator, the principal must have the right strategy to establish harmonious relationships with the environment, seek new ideas, integrate every activity, provide an example to all teaching staff at school, and develop innovative learning models. The principal as an innovator will be reflected in the ways he does his work constructively, creatively, delegatively, integratively, rationally and objectively, pragmatically, exemplarily, disciplined, as well as being polite

²² Alviana, T., Megawati. (2021). Comparative Analysis of Company Financial Performance Before and During the COVID-19 Pandemic on LQ45 Index. *Financial Management Studies*, 4(1), 60-73.

²³ Arfika, Fitria. 2017. "The influence of video tutorial-based media on learning outcomes in making class X students of SMK Negeri 1 Stabat". *E-Journal of Medan State University* 5 (1). Pages 1-12

²⁴ Agung, Iskandar. 2013. *Development of Harmonious and Synergistic Work Patterns Between Teachers, Principals, and School Supervisors*. Jakarta: Bestari Buana Murni.

²⁵ Mulyasa, E. 2007. *Becoming a Professional Principal*. Bandung: PT. Rosdakarya, p.98-120.

and flexible. The principal as an innovator must be able to seek, find, and implement various innovations at school.²⁶

The results of this study support previous researchers, namely Akib and Salnawati, (2022), Erdianti, (2014), Ilmiah, et al. (2022), and Amin, (2022) that the real actions of the principal in developing teacher professionalism can improve the quality of education.

The Role of Teacher Performance in Improving Graduate Quality

Teachers as educators are the spearheads that determine the success of the learning process in the classroom. Therefore, teacher performance in learning activities must be carried out optimally. This can be seen from teachers who make basic learning plans (LP), give assignments to the rest, provide research according to their students' abilities, and provide evaluations even though they are not routine, and all teachers can work together well even though they are not optimal. The teachers in making LP have followed the technical instructions, the teachers have fully carried out their duties well in making LP. In managing the implementation of learning, the teaching staff at Nurul Hakim Islamic Junior High School have been very good. Every teacher must prepare materials according to the curriculum set by the school because this is a benchmark for the success of the plan that has been set. In implementing the follow-up to the results of the learning assessment, teachers usually provide practice questions or assign them to students.

The selection of appropriate methods and media according to existing conditions must provide new performance for teachers, teachers must improve the learning atmosphere of students towards learning, and a new atmosphere will provide a pleasant atmosphere for students. In managing and assessing student learning outcomes, teachers must provide assessments according to student abilities, teachers also often provide added value for students who are considered good, this is to encourage other students to be motivated to be better.

Assessment of learning outcomes is the process of collecting and managing information to measure learning objectives and the learning process that has been carried out. Teachers manage and assess student learning outcomes by providing remedial and additional materials to students who do not reach the competency standard.

The learning planning carried out by teachers is an activity to compile LP, Syllabus, Prosem and Promes, and other devices with the aim of implementing and knowing the right methods and media in conducting learning. The preparation of LP is one of the requirements in implementing learning because LP is a teacher's guideline in teaching which is based on the objectives of each subject so teachers must complete the LP.²⁷

Teacher performance in the learning process, namely: First, classroom management. In classroom management, teachers must be able to control and organize activities in the learning process. First, the teacher opens the topic of the material to be discussed, explains the material, and then allows students to ask questions. Second, the use of learning methods. The use of appropriate learning methods will have a good impact on the success of learning, namely, students will understand the teaching material through the teaching methods applied by the teacher. In addition, with various methods, students will not get bored with the material taught by the teacher. Third, the use of media and learning resources. Media and learning resources are also one of the supporters of success in teaching. Therefore, teachers must be able to develop student learning resources and media both manually and creatively by utilizing technology.

²⁶ *Ibid.*

²⁷ Hijrawati, H. (2021). Perception of Principals and Teachers on the Implementation of 1-Page Learning Implementation Plans (RPP) at Sdn 1 Balangnipa (Doctoral Dissertation, Muhammadiyah Islamic Institute of Sinjai)

In the evaluation of learning, teachers can see the results of the learning itself, both from daily tests, mid-semester assessments, and end-of-semester assessments. In addition, this learning evaluation can be carried out by teachers as a self-evaluation material on the effectiveness of the application of methods, media, and learning resources that have been applied by teachers.²⁸

Efforts to improve teacher competency to improve the quality of graduates, carried out the Teacher Profession Program is an educational program held to equip teachers to master teacher competencies in their entirety. The program, previously known as Teacher Professional Education and Training, is a government program as a manifestation of the mandate of the Teacher and Lecturer Law. So no exception for teachers at Nurul Hakim Islamic Junior High School who have met the requirements and are entitled to take part in Teacher Professional Education. The participation of some teachers in the Teacher Professional Education organized by the government greatly contributes to the progress of education at MTs Nurul Hakim Kediri because at least the school has teachers who already meet professional criteria in their respective subjects based on evidence of teacher certificates obtained after taking part in the Teacher Professional program.

Conclusion

The principal's leadership orientation in carrying out the activities of Nurul Hakim Islamic Junior High School consists of Visionary Leadership and leadership that has a role model function (modeling). Visionary Leadership is shown through the tendency to prioritize teamwork in achieving the goals of the organization's vision. This can be seen from the daily activities of the principal about teachers and staff. Leadership that has a role model function (modeling) is the attitude and behavior of the principal in providing examples as leaders and being considered role models to be followed by staff and teachers. This can be seen from the principal's discipline regarding time and the principal's attitude who always reminds teachers and staff to prepare learning devices. Teachers show good performance at school because they can adapt teaching methods that are appropriate to student's needs and can create an effective teaching and learning process. The quality of Madrasah Tsanawiyah Nurul Hakim graduates has increased, both in terms of academics and non-academics.

The principal's leadership has a very important role in improving the graduate quality of Nurul Hakim Islamic Junior High School. The role of the Principal as an educator is to encourage teachers to improve their professionalism, provide direction and supervision, and improve teacher discipline in teaching at school. As a manager, the principal has empowered teaching staff through cooperation or cooperation to realize the vision, and mission and achieve goals. The principal as an administrator is responsible for the smooth running of all work and administrative activities in his school. The principal as a supervisor is manifested in the ability to compile and implement teacher supervision programs in terms of learning and its components. As a leader, the principal has good communication skills, is disciplined, and is responsible for his leadership. As a motivator, the principal provides opportunities for teachers to improve their competence through training, provides encouragement, and awards effectively, and provides various learning resources through the development of learning resource centers.

Teacher performance also plays a role in improving the graduate quality of Nurul Hakim Islamic Junior High School. Teachers have high competence, and discipline, can adapt teaching methods that suit students' needs, and can create an effective teaching and learning process. The level of professionalism of teachers in planning, implementing, and evaluating greatly contributes to creating quality graduates. In addition, efforts to optimize Educators by including them as participants in professional education, teacher religious studies, participating in MGMP, workshops, and education seminars.

²⁸ Wildan. (2017). Implementation of authentic assessment of knowledge, attitude, and skills aspects in schools or madrasas. *Journal of Educational Thought and Research*, 15 (2).

Recommendation

Improving teacher performance cannot be separated from the principal's supervision of the learning process carried out by teachers, support for facilities, and training for new teachers. Therefore, the principal continues to implement and develop activities that can support teacher performance by equalizing training and coaching for teachers who have never participated in training activities. One of them is improving facilities and infrastructure that support teacher tasks in teaching.

Improving teacher performance cannot be separated from teacher knowledge and skills in managing learning. Therefore, teachers at Nurul Hakim Islamic Junior High School should improve their performance, improve their knowledge, and skills in teaching, and be more creative in choosing and using learning methods and media that encourage students to learn actively.

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