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The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools

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ABSTRACT

The research objectives in this writing are (1) How is the teacher's performance in the learning process during a pandemic in shaping the noble character of students? (2) What is the principal's strategy in improving the quality of teacher performance in the learning process without leaving the educational institution's mission, namely to form the noble character of students? (3) What are the inhibiting and supporting factors experienced by school principals in improving the quality of teacher performance in the learning process by forming students' noble character? The research method used by researchers is a qualitative method using data collection techniques by interviews, observation and documentation. Data analysis was carried out by data reduction, data presentation, and drawing conclusions to test the validity of the data using extended attendance, observation, triangulation of sources and methods and discussions with colleagues. From the results of this study the researchers concluded that: (1) the quality of the performance of local teachers has decreased due to the pandemic which limited the space for interaction to carry out teaching and learning activities. (2) The principal's strategy is very influential and needed in improving teacher performance in the learning process. (3) there are several inhibiting factors in implementing the principal's strategy.

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INTRODUCTION

Education with good quality is the hope and demands of all education stakeholders. All levels of society will certainly entrust their children more to educational institutions that have good quality (Annisa, Akrim, & Manurung, 2020; Rostini, Syam, & Achmad, 2022; Sa'dullah & Hidayatullah, 2020). On this basis, schools/educational institutions must be able to provide the best service so they are not left behind and are able to compete with other educational institutions. A school principal is required to have good managerial skills, especially with regard to program planning, organizing, directing, and controlling workers and carried out by all educational participants (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Andriana & Evans, 2020; Estiani & Hasanah, 2022). This shows that school principals as educational leaders are required to have appropriate and skilled leadership behavior in carrying out administrative functions effectively and efficiently, to be able to control conflicts that occur in schools, and to avoid work stress, so as to have a positive impact on performance. teachers in carrying out their duties (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022; Devi & Subiyantoro, 2021; Egel & Fry, 2017).

Currently, many aspects of life are starting to be rearranged in the face of the co-19 pandemic, so the learning process is temporarily carried out at home. This is something new in the world of education, not only new for educators, but also for parents in accompanying their children's learning at home (A. Arif, Mannan, & Darim, 2022; Barton, 2020; Budiya, 2021; Ibrahim, Akbari, & Suaidah, 2022). Phenomena like this are not only in Indonesia, but in other countries it is also considered that they are not 100% ready to control education in their countries. All aspects of education must be changed including the learning system.

Students are more easily taught by the teacher directly, compared to studying at home which is easily bored (Azis, Abou-Samra, & Aprilianto, 2022; Bakalim, Şanal-Karahan, & Şensoy, 2018). Meanwhile, parents are found to be more often stressed because accompanying their children to study every day, apart from the demands of office work assignments there are obstacles that become a burden on parents, who have to buy data packages to carry out online learning (Danino & Shechtman, 2012; Hapsari, Sugito, & Fauziah, 2020). Here we find that online learning must pay attention to aspects of students, parents and teachers. Just as their teachers have to make several online learning strategies such as making videos, making PPT or communicating through zoom meetings, this will be difficult for those who don't understand the world of technology, so teachers must also improve their skills in technology. So it can be concluded that what strategies are used by school principals to improve the quality of teacher performance during the pandemic. As an effort to improve the quality of education in schools.

The research objectives in this writing are (1) How is the teacher's performance in the learning process during a pandemic in shaping the noble character of students? (2) What is the principal's strategy in improving the quality of teacher performance in the learning process without leaving the educational institution's mission, namely to form the noble character of students? (3) What are the inhibiting and supporting factors experienced by school principals in improving the quality of teacher performance in the learning process by forming students' noble character? The research method used by researchers is a qualitative method using data collection techniques by interviews, observation and documentation. Data analysis was carried out by data reduction, data presentation, and drawing conclusions to test the validity of the data using extended attendance, observation, triangulation of sources and methods and discussions with colleagues.

RESEARCH METHOD

This study uses a qualitative approach, such as Krik and Miller's opinion, which states that qualitative attempts to express the symptoms of a particular tradition that fundamentally depend on human observations in their own area and relate to these people in their language and terminology. This study uses a descriptive research method with a qualitative approach. According to (Sugiyono, 2008) the research method with a descriptive approach is research that aims to assess something without making comparisons so that it tries to answer an event or situation which is then described/concluded in narrative form. This research is presented in the form of a description, an overview in a systematic factual and accurate manner regarding the supervision and motivation of school principals on teacher performance.

The presence of the researcher is absolutely necessary as a participant observer/participating in the data collection process. The type of data in this study was obtained based on the results of interviews, observations and supporting documents. Sources of data are derived from primary and secondary data as well as research instruments (Pasticipan-Observer). Data collection techniques by way of observation, interviews and documentation.

FINDINGS AND DISCUSSION

Result

SD Integral Luqman Al-Hakim is an elementary school education institution under the Al-Amin Hidayatullah Situbondo foundation. This school was started on July 1, 2011. The establishment of this school was based on the desire to participate in educating the nation's children based on religious values so that it is hoped that future generations will be formed who are not only intelligent but also pious.

School-specific programs/activities begin with reciting activities (studying and reciting the Koran and praying dhuha, every midday prayer in congregation at school, memorizing the Koran every day with the target of graduating school students memorizing 1 to 2 juices). intensive, Moral development is prioritized There are supporting activities that help grow students' talents including: scouting, out bound, horse riding, trading day, cooking day, little pilgrimage rituals, swimming, class meeting, Parenting, Social Service, etc., Education by prioritizing the example of the his educator.

Planning, as an effective way of coaching and in order to improve the quality of teaching in the form of professional services by experts, (principals, school owners and supervisors as well as coaches and so on) planning must also consider time so that the achievement of goals becomes more effective and efficient , as well as relevant to the need for quality education if there is a change in the educational environment.

Implementation, must always run in order to adapt to educational needs from time to time. Therefore teachers are required to be creative and innovative in improving the quality of learning, because problems and information needs and improving the quality of performance are needed by the community related to the results achieved.

Evaluation, in order to adapt to educational needs from time to time, therefore, teachers are required to be professional, creative and innovative as well as qualified in

improving the learning process, because problems and information needs and quality improvement are needed by the community.

The principal is a central figure in education, a facilitator for the development of education as the executor of a task filled with hope and renewal. The principal is a career position that a person gets after serving as a teacher for a long time. the principal is a teacher who is given the additional task of leading a school where the teaching and learning process is held or where interactions occur between the teacher giving the lesson and the students receiving the lesson.

Professional school principals have a big role in improving school progress, especially with progressive ideas that can color lessons and school dynamics. Therefore the competency development of school principals should not be stagnant, instead it must continue to be carried out dynamically and consistently for the sake of school progress.

Performance is a manifestation of the behavior of a person or organization that is oriented towards achievement, while achievement can be achieved one of them by looking at the optimal student output, which concerns both quality and quantity. Measures of teacher performance can be seen from the Quality of Works, Promumess, initiative and communication. Besides that, performance can also show that one's abilities including knowledge and skills are factors that influence productivity.

The dictionary of human resource management and organizational behavior states that performance is the desired result of behavior. Performance or performance according to Suryadi is the result of work obtained by a person or group of people in accordance with their respective authorities and responsibilities in order to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics.

Discussion: Teacher Performance in the Learning Process

In an interview with the Head of SD Integral Lukman Al-Hakim Situbondo stated that the performance of teachers during the pandemic experienced problems due to the declining health conditions of both students and teachers who required students to study at home for a very long period of time in order to reduce the spread of the Covid-19 outbreak. From the phenomenon that occurs, it is not only the teachers who experience problems, but students and the wider community who feel the impact, where jam remains health, keeps family conditions optimistic and enthusiastic, they also have to carry out their obligations, as professional educators, every teacher must preparing learning materials with new methods without abandoning the main vision and mission of educational institutions, including forming Islamic morals.

Online learning during the Covid-19 pandemic caused a decline in student enthusiasm for learning where students were used to the lifestyle of their respective homes where the conditions for each student's life were not the same, so that the sense of discipline also decreased, this was the principal's and teachers' biggest homework so it was not only material learning must be complete but moral education is also maintained (Kardi, Basri, Suhartini, & Meliani, 2023; Naini, Wibowo, & Mulawarman, 2021). In this case the teacher has an additional task for students, namely increasing student worship hours, controlling time discipline and accuracy when worship is still being carried out even though it is done online.

During the pandemic, the completeness of learning materials was not the most important thing, how can teachers continue to pay attention to students so that students remain enthusiastic in terms of building Islamic character and good morals.

According to (Newman, 1971), strategy is an action that is "Instumental" (always increasing) and continuous, and is carried out based on the point of view of what the actors expect in the future. Meanwhile, according to H.M Entang(Aprilianto, Sirojuddin, & Afif, 2021; Gulo, 2008), stated strategy as the art of combining or integrating key success factors so that there is synergy in achieving goals. M. Arifin said about strategy as follows: strategy is usually related to tactics, (especially widely known in military circles). Tactics are all means and power to obtain maximum expected results, in the educational process. In education, one of the principal's strategies is the tips used by the principal to improve the quality of education through teacher creativity (Nugroho, Sembiring, Bangkara, Fatmawati, & Warastuti, 2022; Sutrisno & Nasucha, 2022). A strategic view of an educational organization must include a consideration of the goals and objectives for the organization. This implies that the goals of a school will explicitly and implicitly lead to quality improvement.

A strategy is needed to improve teacher performance by implementing work discipline, coaching teachers, adequate facilities for teaching and learning, providing sanctions for teachers who violate, providing rewards, school principals in the framework of fostering teacher performance can be through providing motivation and supervising teachers (Armstrong, 2022; Oliveira, Martins, Camilleri, & Jayantilal, 2021). For discipline in terms of teaching time and in completing assignments at SD Islam Integral Lukmaan Al-Hakim Situbondo the school principal applies by providing and praying together at the beginning and end of learning, this research is considered effective for increasing discipline and being firm with students. The school also pays attention to making lesson plans for each teacher, providing learning tools and several times directing methods and approaches in teaching both formal and non-formal. So it can be concluded that in Integral Islamic Elementary Schools to build performance it requires cooperation by all stakeholders in achieving the goals of the educational institution itself.

3.3 The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process

Strategy is the key to success in achieving school goals, in this case a good school principal is one who has an accurate strategy for advancing his school. Without a strategy, the school program will not work (M. Arif, Munfa'ati, & Kalimatusyaroh, 2021; Fadillah & Istikomah, 2021; Sj, Maarif, & Zamroni, 2021). Strategy is the first and most important step when a leader intends to advance the school. No matter how good a leader is, if he doesn't have a good and precise strategy, then the program will be meaningless (Jami & Muharam, 2022; Maarif, Wardi, & Amartika, 2020).

Strategy can be defined as the art and knowledge of formulating, implementing and evaluating cross-functional decisions that define an organization achieving its goals. A leader in implementing a strategy must properly analyze the strengths possessed by the organization, the weaknesses that may be attached to him, the various opportunities that may arise and must be utilized and the threats that are expected to be faced (Brooks & Ezzani, 2022). Furthermore, a leader must pay attention to the importance of operationalizing the

basic decisions made by taking into account the ability of the organization in the field of budgets, targets, infrastructure and the last time creating feedback as a powerful instrument for all parties involved in implementing a predetermined strategy to find out whether targets are exceeded, only achieved. or maybe not even reached.

Increasing productivity and work performance can be done by improving the behavior of school members through the application of modern personnel management concepts and techniques (Suzan et al., 2021). Teacher and staff development is work that must be done by school principals in educational personnel management, which aims to utilize teachers and staff effectively and efficiently to achieve optimal results, but still in a pleasant condition. The personnel functions that must be carried out by school principals are attracting, developing, paying and motivating teachers and staff to achieve educational goals, helping teachers and staff achieve positions and standards of behavior, maximizing the development of teachers and staff, and aligning individual and school organizational goals (Fr, Roesminingsih, & Sumbawati, 2021; Stamatis, 2018).

All teachers who teach must be in accordance with their profession or field of study so that learning can be maximized. This strategy by the school principal is the most important thing in the success of improving the learning process. With a professional teacher, students will feel happy in the process of teaching and learning activities because they can follow the lesson well. Even so, school principals must continue to improve the quality of teacher performance through seminars and training.

Related to quality improvement the main function of leaders in improving quality is to empower teachers and give them broad authority to improve learning for students. With the empowerment of teachers, the ability of teachers will increase so that it will have an impact on students' abilities which will automatically increase as well, in the end also improve the quality of education in the school. Learning to students Through Google Classroom allows teachers to develop creative learning. Face-to-face discussion and transfer of knowledge is like meeting through various video teleconference platforms that are widely available for free such as Zoom and Google Meet.

The platform enables educators and students to meet and interact virtually with instant messaging facilities and presentation activities. Learning activities that can be carried out range from discussions, presentations to assignments. Online learning trains learning independence. This will require greater student involvement to increase observational learning behavior. This behavior can be done by reading, interpreting discussion posts and discussing videos or learning content.

The obstacle faced by teachers is that the additional cost of buying internet quota increases, online technology requires a network connection to the internet and quota. Therefore, the level of internet quota usage will increase and will increase the teacher's spending burden. To carry out online learning for several months, of course, more quota will be needed and this will automatically increase the cost of buying internet quota.

Communication between teachers and schools with parents must be smooth. This means that there are additional expenses that must be paid by the teacher, both material and non-material (Djamarah, 2004). For example phone credit, credit for internet access, and especially time. One of the costs that must be paid automatically by the teacher is that the

teacher must also provide technical support to parents if glitches (problems) occur either related to technology that is directly used in the learning process or device settings used by students. Online learning allows access to information and knowledge at home and anywhere that is tailored to the convenience of students. Online learning requires the role of educators to evaluate effectiveness and adapt it to learning needs. This is important to do to keep fulfilling aspects of learning such as knowledge processes, morals, skills, intelligence and aesthetics.

However, in these conditions the numerical assessment does not apply, learning completeness cannot necessarily be measured by student assignment scores but apart from collecting student assignments the assessment is taken from student activity during online learning, attendance and student attitudes during learning also affect the criteria learning completeness.

In addition to giving awards or giving incentives, pleasant working conditions also affect teacher performance, so the principal also provides opportunities for teachers to progress and work in the world of education, the principal never prohibits or limits a teacher from developing wings in the world of education, even the principal schools provide facilities and motivation to teachers who want to develop their achievements for the advancement of education. In addition, a harmonious working relationship greatly affects the spirit of performance, if the environment is pleasant, a sense of kinship and a sense of belonging to each other and a love for a sense of responsibility for the progress of educational institutions is indispensable for the implementation of Islamic educational goals and good morals.

Online learning has a huge impact on teachers. First, teacher competence in using technology will affect the quality of teaching and learning programs. So it requires assistance. Second, facilities that support smooth online learning. Third, teachers do not yet have a distance learning culture. Fourth is the boredom felt by teachers with school closures or school holidays that are too long. Fifth is the readiness of educators and students to interact online. Infrastructure that supports free online learning through various discussion rooms such as Google Classroom, Whatsapp, Zoom meetings, and so on.

Positively this learning really helps the continuity of learning during this pandemic. Teachers and students must be able to change styles, strategies or methods of teaching and learning as well as communication. Besides that, there are other positive things that can be obtained, such as cost efficiency, extensive learning resources, easy management, and data integration. However, there are still many who are not aware of the ease of online communication.

The role of the school principal in improving teacher performance is to add and expand other knowledge such as attending training, workshops, as well as adding and expanding knowledge by attending courses or attending higher education. the principal has the right strategy to motivate educators in carrying out their various duties and functions. This motivation can be grown through: Provision of adequate facilities and infrastructure, Discipline, Encouragement and Supervision (Fischer, Tian, Lee, & Hughes, 2021).

In this regard, the principal as a supervisor should be good at researching, finding and determining which conditions are necessary for the progress of his school so that the educational goals of the school are achieved to the fullest (Sallis, 1996). Several steps that need

to be carried out by supervisors include: (1) Guiding teachers so they can choose the right teaching method. (2) Guiding and directing teachers in the selection of learning materials that are appropriate to the development of children and the demands of community life. (3) Conducting regular class visits, for observation when the teacher is teaching and then discussing it with the teacher. (3) At the beginning of the new academic year, directing the preparation of the syllabus according to the applicable curriculum. (4) Holding regular meetings to bring curriculum implementation in schools. At the end of each lesson there is a joint assessment of the school's program.

CONCLUSION

Teacher performance in the learning process at Integral Islamic Elementary School Lukman Al-Hakim Situbondo experienced problems when faced with the Covid-19 pandemic situation where teachers were required to carry out online learning using internet-based applications. Besides that, teachers also find it difficult to monitor their students in terms of worship routines without collaboration with parents of students. The strategy adopted by the school principal in improving the quality of teacher performance at SD Islam Integral Lukman Al-Hakim Situbondo is providing motivation for teachers by creating situations and harmonious collaboration, as well as providing training related to difficulties faced by teachers related to online learning methods, providing the facilities needed by teachers in the learning process.

Supporting and inhibiting factors related to teacher performance include: (1) The role of parents is lacking during the process of assisting learning with the online method. (2) Limited time for delivering material through learning media. (3) The internet network sometimes experiences interruptions. Supporting Factors (2) The school principal and teachers receive support from the parents of students regarding online learning methods where the guardians continue to provide control during the implementation of worship and the application of Islamic life (2) There is collaboration between the government, teachers, and school principals to facilitate teachers who lack of understanding in making learning videos that are fun and fun during the pandemic with the aim that students don't get bored when receiving learning material.

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