

SCHOOL PRINCIPAL MANAGEMENT IN INCREASING TEACHER PERFORMANCE MOTIVATION IN STATE HIGH SCHOOLS

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ABSTRACT

The principal is the spearhead of school leadership who is responsible for the progress and development of the school. The problem that occurs is weak teacher performance motivation due to a lack of quality in delivering lessons to students. The aim of the research is to describe and analyze the role of the school principal in formulating planning, organizing, directing and controlling so that a process of creating teacher performance motivation occurs. The results and conclusions prove that principal management in increasing teacher performance motivation. planning, making programs and preparing the school principal's RKAS involving all stakeholders, organizing with a clear organizational structure, strong direction and control, as well as monitoring carried out on a scheduled basis by the school principal

Keywords: Management, Principal, Motivation. Teacher Performance

A. INTRODUCTION

In the future, education is expected to be able to play a role in development and make society more creative and productive in facing a more modern era. The government has made maximum efforts to increase human resources. This is in accordance with Law number 20 of 2003 concerning the National Education System. Juridically, Indonesia has a strong foothold in the implementation of the education process. In efforts to implement education, of course it will not be separated from the role and participation of educational resources as stated in Chapter I Article 1 paragraph 23 of the Law which explains that educational resources are everything that is used in the implementation of education which includes educational staff, community, funds, facilities and infrastructure. From this explanation, it provides a clear picture that the implementation of education does not only require adequate facilities and infrastructure, but also requires professional teaching and education staff.

One of the high school educational institutions that continues to strive to improve the function of teaching staff in increasing teacher performance motivation. The efforts made by the Principal to increase teacher performance motivation have not been achieved optimally. This is influenced by various factors, both internal and external factors which hinder the process of increasing teacher performance motivation, this has an impact on output and outcomes that are not yet optimal. The problem of weak teacher performance motivation is the lack of quality in delivering lessons to students due to teacher competence is still lacking, this occurs because there are still some teachers who teach more than one subject which is not their area of expertise,

therefore the implementation of school-based management in each educational unit must be supported by professional human resources, in this case especially the head schools, teachers and staff. The principal is the most important component in the implementation of education in schools, because the principal is the spearhead of school leadership who is responsible for the progress and development of the school.

The role of the school principal in carrying out his managerial duties is very large, especially in the implementation of planning, organizing, directing and controlling so that a process of creating teacher performance motivation occurs.

This is in accordance with what William G. Nickels, James M. McHugh and Susan M. McHugh expressed in Sule and Kurniawan Saefullah (2018:6) who stated that, "management is the process used to accomplish organizational goals through planning, organizing, directing and controlling people and other organizational resources." Management is a process used to achieve organizational goals through planning, organizing, directing and controlling people and other organizational resources. In line with previous researchers: Tien Karlina, et al (2022) revealed that school principals in public elementary schools in cluster 2 Wanasari Cibitung Bekasi tend to have good management, including the principal's activities in formulating planning, organizing, actuating, controlling, supervising teachers by assessing the results of teacher learning tools and providing performance motivation carried out by the principal of cluster two schools. Wanasari Cibitung Bekasi continuously. Work motivation includes managing the physical environment, discipline, giving rewards and providing learning resources.

B. RESEARCH METHODS

The method used in this research is analytical descriptive with a naturalistic qualitative approach. According to Sugiyono (2018) qualitative research methods are research methods used to research the conditions of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and qualitative research results emphasize the meaning of on generalization.

Through this research, the author attempts to describe and analyze school principals in increasing teacher performance motivation in public high schools. This is in accordance with what William G. Nickels, James M. McHugh and Susan M. McHugh stated in Sule and Kurniawan Saefullah (2018: 6) stated that, "management is the process used to accomplish organizational goals through planning, organizing, directing and controlling people and other organizational resources."

C. RESULTS AND DISCUSSION

Management theory according to William G. Nickels, James M. McHugh and Susan M. McHugh in Sule and Kurniawan Saefullah (2018:6) is a process used to achieve organizational goals through planning, organizing, directing and controlling people and other organizational resources in Increasing performance motivation in public high schools means:

- a. Planning Performance Motivation in Public High Schools. Formulating the school's Vision and Mission is included in the initial or first steps that must be taken by the school, where this can explain the direction of education that the education administrator, the head, wants to go to. The school together with the teachers and parents of the students formulate where the school will go. Goals The stages that express the things that exist between the starting point (initial condition) and the point of arrival of the final destination, the formulation of which is stated in the vision and mission. Medium-term goals are broken down into annual goals which are usually called targets/objectives in a clear formulation. The school principal's efforts are in line with the planning function as a guideline for organizing, directing and controlling, determining activity implementation strategies, determining strategic objectives for implementing activities. one way is to carry out a systematic study according to conditions and resources and still referring to the vision and mission of the organization, that the division of time in preparing the RKAS planning is divided into 4 stages in quarterly, monthly and weekly forms, so that the RKAS planning will be more detailed and makes it easy to implement. If seen as a whole, the Principal of this State High School has succeeded in planning a program to increase teacher performance motivation.
- b. Managerial organizing in increasing teacher performance motivation.
The main aspects in the process of preparing an organizational structure are departmentalization, reflected in the formal structure of the organization shown by an organizational chart. Division of labor is a breakdown of work tasks carried out with the aim that each individual in the organization is responsible for carrying out a limited set of activities. These two aspects are the basis for the process of organizing an organization to achieve effective and efficient goals. In terms of this organization, the school principal has carried out his duties and functions as an education manager. With strong organizational funds and smooth communication between teachers in the school, this is very necessary for the progress of a school. The progress of a school can be achieved if it is forme Organizing regularly and working together, so that the time used can be more effective and efficient. In educational institutions, organization is something that is considered very important, because it is the entire process of selecting and sorting people (teachers and other school personnel) as well as allocating facilities and infrastructure in order to achieve the school's desired goals.
- c. Managerial direction in increasing teacher performance motivation
This direction is related to planning, where with a plan that has been determined, the next thing to do is direct and motivate the resources involved in implementing the plan that has been prepared. In the direction aspect, the principal of the State High School always sets an exemplary example by applying high discipline and being active in carrying out his duties, especially teaching duties, always being there and helping to solve problems experienced by teachers and students. Able to communicate well with subordinates and actively participate in activities carried out by students. Dare to accept criticism and suggestions from any party. In other words, the principal must also be willing to accept input from his subordinates and

his subordinates must also be willing to respond to the principal's orders. In the management process to increase teacher performance motivation, the school has dynamic team work, high participation from school residents and the community, the school has openness in management, the school has the ability to change, the school is always responsive and anticipatory to needs and good communication. Because direction is a human relationship in leadership that binds subordinates to be willing to understand and contribute their energy effectively and efficiently in achieving school goals, and State High Schools have done this. Here it has been proven that the principal of a State High School has met the criteria to become a professional school principal, in accordance with Mulyasa's opinion which states that to become a professional school principal one must meet the following criteria: (a) The principal is an educator, (b) Principal as Manager, (c) Principal as Administrator, (d) Principal as Supervisor, (e) Principal as Leader, (f) Principal as Innovator, (g) Principal as Motivator. Having the criteria for a professional school principal certainly really supports that the school he leads will provide performance motivation for teachers. This is because the duties and responsibilities as a school principal can be implemented when becoming a leader.

- d. Controlling, management in increasing teacher performance motivation. Control is the activity of monitoring all activities to ensure that these activities are achieved in accordance with predetermined plans. Control is carried out to "guarantee" that the stated organizational and management goals are achieved. For State High School principals, the control process carried out by the principal is evaluating teacher performance, by conducting class supervision. This activity is carried out with the aim of finding out whether a teacher has carried out his performance correctly, both in delivering lesson programs, class administration, or delivering material. This is in accordance with an excerpt from an interview with the school principal which stated that the principal always reminded him to make class administrations that would be checked when supervising teachers. If all work has been carried out well, sincerely and responsibly, confident that all work will always be supervised by Allah SWT, then everything that has been planned and carried out will run well and smoothly.

By carrying out control, it will be seen to what extent the results have been achieved. This function is a leadership function with the aim of saving the process towards the predetermined goals. The end of the planning, namely the process carried out, will get control results. This is related to the management of teacher performance motivation, from academic results, students will show proud achievements at events held at the city, provincial and national levels. So overall, according to the researchers it can be said that the Principal of a State High School is able to increase teacher performance motivation. Related research results show that the school principal carries out activities based on the work plan that has been prepared. This is supported by the results of a documentation study which shows that assignments are given proportionally and are carried out formally through a decree (SK) and/or assignment letter, as well as an attachment to the job description. The school principal

has a high commitment to every job that will be completed. The principal has high hopes for the success of every work that has been planned. For this reason, the implementation of planned school activities involves all existing school components. Each school component is encouraged to be able to complete work according to predetermined standards. So the role of the school principal is in planning, organizing, directing and controlling.

D. CONCLUSION

Based on the data obtained by the author regarding the management of school principals in increasing teacher performance motivation, a conclusion can be drawn to answer all the research problem formulations which state that school principal management in increasing teacher performance motivation has been very successful. This condition can be seen from the planning, organizing, directing and controlling carried out by the head of the State High School. The general conclusions derived from the specific conclusions of each researched are as follows:

1. The principal's management ability to increase teacher performance motivation in schools, namely that the principal plans the school's vision, mission and goals and then describes them in the form of short-term programs, medium-term programs and documented long-term programs. In creating the program and preparing the RKAS the school principal involves teachers, parents, students and other school members.
2. The principal's management ability in organizing teacher performance motivation according to procedures, namely by having a clear organizational structure, clear division of tasks, functions and authority and responsibilities given, namely by making assignment letters and decision letters. All units coordinate well with each other so that the goals to be achieved in creating an effective school can run well.
3. The principal's management ability in providing direction to increase teacher performance motivation is running as it should. The presence of strong school principal leadership, high teaching and learning processes, a safe and orderly school environment, effective education management, having a cohesive, intelligent and dynamic team work, high participation from the community, good communication, the resulting graduates can admission to superior and favorite universities as well as the many achievements achieved by State High Schools
4. The principal's management ability in controlling or supervising in increasing teacher performance motivation can be seen from the implementation of existing procedures. The school principal carries out monitoring every semester according to a schedule that has been determined by both the supervisor and the principal directly. Evaluations have also been carried out during coordination meetings every month and at the end of the semester. Each process that has been carried out refers to the initial planning stage made by the school principal. Monitoring is carried out on a scheduled basis by the school principal and in order to increase teacher performance motivation, coaching for teachers and monitoring of evaluations are also carried out by the relevant agencies. From the overall management of the principal, it can be said that State High Schools can increase teacher performance motivation.

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