

**THE PRINCIPAL'S LEADERSHIP IN MOTIVATING THE
IMPROVEMENT OF TEACHERS PERFORMANCE IN
MA TARUNA TEKNIK AL-JABBAR MEDAN**

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INFORMASI ARTIKE

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A B S T R A C T

The school organizational climate is necessary to improve the behavior of the school principal's leadership because the school climate will influence the attitudes and behaviors of school members, which then determine the performance of school members and the school institution. The method used in this research is qualitative. This choice is due to the fact that in this research, the author analyzes the principal's leadership in motivating the improvement of teachers performance. The primary data collection instrument is the researcher themselves, referred to as the human instrument. Furthermore, data analysis in this research employs qualitative techniques with the following steps: 1) data condensation, 2) data display, and 3) verification. The findings of this article indicate that the school principal plays a crucial role in motivating teachers to improve their performance at MA Taruna Teknik Al-Jabbar in Medan.

Iklm organisasi sekolah diperlukan untuk meningkatkan perilaku kepemimpinan kepala sekolah karena iklim sekolah akan mempengaruhi sikap dan perilaku anggota sekolah, yang kemudian menentukan kinerja anggota sekolah dan lembaga sekolah. Metode yang digunakan dalam penelitian ini adalah kualitatif. Pilihan ini disebabkan oleh fakta bahwa dalam penelitian ini, penulis menganalisis kepemimpinan kepala sekolah dalam memotivasi peningkatan kinerja guru. Instrumen pengumpulan data primer adalah peneliti itu sendiri, disebut sebagai instrumen manusia. Selanjutnya analisis data dalam penelitian ini menggunakan teknik kualitatif dengan langkah-langkah sebagai berikut: 1) kondensasi data, 2) tampilan data, dan 3) verifikasi. Temuan artikel ini menunjukkan bahwa kepala sekolah memainkan peran penting dalam memotivasi guru untuk meningkatkan kinerja mereka di MA Taruna Teknik Al-Jabbar di Medan.

INTRODUCTION

The history of human civilization growth provides evidence that one determining factor for the success and continuity of an organization is the strength of its leadership. The success or failure of an organization is often determined by its leader, who controls and determines the direction the organization will take towards its goals. This is true whether the leadership position is high or low within the organization, with higher positions having a more significant impact on decision-making strategies. (Aisyah, 2019) Based on these opinions, it is understood that the school climate will affect the behavior of the school principal's leadership. In other words, if the school climate is conducive, supportive, and encourages the improvement of the school principal's leadership behavior, then the behavior of the school principal's leadership will improve for the better. (Abdullah, 2019)

The initial research results indicate a gap between theory and facts, stating that competence, motivation, facilities, and school climate influence the behavior of the school principal's leadership. However, in Madrasah Aliyah Plus (Skills) Taruna Teknik Al-Jabbar, competence, motivation, facilities, and school climate do not significantly affect the behavior of the school principal's leadership. Therefore, further research is needed to analyze the significant influence of competence, motivation, facilities, and school climate on the behavior of the school principal's leadership, especially at Madrasah Aliyah Plus (Skills) Taruna Teknik Al-Jabbar. Through this research, it is hoped that an effective and efficient school principal leadership management model can be found, which can improve the quality of education, especially at the elementary school level, by enhancing competence, motivation, facilities, and the school climate.

So, how's the principal's leadership in motivating the improvement of teachers performance. The school climate factor can also influence the behavior of the school principal's leadership. The school organizational climate is necessary to improve the behavior of the school principal's leadership because the school climate will influence the attitudes and behaviors of school members, which then determine the performance of school members and the school institution. (Aisyah, 2019)

THEORITICAL REVIEW

Competence of the School Principal

The ability of a leader to manage individual time, plan and prioritize, think critically, solve problems, and make decisions, as well as the ability to create good working relationships, are some competencies that a leader must possess, influencing leadership to be more effective (Manullang, 2017).

Motivation of The School Principal

The performance of a school principal, in terms of managerial leadership and supervision, is influenced by the individual's internal drive, goal-setting, and activity selection, all of which are part of work motivation. Work-motivated individuals have the advantage of achieving success in various life activities, including successful performance as a school principal.

School Facilities

Quoting from the book "Manajemen Pendidikan" (2020) by Suhelayanti et al., etymologically, facilities are defined as direct tools used to achieve a goal. Meanwhile, infrastructure means indirect tools utilized to achieve goals. It can be concluded that facilities and infrastructure comprise all objects, whether movable or immovable, used to achieve common goals.

School Climate

In their previous book, "Educational Administration," Hoy and Miskel (1978) defined school climate as "The set of internal characteristics that distinguishes one school from another and influences the behavior of the people in its called the organizational climate." This definition emphasizes that the organizational climate is a set of internal characteristics that differentiate one school from another and influence the behavior of people within the school. Gul (2008) sees the organizational climate as a factor at the center of a circle that includes culture, ecology, individuals, organizations, and the social system surrounding the organization. The climate surrounding the organization is indicated by the good attention of organizational members and their loyalty to the organization. The school climate can also be seen as the atmosphere of relationships among personnel in the school (Gul, 2008).

METHODS

The method used in this research is qualitative. This choice is due to the fact that in this research, the author analyzes the principal's leadership in motivating the improvement of teachers performance. The subjects serving as sources of information to obtain the desired data in this study are principal of MA Taruna Teknik Al-Jabbar. In this research, data is collected through three methods: observation, interviews, and documentation. The primary data collection instrument is the researcher themselves, referred to as the human instrument. Furthermore, data analysis in this research employs qualitative techniques with the following steps: 1) data condensation, 2) data display, and 3) verification.

RESULT AND DISCUSSION

After analyzing the data about the principal's leadership in motivating the improvement of teachers performance in MA Taruna Teknik Al-jabbar medan, there are 6 findings in this research namely: (1) Understanding How to Motivate Teachers (2) Creating Performance Development Training Programs (3) Implementing Special Performance Development Programs for Teachers (4) Assessing Performance Based on Observation and Student Learning Outcomes (5) Discipline-Enhancing Rules to Support Teacher Performance (6) Creating Teacher Performance Development Strategies.

Understanding How to Motivate Teachers means understanding the ways to motivate teachers involves recognizing and addressing their needs, providing recognition for their efforts, and creating a positive work environment. Creating Performance Development Training Programs mean developing performance training programs involves designing initiatives that enhance the skills and capabilities of teachers, fostering continuous improvement in their teaching methods. Implementing Special Performance means development Programs for Teachers Implementing specialized performance development programs for teachers includes tailoring initiatives to address specific needs, fostering a targeted approach to professional growth. Assessing Performance Based on Observation and Student Learning Outcomes mean Evaluating performance through observation and student learning outcomes involves regular classroom observations, analyzing student achievements, and utilizing feedback from various stakeholders.

Discipline-Enhancing Rules to Support Teacher Performance Establishing regulations to improve discipline and support teacher performance includes creating clear work schedules, providing adequate facilities, and implementing policies for ongoing teacher development. Creating Teacher Performance Development Strategies mean designing strategies for teacher performance development involves promoting open communication, organizing social and cultural activities, empowering teachers through decision-making, and emphasizing positive values and ethics.

CONCLUSION

The findings of this article indicate that the school principal plays a crucial role in motivating teachers to improve their performance at MA Taruna Teknik Al-Jabbar in Medan. The principal utilizes various strategies, including performance development training programs, assessment based on student learning outcomes, provision of facilities, and disciplinary rules to support teacher performance.

In comparison, the article does not directly provide new comparisons. However, it highlights the importance of a positive school climate in influencing the principal's behavior in motivating teachers. Nevertheless, the article indicates that factors such as competence, motivation, facilities, and school climate do not significantly affect the principal's behavior in this specific context. Therefore, the article emphasizes the need for further analysis to understand the impact of these factors in this educational institution.

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