

PATTERNS OF PRINCIPAL LEADERSHIP IN IMPROVING TEACHER PERFORMANCE AT ALIF INAYAH PRIVATE ELEMENTARY SCHOOL IN MEDAN

Maulia¹
Dina Puspita²
Rabbul Khairi³
Mhd. Isman⁴
Lilik Hidayat⁵

^{1,2,3} *Postgraduate, Student Program, University of Muhammadiyah North Sumatra,
Indonesia*

^{4,5} *University of Muhammadiyah North Sumatra, Medan, Indonesia
(email: maulia.umar@gmail.com)*

Abstract: The purpose of this study was to determine the leadership pattern of the principal in improving teacher performance at Alif Inayah Private Elementary School in Medan. The research was carried out at Alif Inayah Private Elementary School in Medan using data collection techniques of observation, interviews, documentation and questionnaires. The research results show Leadership principal of Alif Inayah Private Elementary School in accelerating the tasks of teachers by being innovative and creative from old situations in new ways, by involving all components in solving and making decisions. Paying special attention to the needs of the teachers at Private Alif Inayah Elementary School in Medan is proven by the head of the school who has been a good listener to teachers who face problems and need problem solving and attention. Head ability inner school provide motivation teachers At Alif Inayah Medan Private Elementary School, it is reflected in the discipline of time and neatness in dress which is an example for teachers to carry out their duties optimally. The teachers admired the principal and tried to set an example by doing the same as the principal did, namely prioritizing organizational interests over personal interests. The principal at Alif Inayah Medan Private Elementary School also always involves the school community in compiling school activity programs so that subordinates will really feel part of the organization and are responsible for the tasks given, and work together with teachers in improving professional competence. Planning to improve the performance of the Alif Inayah Medan Private Elementary School teachers was carried out by preparing a plan to improve teacher quality by basing it on the vision, mission and objectives of the school that had been planned. Planning is carried out by involving all the school's academic community, including involving teachers in determining future programs or plans. The planning carried out by the school principal is also based on a needs analysis and job analysis. Meanwhile, the efforts of the school principal in improving the performance of the Alif Inayah Medan Private Elementary School teachers are carried out by involving teachers in scientific forums (seminars, training, workshops, workshops and courses), further studies, revitalization of the KKG, welfare allowances.

Keywords: *Leadership, Principal, Teacher Performance*

Introductions

Education can be understood in two senses, namely broadly-unlimited and narrowly-limited. If interpreted broadly Education is life. All learning experiences in a lifelong environment are education. It starts when humans are in the womb and lasts until the end of

human life. This agrees with Machali who said that education is all life situations that affect individual growth (Machali, 2018). The period of education in this sense lasts a lifetime at any time as long as there is environmental influence. The form of activity also ranges from mysterious or accidental forms to programmed forms.

The definition of education in a narrow or simple sense is schooling. Education is teaching held in schools as formal educational institutions. Education is all the influence that the school exerts on children and youth who are entrusted to them so that they have perfect abilities and full awareness of social relationships and tasks (Machali, 2018). Education, which is generally carried out in schools, functions to pass on the nation's noble values to the younger generation as well as a place for the learning process to take place. The process of teaching and learning in conveying noble values must be effective and efficient so that good cooperation is needed between teachers, students, parents including the surrounding community. All of these processes, of course, must go through the coordination of the school principal.

The principal as a leader in the education unit environment must be able to realize the goals that have been determined. Educational leadership is all activities in an effort to influence personnel in the educational environment in certain situations so that they, through cooperative efforts, want to work responsibly and sincerely in order to achieve the educational goals that have been set (Machali, 2018). Leadership in an education unit always involves the efforts of a principal to influence the behavior of followers/teachers in a situation. The principal can carry out his leadership function well if he has authority and must have the ability to use that authority over teachers so that good teacher performance is obtained.

Principals must optimally manage and utilize existing resources around the school, support school management, and an effective learning process in the classroom. Because if it's not like that then the task as a teaching profession in schools will not be a challenging job opportunity. In the end, most schools are only managed conventionally and even traditionally, so they have not been able to make significant breakthroughs for improving the quality of education to improve the quality of human resources nationally. This should be the focus of common thought, because the Education program has the main objective of preparing and also improving the quality of human resources, which will continue this national development from generation to generation.

Broadly speaking, the scope of the school principal's duties can be classified into two aspects, namely being responsible for work in the field of school administration and being responsible for educational professional development. Principals are required to display their ability to foster cooperation with all personnel in an open working climate that is partnership in nature, as well as increasing the active participation of parents of students so that the principal can get full support for each of his work programs. The involvement of school principals in the student learning process is mostly carried out indirectly, namely through coaching teachers and efforts to provide the necessary learning facilities.

The principal is also a communicator whose job is to act as an intermediary to pass instructions on to teachers, as well as channel the aspirations of school personnel to vertical agencies and the community. Communication patterns from schools are generally family-friendly by taking advantage of their free time. According to Haerana, the flow of information delivery takes place in two directions, namely top-down communication, which tends to be instructive in nature, and bottom-up communication which tends to contain statements or requests for detailed technical operational tasks (Haerana, 2016). While the media in conveying the communication pattern used by the principal is conveyed in official meeting media, circulars, mobile information books, data boards, verbal announcements and chain messages delivered orally.

Apart from the communication media mentioned above, continuous communication is needed so that principals and teachers can work together and share information about work progress, obstacles, and problems that may arise, solutions that can be used to overcome various problems, and how school principals can help teachers. The existence of good communication will affect the improvement of discipline and teacher performance.

Performance or work performance (performance) is the result achieved in carrying out the tasks assigned to him based on skills, experience, and sincerity as well as the use of time (Hasibuan SP, 2019). Teacher performance is the result achieved by a teacher in carrying out the tasks assigned to him. Teacher performance will be said to be good if the teacher has carried out teaching tasks, mastered and developed lesson material, established discipline in teaching, developed creativity in teaching implementation, carried out cooperation with all school members, exemplified leadership to be role models for students, portrayed a good personality, honest as well as being objective in guiding students, and being responsible for other tasks with high loyalty and commitment. Therefore, the task of the principal as a leader is to evaluate teacher performance. This assessment is important to do considering its function as a leadership evaluation tool for school principals.

Problems in teacher performance are caused by several factors, one of which is the pattern or style of leadership that is carried out in educational units (Pianda, 2018). In his journal entitled "The influence of transformational leadership, the work environment on the performance of FKIP UMSU lecturers", Hariani clearly states that transformational leadership partially affects the effectiveness of lecturer performance (Hariani et al., 2020). Likewise, Batubara in his journal also proves that leadership style has a significant influence on employee performance (Coal et al., 2020). In government regulations, namely RI government regulation No. 19 of 2005 concerning National Education standards article 28 paragraph 3, has stated the competency standards that must be owned by a teacher, namely; personality competence, pedagogic competence, professional competence, and social competence. All of these competencies should have become standard for school principals as leaders in supervising their teachers (Government Regulation, 2005). The success of teacher performance can be seen if the existing standards have been achieved as a whole. This was also expressed by Erni in her journal which stated that low competence and competence mismatches were possessed by teachers who have always been problems that generally arise in supporting performance in educating.

If there are problems in fulfilling these performance standards, these problems must receive the attention of the government and related parties. Based on observations and facts in the field, information was obtained that teacher performance problems in private schools in Medan are still being ignored in every school, especially one at Alif Inayah Private Elementary School.

Alif Inayah Private Elementary School is an education unit located on Jalan Idi No. 3 Johor Medan Building. Alif Inayah Private Elementary School is a private school that was founded in 2009 and continues to grow from year to year until now this school deserves to be put on par with other schools. Based on preliminary observations from researchers, at SDS Alif Inayah, teachers are differentiated based on seniority, not based on their achievements and competence. This resulted in social inequality and low levels of communication between teachers, school principals and heads of foundations. The level of seniority, of course, not only differentiates the treatment and attitude but also the honorarium each of these teachers receives.

This condition is further exacerbated by the attitude of the school leadership. Through observation, researchers can see that every decision taken for the benefit of the school is not through deliberation. This resulted in a very rigid leadership system in this school. The teacher becomes unable to be creative in the learning system and develops because the teacher only needs to do what is ordered. Only teachers who have served for 13 years can provide opinions

and input for the principal. This makes it very difficult for other teachers to give initiative in work, as well as speed/accuracy in work. Moreover, to develop in the teaching process is not easy for teachers due to the system.

The principal's leadership pattern is very influential and very decisive for the progress of the school. A teacher has the main task of teaching and guiding students to learn certain subjects while the principal's main task is to lead and manage/coordinate teachers and staff to work as well as possible to achieve school goals. Leading and managing is very easy to say but difficult to implement because it requires special skills and sacrifices, especially the most difficult thing to do, namely being a role model.

A school principal must be a role model for many school personnel. Both for teachers and staff as well as for students and their parents. Based on these facts it is important to conduct research related to the problem of guidance and supervision of school principals. The limitation of this study is the relationship between the principal's supervisory pattern on improving teacher performance. Reality says that the performance of teachers in an educational institution depends on the role of a school principal in giving policies or orders to teachers so that the principal is required to apply leadership correctly and consistently. This leadership will later influence the behavior of his followers.

The level of performance of teachers who are still low and still at the limits of what is the basis for the importance of this research. By applying good leadership patterns in this school, the teacher's performance system can be easily improved. There are several leadership patterns that can be applied by school principals in the world of education such as democratic leadership patterns, oriented leadership patterns and participatory leadership patterns which will be discussed later in this study. By applying an appropriate leadership pattern, it is expected to produce good performance for this school, of course.

This research will focus on the pattern of leadership, efforts, and performance of elementary school teachers which are arranged under the title "Pattern of Principal Leadership in Improving Teacher Performance at Alif Inayah Private Elementary School Medan" whose main object is the Alif Inayah private elementary school school in Medan.

Literature Reviews

Teacher performance as a learning agent (learning agent), which can be interpreted that the role of the educator as a facilitator, mentor, motivator, role model and inspiration for students not only during the learning process, but in students' lives. (Mangkunegara & Anwar Prabu, 2017).

Referring to the definition of performance put forward by Mangkunegara above, the tasks faced by a teacher include:

1. Create teaching programs,
2. Choose the appropriate method and media for delivery,
3. Evaluate, and
4. Follow up with enrichment and remedial.

Teacher performance is the real behavior displayed by the teacher as work performance based on established standards and in accordance with their role in school (Veithzal, 2014). The role of the teacher in question is related to the teacher's task in the learning process as a very dominant determining factor in education in general, because the teacher plays a role in the learning process, where the learning process is the core of the whole educational process.

Leadership is a relationship in which a leader influences other parties to cooperate voluntarily in an effort to carry out related tasks to achieve what the leader wants. (Normi, 2018). Followers are influenced by the power of the leader, and spontaneously arise a sense of obedience to the leader. As Suciati and Lasa stated "In leadership there are powers and rights.

Leaders have the power to regulate, direct policies, develop, and make changes to the institutions and communities they lead. Besides that, leaders also have the right to be obeyed, followed by their policies, and implemented their decisions.(Suciati & Hs, 2017).

A leader is someone who occupies a formal position in an organization or a country; has a role, responsibility, and authority (power) over the organization or country they lead; as well as directing organizational resources to achieve the desired goals together(Tambunan, 2015).

Ridwan explained a theory that seeks to explain the influence of leader behavior on the motivation, satisfaction, and implementation of the work of his subordinates, namely the Path Goal theory(Ridwan, 2019). Path Goal Theory is a theory about leadership initiated by Martin Evans in 1970 which was later developed by Robert House in 1970 and then underwent revision in 1996. Path Goal is based on Vroom's expectancy theory, that is, an individual will behave in accordance with the expectations of the outcome of a goal and how attractive the outcome is to the individual. The leadership styles in this theory are:

1. Transformational Leadership
2. Patterns of Autocratic / Authoritarian Leadership
3. Democratic Leadership Patterns
4. Oriented Leadership Patterns
5. Situational Leadership Patterns
6. Laissez-Faire Leadership Pattern (Participatory)

Method

The method used in this study is mixed research methods (Mixed Method). According to Creswell, the combined research method is an approach in research that combines or links between quantitative and qualitative research methods(Creswell & Creswell, 2017). It includes a philosophical foundation, using both quantitative and qualitative approaches, and combining the two approaches in research. According to Prasetya, combined research is a procedure for data collection, data analysis, using a combination of sequential and concurrent quantitative and qualitative methods or vice versa, in obtaining a deeper understanding of the main problem.(Prasetya, 2022).

This method is used because researchers want to obtain data and information that is more complete, valid, reliable and objective. Through mixed research methods, the weaknesses in both quantitative and qualitative methods can be eliminated. Specifically, the main model in this study is the Sequential Exploratory approach (the first order is qualitative and the second is quantitative).

The determination of the subject in this study used a purposive sampling method, namely by taking people who were properly selected by the researcher. Furthermore, if the subject is large, it can be taken between 10% -15% or 20% -25% or more. Taking into account the statement above, because the total population para guru is less than 100 people, the entire population in this study was used as a sample (total sampling). therefore the number of samples is 20 teachers. The object of this study is how the Principal's Leadership Pattern improves teacher performance at Alif Inayah Private Elementary School.

The research data comes from primary and secondary data sources. Primary data sources are data taken from the original source. The process of collecting data through observation, interviews, documentation is carried out to capture qualitative research. While the secondary data sources from this study are written data sources that are used to support primary data sources by capturing the value of the effectiveness of the research. supporters using quantitative research methods that is to support the research. So it can be proven through a questionnaire survey. Surveys and questionnaires are carried out by distributing questionnaires to respondents via Google Form to facilitate access to each selected respondent.

Table.1. Observation and Interview Research Instruments

Variables	Parameter	Analysis
Principal Leadership Pattern	1) Leadership style	a. directing behavior b. Supportive behavior
	2) The basic style of decision-making behavior	a. Instructions b. Consultation c. participation d. Delegation
	3) Follower Maturity Level	a. Want to b. Capable

Next, statements are prepared in the questionnaire about the Principal's Leadership Pattern which will be distributed to teachers and about Performance according to performance indicators which are in the type of closed questions using a Likert Scale. There are five alternative answers given scores, which are described in the following table:

Table.2. Measurement Scales

No	Answer choices	abbreviation	Weight
1	Always	SL	5
2	often	SR	4
3	Sometimes	KD	3
4	Seldom	JR	2
5	Never	TP	1

The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2017).

Results And Discussion

How Principal Leadership Patterns Can Improve the Performance of Alif Inayah Private Elementary School Teachers

Leadership plays an important part in understanding group behavior and not just as a symbol for their position. leadership headmaster the good one must can strive for improvement performance Teacher by building strength education By trying to change for the better. The change can be implied by the leader by applying the leadership style. From the results of research observations, in Alif Inayah Private Elementary School, transformational leadership is formed which can be seen from and implemented through several behavioral components.

Based on results study which is conducted in Alif Inayah Private Elementary School researchers on leadership which done headmaster can be deciphered into four topics of discussion, namely:

a. Intellectual Stimulation

From the results of the research findings that the principal of Alif Inayah Medan Private

Elementary School already has the ability to apply innovatively and creatively from old situation by new. Then in accelerating the tasks of the teachers, they are involved in solving and making decisions. Here the principal of Alif Inayah Medan Private Elementary School will capture new ideas that have been submitted so that the freedom of teachers to inspire and collaborate can be carried out for the sake of mutual progress.

This attitude shows the Intellectual Stimulation Component as a school principal in carrying out his duties transformational, to the problems faced by teachers and staff he acts as a good solution provider. All the problems teachers face sometimes does not have to involve the principal in the solution. Example as homeroom teacher, a teacher knows better about the state of the class and the problems it faces faced in their class compared to the principal, because not all of the existing classes can be attended to by the principal.

b. Individual Consideration

In addition, from the results of research through observation, interviews, it was seen that the leadership pattern of the Alif Inayah Medan private elementary school principal existed Individual Consideration Components. Where this attitude is more inclined head to the Leader transformational have attention specifically against need individuals in their achievement and growth expect with behave as training or mentors. The head of the Alif Inayah Medan private elementary school also got it become that listeners good for para Teacher who face problems and need attention and problem solving.

c. Inspirational Motivation

The leadership pattern of the Alif Inayah Medan private elementary school principal upholds the value of discipline until now implemented. How to dress neatly is a focal point to be emulated and implemented by Alif Inayah Medan teachers. This effort is also a feature of transformational leadership where the principal invites without ordering the Alif Inayah Medan teacher to be disciplined and maintain self-organization and the environment, where before he motivates his subordinates he motivates himself so that the teachers can carry out their tasks optimally.

This interpersonal motivational attitude is one of the patterns of efforts to improve the performance of teachers so that they increase, head Alif Inayah Medan Private Elementary school gave chance to teachers for increase the competence of the teachers by sending representatives of teachers - teachers to follow activity trainings like training. So this training is a form of motivation given by a school principal.

d. Idealist Influence

Another prominent feature of the transformational leadership of the Alif Inayah Medan Principal is the Principal of the Alif Inayah Private Elementary School In his field of action he always prioritized organizational interests over personal interests, where he always showed that in terms of personal matters he always prioritized his arrival to school even for a moment, then he excused himself for matters of his personal interests. The thing he disliked the most was the school community when having personal affairs took precedence over school affairs. It is this idealistic influence that makes teachers admire the principal and try to set an example by doing the same as the principal did, namely prioritizing personal interests over organizational interests. Thus the teacher's performance can be achieved without hindering anything such as outside personal affairsschool.

The performance of Alif Inayah Medan's teachers can increase well because of the principal's leadership style which can be used as a plan in achieving education in the school. Carrying out his duties as the principal of Alif Inayah Medan Private Elementary School applying a transformational leadership style and found its characteristics in improving teacher

performance through the criteria of transformational leadership seen from the results of interviews and observations namely the ability to act innovatively and creatively, intellectual stimulation, individual consideration components, motivational attitudes interpersonal and individualized consideration.

According to Burns in Syaifuddin in Frank, Indra Prasetia, Elfrianto (2021) the transformational process can be seen through a number of leadership behaviors such as: attributed charisma, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The behavior in question is: Attributed charisma, a leader who has these characteristics, shows his vision, ability, and expertise as well as actions that prioritize the interests of the organization and the interests of other people (community) rather than personal interests. Because charismatic leaders are made role models, idols, and role models by their subordinates, namely idealized influence.

The Efforts of the Medan Principal in Improving the Performance of Aif Inayah Medan Private Elementary School Teachers

School as an institution has one or more goals. In the steps to achieve these goals, it is necessary to develop plans, goals and how to achieve these goals. In general, every leadership has efforts to improve teacher performance so that school goals are reflected in the form of the school's vision and mission. To achieve its vision and mission, including improving teacher performance, all schools must plan school programs and school activities as outlined in the School Development Plan.

Because leaders want involve whole components in solved And taking decision. which one such decision impacts. on all organizational components Leaders provide freedom for subordinates to express more Aspirations and collaborate direct together leader the. As the results of interviews with school principals are as follows:

“Vision and mission planning is the first series of activities in the process of improving teacher performance. why is that if our goal is to be able to describe a good achievement then the executor must have the appropriate competence as the basic thing, namely the teacher. and for this purpose a vision of miis is planned which can help improve teacher performance. Teacher performance planning is an action for the future in order to achieve the vision and mission of a school. Teacher performance planning is part of the management process flow in determining the movement of human resources (teachers), from the current position to the desired position in the future. (wwncr/psek/January 10, 2023)”

In accordance with the explanation above, the principal as a leader forms the planning of the vision, mission and objectives of the Alif Inayah Medan private elementary school and the steps are as follows:

- a) Formulation of the Vision and Mission of the Alif Inayah Private Elementary Schoolin Medan
- b) Formulation of Alif Inayah Medan Private Elementary School Goals
- c) Formulation of Alif Inayah Medan Private Elementary School Program

In detail, the efforts to foster and develop teacher quality carried out by the Principal of the Alif Inayah Medan private elementary school are as follows:

a. Organizing and involving teachers in scientific forums (education and training (up grading/in-service training), workshops and seminars)

Education and training (in-service training/up grading) is one way to improve the ability/professionalism of teachers. In addition to improving teacher performance abilities in teaching and learning activities (KBM), education and training are also beneficial for teachers to acquire new information related to education, teaching, new methods in the field of learning

as well as beneficial for teachers who are compiling teacher certification portfolios as additional points to meet the set points to reach the pass.

As the results of interviews with school principals are as follows:

"In order to improve teacher performance, we always send teachers in rotation and in accordance with their field of study to attend training, seminars, workshops, workshops or other educational activities held by education and training centers (government), private organizers and training held on a regular basis independently by the school" (wwncr/principal/2 February 2023)

Furthermore, the head of the Alif Inayah Medan private elementary school explained that in order to improve teacher performance in January 2023, the Alif Inayah Medan private elementary school held training on Classroom Action Research (PTK) independently.

As the results of interviews with teachers in the field of corner studies are as follows:

"In January 2023, the Alif Inayah Medan Private SD School KKG held independent training on the preparation of Classroom Action Research (PTK). can run well and smoothly."(wwncr/gr/2 February 2023)

In addition, teachers in the field of English language studies who have participated in training and seminars said:

"School principals often appoint teachers in rotation to participate in education and training, workshops and seminars that are appropriate to the subject matter and relevant to teacher education and performance development. Teachers who have participated in the training were asked to explain the results of the training and seminars to other teachers in school meetings, KKG, as well as in friendly forums between teachers of Alif Inayah Medan Private Elementary Schools "(wwncr/gr/2 February 2023)

The statement above shows that the Principal as a policy maker includes teachers in training, seminars and workshops as an effort or strategy to improve the quality of teachers at the Alif Inayah Private Elementary School in Medan. Next is the financing.

As the results of interviews with school principals, as follows:

"In terms of financing the participation of teachers in training, seminars and workshops, the school fully finances all costs incurred as a result of the event, in the sense that the teachers are included in the training event free of charge, so that teachers are more enthusiastic and do not experience problems in terms of costs" (wwncr/principal/2 February 2023).

For impact, the school principal then orders teachers who have been included in training, seminars, or workshops to convey or pass on their knowledge to other teachers who do not participate. The results of the interview with the school principal said:

"Yes, for the impact we ask teachers who have attended training, seminars, or workshops to convey it to other teachers at this school" (wwncr/psek/2 February 2023).

From the description above, it can be concluded that one of the principal's strategies for improving teacher quality is to include teachers in training education programs and even organize education and training that is carried out independently by Alif Inayah Medan Private Elementary School teachers through the KKG organization.

b. Advanced studies

Further studies are needed in supporting teacher careers, especially in promotion for PNS teachers, useful in improving the academic qualifications of a teacher especially for teachers who will take in-service teacher certification. In addition, advanced studies are also beneficial

for the scientific development of a teacher.

The Principal of Alif Inayah Medan Private Elementary School always provides encouragement and motivation for teachers to carry out further studies to the master level. Already in the 2020/2021 school year there are 2 teachers out of 20 teachers who have earned a master's degree including the Principal.

As the results of interviews with school principals are as follows:

"To improve teacher careers and improve academic qualifications and will also have an impact on increasing teacher performance, further studies are very and even absolutely carried out, now Alif Inayah Medan Private Elementary School teachers who have won there are two people holding a master's degree including me" (wwncr/principal/2 February 2023).

In carrying out further studies there are two kinds of paths that can be taken, namely through official education (scholarships from the government) and there are those through self-financing (personal costs). Alif Inayah Medan Private Elementary School teachers who have succeeded in pursuing further studies at the master's level all on their own initiative or at their own/personal expense.

As the results of interviews with the deputy principal of the senior high school are as follows:

"I and the teachers who won the master's degree were encouraged by the principal and on their own initiative and we paid for it personally, because I realized that in order for a teacher to be able to advance in his career and rank, improve his academics qualifications, and improve his performance he must carry out further studies, and this will motivate other teachers to follow in our footsteps." (wwncr/wakasek/ 2 February 2023)

The actions taken by the head of the Alif Inayah Medan Private Elementary School in motivating and encouraging teachers to carry out further studies for teachers are an initiative and policy to improve teacher academic qualifications, and make it easier for teachers to take part in the in- service teacher certification program. By improving their academic qualifications, teachers are expected to increase their power and ability to carry out their duties as educators in schools.

c. Revitalization of the Teacher Working Group (KKG)

KKG and teacher working groups (KKG) are a forum or organization for teachers to carry out activities including compiling and evaluating the development of educational progress in schools, getting around a dense curriculum and looking for appropriate learning alternatives and finding various variations of methods, media variations to improve the quality of learning.

As the results of interviews with teachers in the field of Indonesian language studies are as follows;

"To achieve optimal learning quality, overcome problems that arise in the learning process, the Alif Inayah Private Elementary School in Medan has succeeded in forming a KKG and it is running well, the KKG here is internal and external in collaboration with the KKG schools located in under the auspices of the National Education Office such as the English KKG" (wwncr/gr/10 February 2023).

In line with the principal's statement above, as follows:

"I and other teachers always optimize the KKG organization to improve the quality of learning, how to use the latest learning methods and effective learning media." (wwncr/psek/10 February 2023).

From the statement above it can be understood that the teachers at Alif Inayah Medan Private Elementary School have always tried to optimize the KKG organization to improve the quality of learning, how to use the latest learning methods and effective learning media. A documentary study of the minutes of the KKG meeting shows that on September 28, 2022 the English KKG meeting was held, the KKG members exchanged opinions regarding problems that arose in teaching and learning activities, and looked for solutions.

Besides that, KKG members also exchange information on new methods to facilitate the delivery of learning materials for students. With the existence of a teacher professional organization such as the KKG, school principals have carried out the process of developing teacher performance, because with a forum like this KKG teachers can exchange ideas and information in terms of subjects they will convey to students, both regarding methods, media and subject matter. In addition, teachers can also discuss with each other the problems they face in the process of teaching and learning at school and find solutions.

d. Provision of Supporting Facilities

Support is absolutely needed to support teaching and learning processes and activities (KBM), in this case the provision of learning resources such as internet facilities so that teachers can access new information that supports their scientific and professional development, procurement of new reading materials such as books, educational magazines, educational journals, and internet access as additional learning resources also support the improvement of teacher performance.

As the results of interviews with the principal of Alif Inayah Private Elementary School in Medan are as follows:

"Providing supporting facilities such as an internet connection and procuring supporting books is one of my concerns as the principal, this elementary school already has an internet connection to access, and the school always updates books by buying new books, and I always encourage teachers to always access new information and buy new books that are relevant to their respective subjects and the school that pays for them." (wwncr/principal/17 February 2023).

Documentation studies and observations made of supporting facilities such as library books, internet access, learning media such as audio-visual, indeed show that these supporting facilities are already available in this school.

With the availability of these supporting facilities, according to the results of observations of researchers who have successfully obtained show teachers can access the internet in the school environment. In the library, students and teachers seem to really enjoy enjoying the facilities available, some are engaged in reading books, accessing the internet, discussing among teachers, and some are reading magazines and educational journals intently, this is done to support and enrich teaching materials that will be delivered to educate participants.

e. Increasing Teacher Welfare Allowances

Teacher welfare allowances are part of the top priority for the head of the Alif Inayah Medan Private Elementary School in improving teacher quality, in this regard, as the results of interviews with corner teachers are as follows:

"Welfare allowances are part of my efforts to improve the quality and performance of Alif Inayah Medan Private Elementary School teachers, teachers who receive additional

teaching assignments, PIB, binsus, as well as those involved in intra-curricular and extra-curricular activities I provide additional incentives and transport apart from salary, principal teacher” (wwncr/gr/20 February 2023).

From the statement above it can be understood that the provision of welfare benefits is part of the principal's efforts or efforts to improve the performance of Alif Inayah Medan Private Elementary School teachers. As the results of interviews with teachers in the field of corner studies are as follows:

"Incentive and transport allowances are given to teachers solely to help improve teacher welfare so that teacher performance and enthusiasm will increase, besides that, teacher welfare allowances are given so that teachers can focus on their work so they are not preoccupied with making extra money outside of their main duties, namely teaching” (wwncr/gr/20 February 2023).

With the principal's attention to the welfare of teachers, it is hoped that the teachers at Alif Inayah Medan Private Elementary School will concentrate more on their work as educators and are always motivated to improve their abilities and expertise in order to achieve the school's vision and mission in the future.

f. Participating in the Teacher Certification Program

Another effort made by the head of the Alif Inayah Medan Private Elementary School in improving the quality of teachers is to include teachers in the teacher certification program. In this case, the results of interviews with teachers in the field of English studies are as follows: "I registered all the teachers here to take the teacher certification portfolio exam, and thank God, 9 people have successfully passed the teacher certification, including myself" (wwncr/gr/26 February 2023)

In line with the teacher's explanation, the vice principal explained:

“There are 9 teachers here who have passed certification, including me and the school principal. And God willing, this year, there will be more teachers here who pass teacher certification” (wwncr/wakasek/26 February 2023)

Improving teacher performance, the head of the Alif Inayah Medan Private Elementary School who has a policy of establishing planning for improving teacher performance always pays attention to needs (need assessment), pays attention to the vision and mission and goals of school education, as well as job position analysis, to then design the right structure, as the main foundation in placing people/teachers in the right position. This is in line with the concept of the right man in the right job at the right time.

Optimizing the efforts of school principals in improving teacher performance, school principals are known to have implemented efforts and strategies to improve teacher quality. The implementation of improving the quality of teachers at the Alif Inayah Private Elementary School in Medan includes the strategy of including teachers in scientific forums (seminars, training, workshops, workshops and courses), further studies, revitalization of the KKG, welfare allowances, provision of supporting facilities such as the provision of internet facilities for accessing new information, purchasing new books that support teacher performance and enrolling teachers in the professional certificate program.

Alif Inayah Private Elementary School is a private educational institution that has active leadership in leading the educational organization. Involving teachers in solving and making decisions is a decision to have an impact on educational progress. In all organizational components, the leader gives freedom to subordinates to further express aspirations and collaborate directly with the leader.

Improving teacher performance, the head of the Alif Inayah Medan Private Elementary School who has a policy of establishing planning for improving teacher performance always

pays attention to needs (need assessment), pays attention to the vision and mission and goals of school education, as well as job position analysis, to then design the right structure, as the main foundation in placing people/teachers in the right position. This is in line with the concept of the right man in the right job at the right time.

Optimizing the efforts of school principals in improving teacher performance, school principals are known to have implemented efforts and strategies to improve teacher quality. The implementation of improving the quality of teachers at the Alif Inayah Private Elementary School in Medan includes the strategy of including teachers in scientific forums (seminars, training, workshops, workshops and courses), further studies, revitalization of the KKG, welfare allowances, provision of supporting facilities such as the provision of internet facilities for accessing new information, purchasing new books that support teacher performance and enrolling teachers in the professional certificate program.

Teacher Performance at Alif Inayah Private Elementary School Medan

The board of teachers and staff who support and like the current leadership style of the Principal, so that with this support, it becomes easy for the Principal to utilize existing teachers. The teacher's performance through the implementation of any activity cannot be separated from the inhibiting and supporting factors, especially in leading the organization, everyone will have different principles, however, even if there must be obstacles, the principal must face them as a challenge that must be utilized and as a threat that must be resolved immediately.

In terms of teacher performance in carrying out teacher performance evaluation activities by the vice principal of the curriculum section, each guru is stated to be good at work with the characteristics of making lesson plans, implementing learning, conducting assessments of students, conducting relaxation and collecting these results to the deputy principal of the curriculum section of The total number of points for this task is 50 points.

Table 4.2 validation and reliability calculations

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
x1	60.83	165,868	.173	.	.832
x2	60.60	154,662	.453	.	.821
x3	60.63	149,068	.634	.	.812
x4	60.80	158,993	.377	.	.824
x5	60.77	155,357	.446	.	.821
x6	60.73	149,926	.641	.	.812
x7	61.23	159,220	.395	.	.826
x8	60.57	157,633	.444	.	.821
x9	60.97	163,413	.292	.	.827
x10	60.43	163,151	.201	.	.832
x11	60.60	149,283	.608	.	.813
x12	60.70	157,183	.457	.	.821
x13	60.83	165,178	.697	.	.831
x14	61.30	187,597	.439	.	.863

x15	60.57	157,633	.444	.	.821
x16	60.63	149,068	.634	.	.812
x17	60.80	158,993	.377	.	.824
x18	60.77	155,357	.446	.	.821
x19	60.73	149,926	.641	.	.812
x20	61.23	159,220	.345	.	.826
x21	60.73	149,926	.641	.	.812
x22	61.23	159,220	.345	.	.826

Table 4.3 Calculation of Reliability

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.833	22

In this case, to see the principal's efforts to improve teacher performance, the researchers distributed a 22-item questionnaire with a validation questionnaire of 19 items which would be distributed at Alif Inayah Private Elementary School in Medan to 19 teachers. Question numbers 1, 9 and 10 are invalid questionnaire values.

Table 4.2 Value Calculation

No	Frequency values	Total number of teachers	Percentages
1	55 – 69	5	45.4%
2	70–84	7	31.8%
3	85 – 99	5	22.7%
4	99 – 113	2	0
	Total	19	100%

There is a tendency for an increase in teacher performance with a mean value of 78.11% and a median of 79.00% so that the leadership of the school principal has an impact on improving teacher performance at Alif Inayah Private Elementary School in Medan.

From the observations of researchers based on the results of these calculations, scores between 55 - 69 are 5 teachers, 70 - 84 are 7 teachers, 85 - 99 are 5 teachers and 99 - 113 are 2 teachers. From these results it can be concluded that the state of teacher performance is known to be > 50. For this reason, it can be concluded that the performance of teachers at Alif Inayah Private Elementary School in Medan is good.

From the results of research on teachers at Alif Inayah Private Elementary School in Medan, in this case to see the efforts of the principal in improving teacher performance, the researchers distributed 22 questionnaires with a total of 19 questionnaire items which would be distributed at Alif Inayah Private Elementary School Medan to 19 teachers .

From the results of observations through a questionnaire distributed to Alif Inayah Medan teachers, if the teacher's performance, which is the workload given by the school principal, is in accordance with their respective duties and functions. Where the teacher in the

field of subjects is taught in accordance with what is being taught. This can be seen in the roster determined by the vice principal of the curriculum section. In addition, the performance assigned by the school principal is standardized in a decree and approved by the school principal and along with the snacks.

The results of performance are in the form of implementation such as quantity, quality and timeliness which are the teacher's routine and are said to be successful or achieved when the evaluation is carried out. From the results of this evaluation, an assessment of performance results will be obtained and will make it a parameter in achieving performance.

As Sudarwan Darmin. (2011: 207) said the explanation above is in accordance with what was said by Sudarwan Danim that in the performance of school teachers there are several factors that support its implementation, namely the background of students (well-selected input, adequate school size and leaders who can satisfy their members and student guardians.

Conclusion

From research result which done at the Alif Inayah Medan private school about leadership patterns heads inner school improve teacher performance in Alif Inayah Medan Private Elementary School as follows:

1. Leadership heads school Alif Inayah Private Elementary School Medan in accelerating teachers' tasks by applying innovatively and creatively from old situations in new, involving ways all components in solving And taking decision. Pay special attention to the needs of the teacher at Alif Inaya Private Elementary School in Medan is proven by the head school that has be a good listener for Teachers who face problems and need problem solving and attention. Head abilities inner school give motivation the teachers At Alif Inaya Medan Private Elementary School, it is reflected in the discipline of time and neatness in dress which is an example for teachers to carry out their duties optimally. The teachers admired the principal and tried to set an example by doing the same as the principal did, namely prioritizing organizational interests over personal interests. The principal at Alif Inaya Medan Private Elementary School also always involves the school community in compiling school activity programs so that subordinates will really feel part of the organization and be responsible for the tasks given, as well as cooperate with teachers in improving professional competence.
2. Planning to improve the performance of teachers at Alif Inayah Medan Private Elementary School is carried out by preparing a plan to improve teacher quality by basing it on the vision, mission and objectives of the school that have been planned. Planning is carried out by involving all the school's academic community, including involving teachers in determining future programs or plans. The planning carried out by the school principal is also based on a needs analysis and job analysis. While the efforts of the school principal in improving the performance of teachers at Alif Inayah Medan Private Elementary School were carried out by involving teachers in scientific forums (seminars, training, workshops, workshops and courses), further studies, KKG revitalization, welfare allowances,
3. The teacher's performance through the implementation of any activity cannot be separated from the inhibiting and supporting factors, especially in leading the organization, everyone will have different principles, however, even if there must be obstacles, the principal must face them as a challenge that must be utilized and as a threat that must be resolved immediately. From the observations of researchers based on the results of these calculations, the scores between 55-69 are 5 teachers, 70-84 are 7 teachers, 85-99 are 5 teachers and 99-113 are 2 teachers. from these results it can be concluded that the state of teacher performance is known to be > 50. For this reason, it can be concluded that teacher

performance at SD Alif Inayah Medan is good

Reference

- Batubara, S. S., Kunci, K., Kepemimpinan, G., & Karyawan, K. (2020). Pengaruh Gaya Kepemimpinan Terhadap Kinerja Karyawan Pada Departemen Pengadaan PT Inalum. 3(1), 40–58. <https://doi.org/10.30596/liabilities.v3i1.4581>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Haerana. (2016). *Manajemen Pembelajaran berbasis Standar Proses Pendidikan*. Media Akademi.
- Hariani, S., Manajemen, M., & Tinggi, P. (2020). Pengaruh Kepemimpinan Transformasional, Lingkungan Kerja Terhadap Kinerja Dosen di FKIP UMSU. *Jurnal EduTech*, 6(2).
- Hasibuan S.P, M. (2019). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- Indonesia, P. R. (2005). *Peraturan pemerintah RI Nomor 19 Tahun 2005 Tentang standar nasional pendidikan*. Cipta Jaya.
- Machali, I. (2018). *The Handbook of Education Management: Teori dan Praktik Pengelolaan Sekolah/Madrasah di Indonesia Edisi 2 (Vol. 2)*. Prenada Media.
- Mangkunegara, A. A., & Anwar Prabu. (2017). *Manajemen Sumber Daya Manusia Perusahaan*. Remaja Rosdakarya.
- Pianda, D. (2018). *Kinerja guru: kompetensi guru, motivasi kerja dan kepemimpinan kepala sekolah*. CV Jejak (Jejak Publisher).
- Prasetia, I. (2022). *Metodologi Penelitian Pendekatan Teori dan Praktik*. umsu press.
- Ridwan, M. M. (2019). Pengaruh Gaya Kepemimpinan Terhadap Motivasi Kerja Karyawan di Perpustakaan Universitas Muhammadiyah Yogyakarta: Studi Penerapan Gaya Kepemimpinan Path-Goal. *Pustakaloka*, 11(1), 161–171.
- Suciati, U., & Hs, L. (2017). *Kamus Kepustakawanan Indonesia*. Calpulis.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta. Tambunan, S. T. (2015). *Pemimpin dan Kepemimpinan*. Graha Ilmu.
- Veithzal, R. (2014). *Manajemen Sumber Daya Manusia Untuk Perusahaan edisi ketiga*. Jakarta: Rajawali Pers.