
THE HEADMASTER'S STRATEGIES IN IMPROVING TEACHERS' PERFORMANCE

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Abstract

The headmaster has an important role to improve teachers' performance through the implementation of appropriate strategies. This research aims to find out the headmaster's strategies in improving teachers' performance by applying a SWOT analysis. This research used descriptive method by applying a qualitative approach. Data collection techniques used observation, interviews, and documentation. Research subjects were the headmaster, the vice-headmaster, and teachers. Data analysis was conducted by applying descriptive and deductive analysis. The headmaster's strategies formulation in improving teachers' performance was conducted by evaluating the internal and external environment, and then it was followed by setting goals and targets in determining the strategy.

The implementation of the headmaster's strategies in improving teachers' performance was conducted by implementing a democratic leadership strategies and persuasive approach. Problems faced by headmaster for the purpose of improving teacher performance included the allocation of funds intended for teacher training activities are limited, teacher participation is still lacking and the training cannot be socialized to fellow peers colleague.

Keywords: Teacher's Performance, Headmaster's SWOT Strategies

INTRODUCTION

A. Background

Education is a topic that is always interesting to study. The education system that is always developing and changing requires teachers/educators to continue to improve their performance. Changes in an increasingly modern era, of course, have a considerable influence on the change in the students' character. Therefore, a teacher must continue to innovate to improve learning patterns adapted to changing times. Teacher's performance as an educator is an illustration of the quality of students and the world of education in the future.

In addition to teachers, headmasters also have a significant share in creating a quality education atmosphere. Basically, headmasters are teachers who are given an additional mandate to conduct the leadership position in schools. To play the role of being a leader in a school, a headmaster must fulfill competencies based on the Decree of the Minister of National Education No. 13 in 2007, namely: "1) personality competence, 2) managerial, 3) entrepreneurship, 4) supervision, and 5) social competence."

Headmasters as holders of leadership in the education system in schools must be able to implement appropriate strategies to help teachers to achieve the expected performance. The headmaster's mistakes in choosing and carrying out the strategy will hamper efforts made in order to improve the performance of the teachers being led. In reality, there are still obstacles

faced by headmasters so that they can have a negative impact on improving teachers' performance and the quality of education if it continues.

Therefore, effective strategies need to be implemented as an effort to improve teacher's performance in schools through the SWOT strategy. SWOT is applied to identify the strengths, weaknesses, opportunities and threats of the organization and further becomes a reference in the design and formulation of strategies and work programs that will be realized in learning activities in schools.

Research on teacher's performance as conducted by Dina Fanny Firila with the title "Strategy for Improving the Quality of Educators with SWOT Analysis in SDIT Bina Insani Semarang" encourages the schools try to improve the quality of teachers by carrying out various teacher's activities routinely including Teacher Working Groups, Teacher Professional Development, and Teacher Performance Evaluation. In addition, teachers are guided to utilize information technology in learning activities, implementation of religious formation programs and various development and training activities.

The second study was conducted by Widya Intan Sari, et al under the title "Headmaster's Strategies in Improving Teachers' Discipline". This study revealed that the headmaster carries out a strategy by formulating vision and mission on the basis of internal and external environmental considerations and then setting goals and targets to be achieved in order to enforce teachers' discipline.

In this current research, the researchers combined the two previous research subjects. This research examined the strategies that need to be conducted by headmaster in order to improve teachers' performance through a SWOT analysis. The headmasters should have a strategy that can encourage teachers to improve the quality of their work.

In fact, it reveals the gap phenomenon in the form of the assignment of duties and responsibilities of teachers that have not been effective so that teachers lack mastery and understanding of government regulations in the form of annual programs and programs per semester that have an impact on the low performance and in terms of the quality of learning produced. Hence, this fact encouraged the researchers to conduct a research entitled: "The Headmaster's Strategies in Improving Teachers' Performance."

B. Formulation of the Problems

Based on the background above, the formulation of the problems in this research are:

1. What are the headmaster's strategies in improving teachers' performance?
2. What are the implications of the SWOT analysis to improve teachers' performance?

C. Research Objectives

Based on the problem formulation that has been described, the objectives of the research are to:

1. Find out and explain the headmaster's strategies in improving teachers' performance.
2. Find out the implications of a SWOT analysis in the formulation of the headmaster's strategies to improve teachers' performance

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Strategy

Strategy can be interpreted as a meticulous design to achieve a goal. Uno (2009: 2) defines

the term of strategy as a method or technique that is often used interchangeably, although basically this term has differences from one another.” Good strategy management must support the organization's vision and mission, utilize its opportunities and strengths, minimize threats and keep away from weaknesses, so that the goals to be achieved by the organization can be realized. Strategic management leads to decision making and action through the preparation of effective strategies in an effort to achieve organizational goals.

Murniati and Nasir (2009: 41) state that “The right strategy enables the creation of policy accuracy that suits the needs of the organization. Strategic management is the answer in creating an organization that is effective in achieving its objectives.” Strategic management contains the formulation of strategies and decision making by planners in setting goals to be achieved.

The leadership strategy is one of the factors that determine the quality of the organization. Wahyudi (2009: 119) argues that “Leadership is the process of influencing group activities in the context of the formulation and achievement of further goals. Leadership is the first step in a group interactive pattern, consistent and aims to solve problems that are interrelated each other.”

2. The Role and Function of the Headmaster

Basically, the headmaster is a school functional staffs who gets an additional task as a leader in the implementation of educational programs in schools. Thus, the responsibility is more dominantly directed as the task of a leader, maintaining a conducive, harmonious school environment, and providing a variety of learning tools to improve the teachers' professional values and performance. His/her main responsibility is more on managerial tasks rather than on teaching and learning positions.

Suhardiman (2012: 19) argues that “Headmasters in conducting their leadership are inseparable from the politics prevailing in society. Policies that are carried out by the headmasters are essentially political products in the field of education.” The headmasters have a major role in improving the quality of education.

Based on the experts' opinion above, it reveals that the quality of an educational institution is determined by the ability of the headmaster in carrying out his/her role as a leader. The headmaster in the education management paradigm will bring a positive influence through breakthroughs that support the reform of the education system in his/her school. Therefore, a headmaster must have sufficient educational background and experience regarding the problems faced by education at the school. He/she is able to manage existing educational resources so that he/she can improve the quality of education that he/she manages.

3. The Headmaster's Leadership Model

The model of educational leadership is the way taken by a leader of an educational institution in managing, motivating and managing teachers to integrate the activities carried out so that educational goals can be achieved. Fattah (2010: 63) states: “there are two models or behaviors of educational leaders namely task-oriented or “concern for job description” and oriented to relations with subordinates or “concern for people.” Basically, the leadership model is not only influenced by personalities owned by the leader but also influenced by environmental conditions they lead.

Winardi (2010: 79) argues that in general there are three models of leadership, namely:

“authoritarian, democratic, and laissez faire.” A person who holds a leadership position should have the ability to “determine” the situation at hand in order to apply his/her leadership model appropriately. Educational leadership requires that a headmaster must be able to understand the teachers who are his/her subordinate with a variety of characters, behavior and personality. Therefore, the leadership model used by headmaster to foster teachers must be conditioned according to the character and situation of the teachers.

4. SWOT Analysis

In *Kamus Besar Bahasa Indonesia (KBBI)*, analysis is interpreted as an investigation of an event to find out the real situation. While "SWOT" is defined as: strength, weakness, opportunity and threat. So that the SWOT analysis in the realm of education can be interpreted as a recent innovation strategy in educational activities to solve problems or obstacles faced by educational institutions.

SWOT can be strengthened by ensuring that the analysis focuses on community needs and the competitive context in which the institution operates. These are the two key variables in building and developing a long-term strategy. This strategy must be developed with various methods that can enable institutions to be able to defend themselves in the face of competition and be able to maximize the achievement of organizational goals.

The following Table 1 presents the SWOT matrix as a basis for formulating the headmaster's strategies by considering the internal and external environmental conditions of educational institutions.

Table 1. SWOT Matrix

Strengths	Weaknesses
<ul style="list-style-type: none"> a. Implement democratic and persuasive leadership. b. Good relations between colleagues and teaching staff. c. There are many certified teachers. 	<ul style="list-style-type: none"> a. Lack of funds for teacher training outside office hours related to the ability to master the educational foundation and the implementation of performance improvement programs. b. Lack of teachers’ participation so that the results of the training cannot be transmitted to colleagues in their profession. c. Lack of innovation in developing teaching programs. d. There are many other tasks that must be carried out by the headmaster.
Opportunities	Threats
<ul style="list-style-type: none"> a. Work programs that have been prepared are socialized to the teachers, so that they understand their responsibilities and functions in accordance with applicable regulations. b. There is a library that provides textbooks for students for all subjects. 	<ul style="list-style-type: none"> a. The teachers are not able to master the educational foundation so that they face obstacles in teaching and guiding students. b. There is no renewal of material taught by the teachers. c. Supervision activities are submitted to vice-headmaster and senior teachers so that the process of improvement and guidance for teachers is not optimal.

The above scheme can be used as a reference in carrying out the organization. The performance of organizations, agencies and educational institutions is determined by the conditions of internal and external factors. This can be achieved by making the most of strengths and weaknesses and considering the opportunities and threats faced.

SWOT analysis is a quite heavy job because strategic alternatives can be prepared. Failure to analyze it means failing to find relationships and meeting points between strategic factors in the internal environment and those contained in the external environment, while looking for their relationship with the mission, goals, and aims of the organization. In addition, it is also a failure in preparing a good strategic decision because through a SWOT analysis, good strategic decisions can be produced.

5. Implementation of the SWOT Analysis Strategy

Strategy implementation is the total number of activities and choices needed to carry out strategic planning. Strategic implementation is the process which several strategies and policies are transformed into actions through the development of programs, budgets and procedures. Although implementation is usually only considered after the strategy is formulated, implementation is the key to success of strategic management.

After a SWOT analysis is carried out, the organization can develop the formulation of objectives that describe its more specific goals. So that the implementation and achievement of objectives are more directed and can have an effect on teacher's performance and response to students' parents. So, it is very important for the headmasters to condition this so that the balance of relations between the teachers and the students' parents is maintained.

6. Teacher's Performance

Castetter (2010: 26) states: "Performance comes from English word of "performance" which means work performance or work achievement." Meanwhile, the definition of teacher in Arabic is called Mu'allim and in English means that a person whose occupation is teaching others, someone whose job is to teach others (Muhibbin Syah, 2003: 222).

A teacher has the task of guiding and providing knowledge to students. Mastery of teaching materials is a form of the teacher's performance. Therefore, every learning activity must be carried out responsibly by paying attention to the students' needs.

Before conducting teaching and learning activities, teachers are expected to make plans as outlined in the form of teaching preparation or lesson plans. Preparation of teaching implementation plans according to Thoha (2010: 96) is "essentially answers the question", namely (1) what must be taught (goals), (2) what procedures and resources are used to achieve these goals, and (3) how to know that teaching has taken place (evaluation).

Another thing that teachers need to be considered is the ability to manage classes. Classroom management is directly related to teaching and learning activities in class. Because students have different characters and abilities, a teacher must be able to adjust the learning model applied so that knowledge transfer can take place effectively.

Thus, it can be said that learning activities and outcomes will be have a certain quality if it is supported by teacher's performance. In order to teachers to show the high performance, at least the teacher must have mastery of what material will be taught, the ability to manage classes

effectively and efficiently as well as the commitment and support of leaders in carrying out their duties and responsibilities.

B. Conceptual Framework

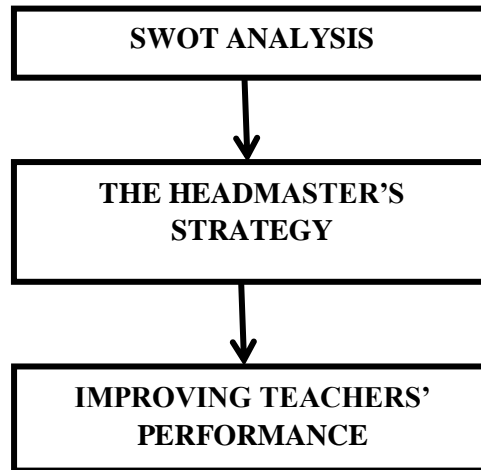


Figure 1. The Conceptual Framework

RESEARCH METHOD

A. Research Approach

The research was qualitative research that was expected to be able to answer specific questions or hypotheses.

The object of this research was junior high school. While the research subjects chosen in this research were the headmaster, vice-headmaster, and teachers.

B. Research Site and Time

The research sites and locations were as follows:

1. Research Site:

The location of this research was conducted at SMP Negeri 23 Makassar.

2. Research Time:

The time needed to conduct this research was estimated to be 2 months, starting in August until September 2019.

C. Data Collection Methods

To obtain data in connection with this research, the researchers used the following data collection methods:

1. Observation was conducting by direct observations in the field (research location).
2. Interview was conducted with the headmaster and several informants who were related to the research.
3. Documentation was conducted by recording the archives provided by the school related to this research.

D. Types and Sources of Data

1. Primary Data

- a. Library Research was a research method by reading literature, reference material, and other research results related to the object under the study.
 - b. Field Research was the research method by conducting the direct observation of the school concerned (observation), and direct interview with parties related to the school being worked on (interview).
2. Secondary Data
- Secondary data was a source of research data obtained indirectly through intermediary media (obtained and recorded by other parties). Secondary data was generally in the form of evidence, notes or historical reports that have been arranged in an archive.

E. Analysis Method

The qualitative descriptive analysis method provided an overview of the results of research in general on some data obtained regarding the implementation of SWOT on the teachers' performance.

FINDINGS AND DISCUSSION

The results of the implementation of the headmaster's strategies in improving teachers' performance are as follows:

The Headmaster's Strategies in Improving Teachers' Performance

Strategy is an effort made to overcome internal weaknesses by maximizing their strengths and minimizing external threats by utilizing existing opportunities to gain competitive ability. The implementation of educational activities requires careful strategic planning in line with the demands of the times that force a teacher to further improve the quality and ability as an educator coupled with faster access to information and communication.

The first step taken by the headmaster of SMP Negeri 23 Makassar before formulating a strategy was to conduct a school self-evaluation, analyze internal and external conditions, especially teachers as technical implementers of teaching and learning activities in class. Based on this analysis, it was obtained information that became the basis in the preparation of the SWOT matrix as a reference to produce the right strategy for improving teachers' performance in SMP Negeri 23 Makassar. The analysis was strengthened through interviews, observations, and documentation as described below:

a. Strengths

The strength factor regard to the headmaster as a manager who shares tasks with all teachers in a democratic and open manner by paying attention to the educational background and subject matter, then asks all teachers to conduct the tasks entrusted to them with full responsibility. The role of the teacher in conducting the task is certainly not the same. Some teachers sometimes feel dissatisfied with what they have done; on the other hand, there are teachers who feel sufficient if they have participated even though it does not have a significant influence.

The headmaster is not always democratic in every policy that he/she takes, for example, if there are teachers who do not carry out their duties with full responsibility, the headmaster can do coaching by giving a reprimand. Authoritarian attitudes are sometimes carried out under certain conditions. The headmaster performs the supervisory function and provides guidance for teachers who do not conduct their duties properly.

In order to improve teachers' performance, the headmaster prioritizes democratic attitudes. This

is conducted to eliminate the perception of teachers who sometimes only carry out orders from superiors. In carrying out his/her leadership, a democratic leader believes that subordinates are more likely to work if SOP (Standard Operational Procedure) has been made as a guideline in carrying out and completing the tasks assigned rather than having to carry out their own responsibilities or in making decisions, so that subordinates under democratic leadership are not suitable given the responsibility of designing their own work or doing new innovations.

This shows that headmasters who implement democratic leadership are more favored by subordinates. The headmaster also adheres to a delegative leadership strategy which means giving the teachers considerable opportunity and considerable authority to complete their assignments. By providing opportunities and great authority to the teachers, it means that the teacher's sense of responsibility to complete the task is higher.

The results also showed that the principal gave advice, guidance and direction in order to increase the commitment of teachers in carrying out their duties. Therefore, the headmaster usually gave a reprimand to teachers who were less committed or did not feel burdened in completing tasks that were under their authority.

The headmaster has implemented a leadership strategy with an exemplary pattern to improve teacher's performance. The headmaster must be an example and role model for teachers in terms of discipline so as to motivate teachers to do the same. The headmaster regularly visits and supervises each class and teachers who are often late will be reprimanded directly. This shows that the leadership applied by the headmaster is quite effective in upholding teachers' discipline through controlling activities and giving a reprimand so that it is not repeated in the future. If discipline has been ingrained and become habituated, teacher's performance can be achieved as desired. The application of discipline must also be accompanied by considering the teachers' welfare both in the form of appreciation and rewards for achievement and performance achievements.

These findings are in line with the opinion of Mulyasa (2011: 125) that the steps that need to be considered to enforce discipline are by setting an example so that teachers can change their behavior for the better. The teacher's discipline shows an attitude of obedience to the applicable rules so that mutual respect will grow, the spirit of cooperation, and emphasizes the vision and mission of the school.

Another strength that supports the implementation of the headmaster's strategy is the creation of good working relationships between teachers and education personnel. In addition, some teachers have been certified so that it can be an own motivation to further improve their performance.

b. Weaknesses

The weaknesses should be minimized as much as possible so that teacher's performance can be improved. The weaknesses of SMP Negeri 23 Makassar regarded to the Annual Work Program planning which includes several sub-sections that have not been fully implemented. Based on the interview results, it revealed that the obstacles faced by headmaster in realizing work plans that have been prepared include the limited available funds.

As an effort to improve teacher's performance, every year teacher training is always programmed through *MGMP* (Teacher Subject Meeting) or *KKG* (Teacher Working Group) to

PKB (Continuing Professional Development), but in its implementation it is always constrained in terms of limited budget for teachers to transportation budget that is not proportional to the number of teachers who will participate in these activities.

The constraints found by headmaster in fostering teachers in meeting curriculum targets and completing basic competencies in each subject and improving performance are the limited funds for teacher training activities. It is found that some of teachers are not active as well as training results that have not been able to be transmitted to fellow professionals. This illustrates that some of teachers at SMP Negeri 23 Makassar have not been able to meet curriculum targets and complete basic competencies in each subject taught so that it affects the teachers' performance in the learning process in classroom.

In school development, there are three things that need to be considered, namely: professionalism, career development and welfare, as revealed by Hadith and Nurhayati (2012: 7) that professional teachers are required to be creative and productive and conduct innovate learning so that the quality of education can be improved. However, to become an innovative teacher is not as easy as imagined and requires a process, especially when it comes to the welfare system for teachers who are still inadequate. Increased professionalism of teachers in an educational institution is pursued through providing motivation, and including in various types of training and professional education

The obstacles in fostering the ability of teacher's performance to develop teaching programs arise from teachers and headmaster. The obstacle faced by teachers was the lack of ability to innovate in compiling new programs; they only use the previous program with a slight revision.

The headmaster encountered obstacles in implementing the programs that had been prepared, especially programs that were related to improving teachers' performance. It indicates that the coaching effort has not been able to improve teachers' performance.

The obstacle experienced was that the headmaster has not sufficient time to supervise the teachers in the improvement and coaching activities in improving teacher's performance. This is due to the fact that the time of headmaster was spent on other tasks, namely official meetings, financial problems, and school work programs with school committees/parents. The headmaster's task of supervising teachers was sometimes delegated to vice-headmaster and senior teachers. They conducted supervision by using teacher's observation sheets in learning activities, not accompanied by more optimal improvement and coaching activities for teachers.

To be able to determine whether or not the educational and teaching objectives are achieved, an effort or assessment or evaluation must be conducted. Assessment or evaluation is basically giving consideration or price or value based on certain criteria. Teaching and learning process is a process that has goals to be achieved. These goals are stated in the formulation of behaviors that are expected to be possessed by the students after completing their learning experience.

c. Opportunities

The opportunities that exist at SMP Negeri 23 Makassar are needed in order to improve teacher's performance. To make this easier, a school activity plan and budget are prepared and a learning schedule is prepared at the beginning of each academic year. They also include preparation of annual programs and semester programs for each subject teacher, arranging new student admission schedules, division of teacher assignments, supervision schedule and follow-up work

programs for headmaster.

SMP Negeri 23 Makassar also has a library that is equipped with textbooks for all subjects. A complete textbook will help students obtain learning material and make it easier for teachers to present their teaching materials. Textbooks as a source of learning are important to the success of the learning process. Therefore, it must be adjusted to the curriculum. Learning resources as described by Sanjaya (2012: 228):

Learning resources are all things that are around the environment of learning activities that can be functionally used to help optimize learning outcomes. Optimization of learning outcomes can be seen not only from the results of learning (output) but also seen from the process of students' interaction with a variety of sources that can stimulate students to learn and accelerate understanding and mastery of the fields of science that they learn.

The definition above gives an understanding of the importance of learning resources as an inseparable part in efforts to improve students' learning achievements.

The results showed that in order to improve teacher's performance, the headmaster had made various positive efforts in the preparation of work programs. The programs that had been prepared were then socialized to teachers, so that teachers understood their main tasks and functions in accordance with the regulations and expectations of the headmaster. This illustrates that the headmaster as the leader of an educational institution has a role in improving the performance of other personnel. Danim and Sudarwan (2012: 169) state that as follows:

The role of the headmaster to appear larger has gained academic legitimacy. References relating to the need for schools to be autonomously managed and the headmasters as the main role taker have been widely written. Unfortunately, the power of bureaucracy often brings up blockages, so that creativity is constrained.

Based on the statements above, it shows that the headmaster has a big role in the management of the school, including in improving teacher's performance. The results of this current research also illustrate that in improving teacher's performance in developing lesson plans, implementing learning and evaluating learning processes and outcomes, headmasters implemented democratic leadership strategies. Likewise, in encouraging teachers to carry out learning well, the headmaster also acted as a colleague, because he/she considered the teachers as a working partner.

d. Threats

External factors that must be considered are threats; schools must have strategies that can make threats as opportunities. The strategy pursued by schools to improve teacher's performance was to master the educational foundation, so that the teaching process and guiding students do not experience obstacles. Next, the updates material taught by the teacher should always be conducted. Furthermore, in relation to the headmaster's task of supervising, it should not be delegated by vice-headmaster and senior teachers so that the process of improvement and evaluation of teachers can be optimized.

CONCLUSION AND SUGGESTION

Conclusions

The headmaster's programs in improving teachers' performance have been compiled in the form

of written documents in the form of school activities and budgets and preparing learning schedules at the beginning of each academic year. It also included the compilation of annual and semester programs for each subject teacher, arranging new student's admission schedules, division of teacher assignments, supervision schedule and follow-up work programs for headmaster. Although, there were programs that were not well detailed, especially regarding the use of the budget for teacher training activities.

In terms of leadership, the headmaster prioritized democratic leadership strategies. Managing teachers with different characters is overcome by dialogue in order to exchange ideas with them, in order to obtain an effective strategy to improve teachers' performance in developing the learning process. The headmaster performed the supervisory function and provided guidance for teachers who do not carry out their duties properly. The headmaster has also implemented a leadership strategy with exemplary patterns to improve teachers' performance.

Obstacles encountered by the headmaster in improving teachers' performance included the lack of funds for teacher training outside teaching hours, there were still some of teachers who were inactive and the results of the training have not been able to impact on their professional colleagues.

Suggestions

The headmaster's programs in improving teachers' performance have not been effective, especially concerning budgeting issues. Therefore, it is suggested the need for more detailed activity planning, so that teachers' performance improvement can be carried out permanently.

The headmaster's strategies in improving teachers' performance should be conducting by using more than one leadership style, so that teachers increase work commitment, responsibility and motivation, the headmaster must be really careful in determining which teachers will be fostered with the right strategy, so that efforts to improve teacher's performance are truly right on target.

There are obstacles in budgeting for teacher training activities, so the headmaster should ideally try other solutions such as holding *MGMP* activities that are centered at the school. This effort will be able to reduce costs and directly have a positive influence on improving teacher's performance in schools.

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