



Analysis of principal leadership in improving teacher performance at SD Negeri 81 Manado

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Abstract

Overall, the research aims to obtain information and leadership patterns of school principals in improving teacher performance at SD Negeri 81 Manado. The approach used in this research is to use a descriptive qualitative approach. The instruments used are interviews, documentation and observation. The sources who provided information for the data were school principals and teachers. Data collection techniques are interviews to obtain data and information about words or words (verbal), observation to gain an understanding of the actions and attitudes that occur, and using documentation to find and collect data through photos, documentation and recordings. The research results show that the principal's leadership style greatly influences the performance of teachers in carrying out their teaching duties. A charismatic leadership style that always respects and directs makes teachers feel cared for and happy in carrying out their duties. Passion for work and an optimistic attitude become a new enthusiasm for work. Apart from that, implementing work programs also has the effect of improving teacher performance in aspects of discipline, example and work ethic. Supporting teachers in participating in training to develop their own competencies can improve their performance and competence in teaching.

Keyword: Principal leadership, teacher performance, elementary school teachers, teacher competency

Introduction

Education is the most important element in supporting and encouraging the creation of human resources in a nation and state. The better the education, the better the human resources will automatically be and vice versa, if education cannot be fulfilled optimally then the human resources will not be good either. To realize quality education, it certainly cannot be separated from the help of educators (teachers). Without teachers, education will be unequal, because teachers are the key to educational success. Therefore, teachers must always develop themselves and their potential so that their knowledge and skills can be absorbed by students optimally. Because we see that the ultimate goal of education is not only to educate the nation's life but to become a moral human being and make life better. Education not only requires goals but also a strong foundation and several supporting factors that must be considered. Education also requires a lot of capital, such as costs, facilities and infrastructure, environment, committees and the synergy of all elements of life must contribute to education.

Every teacher has the main responsibility to educate, teach, guide, direct, train, assess and evaluate learning outcomes. Law of the Republic of Indonesia Number 14 of 2005 article 20, duties or obligations as a teacher include: (1) Making learning plans, implementing an efficient learning process, as well as assessing and evaluating learning outcomes; (2) improving and strengthening academic qualifications and competencies that are closely related to the development of science, technology and arts; (3) act objectively and not discriminate based on consideration of gender, religion, or family background and socio-economic status of students in learning; (4) upholding legislation, laws and teachers' codes of ethics, as well as standards of religious and ethical values; (5) maintaining and supporting national unity and integrity.

So that the learning carried out by teachers is in accordance with national education goals, teachers must have several qualifications. This is stated in Government Regulation no. 19 of 2005 concerning National Education Standards and Law no. 14 of 2005 concerning Teachers and Lecturers states that "educators are required to have academic qualifications, competencies, educational certificates, educators, be physically and spiritually healthy, and have the ability to realize national education goals". If these four qualifications are met then the teacher's performance will be optimal which will result in educational success being easily achieved. Barnawi & Arifin (2016:13) argue that performance is the level of success of a person or group in carrying out their duties and responsibilities based on work standards determined in order to achieve agreed organizational goals.

At SD Negeri 81 Manado, the leadership system is still quite static, oriented towards self-image and leadership profile. This is because the educational qualifications of school principals are higher than those of teachers, which makes teachers feel inferior so that the leadership system is completely centered on the principal. Moreover, developing and being creative in the teaching process is not easy due to a lack of mastery of IT and infrastructure. The method used to change this system also requires patience, namely by taking a family and togetherness approach. This is a problem that has an impact on the low quality of teacher performance in teaching. If left unchecked, SD Negeri 81 Manado will find it difficult to develop and will become a school that is not in demand because the learning outcomes do not match the wishes of the stakeholders. This condition is the reason for the importance of school principal management in improving teacher performance. Teacher performance is a benchmark for learning achievement in the

classroom. It is for this reason that it is very important for teachers to get feedback both internally and externally to increase productivity.

It is not easy to improve teacher performance in accordance with general performance standards. Moreover, currently educators are required to be more specific in carrying out their educational duties. Teachers are not only required to be able to teach, but must be able to educate, set an example, be able to motivate, and be able to encourage students to become a generation that is ready to use in the industrial world. Apart from having to have adequate qualifications to become a teacher, of course you must have expertise in educational matters. Starting from the curriculum, learning systems, strategies, techniques and methods, teachers must know. Teacher competency covers all aspects of life, this is because education depends on the quality of a teacher's performance. This is the basis for the importance of this discussion. Teacher performance can be assessed from efficiency and good learning procedures. School principal management is the basis for creating optimal teacher performance improvements. Management as a science whose application requires other factors to support these strengths as defined below states that: Management requires various other resources as tools such as individuals (humans), materials, techniques and methods (H.A.R, 2001:10). This means that the principal's management will be carried out by human resources, which in the world of education come from teachers.

Based on observations at SD Negeri 81 Manado, researchers obtained data and information that teachers are the spearhead of the success of the teaching and learning process. However, some teachers are not yet effective in achieving teacher performance, because some teachers do not master technology, such as being technologically illiterate or computerized. So a leader should mobilize his abilities together while motivating teachers to improve teacher skills as the spearhead of the teaching and learning process in achieving increased school productivity. However, teacher performance is not only influenced by qualifications and competence, it is also influenced by the professional competence and leadership management factors of the school principal. As a leader and principal of SD Negeri 81 Manado with leadership, he positions himself as a servant of the school, community and stakeholders.

From the description above, it is necessary to carry out in-depth research on the phenomena at SD Negeri 81 Manado that the leadership of the Principal has not been able to increase productivity through teacher performance with its weaknesses and shortcomings. Then the teachers who are the mainstay of their work are less productive, their work is not yet guided by Standard Operating Procedures, teachers are not interested in improving their careers, and the school's internal coordination is not yet effective. This research aims to obtain information regarding the leadership and leadership patterns of the Principal of SD Negeri 81 Manado in improving teacher performance.

Method

The research approach used is a descriptive qualitative approach for the reason that descriptive qualitative emphasizes or directs researchers towards the meaning and sharpness of logical analysis while avoiding using statistics. Data was obtained from interviews with school principals, teachers and students at SD Negeri 81 Manado. To obtain

more objective data, this research process requires appropriate and relevant data collection techniques. The data collection techniques used in this research are interviews, observation and documentation. Data analysis techniques are described as follows:

1. Data Analysis

In this stage, the activities carried out by researchers include:

- a. Conduct temporary data analysis to find data that is better and more supportive of the results, therefore the analysis at this stage is temporary in nature in order to find appropriate and relevant data.
- b. Researchers must carry out various series of stages in order to obtain more accurate data.

2. Data Reduction

This process is defined as a sorting or selection process at a certain point of focus which relies on simplifying and transforming data that has been recorded and written down in the field. This activity is carried out in order to classify and place data in certain categories according to the subject matter and the data needs being sought. The data sought is in the form of organization, supervision, implementation in the form of interviews and management of school principals in improving teacher performance at SD Negeri 81 Manado. This process is carried out repeatedly until appropriate data is found so that the data reduction process will be carried out again if it turns out that the data found is valid and inappropriate or unsuitable.

3. Data Presentation

In this process the data is presented in the form of narrative text or tells or reviews the principal's leadership in improving teacher performance at SD Negeri 81 Manado.

Results and Discussion

A. Leadership of the Principal at SD Negeri 81 Manado

As has been explained through the discussion of research results, a school principal or teacher is an important figure in the educational context, whether it is the transfer of knowledge or ongoing coaching and mentoring. To realize these hopes, every school principal or teacher must expand their thinking horizons dynamically which is then supported by pedagogical competence, social competence and spiritual competence.

The progress and decline of an institution or organization is largely determined by its leader. The leadership of educational institutions, both formal and non-formal, is closely related to the performance of teachers as the spearhead in schools. The good performance of teachers and educational staff is closely related to work performance achieved by someone under the leadership of the school principal and assisted jointly by employees, subordinates or staff, in an activity with mutual competence to achieve the goals of the school institution. As an educator, the principal is essentially also a teacher, and teachers who are given the additional task of serving as principal of course carry out the management functions of a leadership organization, followed by a professional leadership style that is automatically attached to them.

Based on theoretical studies, a school principal is someone who has the ability to carry out the work or tasks entrusted as a school principal in completing the work they lead.

Benchmarks for the success of a school principal's performance can be seen from the success of managing learning (management), managing the school environment, managing staff or subordinates and managing relationships with the community. A successful leader, like it or not, has to apply management knowledge as a necessity, especially if it is done in an organization and educational institution. Schools will be successful in completing their goals as indicated by school institutions that are neat in managing and organizing the school institutions. So the leadership of the institution appointed as the school principal means that it has been chosen in accordance with applicable regulations and based on the correctness of applicable regulations.

In carrying out the leadership role, each leader always tries to make his role and duties effective in carrying out the functions of the school organization in order to achieve the school goals that have been set, gaining support from all members of the organization and stakeholders. Based on observations, researchers through observations, interviews with informants, and documentation obtained about the problem: how the principal carries out his leadership at SD Negeri 81 Manado and the skill of a leader influencing subordinates to jointly achieve goals as planned.

Increasing learning achievement through teachers and staff, schools need a leader and principal who is independent and professional with the maturity to carry out management and leadership that is tough, tenacious, never gives up so that they are better able to take and determine decisions and quality as well as to improve the performance of teachers and staff. education. Leadership that works effectively and efficiently requires management knowledge. Management is the core and separate science in the art of managing institutions by implementing planning, organizing, directing and supervising.

The principal functions as an activator, motivator, administrator, mobilizing school resources related to planning and evaluating school programs and is supported by the democratic, professional leadership of the principal, with appointment to positions in accordance with applicable regulations. The results of research at SD Negeri 81 Manado, researchers have explored how the principal carries out his leadership, as follows:

a. Planning School Activities and Programs

The planning outlined in programs and activities is a process of how the school principal's dexterity and skills carry out various mutually coordinated and integrated activities needed to achieve school goals, including superior programs through increasing teacher productivity and performance. Planning means that the principal must really think about and formulate a program that will be carried out.

Information was obtained through interviews with the school principal that the planning carried out by the principal was as he said, as follows: "A school within the scope of the educational organization at SD Negeri 81 Manado has carried out short and long term planning as the main task and function of a leader and principal. The activity planning is routine, namely; plans to increase final semester grades, improve the teaching and learning process, increase student and teacher discipline, increase evaluation of learning process achievements and strengthen curricular learning. Increasing the motivation of teachers and education personnel through the required education and training. Planning to improve the quality of the school

environment through adding facilities and infrastructure to create a clean, safe and comfortable environment. He also admitted that there were several plans that had either been made or had not been made, such as; planning to increase productivity through improving teacher performance in making teaching and learning processes more effective in schools that are not yet effective."

The role of the school principal in leading is to routinely create work programs. However, a more specific work program to increase teacher performance productivity has not been implemented. The researcher's interview with the deputy principal about why the leader as principal had not planned the productivity of teacher performance, obtained information, namely: firstly, the vision and mission had not been perfected, so the teacher productivity and performance improvement program had not been implemented. Second, indirectly productivity has been included in the learning development program but has not been maximized. Third, some teachers do not understand the learning methods and processes to increase teacher performance productivity.

b. Organizing School Activities

A school principal with a harmonious and democratic leadership style can organize subordinates to jointly carry out work that has been carefully planned. Leadership will work well if the school principal is able to gather and coordinate human resources and school resources so that the level of achievement of routine and superior programs can be implemented well.

The essence of organizing a job is that the leader can distribute tasks to employees involved in the organization. Because the duties and functions of the school principal are quite numerous, the principal can delegate his authority to other people according to their respective expertise, at least collected in structuring, as well as creating standards and benchmarks for activity achievements so that they can be used as a guide in working and at the same time seeing which activities are carried out. prioritize the first order and which ones are implemented in the next order.

Research through observation shows that school principals have distributed tasks to their subordinates, but the level of performance achievement is still low (not yet optimal). Among the division of tasks that have not been maximized is that the division of tasks is not accompanied by compensation so that subordinate motivation is very low. Subordinates lack concern in making teacher performance productivity activities a success. On the one hand, the principal wants the tasks given to be completed in a short time.

It was concluded that a school principal should carry out simple management functions such as planning, division of tasks, implementation of planning tasks, and supervision or evaluation. In fact, the management function in the division of tasks has not been implemented properly, which has an impact on the achievement of one of the programs through increasing the productivity of teacher performance.

The researcher's analysis is that, in fact, the division of tasks has not been achieved optimally because synchronization, coordination and communication between the leadership styles of school principals, teachers and educational staff have not yet been implemented or have not been perfectly established. The results of the research show that there are tasks from leaders that are suddenly given to teachers so that teachers are not ready to carry them out. On the other hand,

there are tasks given that are not in accordance with the teacher's expertise in increasing teacher performance productivity or assignments given to subordinates have not been adjusted to the subordinate's expertise.

Information from the school principal was obtained through interviews that as a school principal, based on the main duties and functions, it is to carry out all educational programs originating from the Manado City Education and Culture Service, from the Indonesian National Education Center or Department. In carrying out these duties, he acknowledged that the principal's obligation to carry out work based on a specific program or project is his personal responsibility as a principal to his superiors and his institution.

c. Mobilizing School Activities

Mobilization is an activity and effort, means, techniques and methods to influence and encourage members of the school organization to be willing and willing to carry out work in achieving the targets of the program to increase teacher performance productivity effectively, efficiently and economically. The school principal uses his leadership style as a driving force, namely directing, providing guidance and a system for implementing work regarding teacher performance.

The principal's directions include holding group or small team work, discussions among teachers or with the principal, and providing manuals and regulations so that productivity program activities can be achieved. This includes discussing other routine programs such as cooperation in creating lesson plans, standards for assessing grade promotion and student graduation.

Researchers noticed that the school principal with his leadership had not been able to maximize the achievements of the productivity program. Information was obtained through interviews with grade 5 teachers that: in general teachers are focused on spending their time teaching in class. Meanwhile, very little additional time is provided to complete the work. There is boredom that arises from some teachers in carrying out activities, apart from that, job assessment has not been used as a benchmark for achieving a high career.

The researcher's analysis implies that the principal as a leader has not been able to fully mobilize his subordinates. So leadership requires knowledge, ability, having the art of managing (leading) with predictions far into the future according to the vision and mission, having clearly measurable programs and activities and guidelines for action for making strategic decisions as the implementation of plans made each new school year.

d. Supervision of Activities

A job can be achieved if you always carry out close supervision. Supervision carried out by the school principal is an action on the results of activities starting with planned achievements, accountability of the people assigned to the task, implementation of activities in accordance with planning and organization. A leader in carrying out supervision is accompanied by knowledge in the form of how to give orders, how to give instructions and other conditions that have been determined.

The school principal after delegating some of the supervisory duties to achieve teacher performance, however the results were not optimal. This is because some teachers

have not wholeheartedly carried out their individual tasks, let alone the task of supervising other activities. Teachers assume that whether an activity is successful or not achieved does not have a big impact on their career as a teacher.

Researcher interviews regarding the low motivation of teachers in increasing productivity through teacher performance include teachers not being used to the additional tasks that are suddenly received, collaboration between teachers not going well, performance results only limited to accountability and not being able to provide maximum sanctions for teachers who violate discipline in because of his lack of firmness.

Analysis of several leadership theories where a leader must carry out management functions. The aim is to form an attitude of school independence, requiring the implementation of adequate management. The management in question includes management in educational organizations which begins with the functions of planning, organizing, directing and controlling.

1. Planning

A school principal and leader has planned and prepared an annual work program ahead of the school year, especially regarding increasing the productivity of teacher performance, such as teaching programs related to the division of teacher duties, procurement of teaching books, procurement and development of libraries as well as extracurriculars and other local content. -other. Making a plan as an application of the management function will help the principal in carrying out his leadership in the school. School principals have realized the advantages of making plans in order to make a teacher performance productivity program a success.

2. Organizing

The essence of organizing is to facilitate the distribution of work programs for each teacher, including education staff. Leaders should apply these organizational management functions to successfully increase teacher performance productivity by specifying, namely; the division and responsibilities of the principal and his subordinates, the form of tasks that will be divided up to be done, the grouping of work, directly fostering teachers to be creative, innovative, and feel responsible in improving the school.

3. Briefing

Leaders should listen to complaints from subordinates in carrying out work if they encounter problems, leaders can appreciate the effectiveness of teacher performance results, create communication between leaders and teachers, and hold regular meetings if necessary to evaluate the work that is programmed.

4. Supervision

The function of supervision is to see whether planning, division of tasks, implementation are appropriate or have mutual support so that the output can be achieved well or not. It was concluded that supervision is looking at the results of a school principal's latest work as planning material for the following year. Supervision can also be used as material for short-term and long-term evaluation and can be rescheduled as a plan for ongoing action so as to anticipate increasingly prolonged failures. Supervision is also carried out while the work program is in progress and

after the program has been completed, whether or not it is in accordance with the planning, organization and implementation of the program to increase teacher performance productivity.

Based on the research findings above, the principal regarding his leadership in improving teacher performance at SD Negeri 81 Manado is that he has carried out his function as a supervisor, but if analyzed based on POAC principles, the principal still has to improve the target points. For example, having a regular and well-scheduled schedule so that teachers can be better prepared to carry out the learning process and have a draft of the teachers' assessments for evaluation. The findings show that school principals do not have a fixed schedule that serves as a guide and drafts teacher performance assessments so that many teachers feel this matter is trivial. Apart from that, the school principal is less assertive, which means that the teachers have not stimulated their enthusiasm to change and improve their performance. This is driven by a sense of fearlessness caused by the principal's lack of firmness in leading.

The facts show that assessment is still interpreted as spying and supervising so that teachers are not reluctant or even indifferent when given performance grades. The assessment or supervision carried out by the school principal should be truly carried out in a transparent manner where the assessment is truly carried out according to the guidelines, for example the results of the assessment are presented in table form so that teachers can see and correct what is wrong and needs to be corrected.

B. Principal Leadership in Improving Teacher Performance

As explained above, performance is the appearance of an employee's work both in quantity and quality. Performance can be the work performance of a person or a group. School organizational performance is the result of complex integration between the school environment and a number of individuals within the school. So performance is a comparison between the output achieved and the input provided. Or performance is the result of the efficiency of input management and the effectiveness of achieving targets, or if effectiveness is achieved it means that work results increase or have value in the work ethic.

The theoretical study explains that leadership as well as being a school principal must be able to empower all the potential and resources available in the school related to managerial tasks including managing learning plans and programs and having an impact on improving teacher performance. Interviews with school principals and their leadership, in relation to their role in improving teacher performance are:

- a. The school principal has and always helps teachers in formulating educational goals to be achieved, such as student graduation targets, procedures for evaluating student grades, infrastructure used, and other policies.
- b. The principal invites teachers, education staff, students and community members to make the teacher performance improvement program a success, such as short discussions with teachers, students are invited to understand the meaning of performance
- c. Creating schools that care about a harmonious, healthy and comfortable environment, so that all employees can work wholeheartedly and comfortably and obtain high

job satisfaction, such as holding mutual cooperation on clean Fridays, cleaning the school yard, having scheduled sports.

Apart from that, the principal as a leader has made efforts to improve teacher performance through:

- a. Involve teachers in Teacher Working Groups (KKG). The expected results are; combining deficiencies and problem solving to improve good performance.
- b. Can develop teaching through upgrading, seminars, workshops, discussions and so on. The main goal is that teachers can increase knowledge according to needs in anticipating developments in the world of education.
- c. Teachers can utilize print media and other electronic media, while adding new insights.
- d. Teachers try to learn independently. By learning independently, teachers can automatically develop their potential as professional teachers.

Meanwhile, the school principal has independently made efforts to improve his/her own competence as follows:

- a. The school principal carries out supervision or supervision in order to find methods of continuous improvement, so that teachers are more enthusiastic in carrying out tasks that have high performance
- b. The principal holds a meeting with teachers regarding the teaching and learning process to achieve quality graduates and how to anticipate negative attacks from the impact of the era of advanced technology
- c. The school principal always monitors teacher performance in carrying out work discipline based on achievement targets, and
- d. The school principal provides guidance to teachers in an effort to improve teacher performance with a work ethic that has values and ethics.

From the results of research on principal leadership in improving teacher performance, the leadership pattern of principals at SD Negeri 81 Manado is clear. Descriptively, the findings are described as follows:

- a. Directing members to solve problems can improve teacher performance in aspects of discipline and responsibility.
- b. Being able to improve (training) can improve teacher performance in the aspects of honesty, creativity, innovation and responsibility.
- c. Patience can improve teacher performance in the exemplary aspect, ability to accept suggestions and accept criticism.
- d. Providing ideas can improve teacher performance in aspects of communication and collaboration.
- e. Innovativeness can improve teacher performance in the aspects of work ethic, innovation and creativity.
- f. Self-reflection can improve teacher performance in the aspects of example, work ethic and responsibility.
- g. Work enthusiasm can improve teacher performance in the aspects of example and responsibility.
- h. Assessing objectively can improve teacher performance in aspects of honesty and responsibility.
- i. Implementing work programs can improve teacher performance in the aspects of religious observance, responsibility, discipline and work ethic.
- j. Self-confidence can improve teacher performance in the aspects of exemplary, creativity, innovation and responsibility.

- k. Optimistic that it can improve teacher performance in the aspects of work ethic, innovation and creativity.
- l. Acting positively (Assertive Communication) can improve teacher performance in the aspects of ability to accept criticism, accept suggestions, communicate and work together.

Through this analysis pattern, forms of planning and decisions were also found to support school policy and have an impact on improving teacher performance, as follows:

a. Planning

1. Teachers gain additional knowledge about the meaning of performance through planning, where planning is a process that is preceded by decision making
2. Planning can be interpreted as a decision by paying attention to actions
3. School planning is increasingly being discussed urgently because it involves school development, such as helping school principals and staff to try to change the school culture for the better. The essence of planning is how the principal as a leader invites teachers to simulate or combine planning with learning evaluation.

b. Decision-making

1. The teacher has been able to identify and analyze problems without adding to the problem.
2. Teachers can understand how to develop alternative solutions or decide on the best solution.
3. Teachers can at least carry out their performance duties with effective and appropriate actions.

Researchers also found out what was achieved by the school principal's leadership which was supported by supporting factors and found inhibiting factors. As a school principal and leader in an educational organization, you have four competencies and skills to manage school management. The four components referred to have not been implemented comprehensively, namely: competence and skills in planning, organizing resources, competence in carrying out work or activities, and skills in controlling and evaluating.

In this way, the management function has not been implemented optimally and has had an adverse impact on the process of increasing the productivity of teacher performance at SD Negeri 81 Manado. The internal factors that become obstacles to school principal leadership in increasing teacher performance productivity are as follows:

- a. The leadership of the school principal has not optimally carried out management functions as a guiding tool to achieve a desired goal.
- b. The principal's leadership in fulfilling desires and achievement targets tries to get closer to teachers so that goals are achieved. This situation is usually a job that requires immediate resolution.
- c. The leadership of the school principal has not yet fully synchronized the policies between the principal and teachers and other staff as an effort to increase the productivity of teacher performance.
- d. The leadership of the school principal is not yet optimal in motivating and encouraging teachers in increasing performance productivity, teachers and not fully or still have low concern in improving school performance in facing the competitiveness of the current era of globalization.

It can be concluded that researchers found internal inhibiting factors (internal factors) as obstacles to increasing teacher performance productivity, which have so far been considered neglected by school leaders and teachers. On the other hand, there has also been no change in the school's vision and mission as a basis for thinking about collective progress towards improving the quality of school human resources for both graduating students and other staff. There are no operational standards for work as technical guidance in carrying out the main duties and functions of a dreamer and school principal.

A very crucial obstacle is that students are the ones who receive the influence of the leadership of school principals and teachers who are role models. As objects of education, students have a position that has decisive potential in an interaction. Teachers are meaningless without the presence of students as subjects of guidance. However, in carrying out activities at school, supporting factors were also found in the success of the learning process in improving teacher performance, as follows:

- a. The school's physical building infrastructure is very good, especially the appearance of the entrance gate at the front. It is expressed and implied that the appearance of the gate is a direct or indirect promotion for prospective new students to enter and can attract public interest.
- b. The location of the school is quite strategic in front of the road, easily accessible to students and the community, adequate transportation facilities.
- c. SD Negeri 81 Manado is listed as one of the favorite public elementary schools in the Bunaken Darat sub-district.
- d. Human resources and supporting resources are available to support the smooth teaching and learning process.

External factors have a tremendous influence on increasing teacher performance productivity, as follows:

- a. Lack of cooperation and coordination between the school and the Manado City Education Office, especially the development of applicable regulatory materials or the adoption of certain policies to increase teacher performance productivity.
- b. The performance of school principals, deputy principals and teachers who demonstrate achievements in the field of education or academics does not receive special attention from the highest parties or agencies to increase motivation even better, there is no compensation (only limited to certificates).
- c. Old policies and regulations often change with the emergence of new regulations in the field of education so that school principals are always burdened with adjusting these provisions with a long concentration of time.

It can be concluded that these external factors are one of the factors and dilemmas in increasing teacher performance productivity. In the researcher's opinion, external factors are caused by (1) the absence of school regulations and higher agencies (Manado City Education and Culture) with school principals, (3) the increase in teacher performance productivity has not been maximized, (4) there is no moral encouragement as motivation for achieving productivity and performance of outstanding teachers to serve or assume the position of school principal.

From the description of the researcher's analysis of inhibiting factors both from within and outside, these are things that should be minimized, resolved optimally, and can be used as an achievement in increasing the productivity of teacher performance. Therefore, it is time for a person who is entrusted to be a leader as well as a principal, whether formal or non-formal, to carry out the main tasks and functions of management by guiding the competence and character of being a school principal based on applicable regulations.

Conclusion

1. The leadership of the principal of SD Negeri 81 Manado seems to still revolve around routine work, such as graduating one hundred students, teachers who have served at this school have served as principals at other schools, and teachers while carrying out their work are always in pleasant situations. However, the leadership of the school principal has not implemented professional management functions in planning, organizing, mobilizing and supervising school achievements, both in improving the performance of teachers and education staff and staff.
2. The productivity of teacher performance is still low and is limited to routine work as the conclusion of point one above, namely, carrying out the teaching and learning process or routine nature, especially the implementation of the teaching and learning process to fulfill performance as a teacher. However, the results of increasing teacher performance productivity are still low. The low achievement of teacher performance productivity is based on several factors, namely, low teacher motivation regarding performance productivity, relatively low cooperation between fellow teachers and with school principals, the absence of a concrete assessment of the performance of outstanding teachers to be given the opportunity to become a school principal or a higher position, and teachers are less interested in the position of principal.
3. Even though school principals in improving teacher performance are limited to routine work and have been programmed with the applicable system, the achievements in increasing teacher performance productivity are still low, the vision and mission have not been revised, benchmarks for productivity achievements through teacher performance have not been implemented, and operational standards have not been standardized. In fact, the principal's leadership of a normal nature has also been carried out, such as the principal in formulating policies with teachers, short discussions with teachers and students, creating environmentally friendly schools through mutual cooperation, and providing simulations for teachers regarding planning and supervision.

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