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THE ROLE OF SCHOOL PRINCIPAL PERFORMANCE IN IMPROVING TEACHER PERFORMANCE AND COMPETENCY AT THE ISLAMIC CENTER FOUNDATION, NORTH SUMATRA

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ABSTRACT

This research discusses the role and strategies of school principals in improving the performance and competence of teachers at the Islamic Center Foundation of North Sumatra. The history of the establishment of the North Sumatra Islamic Center involving community leaders and ulama is an important background in understanding the context of this research. The research method used is field research with a qualitative approach and descriptive methods. Data was obtained through observation and interviews. The research results show that the role of the principal at the North Sumatra Islamic Center Foundation is very significant in managing resources, providing guidance, and developing professional development programs for teachers. The strategies used include a focus on increasing teacher competency, adequate funding allocation, regular professional development, creating a conducive organizational culture, encouraging innovation, and providing awards for teacher achievements. Factors that influence the effectiveness of the principal's role include commitment and leadership, managerial skills, teamwork, and availability of resources and budget. Support from various related parties, including the ulama community and society, is also key in improving the quality of education and developing teacher professionalism at the foundation. This research provides an in-depth understanding of the role of principal performance in the context of Islamic education at the foundation, as well as describing effective strategies in improving the quality of education and developing teacher professionalism.

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INTRODUCTION

Educational progress is the key to national development. Education is an alternative for increasing potential. Education plays a significant role in improving the quality of human resources and has an impact on the development of a country. Education can improve an individual's knowledge and skills so that they become quality individuals, it is hoped that they can open up ways of thinking, broaden their horizons, master the use of science and technology so that they can contribute to the progress of national development. (Eva Milatul Qistiyah, 2020)

The provision of education is focused on efforts to improve the quality of education. Fulfilling the criteria in providing education requires preparation for human involvement in the continuity of education. Teachers determine the success or failure of education. Teachers as the main spearhead are required to be active as professionals. Mulyasa (2012:5) teachers are an important component of the implementation of education that impacts the quality of educational outcomes. Teachers are not only teachers but are also given the mandate to simultaneously guide and provide direction to students in the learning process. Teachers occupy a strategic position in preparing the nation's future through success in equipping students with the latest knowledge, forming characters with noble morals, a high learning ethos, and being ready to compete with other nations. (Eva Milatul Qistiyah, 2020)

The school principal has a very strong role in coordinating, mobilizing and harmonizing all educational resources available at the school. The leadership of the school principal is one of the factors that can encourage schools to realize their school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner. Therefore, school principals are required to have adequate management and leadership skills to be able to take initiative and initiative to improve school quality. Education is a way to make the nation's life more intelligent in order to realize the complete Indonesian human being. As a result, each component of the educational process must work in conjunction with each other. School principals, teachers and other educational staff who are able to support school activities are one component of education. (Alifa Nabila, et. al, 2022)

Teacher performance is a condition that displays the teacher's ability to carry out the tasks that are his responsibility as an educator at school in improving student learning achievement and the behavior displayed by the teacher during the teaching

and learning process. (Hardono, et. al, 2017) Meanwhile, Rudofl Kempa defines teacher performance as all the results/achievements that have been achieved by teachers in completing their work effectively and on target both as educators, mentors, coaches, instructors for students which can improve teacher professionalism in teaching. (Mahmud As Saqofi, 2021)

As professional staff, teachers are always obliged to develop their potential in accessing learning change methods and advances in science and technology.Teachers play a role, are responsible for planning and implementing learning at school. Therefore, teachers must seek and absorb the latest information in order to develop creative ideas so that teachers can create enjoyable teaching and learning situations for students. Therefore, supervision is needed which functions to develop teacher competence. (Emas Kurnianingsih, 2017)

Teacher performance can increase or decrease. This is influenced by several factors, including: the leadership behavior of the school principal, the involvement or empowerment of teachers in making decisions that determine the running of the school, whether organizational conditions are favorable or not, and welfare and opportunities for self-development at school. Education is a deliberate and well-thought-out effort. mature to shape and develop all the qualities, potential, interests and abilities of children so that they grow into spiritually, emotionally and intellectually intelligent human beings. So that the nation's children or generations develop into individuals who are devout and devout to Allah SWT, have noble character, are capable, intelligent, responsible, healthy, strong and independent. (Alifa Nabila, et. al, 2022)

North Sumatra has a number of Islamic education foundations which play an important role in providing religious and moral education to the younger generation. The North Sumatra Islamic Center Foundation is an Islamic educational institution that has a strategic role in developing the quality of Islamic education in the area. The principal has the main role as a leader in managing the school, including improving teacher performance and competency. An effective school principal is able to provide the direction, motivation and support needed so that teachers can improve the quality of teaching and learning.

Education in the modern era faces various challenges, including curriculum changes, demands for information technology, and the need for new skills.School principals need to be able to overcome these challenges with effective strategies to

improve teacher performance and competency. Good teacher performance is a key factor in achieving quality education goals. Through developing teacher performance, both in terms of learning, assessment and self-development, schools can provide better education to students.

School principals play an important role in developing teacher professionalism through quality training, coaching and supervision. Support and guidance from the school principal can help teachers continue to improve their quality and follow the latest developments in the world of education. By paying attention to these factors, it is important for the North Sumatra Islamic Center Foundation to consider the role of school principal performance in efforts to improve teacher performance and competency in order to provide quality education that is relevant to the demands of the times.

THEORITICAL REVIEW

1. Headmaster

Principal comes from two words, namely Head and School. The word Head can be interpreted as chairman or leader in an organization or institution. Meanwhile, a school is an institution where it is a place to receive and give lessons. Wahjosumidjo defines a school principal as a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where interaction occurs between teachers who give lessons and students who receive lessons. (Chairul Azuar, et. al, 2017)

2. The Role of School Principals in Improving the Quality of Education

School principals have an important role in improving the quality of education and are responsible for organizing educational activities, school administration, developing educational staff, and utilizing and maintaining facilities and infrastructure. Seeing the role of the school principal, the principal has the challenge of being able to carry out education in the school so that it is focused, planned and sustainable by establishing policies and providing ideas that can improve the quality of education. Efforts to improve the quality of education are closely related to effective leadership and management by school principals. Support from subordinates will be available and sustainable when the leader is truly qualified. Leadership is very important to pursue or improve the quality of education, because improving the quality of education is the desire of every school. Schools will be able to progress when the principal is

visionary, has managerial skills and integrity in carrying out quality improvements. (Ariadna Mulyati, 2022)

METHOD

This research is field research, namely research carried out in the field or research location to prepare a scientific report. The method used in this research is a descriptive method, namely research that is directed at finding and describing symptoms, facts, or events, systematically and accurately, regarding the characteristics of a particular population or sample. (Lexy J. Moleong, 2010) The approach used is a qualitative approach, namely an approach to obtain in-depth data or information to reveal the meaning of the data collected. Meaning is the actual information from a visible data value. (Sugiyono, 2014) Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.This method will help describe in detail and accurately the role of the principal in the educational context at the foundation, as well as provide an in-depth view of the factors that influence the performance and competence of teachers at the Islamic Center Foundation.The researcher's data collection techniques used observation and interviews.

RESULTS AND DISCUSSION

1. General description of the North Sumatra Islamic Center Foundation

OnIn 1980, the progress of the development of Islamic civilization in Indonesia experienced a very significant increase with the proliferation of Islamic boarding schools, both classical and modern, and the establishment of a center for spreading Islamic da'wah, known as the Islamic Center, which functions as an Islamic information center in the regions, including North Sumatra. The idea to establish the North Sumatra Islamic Center was initiated by the Provincial Indonesian Ulema Council (MUI). North Sumatra with several community leaders and ulama in North Sumatra. Among others; Alm. Drs. H. Abdul Djalil Mohammad (Chairman of the North Sumatra MUI), Drs. HA Muin Isma Nasution (Head of Islamic Education and Religion at the Regional Office of the Department of Religion), Dr. H. Maratua Simanjuntak (Lecturer at IAIN North Sumatra), Haji Probosoetedjo, Haji Raja Syahnan, Drs. Alimuddin Simanjuntak, Drs. Haji Ahmad A. Gani, Dr. H. Gading Hakim, Haji Baharuddin Lubis, Hajjah Fatimah Harahap, Haji Zainuddin Tanjung, Ir. Haji Nursuhadi, Hajjah Salmah

Lahmuddin Dalimunthe, Djanius Djamin, Taty Habib Nasution. Meanwhile, the main driver for the realization of the Islamic Center was the late Alm.

Mr Abdul MananSimatupang (Sekwilda Provincial North Sumatra), who was instrumental in providing land that was originally + 17 and finally only + 5.3 hectares for the construction of the North Sumatra Islamic Center Complex. The idea of building an Islamic Center in North Sumatra was welcomed not only by the North Sumatra Ulama Council but also by the Ulama Council level II throughout North Sumatra and through a joint recommendation supported the immediate construction of a North Sumatra Islamic Center. The results of the Ulama Council's recommendations were submitted to the Governor of North Sumatra and were welcomed by the governor. At the Islamic Da'wah seminar throughout North Sumatra which was attended by 163 ulama, zu'ama and Muslim intellectuals on March 23-31 1983, it was agreed that all the Ulama, Zu'ama and Muslim scholars who attended supported the idea of the Indonesian Ulema Council (MUI) Sumatra North to build the North Sumatra Islamic Center building. To manage the North Sumatra Islamic Center, a foundation was formed which operates in the field of developing North Sumatra Islamic education and da'wah with the name of the North Sumatra Islamic Center Foundation, having its address at Jalan Williem Iskandar/ Selamat Ketaren Medan Estate, Sidorejo sub-district, Medan Tembung District. Through the initiative of the late H. Abdul Manan Simatupang, who at that time served as provincial regional secretary (SEKWILDA). North Sumatra and also acting as chairman of the Islamic Center Foundation was finally able to drive the motor for building Islamic Center facilities and infrastructure so that several buildings were built which were considered suitable for educational facilities and Islamic information centers in North Sumatra.

2. The Role and Strategy of School Principals in Managing and Improving Teacher Performance at the Islamic Center Foundation of North Sumatra

In the worldIn education, the role of the principal is not only limited to being an administrator, but also as a leader who has a big responsibility in managing and improving teacher performance. School principals have a key role in creating a productive learning environment and supporting the growth of teacher professionalism. Therefore, it is important to understand the roles and strategies that school principals can use in managing and improving teacher performance.

In the context of the North Sumatra Islamic Center Foundation, the challenges and opportunities in improving the quality of education are very large. Through the

implementation of appropriate strategies, school principals can become effective agents of change in achieving these goals. Thus, this article will discuss the role and strategies of school principals in managing and improving teacher performance at the North Sumatra Islamic Center Foundation. The principal at the Islamic Center Foundation has a very important role in improving teacher performance and competency. As the main leader in the educational environment, the principal is responsible for various aspects that contribute to improving the quality of education at the foundation.

As the results of the interview with MrQuwahid, S.Pd, M.Si as Principal of the Tsanawiyah Islamic Center said that; (FatherQuwahid, S.Pd, M.Si, 2024)

> *"We as school principals are responsible for managing the available resources, including teaching staff. By allocating resources efficiently, school principals can support teacher competency development through training and professional development programs. And we usually provide coaching and guidance once a week to teachers to improve the quality of teaching and learning. Through mentoring and coaching sessions, school principals can help teachers identify areas for development and provide necessary direction. This program can include training, workshops, seminars and other development activities.*

Based on the results of the interview above, it can be concluded thatThe role of the principal at the Islamic Center Foundation is very important in improving teacher performance and competency. As the main leader in the educational environment, the principal has a big responsibility in managing resources, providing coaching and guidance, developing professional development programs, encouraging innovation, and providing recognition and appreciation to teachers. By playing this role effectively, principals can create an inspiring learning environment, support teacher professional growth, and improve the overall quality of education at the foundation.

As the results of the joint interviewIr. Parlindungan, S.Pd. as the principal of the Islamic Center Foundation Madrasah Aliyah explained thatThere are several strategies that school principals can use to achieve these goals: (Ir. Parlindungan, S.Pd, 2024)

a. Focus on increasing teacher competency: School principals need to pay special attention to improving teacher competency through training, workshops or professional development programs.

b. Providing sufficient funds to improve teacher professionalism: School principals must allocate adequate budgets to support teacher professional development.
c. Professional teacher coaching and development: School principals can provide guidance and direction to teachers in a structured manner to improve the quality of teaching.
d. Creating a comfortable organizational culture for teachers: School principals must create a conducive and supportive work environment for teachers so they can develop optimally.
e. Encourage innovation and progress in schools: School principals need to provide encouragement and space for teachers to innovate in teaching and learning methods.
f. Providing various awards for teacher achievements: Recognition of teacher achievements can be additional motivation for them to continue to improve their performance.

3. Factors that Influence the Effectiveness of the Principal's Role in Improving Teacher Performance and Competence

The effectiveness of the principal's role in improving teacher performance and competence is very vital in the world of education. As the main leader in an educational institution, the principal has a big responsibility in directing, guiding and developing the potential of teachers. However, there are several factors that can influence the extent to which a school principal can be successful in this role. In the context of the Islamic Center Foundation or other educational institutions, the factors that influence the effectiveness of the principal's role in improving teacher performance and competency are very diverse. Starting from leadership commitment, managerial skills, to support from various related parties, everything has a significant impact.

Several factors that can influence the effectiveness of the principal's role in improving the performance and competence of teachers at the Islamic Center Foundation or other educational institutions include: (Ir. Parlindungan, S.Pd, 2024)

a. Commitment and Leadership

   LevelThe principal's commitment and leadership in prioritizing the development of teacher performance and competency is very influential. School principals who have a clear vision and strong commitment will be able to inspire and motivate teachers to improve their performance.

b. Managerial Skills

The principal's ability to manage resources, plan professional development programs, and monitor teacher performance progress is also an important factor. Good managerial skills will help school principals in designing effective strategies.

c. Teamwork

The school principal's ability to build good collaboration with teachers, staff and other related parties also influences his effectiveness in improving teacher performance. Harmonious collaboration will create a work environment that is conducive to professional development

d. Resources and Budget

The availability of physical, financial, and time resources also plays an important role in a school principal's effectiveness. School principals need to be able to allocate resources wisely to support teacher performance development programs.

By paying attention to the factors above, school principals can increase the effectiveness of their role in managing and improving the performance and competence of teachers in educational institutions.

CONCLUSION

In 1980, the development of Islamic civilization in Indonesia experienced a significant increase with the presence of Islamic Centers in various regions, including North Sumatra. The North Sumatra Islamic Center development initiative involves various community leaders and clerics who are committed to providing an Islamic information center that functions as a means of da'wah and developing Islamic education in the area.

The role of the principal at the North Sumatra Islamic Center Foundation is very important in managing resources, providing guidance, and developing professional development programs for teachers. Through approaches such as training, mentoring and regular coaching, school principals can support the growth of teacher professionalism and improve the quality of education at the foundation. School principals at the North Sumatra Islamic Center Foundation use various strategies, such as focusing on increasing teacher competency, allocating sufficient funds, professional development, creating a comfortable organizational culture, encouraging innovation, and providing awards for teacher achievements. These strategies aim to

create an inspiring learning environment and support teacher professional development.

Several factors that influence the effectiveness of the principal's role include commitment and leadership, managerial skills, teamwork, and availability of resources and budget. School principals need to have strong commitment, good managerial skills, be able to build harmonious collaboration, and allocate resources wisely to achieve the goal of improving teacher performance and competency. Thus, the role and strategy of the school principal in the context of the North Sumatra Islamic Center Foundation is vital in improving the quality of education and developing teacher professionalism. Support from various related parties, including the ulama community and society, is also an important factor in the success of this effort.

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