

Application of Principal Management to Improve Teacher Performance during the Covid 19 Period in Elementary Schools

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Abstract

This study aims to: 1) find out the principal management program in improving teacher performance during covid 19 learning at SD Negeri 030 Sabbang Loang, Baebunta District, North Luwu Regency, 2) find out the application of principal management in improving teacher performance during covid 19 at SD Negeri 030 Sabbang Loang, Baebunta District, North Luwu Regency, 3) knowing the results and evaluations faced by teachers during the learning process on covid 19 at SD Negeri 030 Sabbang Loang, Baebunta District, North Luwu Regency. The research method uses a qualitative approach; this type of research uses descriptive research. For data collection, researchers used interviews, documentation, and observation. The results of the problems obtained by researchers are as follows: 1) the principal management program in improving teacher performance during the covid 19 period, the next program carried out by the school is offline to provide convenience to students who do not have technological equipment such as android phones or networks. This program is carried out during the pandemic so that the learning process can continue to run well. The Education Office has created a program during the pandemic to make it easier for students and teachers to carry out the distance learning process. 2) Implementation of principal management in improving teacher performance during covid 19, the management process carried out by school principals through several stages as follows: a) planning b) implementation and c) supervision. 3) Results and evaluations faced by teachers during the learning process in covid 19,

Keywords: *Application of Principal Management, Teacher Performance and Covid 19*

Introduction

The principal is a guide as management in the school environment, and teachers act to improve their performance. The principal's actions can change the school environment, both in terms of facilities and infrastructure, teachers and staff. Principals have different ways to provide action to change the quality of education in each school. In addition, the principal's actions as management can help improve teacher performance in realizing a change in teachers' abilities.

The principal sees the teacher's performance in the online learning process as it has been going on for almost ten months; the teacher carries out online learning activities, so the principal takes action differently. First, the principal sees the teacher's ability in learning activities by knowing the programs that each teacher has. Second, principals assess teacher performance by paying attention to teacher mastery in the use of learning media.

There are many problems and obstacles encountered in online learning, namely the limitations of the network in the school environment so that principals carry out teacher activities at certain points to carry out the learning process.

The distance between students and meeting points is a lot because the rules are 5 to 10 for one point of face-to-face activity through the education office program, namely GSS (Teacher Friends of Students), making it difficult for teachers to do face-to-face learning. In addition, the obstacles faced by teachers include the ability of students and parents to use cellphones so that one of the actions taken is to divide activity points to students in one place. However, the program carried out by school principals and teachers using the GSS (Teacher Sahabat Siswa) program helps make it easier for parents and students to carry out the online / distance learning process. So that researchers are interested in researching schools on the application of principal management to improving teacher performance during the Covid 19 period at SDN 030 Sabbang Loang Baebunta Luwu Utara.

The principal assesses the teacher's performance in carrying out program activities so far; the principal works with the education office unit to provide convenience to teachers and parents in online implementation by dividing learning points both at the time of the learning process at home and when doing outside the home environment.

The principal is a functional teacher who is given the task to lead a school where the teaching and learning process is held or where there is the interaction between teachers who give lessons and students as recipients of lessons.

The position of the principal as a leader in the school is a big responsibility for anyone who serves him. The principal is the leader who carries out education management in every school to improve the quality of education. In line with this, the principal should have a leadership spirit that can direct, motivate, and raise the spirits of teachers, employees, and students. The principal as a leader must have a special character, namely personality, basic skills, experience and professional knowledge, and administrative knowledge. The abilities that must be possessed in the leadership of the principal are as follows: The ability that the principal must realize as a leader can be analyzed from the personality, knowledge of education staff, vision and mission of the principal,

The role of the principal is indeed very complex. In addition to playing a role in managing schools to be effective and efficient, principals must also be able to improve teacher performance. Susanto stated that an increase in teacher performance in learning could be achieved if the principal can spur teachers to seriously improve teachers' performance and with high dedication to the task at hand. Therefore, without adequate support from the principal for improving teacher performance, the teacher will never carry out his duties, namely educating, training, guiding, and developing the potential of each student to the fullest. Thus, to improve the quality of teacher performance,

Although the principal has such complex responsibilities, efforts to improve teacher performance must still be carried out. Therefore, principals should focus more attention and make various efforts on teaching leadership. This condition is because the principal as a teaching leader is a model, trainer, facilitator, and mentor, not a guardian or teacher of teaching. Therefore, when the principal supervises the teaching of teachers in the classroom, the principal may not act as an evaluator or judge. However, when the principal supervises, he must apply five important principles, namely (1) consultative, collegial, and not hierarchical relationships, (2) implemented democratically, (3) teacher-centered, (4) based on needs, and (5) professional assistance (Gaol, 2018).

The benefit of this research can be to give more approaches to parents and teachers during the learning process. The approach is better able to know the conditions both experienced by

students and parents. The function of this research can provide insight to teachers to better guide students and better approach students and parents. In addition, researchers can find out the online learning process that researchers have never done before.

Method

This type of research is qualitative research that describes and examines the real condition of the object of research based on the data concluded (Hadari Nawawi, 2005). Thus, this research study seeks to collect objective data or information in the field regarding the application of teacher performance management during the covid 19 periods at SDN 030 Sabbang Loang Kec. Baebuna, Kab. Luwu.

This research involved the principal, class teacher/ homeroom teacher, subject teacher, and school staff. Data were collected using observation, interview, and documentation techniques (Abdurrahmat Fathoni, 2006; Arikunto, 2010). The researcher uses the data triangulation method, which strengthens data obtained from various sources as evidence of the findings. Triangulation is a technique that is checking data from various sources in various ways and at various times.

Data analysis carried out include:

1. Data Collection (data collection)

Collecting data in the research "Principal's Assessment of Teacher Performance Improvement," where researchers will take data related to the management of school principals in terms of planning, implementation, and evaluation. In comparison, the teacher's performance data takes the learning planning in the syllabus, lesson plans, annual programs, semester programs, and assessments.

2. Data Reduction

Based on the data collected, the researcher will have several teachers who will serve as samples as the author's research material so that they will be able to provide more effective and easy-to-understand ones. The sample of teachers taken is the class teacher/homeroom teacher of 4 people.

3. Data Display

the next activity the author performs the presentation of data to retrieve data by the research to provide convenience to collect the author's analysis based on the authors' observations

4. Conclusions Drawing/ Verifying

After the data is presented, in this study, conclusions will be obtained. The conclusions obtained are a summary of the research results.

Results and Discussion

Principal Management Program in Improving Teacher Performance During the Covid 19 Period

As for the observations of the principal's management program researchers in improving teacher performance, namely as follows: 1) online and offline, 2) curriculum and 3) learning,

this is the strongest said by the principal that, according to the principal, Rudianto, S.Pd. In addition to providing SD programs directly from the government online and offline, there are also programs carried out in schools, namely curriculum, and learning, a learning program that cannot be separated from teachers' performance.

The curriculum used in schools is a simplified 2013 curriculum related to covid 19. Teachers make a simplified curriculum during covid 19 related to activities in groups. In learning activities, the teacher makes a daily activity report in the learning process as evidence of carrying out the learning process.

Daily report activities consist of date/day, materials, and learning activities. Teachers make daily activity reports as physical evidence in carrying out their duties and responsibilities as teachers.

Implementing the learning process is still carried out even though students are still closed by the government while teachers continue to carry out activities as usual. The only difference is the process. The actual process is to meet and meet face to face with students, while during covid 19 teachers do it online and there are also in-person but still different.

In the traditional learning paradigm, the teaching and learning process usually occurs in the classroom with the teacher's presence in the classroom and rigid schedule arrangements where the teaching and learning process can only apply at a predetermined time and place (Yuliani, 2020). However, according to Horton, online learning is related not only to delivering learning but also to creating a learning experience.

In this case, the principal continues to carry out inspections related to the teacher's learning curriculum in order to improve teacher learning during the covid 19 periods, and this is related to the results of the interview with the principal of SDN 030 Sabbang Loang, one of which is developing and mastering curriculum programs. Properly so that the principal conducts personal supervision to the teacher to control and directly check the curriculum used, and the curriculum used is the k13 curriculum and follows developments based on covid 19 learning.

a. Curriculum

The most important things that need to be explained in curriculum theory are at least three concepts, namely 1) curriculum as a substance, 2) curriculum as a system, and curriculum as a field of study. The curriculum as a substance is a curriculum given learning in schools or a set of goals to be achieved. The curriculum as a system, namely the curriculum system, is part of the school system, education system, and community system. A curriculum is a unit in which the components are interrelated. For example, one curriculum system includes personnel structures and work procedures. Curriculum as a field of study, namely the field of curriculum study, a field of study by curriculum experts.

Curriculum as a learning plan, the curriculum is an educational program provided to teach students. With this program, students carry out various learning activities so that changes and developments in student behavior occur by education and learning objectives.

Regarding curriculum management, it cannot be separated from teacher performance; in the observations of curriculum researchers, it is the pillar of education; without a curriculum, teachers cannot carry out the learning process. Therefore, teachers cannot improve performance in developing their abilities and skills.

b. Learning

Learning activities are the core of the implementation of education characterized by classroom management activities, the use of media and learning resources, and the use of learning methods and strategies. These tasks are the teacher's duties and responsibilities, which optimally requires the teacher's ability in its implementation.

Learning is a face-to-face process carried out between teachers and students, but there are obstacles with covid 19 students who have android cellphone facilities, teachers and students do distance learning using Whatsapp groups so that learning continues, but if students do not have cellphones, so the teacher gathers students and conduct face-to-face meetings by following the COVID-19 protocol.

Regarding the distance learning pandemic, from the researchers' observations that the learning process is now very different from face-to-face because, in distance learning, especially online, the teacher still does not master the right media and strategies according to distance without face-to-face meeting. Distance learning teachers still do not master the use of media, and learning strategies are not optimal.

Application of Principal Management in Improving teacher performance during the Covid 19 Period

Based on the research results, the next researcher will analyze the research results in descriptive analysis. Finally, to analyze the study results, the researcher will interpret the author's interviews with several informants.

The management process carried out by the principal goes through several stages as follows: 1) Planning, 2) Organizing, 3) Supervision

a. Planning

Programs to improve teacher performance are implemented in schools to determine the level of ability of each teacher.

In the context of learning, planning can be defined as preparing subject matter, using instructional media, using learning approaches or methods, and assessing an allocation of time that will be carried out at a certain time to achieve the specified goals. PP RI no. 19 of 2005 concerning National Education Standards article 20 explains that; "Planning the learning process has a syllabus, planning the implementation of learning that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes" (Abdul Majid, 2005). The researcher's observation that planning is something that is prepared to be done by determining goals before taking action on a program to improve teacher performance abilities.

In the context of learning, planning is defined as adjusting the subject matter, the use of teaching media, the use of learning methods at one time which will be carried out in the next semester to achieve the specified goals. Lesson plans can be made for one year, which is called an annual program. In the learning process, planning and arranging to learn is the teacher's duty, the teacher's hand.

According to Bintoro Tjokroamidjojo in Sa'ud and Makmun (2007) states that "Planning in the broadest sense is nothing but the process of systematically preparing activities that will be carried out to achieve certain goals." Meanwhile, according to Kauffman in Fattah (2006) states

that "Planning is the process of determining goals or targets to be achieved and determining the paths and resources needed to achieve those goals as efficiently and effectively as possible."

Learning planning is related to learning programs between teachers and educators; learning planning is a teacher's guide as a teacher's teaching material in delivering and implementing the learning process. It includes syllabus, lesson plans, assessment/evaluation, annual programs, and semester programs related to learning planning.

It is important to implement or make plans to prepare the learning process activities in starting a learning teacher. The importance of planning can provide convenience to the teacher so that the learning process is not missed and not easily forgotten.

The learning process is very influential with the initial stage in making plans in advance; the initial step in carrying out learning activities is to explain their preparation in carrying out learning activities. Therefore, learning planning cannot be separated from the teacher because learning planning is the initial foundation in building something.

Associated with teacher performance management needs to be supported by the professionalism of teachers; First, the teacher usually does the work autonomously and devotes himself to service users accompanied by a sense of responsibility for his professional abilities. The term autonomy here does not mean denying collegiality, but it must be given the meaning that the work carried out by a person with a profession is truly by his expertise. Second, it means a person's performance or performance in doing work by his profession. At a high level, the performance contains elements of tips or art that characterize the professional appearance of a person with a profession. These arts or tips cannot be studied specifically, although they can be honed through practice (Sudarman Danim, 2002).

b. Organizing

According to Winardi in his book *Management of Organizational Behavior*, it is explained that "Organizing means changing plans into actions with the help of leadership and motivation (Winardi, 2007). As said by the principal in organizing the plan, what is applied is making a schedule for the teacher in the implementation of learning. The process of distributing the schedule for teaching and learning activities is carried out in stages through a task-sharing meeting held at the beginning of the school year. Then the construction of learning tools is carried out. Finally, the division of teaching tasks is adjusted to the curriculum's structure and content at SDN 030 Sabbang Loang and pays attention to the qualifications and competencies of certified and uncertified teachers.

The discipline program is a disciplinary program implemented by the principal and assigns picket scheduling assignments to teachers so that the principal can easily see the presence and activity of teachers in carrying out their learning. Discipline programs and division of labor programs are carried out as principal management in improving teacher performance to see the ability and cooperation of teachers.

In addition to teacher performance, principals also look at teacher learning tools in implementing and compiling reports in learning tools starting from lesson plans, annual programs, semester programs, and assessments. The principal makes this program so that the principal can control and see the abilities and skills of teachers in the progress of teacher performance.

c. Supervision

During this covid 19, supervisors continue to come to schools to see the activity of teachers in the implementation of the learning process; besides that, I, as the principal, work with supervisors to pay attention and guide teachers' performance so far. Therefore, supervisors visit schools and see the activities and activities of our teachers as teachers and supervisors work together to develop the quality of school management.

Regarding researchers' observations, teacher performance development directly links principals and supervisors because these two aspects cannot be separated. Therefore, principals and supervisors work together to develop and improve so that teachers can have good performance in carrying out their duties to develop the competencies possessed by each teacher.

Teacher performance is seen from the abilities, skills, and competencies possessed by each teacher. About teacher performance, supervisors conduct and provide assessments of 8 content standards that must be completed by teachers and supervisors, eight content standards, namely as follows: facilities and infrastructure, content standards, process standards, assessment standards, graduation standards, management standards, standards for educators and education, and financing standards. Eight content standards are one of the principal management in improving teacher performance. Teachers need to fill in deficiencies related to content standards, process standards, and assessment standards in these eight standards. Thus, it is to see teachers' ability and performance while compiling eight content standards.

Results and Evaluations Faced by Teachers During the Learning Process In Covid 19

In Gibson's theory, teacher performance is influenced by two groups of variables, namely individual variables, organizational variables, and psychological variables. About this research, individual variables include mental and physical abilities and skills (in this case, the ability and skills in understanding the curriculum),

The principal supervises teachers to provide assessments in understanding the curriculum, including learning tools such as syllabus, lesson plans, mid-semester assessments, and end-of-semester assessments.

a. Assessment Based on Teacher's Pedagogic Skills

Planning is a preparatory process to determine the things to be achieved (goals) in the organization and determine educational needs to achieve the goals carried out for the future. In addition, planning is an effort to determine what needs to be done.

Before carrying out learning activities, teachers are required to make plans in implementing the learning process. Teachers must make learning tools such as lesson plans, mid-semester assessment syllabus, and end-of-semester assessments. The importance of the curriculum to develop lesson plans as a guide for teachers for the learning process. So that the principal assesses teachers who have good performance, good performance teachers complete learning tools based on the applicable curriculum. Because the principal assesses the teacher, one of the valued things is the curriculum owned by the teacher.

The interview results above show that in addition to lesson plans, the learning tools prepared by teachers are annual programs, semester programs, SK and KD mapping and assessment, KKM, syllabus, lesson plans, teaching materials, and analysis and questions. It is in line with the

results of interviews with the deputy head of the curriculum and documentation studies conducted on teacher learning tools

b. Teacher Performance Assessment in Personality Competence

Personality is the whole of the individual consisting of psychic and physical elements, meaning that all attitudes and actions of a person are a picture of that person's personality, whether or not his personality determines a person's image. This personality will determine whether he becomes a good educator and coach for his students or becomes a destroyer or destroyer for students' future. Therefore, personality is a mirror of the image of a teacher and will affect interactions for teachers and students.

Teachers who have good personalities will influence and generate a willingness to be active in student learning and increase dedication in doing work, with good results that can satisfy superiors giving the task and other parties.

c. Teacher Performance Assessment in Social Form

Cooperation must be applied in establishing relationships between teachers to create a harmonious, harmonious, and prosperous relationship. Based on the results of researchers' observations conducted by teachers at SDN 030 Sabbang Loang, they are;

1. Apply the 3S, namely smile, greet, and greeting.
2. Collaborate in happy and sad activities. For example, in love activities, teachers are usually invited to attend to other members of the teacher's family. Then in mourning activities, for example, if one of the teacher's family members is having a disaster, the other teachers help relieve and visit the teacher who has the disaster.
3. Picket teacher system. Every day the teachers who get picket turn consist of 4-5 teachers. Teachers who are picket must work together in controlling, supervising students, classes, and the school environment both in terms of school cleanliness and classes left by teachers who teach. Indirectly, this system will strengthen friendship and cooperation between teachers.
4. Monthly meeting. Monthly meetings are held at the end of each month. This monthly meeting aims to serve as a forum for teachers to express their grievances during the month. In this meeting, the teachers are open to each other to express their individual opinions.

In addition to the teacher's knowledge seen by the principal, the principal assesses the teacher based on the collaboration between parents and fellow teachers. The government is still implementing the Distance Learning (PJJ) system in the first semester of the 2020/2021 school year. It is due to the high graph of the increase in the number of victims of Covid-19. This distance learning uses an Online and Offline system, especially for still in the red zone. At least three obstacles that I found in learning the online and offline system include First, IT mastery, especially using an Android cellphone and a slow internet network. Online and Offline learning systems can work effectively if the internet network is good.

On the other hand, when the internet network is bad/bad, the online teaching and learning process (KBM) will automatically be hampered. Not to mention some students make ridiculous excuses. Many students prioritize bad networks and then discourage their intention to participate in online learning activities. It is very likely to happen. Moreover, the principal and teachers cannot directly control their presence at home. Second, the internet quota is limited. Parents who are affected by Covid -19 will find it difficult to buy an internet quota. Especially parents

who are economically inadequate. It needs to be carefully considered by the school and the Ministry of Education and Culture. Sorry for the parents too. They have been burdened by being laid off by the company and the burden of having to buy an internet quota. Third, KBM is not effective. Online and offline learning systems are certainly not as effective as learning in schools. It happens due to several factors. For example, reducing teaching hours. Teachers who usually teach for 4 hours at school are forced to only teach for one hour. Fourth, there is a distance of points where student study groups are far apart, even up to 3 km for one study meeting point, making it difficult for teachers to carry out the teaching and learning process. Fifth, students will have difficulty understanding a lot of material in a relatively short time. Especially dealing with Mathematics, Religion, and PJOK subjects. These three lessons certainly take quite a long time because of the many derivations of the formula. That means one hour is not enough time. Of the three difficulties above, there must be a solution, from both the school and the government. There are at least two solutions that I offer. First, government and school assistance. Regarding parents who have difficulty getting internet quota, I think the government needs to be present and even provide an injection of funds. The government does not only make regulations and learning policies through the Online and Offline system in every school.

So is school. There needs to be special assistance for economically disadvantaged parents, especially students whose parents have been affected by the corona virus. For example, being laid off by the company, the place where they are looking for marriage. Second, regarding the less effective KBM. Schools and their staff need to find their way so that the material being studied can be understood by students as much as possible.

In addition to these obstacles, another obstacle faced during offline learning is the poor signal on television or radio broadcasting educational programs. For these things, Junie suggested that teachers record the event and share it with students or their guardians, one of which is through WhatsApp (WA), so that the learning process continues.

d. Teacher Performance Assessment in Professional Form

The teaching profession is increasingly becoming a concern with changes in science and technology. One of the teaching professions is mastering the field of knowledge and technology, and this is by the progress and developments applied to the learning process. Covid-19 learning, teachers are required to master technology because teachers do distance learning. So that teachers need to know technology, both cellphones, and laptops.

Conclusion

The problems obtained from the thesis research with the title Application of Principal Management on Teacher Performance Improvement at Sdn 030 Sabbang Loang Kec. Baebunta Kab. North Luwu researchers concluded as follows:

1. Principal Management Program in Improving Teacher Performance During the Covid 19 Period

One of the programs carried out during covid 19 was conducting online teaching and learning processes through several applications, and the Lutra Education Office again launched several programs to support the learning process. "The first innovation we do is Inspirational Teachers."

The school's next program is offline to provide convenience to students who do not have technological equipment such as Android phones or networks. This program is carried out during the Pandemi period so that the learning process continues to run well. In addition, the

education office made a program during the pandemic to make it easier for students and teachers to carry out the distance learning process.

2. Application of Principal Management in Improving teacher performance during Covid 19

The management process carried out by the principal goes through several stages as follows: 1) implementation. 2) planning and 3) monitoring. Implementation From the study results, the principal's program, especially the principal's management, was related to implementing the covid 19 learning. First, the principal made a learning program both online and offline. Second, planning, the principal follows the program from the education office to prepare learning plans. Third, the planning carried out by the teacher carries out disciplinary activities, work programs, and further studies. Third, supervision, duties, and responsibilities of the principal as supervision to be able to see directly and guide teachers in improving performance; supervision is carried out by looking at the curriculum carried out by the teacher.

3. Results and Evaluations Faced by Teachers During the Learning Process In Covid 19

The results and evaluations faced by teachers during the learning process during COVID-19, the principal assessed the teacher by looking at pedagogy, personality, social and professional. There are 14 assessments carried out by school principals on teacher performance, namely: 1) recognizing the characteristics of educators, 2) Mastering Learning Theory and the principles of Educative Learning, 3) Curriculum Development, 4) Educational Learning Activities, 5) Understanding and Developing Potential, 6) Communication With Students, 7) Assessment And Evaluation, 8) Act By Indonesian National Religious, Legal, Social, And Cultural Norms, 9) Show Mature and Exemplary Personality, 10) Work Ethic, High Responsibility, And Proud To Be A Teacher, 11) Be Inclusive, Act Objectively, And Non-Discriminatory,

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