

Principal Leadership Policy in Improving Effectiveness Performance Teacher at Raja Ampat Elementary School

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ABSTRACT

This research is intended to describe 1) leadership policies to increase the effective performance of teachers on a school Base; 2) constraint policy leadership which obstructs the effective performance of teachers inside; and 3) solutions based on leadership theory that can improve the effectiveness of teacher performance. This research uses qualitative research methods and studies cases done in Raja Ampat Elementary School with three informants, which consist of head schools, civil servants, and non-PNS teachers. Research findings show that 1) policy the principal's leadership in solving school problems by recruiting additional teachers, sharing teaching hours with newly hired teachers, and providing administrative tasks to administrative workers to increase performance effectiveness Teacher. Policy head school influences the performance of several teachers; 2) constraint school management faced by school principals in decision making caused by several teacher and worker administration with no discipline, no capable, and unskilled; and 3) solutions created by the principal to improve the effectiveness of teacher performance includes teacher participation in every school activity can increase performance Teacher. To increase performance teacher, teachers who are more active and creative are given additional financial rewards, while teachers who cannot afford it and have no skills are sent for follow-up training on knowledge, skills, and enhancement competence.

Keywords: teachers performance, policies, leadership.

INTRODUCTION

Process going to unit education as school Which quality Of course face there are many obstacles, it's not as easy as talking about it. Lots of problems, okay Which nature internal nor external Which faced by unit education. Tall And low quality of education is closely related to the quality of the head's leadership school And the quality performance Teacher. If a head school is competent in the field even though he has limited teacher resources, he will able to maximize this limited potential. The statement refers to Wahlstrom and Louis (2008) that: "Both teachers and principals create conditions for rich dialogue about improvement. For example, allocated time and supportive school policies are critical to the formation of professional community, and both are influenced by the school's formal leadership".

Success head school in leading his school will have an impact on the enhanced effectiveness performance of Teachers. Head school is person or personnel education Which own role big in reach success management something school, whereas Teacher on position other role big in determine success process Study teach. Based on a study done by Uray (2013), the head school leader is very influential And determines the progress of his institution with his ability to administration, has high commitment, and is flexible in carrying out his duties. Unit education Which quality Of course face various constraint And problem Which the solution must looking for by head school so that can become school Which more Good. Wrong One constraint That can influence the progress school is the decreasing effectiveness of the Teacher in operating his task. This decrease in performance is influential on educational unit because teachers have that role very big in process implementation education. Based on observation from Previous researchers, among the problems faced by teachers at Raja Ampat Elementary School is a lack of level discipline, Which causes decreasing effectiveness performance of Teachers. For example, civil servant teachers come half an hour early to fill out the list of attendance, while non-PNS teachers often arrive late. Disciplinary violations done by Teachers and civil servants caused by severe injustice That they experience. Teacher Civil servants Who fill in the list present appropriate time will get allowance addition from the Regional Government while additional allowances are not given to non-teachers civil servants.

Problem other Which cause decreasing effectiveness performance Teacher is No exists fund For para Teacher Which teach more from amount O'clock Which has set that is 24 O'clock in a week. Average Teachers in school teach between 36-44 O'clock in a week. Excess O'clock teach That caused a lack of power educators in the school. Matter That Also causes exists double position, thus making teachers feel overwhelmed in carrying out their duties as educators. In connection with the problems mentioned above, school principals need to make a policy To overcome them Because matter is very required To respond to the problem, the method of recruiting Teachers is so that the excess burden of O'clock teachers can reduced. Besides That, the head school does evaluations on process teaching so that Teachers can innovate and be more active in process learning. With this, students Do feel fed up with the method taught, Which is used by the Teacher. In on all That, head school Keeps going, trying to fulfill the means And infrastructure That require Teachers to that can increase performance, Which is not effective in teaching, nor is administration. Along with program recruitment Teacher, Darling-Hammond (2005) says that: "Pathways for recruiting and preparing teachers. First, the results suggest

that, in the best of circumstances, there are benefits to recruiting fully prepared teachers who can launch their careers at a higher level of effectiveness”.

Based on several problems that have been stated above, researchers conducted a deeper study of the Principal's Leadership Policy in Increasing the Effectiveness of Teacher Performance at Raja Ampat Elementary School with problem formulation as follows:

1. How does policy leadership enhance the effectiveness performance of Teachers in Raja Ampat Elementary School?
2. How constraints Are faced by the head school in the enhancement of the effectiveness of teacher performance in Raja Ampat Elementary School?
3. How solution has the head school enhanced the effectiveness of teacher performance in Raja Ampat Elementary School?

Thereby, researchers study more on How head schools operate system management education based on standard national education.

RELATED WORKS

Policy

Concerning policy, Suwitri, S. (2008) states that policy is a series of actions proposed by a person, group, or government in a country environment certain to show obstacles and chance- an opportunity for the implementation of the proposed policy to achieve a specific purpose. In implementing education policy, there are two optional steps What can be done is implementing it directly and through policy derivative from public policy. O'Toole Jr. L. J. (2000) States that: “Policy implementation is what develops between the establishment of an apparent intention on the part of the government to do something, or to stop doing something, and the ultimate impact in the world of action.”

In the school context, school policies are made by elected people responsible for making educational policies, such as school boards Another element that is given the authority to make policies is the school principal supervisor, or a party authorized to manage the policies of the boarding school (Typhoon, 2016). Furthermore, Sanderson (2002) States that: “ If an evaluation is to fulfill its potential for driving policy learning, it must be fully integrated into the ongoing discourse, able to sustain advocacy of the 'evidential voice' and help policymakers to think more intelligently about the domain in which they worked.”

Policymakers always think critically about the domain where they Work. Because maker policy in study This is head school, of course, the policy is taken after paying attention to related matters with Raja Ampat Elementary School.

Policy leadership head school

The principal, as the highest leader in a school, must have a policy to influence his subordinates. This is in line with what was conveyed by Ekosiswoyo (2016) that "leadership is somebody Which influences and moves a person to reach the objective Which is desired.” Furthermore, in the

explanation of more natural general leadership, Sanderson (2002) states that: “leaders motivate their followers to achieve difficult goals by expressing a personal value system that includes such values as justice and integrity, thereby uniting followers and changing their attitudes and beliefs.”

If linked with context leadership school, from opinion, it can be concluded that the principal's policy was to be responsible for giving motivation, moving, And controlling performance. The Teacher even influences his subordinates to do more optimally and effectively. Head school is Wrong One component of education Which is the most important role in improving the quality of education. The principal is a man of power and a functional Teacher Who given the task of leading a school place where the teaching and learning process is held or where teacher interaction occurs lessons and students receive lessons. Blasé, Jo (2000) states that: “principal's leadership reflected a firm belief in teacher's choice and discretion, non-threatening and growth-oriented interaction, and sincere and authentic interest. Teachers were not forced to teach in limited ways, nor were they criticized by their instructional leaders”. More specifically about the leadership of school principals, Nir, Adam (2006) stated that: “In the educational realm, empirical evidence suggests that principals significantly influence teachers' experiences on the jobs.”

As for management, in a general way, it is a process activity That starts from planning, organizing, implementing, leading, and controlling business para member organization as well as utilizing all over sources Power organization to achieve predetermined goals. The principal is the person responsible for managing the organization and supervision. Truly, the role of a supervisor in modern organization education requires a supervisor who is more independent and can increase objectivity in coaching and carrying out their duties. The principal must be capable of carrying out various supervision and control to improve energy performance education. Supervision And control This is control so that activity education at school is directed on an objective Which has been established. As a manager, a head school must be capable of giving instruction and supervision, increasing the willingness of educational staff, opening up communication between two directions, and delegating tasks. The principal must have special character, including personality, basic skills, experience, and professional knowledge, as well as knowledge of administration and supervision. To increase effectiveness performance, Teachers and employees at school principals find it difficult to understand the nature or characteristics of their subordinates. Constraint was other Which faced by a head school are means and infrastructure school, which not yet supported.

Effectiveness Performance Teacher

Effectiveness is the achievement of something easy learning process students learn, in terms of the relationship of a particular teacher who teaches a group of students certain situations, in certain situations to achieve instructional goals particular assessed by competent people and equipped with appropriate facilities adequate (Karweti, 2010; Setiyati, 2014) Based on the opinion above, understandable that effectiveness is achieving the goal of something that is done correctly so that what is desired can be successful as expected. Effectiveness This can be measured after achieving something objective learning. If learning Not yet achieve the goal, then it can be said that learning is not effective. In the process, Teachers can generate activities that achieve learning goals. Deep effectiveness learning,

Of course, must supported by various parties, including maker policy, like the head school, teacher, person old, and others.

Teachers are the spearhead of educational success, so they are required to work professionally and effectively in achieving learning goals and Study. Performance is performance or work results of quality and quantity achieved by somebody in carrying out the task, which is charged to her based on skill, experience, And sincerity (Mangkunegara, 2000; Hasibuan, 2001). At the same time, Dunda states that the performance of a teacher can assessed from the aspect of ability base, which must be owned by a teacher professional (Rahman 2005). Furthermore, evaluations are given to teachers in the process. Teaching and learning can increase productivity and effectiveness. This is what was put forward by Taylor and Tyler (2012) as follows: "We found that teachers were more productive and effective during the school year when they were being evaluated, but even more productive in the years after evaluation."

From the several definitions above, it can be concluded that teacher performance is the teacher's ability to carry out his duties as an educator based on proficiency and experience in frame coaching students to reach objective learning achieved. Teachers work and carry out tasks more productively and effectively when assessed by an authority such as a school principal or supervisors by paying attention to their competencies. Based on Regulations Minister of National Education of the Republic of Indonesia Number 16 of 2007, there are four competent Teachers, i.e., competence (1) pedagogical, (2) personality, (3) social, And (4) professional. The fourth competency is integrated into teacher performance. Thereby, management performance is approached strategically and integrated to arrive at success in a way sustainable to the organization to use repair performance teachers by developing the abilities of the teacher's peer team and teacher contributions as individuals.

Performance Teacher Which Effective no regardless of several factors That influence it. First, factor individual from Teacher Alone Where Teacher must increase self in knowledge, Skills, truest self, and motivation Work in carrying out his duties. Second, the manager's quality factor is internal leadership, which provides direction and encouragement that motivates teachers to work harder and Spirit. Third, the work team factor supports and collaborates in teacher work to help when teachers face problems in their duties. Fourth, leaders pay attention to and provide teacher work facilities, creating a culture conducive to work in school organizations. Fifth, contextual factors are related to internal and external changes that teachers must pay attention to. The fifth factor is the enhanced performance of Teachers, which is more effective and productive.

METHOD

This research design uses a qualitative approach because the researchers and informants do connect directly. Study This was done in Raja Ampat Elementary School. Data in study This is information given by source data that is subject study, which consists of head schools, civil servant and non-civil servant teachers. Data collection was carried out using interview deep, observation, notes

field, And documentation. Analysis data refer to the formula Miles and Huberman, which held in a way simultaneously with process collection data. The steps to collection data started with collection data, reduction data, presentation data, and taking decisions. Test validity data in the study This done with perform triangulation data.

RESULTS AND DISCUSSION

Principal policies in increasing the effectiveness of teacher performance

Based on the findings of the study through interviews deep with the head school And strengthened with results of interviews with teachers, civil servants, and noncivil servants, and civil servants, several results studies related to policy Which is done by head schools as follows:

Steps Determine Policy

In connection with the policy determination carried out by the school principal, then It was found that several steps were taken by the school principal in determining policy as displayed in the excerpt following the interview This: "The way I take in determining policy is to be a listener, Which is Good For accepting complaint problems There is applied care when the teacher complains in front of him. I have to be able to analyze the problem that occurs to determine a suitable policy for resolving the problem. Then, I give advice, motivate, and supervise so that I can finish the problem that I faced. If the Teacher is Not yet capable, just finish it I make my policies and decisions good view, and after that, I evaluate what my policy is do It has been appropriate or not yet" (Principal Interview: 1-23).

Based on the excerpted interview with a Head school in on, it found that the heart becomes step important before determining or taking a decision. Besides That, giving motivation that is relevant to a problem faced by the Teacher is very important so that the Teacher can overcome the problem itself. Help thinking only given If Teacher Already No can Again finish the problem in a way independent.

Consideration in Make Policy

Based on the findings study on interviews with the head school, it is known that Before making a policy, the principal asks for suggestions and input from teachers Then he considers the policy he would take. This can be found in the excerpt interview below: "Before creating and implementing policies, I need to consider the impact resulting from the policy, whether positive or negative. Therefore, I always involve teachers to provide input. This includes providing rewards for teachers who comply with policies and punishment For teachers who do not obey the policy with notice conditions And infrastructure For doing the policy. This is important For increased effectiveness teacher performance" (Head Interview School).

The results of the interview show that the school principal is a figure Enough be careful before deciding policy And implementing it in circle teachers for improvement front.

Determine policy Alone And policy together

In determining policy, sometimes the head school determines Alone And sometimes involving other people or stakeholders if deemed necessary notice condition Which There is. Following This is an excerpt interview Which relates at your discretion: "As head school, what we can be certain of is There is time to share to determine policy, Which I take Alone or policy together. That can seen from the condition And situation that occurred. This problem that occurs can be resolved with a decision Alone or must stage meeting with Teacher or stakeholder, like decide increase class, mark, And behavior student or negotiate enhancement performance Teacher" (Interview Headmaster: 36-50).

Results interviews show that the head of the school makes its policies and decision-making, but on the other hand, it is also not one-sided, following conditions and needs together. On a problem that is seen as important, the head of the school determines policy together with the Teacher For increased progress in school, the effectiveness of the teacher And the students is discussed through meetings together.

Process policy-making planning

In the process of planning and making policy, the head of the school involves stakeholders, hears aspirations, foundation, And opinions, and invites the public. All parties involved in planning And process decision making as the principal's policy. It was meant to be so The principal wants to hear, see, and consider the problems urgent And see condition. If a policy is good And Beneficial For all parties, then that will be used as a basis for making decisions. Of course, all of it must follow needs and can be maintained or improved. If the policy is good there, Which is maintained or repaired.

Application policy in enhancement effectiveness performance Teacher

Effective communication with teachers is a good way to improve the effectiveness of teacher performance. Based on the results of interviews with school principals, it was found that the head school needs to intertwine communication in a way active with Teachers to implement policies to increase the effectiveness of teacher performance. This finding can be seen in the following interview excerpt: "Policy head school For increase effectiveness Work Teacher must able to move the teacher voluntarily without any coercion to carry out their duties well. The school principal must actively communicate with teachers, asking about the obstacles they are facing when they teach and carry out tasks. The principal must also monitor the class directly And see in a way direct performance Teacher in class the Good moment complete administration nor give rewards to the Teacher Who actively participates And motivated For increase performance" (Interview Headmaster: 60-77)

Based on the results of the interview above, it can be concluded that the headmaster is responsible answer For doing several matters, including directing the Teacher For good things, Being a good example for teachers and students, providing directions to the Teacher For participating in a way active in increase performance teach; And appreciate teachers who actively participate and are motivated to carry out their duties and improve its performance. Apart from that, the principal also monitors the media learning and learning resources used by Teachers.

Obstacles and solutions to leadership policies in increasing effectiveness performance Teacher

With the principal's policy, many problems can be resolved to increase the effectiveness of the Teacher. The main function of a policy is To provide a solution to the problems teachers are facing. This can known through interview excerpts as follows: "In my opinion function The main purpose of having a policy is to provide a solution to problems which is being faced by schools" (PNS Teacher Interview: 61-66). Based on the results from the interview, it can be understood that the problems faced in Increasing the effectiveness of teacher performance can be accomplished using policies that have been determined by the school principal. Teachers become more focused on their work his task so that no overlapping overlap positions And excess O'clock teaching for teachers. Teachers can also do administration according to the format which has been provided in participating in the training and also the provisions proposed by the headmaster.

Obstacles Faced by teachers in accepting the Principal's policy for increase performance effectiveness Teacher

Obstacles faced by teachers in implementing policies that have been determined by the head school include a lack of level discipline all over parties, Which is related to obeying policy Which There is This becomes resistance faced by the head school. Based on interview results with the Teacher, it was found that: "Constraint main in obey policy is lack of level discipline Teacher in obey policy Which decided as well as sometimes There are teachers who dare to oppose this policy." (PNS Teacher Interview: 67-72, page 153)

The policy that the principal decides is not always the case running smoothly. Not all teachers take the policy for granted; some are in line, and some are not agree. The obstacles faced by school principals in establishing policies are Teachers who are not yet capable of discipline in the enhancement of effectiveness and performance.

Attitude Teacher in obeying policy headmaster

The attitude of teachers in complying with school principal policies varies greatly; some teachers accept, and some refuse, as stated in the interview excerpt following: "response Teacher There are two that is Teachers accept policy the with like heart, and there are also teachers who don't like the policy" (Teacher Interview Civil servants: 73-78).

Based on the results study, the researcher's interesting conclusion from response Teacher in response to the policies that have been set is that there are teachers, namely, some teachers accept it well and immediately apply work discipline, but there are still some who are not ready to discipline performance so that it shows less enhancement performance Which effective.

Rewards And Penalties for Teachers in Addressing Policy Headmaster

The principal does not give rewards or sanctions to teachers who are less obedient to policy Which decided For held together. However, the head school only gives advice, warnings, And reprimands to Teachers Who violate the policy rules. This finding can be seen in the interview excerpt below: "As a school principal, you should give rewards to teachers who are capable of operating policy with Good And seen enhancement effectiveness performance in teaching and completing administration appropriately time, but for now in implementing the policies that have been established,

head school Not yet enforce giving rewards And Also No impose penalties on teachers who do not implement policies with Good And Not yet seen enhancement effectiveness performance with Good" (Interview Teacher Non Civil servants: 83-87).

Head school No give rewards whatever to Teacher Which has operate policy the although found exists enhancement Which significant in effectiveness performance Teacher. On the other party, the head school does not give penalties to Teachers who do not yet obey the Good policy. They do Not yet show enhancement effectiveness performance, Good in activity teaching, or in finishing administrative tools.

The results of the analysis of three data sources obtained from three different informants are in line with what was stated by Bachri (2010) that leaders adopt school policies to improve the effectiveness of performance always through meeting previously so that decision policy has taken head, The school is the result of a joint agreement with the teachers. The principal held a meeting To discuss interests and overcome problems in School.

Besides That, He Also often does special with inviting various elements from teachers, staff, foundations, and stakeholders to convey ideas and, at the same time, to direct, guide, mobilize, and motivate related elements to do something more effective for the benefit of the school. What the principal does is relevant to the theory and some results of previous research to improve teacher performance and related elements to be more effective in operating tasks each by main duties And SOUP school (Taufan, 2016; Sanderson, 2002). In line with Ekosiswoyo (2016) and Nir (2006: 207), the results of this research also show that in leadership And policy, the head school tries to influence his subordinates, motivate and move Teachers to improve performance, and be effective in learning and completing task administration sake achieved vision And mission school. Head school Also exercises supervision or control over the teacher. To achieve quality improvement in schools, the principal continues to try to encourage and mobilize teachers so that they work more productively and effectively by allowing teachers to attend training seminars or continue school. This is in line with some statements stated by Rahman (2005) and Taylor and Tyler (2012).

Results study show that policy Which has set head school change Teachers in enhancement effectiveness performance, although not entirely in line with theory and previous research results Which state leadership head school must do change Which effective in influence performance of Teachers (Maduratan, 2013; Mukhtar, 2015; Ramdhani, 2017). However, the findings of this study show that there are differences due to welfare they are often neglected, while the principal gives them many tasks that look like burdens without rewards. Action head school recruiting civil servant teachers is to overcome there are multiple duties for teachers in carry out his job so Teacher can focus in Work. In recruiting teachers, school principals prioritize teachers who have a qualification minimum S1, Who are Civil servants, and who follow the regulations of the government (Law no. 14 of 2005). What did the principal do? This is in line with the theory put forward by Darling Haront (2005) about teachers who are highly educated and effective. All policies are carried out by the school principal, who always considers the capabilities of the school's available funds. Chief policy schools are deemed appropriate

good by Teacher Civil servants nor Non Civil servants and can make system changes in schools to be better.

Results of this research show what the principal has done or not in line with What The study And theory mention For influence, the set policy must go through three processes that is formulation policy, implementation policy, And evaluation policy (Bush, 2007; typhoon, 2016) Because based on findings researcher What which is conducted by head schools only formulate and implement policies without taking action continue with the next evaluation, even though the principal determines policies and solve problems by involving the teacher. It must be acknowledged that decision Which done by the head of the school To increase The effectiveness of teacher performance is in line with several supporting theories (Bakry, 2010; Sulistiya, 2013). Researchers also find that the provision of media learning is inadequate, and this deficiency has an impact on increasing the effectiveness of teacher performance to meet education quality standards. This is in line with what is stated by experts about the role of learning media in improving quality education (Kusuma et al., 2017).

5.1. Constraint head school in enhancement effectiveness performance Teacher

From the results of the interview with the third informant, that is, the head school, Teacher civil servants, And Teacher non-civil servants at Raja Ampat Elementary School found resistance to the head school in the rejection task given by the head school. Resistance This is due to the large workload that causes teachers to not focus deeply on fulfilling their duties and the teacher's inability to use media devices and learning-based technology.

The results of this research are in line with previous research (Hidayat, 2016; Setiyati, 2014; Susanto, 2012) that the excessive burden of Work Can become a problem for teachers, especially with inadequate compensation or honoraria. The results of this research are also supported by the statement Kimwarey et al. (2014) that:

“The nature of teachers' work today can be challenging. The demands from the development of technology, increased controls in curriculum and instruction, and standardization of teachers' work make teachers maintain little control over their work, making the professional abilities and resulting in a decline in teacher's status”.

Based on interviews researcher with several informants besides the head school, violations of discipline and obedience to the principal committed by several turns out that teachers are also related to the lack of rewards given by school principals to Teachers, specifically Teacher Which status honorary (noncivil servant) Head school seen as not active enough include Teacher Non Civil servants in activity training performance Which aim enhancement abilities and skill Teacher Which professional.

The study also found some Teacher-look head schools are less firm in implementing policies decided primarily on the promise of giving rewards to active teachers, which is not always carried out. Besides That, the head school Also does not have enough firm-faced teachers who do not have enough discipline and lack transparency in the teacher appointment process. The principal's attitude is caused by a lack of funds that support development and change to a better quality school. What is even more

important is the ability or the principal's managerial competence is felt to be limited to move the para Teacher Work effectively and professionally.

Solution head inner school enhancement effectiveness performance Teacher

Based on an interview, a researcher with a second informant besides the head school found that the principal only provided the solution advice and warning to Teachers, Which is not enough discipline And not enough Work effective. Teacher Civil servants Also state that if the head school recruits Teacher honorary, the system payroll No can confirmed Because financial ability Is very limited For payment honor Teachers. The solution done by the head school is to try recruiting Teachers and Civil servants If possible.

Based on several problems faced by the head school in implementation policy, it is recommended that the Head School, Ibtidaiyah, follow enhancement ability professional head school through discussion Principal (MKS), Principal Working Group (KS), Principal Activity Center School (PKKS). Apart from that, improvement can be made through education postgraduate majoring in Educational Management for school principals following the field so that Head School Ibtidaiyah can become a leader, Which professional with a new paradigm in increasing discipline in leadership. This kind of solution is necessary to improve discipline and create a climate in schools that is more conducive and motivating to teachers in improving performance. The following theory And results study (Mukhtar, 2015; Maduratan, 2013) as well as creating culture Work and culture discipline para power education in doing his task in school (Retired, 2016; Murwati, 2013).

The formation of professional discussion groups can address educational staff who are less enthusiastic about carrying out educational tasks at school, involve supervisor school, committee school, or the person who is an expert in solving problems faced by school principals and teaching staff. Based on the researcher's observations, a point of similarity has been found that was conveyed by the school principal, Teacher Civil servants, and non-civil servants that recruiting Teacher new Civil servants To help work Teachers. Others who have excess teaching hours can reduce the financial problems faced by schools.

CONCLUSION

Based on the results of the study, it can be concluded that the First policy Was carried out by the Principal of Ibtidaiyah School to provide influence and change to teachers, carry out discipline, increase effectiveness performance, sake realize change, And progress in the school. The policy decided head school is implementation management school, Which is done by head schools in managing educational institutions. The principal enforces the rules with more flexible policies to overcome problems and lack Which There is. However, in do policy, head schools face several constraints as several Teachers are not yet Ready To change, Which is more effective. Changing your mindset from low-performance habits to being a good teacher, Teaching civil servants and Non-civil servants who are disciplined tall, And obeying policy which is done by the headmaster is a challenge big for the

headmaster. Apart from that, school principals also face several challenges that need attention together, like overlapping overlap work due to a lack of teaching staff, lack of administrative equipment, facilities, and school infrastructure, lack of rewards for active teachers, and frequent lateness awarding teaching honoraria for non-civil servant teachers. All of these are causal factors in the occurrence of low performance of teachers and staff. To overcome several problems, Head the Ibtidaiyah do several matters decided based on policy, like recruiting powerful Teacher Civil servants To reduce the burden of financial school Because they get wages from the government, completing facility school gradually, and providing opportunities for teachers to follow the training and upgrading education to a higher level to help Teacher to improve performance Which more effective.

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