

The Influence of the School Principle's Leadership Style and Communication Style on Teacher Performance at 1 Bulakamba 1 State Junior High School, Wanasari 1 Junior High School, and Songgom 2 Smp, Brebes Dwistrict

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Abstract

In Brebes, teacher performance was still low in terms of effectiveness and teaching methods to students. This was one of the factors reducing the quality of learning outcomes at the primary and secondary education levels. The principal's leadership role greatly influences teacher performance. Therefore, the purpose of this study was to analyze and describe the effects of the leadership style and communication style applied by the principal in Brebes Junior High School. Collecting data in this study includes observation techniques, interviews, and documentation. Meanwhile, to validate the research data using triangulation, member checking and clarification of biased data. The principal's communication style on teacher performance will be successful in accordance with what was expected if in determining the style according to the expected situation and goals. If the leader wants to influence so that everyone was aligned and moving in the same direction as he wishes then the autocratic communication style was used where his power was best used. Meanwhile, if the leader wants to inspire, motivate the teachers, the program was implemented properly and everyone can be responsible, then the application of a democratic and transformational communication style was very appropriate. The type of communication style that was effective in improving teacher performance was a communication style that produces feedback, meaning that there was a response from the communicant, using clear symbols or symbols that are easy to understand, and carried out directly to those who will be invited to communicate. In addition to reducing distractions, it also improves interpersonal relationships which results in mutual understanding and increased teacher motivation so that their performance was also of higher quality.

Keywords

Brebes, Communication, Leadership, Teachers

The school principal was a leader who manages the education unit (Kemendikbud, 2018). Its management includes three main tasks, one of which was managerial. The implementation of the principal as a managerial was carried out in his own way or a reflection of the basic characteristics of his personality. This was called a leadership style.

There are several types of leadership styles, namely democratic, transformative, transactional, and autocratic leadership styles. Democratic leadership style was a leadership style that considers the leader as part of the group and was jointly responsible for carrying out the goals determined together (Kartono, 2008). A transformative leadership style will occur when one or several people get involved with others so that leaders and followers push each other to a higher level of motivation (Burns, 1978). The transactional leadership style was that the leader expects rewards in the form of high subordinate performance, while subordinates expect rewards and rewards economically from the leader (Budiwibowo, 2014).

In addition to the leadership style, the principal must also have a communication style for his success to become a reliable communicator. Effective communication will lead to understanding, pleasure, good social relations, and can influence attitudes and actions. The ability to communicate was also used when dealing with conflict so that the performance of human resources such as teachers can increase.

In Brebes, teacher performance was still low in terms of effectiveness and teaching methods to students. This was one of the factors reducing the quality of learning outcomes at the primary and secondary education levels. Therefore, it takes a school principal who has the right leadership style and communication style to support better teacher performance.

Based on the description above, it can be concluded that teacher performance was very dependent on the leadership of the school principal, causing an increase in teacher performance in teaching.

Research Methods

The research method used was a case study at several junior high schools in Brebes District, namely Bulakamba 1 state junior high school, Wanasari 1 junior high school, and Songgom 2 SMP, Brebes District. Collecting data in this study includes observation

techniques, interviews, and documentation. Meanwhile, to validate the research data using triangulation, member checking and clarification of biased data.

Results and Discussion

Principal Leadership Style

The principal leadership style that was dominantly applied to improve teacher performance in the three junior high schools of Brebes Regency was the democratic leadership style. They use this style when discussing with school development teams, committees, supervisors, and parents through active participation, open and transparent communication, active listening, joint problem solving, and joint decision making. The discussion was carried out when making school programs, coaching, coordination between representatives and affairs. Teachers are often included in joint problem solving and decisions, and receive input on forums, and on field affairs.

The transformational leadership style was often used by the principals of SMP Negeri 2 Songgom and SMP Negeri 1 Bulakamba. They apply a transformational leadership style in terms of motivation and inspiration, such as at SMP Negeri 2 Songgom providing motivation and inspiration when knowledge was obtained from BINTEK and Information Technology and Computers and transferring their sports knowledge to teachers and administrative staff. The principal of Bulakamba 1 Public Middle School applies it to joint tree planting activities, melon cultivation, and playing volleyball together for all employees every Wednesday afternoon with the aim of increasing the emotional bond between the principal and his subordinates so that they will work beyond their personal interests.

Transactional and autocratic leadership styles are occasionally used by the three SMP principals. The principal of SMP Negeri 1 Bulakamba uses an autocratic leadership style that was used to emphasize the discipline of attendance both coming to school and entering class and administering the main tasks that must be carried out by the teacher without any bargaining, while the application of a transactional leadership style in terms of providing motivation by giving rewards and praise. The principal of Wanasari 1 Public Middle School uses an autocratic

leadership style, when conveying what has become the main task or regulations that had been set by both the central and regional governments (non-negotiable because it was a policy), while the transactional leadership style was carried out when giving rewards to favorite teachers grades 7, 8, and 9 in the form of prizes. Giving rewards was done to provide enthusiasm and motivation for others. The headmaster of SMP Negeri 2 Songgom uses an autocratic leadership style for the benefit of the service as obeying rules and an autocratic leadership style when tasks that should had been collected or collected immediately/emergently but had not been completed, while the transactional leadership style was applied as a thank you for working optimally. Thwas transactional style was carried out directly, not in the form of a policy as a whole. So it was individual, for example giving rewards to teachers who help with E-KIN, or who help with important tasks that require fast time.

Principal's Communication Style

The principal communication style that was dominantly applied in the three junior high schools in Brebes Regency to improve teacher performance was a two-way communication style, verbal communication style, direct communication style and indirect communication style. The principal of SMP Negeri 1 Bulakamba uses a two-way communication style during coordination meetings, coaching, policy making. Verbal communication styles are used when conveying messages so that they become clearer, more believable, and direct to the intended person. In order to emphasize again, indirect communication was carried out through the WhatsApp communication medium. Whereas the indirect communication style was also used when giving orders, information that must be followed up immediately when teachers and employees are not in working hours. The principal of SMP Negeri 1 Wanasari uses a verbal communication style so that messages are clearly received by the communicant, builds trust, saves time, and was easier to control. The two-way communication style, the direct communication style, and the indirect leadership style are carried out in all matters such as during academic supervwasion, coaching and coordination meetings. To clarify the results of the communication, the principal asked the teachers to provide suggestions

or feedback such as input and sending messages in the form of meeting results or formats in writing and committee composition through the WhatsApp group communication media or through representatives of affairs in accordance with their fields. The principal of SMP Negeri 2 Songgom uses a two-way communication style in all matters, especially coordination with the vice principal and field affairs. In addition, verbal communication styles are used with language symbols followed by non-verbal communication styles to reinforce what was conveyed and direct communication styles are used so that there was feedback from the communicant followed by indirect communication styles via WhatsApp either personally or in groups. The application of thwas style was carried out when assigning and guiding late employees.

Other principal communication styles used to improve teacher performance are one-way communication styles, multi-directional communication styles, and non-verbal communication styles. The principal of SMP Negeri 1 Bulakamba often uses a multidirectional communication style, especially used in the technical preparation of an activity, coaching and coordination meetings. While the use of one-way and non-verbal communication styles was done occasionally. The use of a one-way communication style when informing official duties that must be followed up immediately, as well as when giving orders and in order to reinforce what was conveyed by him, a non-verbal communication style was used. The principal of SMP Negeri 1 Wanasari rarely or occasionally uses one-way communication styles, multi-directional communication styles and verbal communication styles. The one-way communication style was carried out when providing official information that was urgent and must be followed up immediately, conveying new regulations and immediately implementing them. In addition, the one-way communication style was carried out when coaching teachers are only silent, coaching the homeroom teacher, and dwascipline through the WhatsApp group communication media. The multidirectional communication style was used when making a decwasion in implementing school programs and implementation. Non-verbal communication styles are occasionally used to strengthen verbal communication styles. The principal of SMP Negeri 2

Songgom uses a one-way communication style when providing immediate or urgent official information that must be followed up immediately. This style of communication was done if the principal thinks the teachers already understand and are able to implement it. In addition, a multidirectional communication style was used when discussing something for the common good, such as at year-end meetings and when solving a problem and looking for a solution.

Teacher Performance

The results of the teacher's performance in realizing high quality learning at Bulakamba 1 Public Middle School, namely the teacher in carrying out his duties had created his own teaching module by opening the Merdeka Teaching Platform (PMM), various media that were often used such as quiz applications, power point, paper media plano, stikinot, video-LCD-narrative text, procedures/ students practice themselves, greeting cards, and teaching materials made by the teacher himself. The methods used are various, namely: discussions, experiments, playing games, discovery learning, and PBL (Problem Basic Learning). Based on the results of the researcher's analysis, there was an impact between the democratic leadership style and the transformation carried out by the school principal on improving teacher performance, especially in learning activities. The results of this study are in accordance with research conducted by Hayati (2019), with the research title "School Principal Leadership in Improving Teacher Performance". The results of this study indicate that the leadership characteristics of school principals that can improve teacher performance include 1) education staff capacity building programs through training, workshops, seminars and Subject Teacher Consultations (SMTD); 2) the ability of the school principal to carry out the process of controlling, coaching and supervising; 3) providing motivation; 4) good communication; and 5) democratic leadership style.

Assessment only makes daily tests, while the Mid-Semester Assessment (PTS), Final Semester Assessment (PAS), Year-End Assessment (PAT) and Summative Assessment for grade 7 are all from the Education Office. Daily test questions are made in the direction of HOTS, although not all of them. Efforts to

improve student literacy through teaching materials made with various sources, quiz games by which students create their own questions and answers. Development of a new numeration on measurement material, namely standard and non-standard units, measuring the volume of objects. The products produced at our school for the Development of the Pancasila Student Profile Project (P5) vary, namely Diversity in Diversity, namely archipelago costumes, the theme of entrepreneurship with melon cultivation, the theme of building a body and soul with activities of healthy youth and achieving youth.

Wanasari 1 Public Middle School teachers had made lesson plans, taught with a variety of media, namely making PPT according to teaching materials, YouTube video media. The method that the teacher uses in teaching was: lectures, PjBL students are asked to make videos, and use the PBL method. Communication that teachers do when teaching varies, depending on the needs, aims and objectives, namely: two-way communication, verbal-nonverbal, sometimes direct and indirect. I do two-way communication during the learning process, as well as verbal communication and reinforced non-verbal communication. Indirect communication was used to provide independent assignments via cellphone. I also carried out an assessment even though it was only a Daily Deuteronomy assessment, while the assessment other than that the instrument was made by MKKS at the discretion of the Brebes District Education Office. MGMP once suggested that each school should make a Mid Semester Assessment in particular, but the service did not allow it.

The teacher makes HOTS daily test questions, but not all of them only range between 40% -60%. To increase literacy in schools, there was an obstacle to the problem of student books not fulfilling the requirements for one student, one book, so if there was a lesson, borrow it from the library and return it. The time used to increase literacy, usually between 5-10 minutes, instructs students to read and also provides a link on Google for students to read.

The teacher of SMP Negeri 2 Songgom makes a lesson plan by copying the plan in the MGMP and then editing it according to the school's needs. Meanwhile in the MGMP there was only planning for grades 8 and 9. For grade 7, this year the MGMP was about to be made. In the learning process, the media that I use with sports learning tools was in accordance with the material. The teacher uses laptop, LCD, PPT, Youtube

media, and teaching materials that are made by themselves using several sources. The method that I use in the learning process was PBL on material on harmonization of diversity in dealing with conflict by finding the students themselves, and PjBL.

Conclusion

From the results of this study, in general, the principal's leadership in improving teacher performance has been carried out in accordance with the duties and functions of the principal, both the leadership style he applies, the style of communication, how to handle conflict, how to motivate teachers, as well as looking for solutions to solve problems. problems being faced at school. The teacher's performance was also in accordance with the workload, namely: making lesson plans, carrying out the learning process, assessing, guiding, and other additional tasks that had been carried out properly.

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