

STRATEGY OF THE SCHOOL PRINCIPLE IN INCREASING TEACHER LOYALTY AT ASH-SHOFA SDIT CIKARANG BARAT, BEKASI DISTRICT

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Abstracts

This research aims to learn how preacher coaching is handled in the community service program at STID Mohammad Natsir. A qualitative technique is used in this investigation. Using interviews, observations, and documentation to acquire data. Analysis of data with Miles and Huberman. Data and source triangulation are utilized to verify the accuracy of the data. The study found several problems. Some people thought the preachers were Wahhabis or Salafis because they didn't understand their da'wah's fiqh, and there was no guide to fiqh books of worship specifically for students. This program isn't working well because there isn't enough information about where preaching will take place. As a result, the incorrect people are sent to the wrong places, and there are budget issues. This study concludes that the da'i must be better managed, particularly when knowing fiqh, obtaining accurate location information, and creating a budget.

Keyword:

Principal's Strategy, Teacher Loyalty

Introduction

There are various factors that affect the success of education including student teachers, facilities and infrastructure, educational environment, curriculum. Of these factors, in the learning process activities in schools teachers occupy a very important position and without neglecting other supporting factors, teachers are also educational subjects that greatly determine the success of education itself, so it must be recognized that teachers are the main factor in the educational process, although the educational facilities in the school are complete and sophisticated, but if not supported by the existence of qualified teachers, Then it is impossible to obtain and or cause maximum learning and learning processes (Widayati, Fitria, and Fitriani 2020). Because teachers are role models who are always admired and imitated by their students and become parents when they are in school.

The reality in the field is that there are still many teachers who have not met the competency standards as expected (Mukroni 2022). Teachers have no sense of responsibility in teaching. For example, going to class is often late and getting out of class is not on time. The teacher's discipline is still unstable. For example, teachers are often late for school. Teachers are not present at meetings or activities are carried out at school.

In the 2020/2021 school year, the number of teachers eligible to teach in Indonesia reached 2,910,955 people with a percentage of 95.78 percent. This number increased by 9.6 percent when compared *year-on-year* from the previous school year which was 2,654,945 people (Angelia D, 2022).

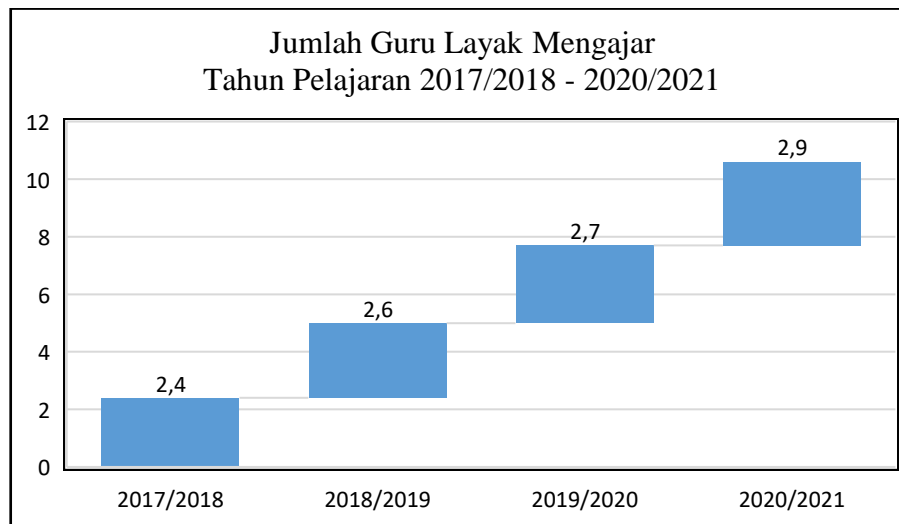


Figure 1 Number of Teachers Eligible to Teach

Student assessment (PISA) in December 2022 placed Indonesia 72nd out of 77 countries, lagging far behind Singapore at No. 2 or Malaysia at No. 56. A low education index affects the competitiveness of human resources in Indonesia is still inferior when compared to other countries. One way to increase competitiveness is to improve the quality of education in Indonesia (Hidayat, Dyah M, and Ulya 2019; Samiaji, Hidayat, and Najah 2021).

According to the results of a survey on the secondary education system in the world in 2018 issued by PISA (Programme for International Student Assesment) in 2019, Indonesia occupies a low position of 74th out of 79 other countries in the survey. In other words, Indonesia is in the 6th lowest position compared to other countries. This is a very concerning condition. Of course it is very unfortunate, with quite a lot of human resources (HR), education should be able to improve the quality of Indonesian human resources but in fact it is not like that (Kurniawati, Arafat, and Puspita 2020).

Loyalty is a bond formed from a sense of attraction, a feeling of wanting to be part of the agency. And ready to contribute by combining trust, harmony and willingness to be faithful to every direction in work (Fitria and Nio 2020). Especially in an education, teacher loyalty is highly demanded in order to implement the vision, mission and program that has been launched by the principal together with teachers and school committees.

The teacher's work loyalty to work affects the teacher's actions in carrying out his work activities, if a teacher has high work loyalty to his work, then of course the teacher will carry out his function and position as teaching staff and educators in the school he pursues with a sense of responsibility (Widayati et al. 2020). In the end, it will reflect a teacher or educator who is able to work with professionals and has high professional competence as well. Conversely, if teacher loyalty is low, the school program will definitely not run as it should so that the school's vision and mission are not achieved.

The principal is basically a teacher who is given additional duties as a leader for his teachers who should have advantages over his teachers, because the spearhead of a school is in the hands of the principal. Therefore, the principal must have competence as a principal, one of the most important is personality competence where the personality will produce good or bad behavior that will be assessed by his teachers. If the principal has a good personality, the competence of others will compensate so that the vision, mission and goals will be achieved together.

The fact that the expectations of school principals to realize quality education are not always directly proportional to reality. The triggers include the inadequate quality of the principal's competence. The results of the national survey show that the mastery of the five dimensions of principals' competencies has not been evenly distributed, as the results of principal competency mapping conducted nationally by the Principals' Development and Empowerment Institute (LPPKS) and the Education Quality Assurance Agency (LPMP) throughout Indonesia show that the level of mastery of principals' competency standards for the dimension: personality: 85%. managerial: 74%. Supervision: 72%, entrepreneurship: 74%, and social: 63%. The average mastery of the five dimensions of competence nationally has only reached 76% (Ratmawati, Ismail Tolla, and Andi Wahed, 2020). Therefore, the principal must be truly competent in carrying out his duties as a principal in order to achieve the goals and programs that have been planned together.

SDIT Ash-Shofa Cikarang Barat is one of the schools in Bekasi Regency, from the surrounding community it is believed that SDIT school is an environmentally friendly school and prioritizes high morals and produces quality graduates. What will be revealed by the author is how the principal's strategy in increasing teacher loyalty at SDIT Ash-Shofa Cikarang Barat Bekasi regarding how it should be, this strategy can help school principals face the progress of science and technology better, even though there are still obstacles in schools.

The results of an interview with the Head of SDIT Ash-Shofa, it was found that one of the causes of the non-implementation of teacher loyalty was the inconsistency of teachers in carrying out planned programs and also realized the lack of principals supervising and evaluating teachers at SDIT Ash-Shofa. Based on the results of interviews and data obtained from school principals, there are several teachers who have low loyalty including when teaching hours take place found not on time when entering class and leaving class, late coming to school, not following morning refractions held at school such as dhuha prayers, morning dhikr, reading *asmaul husna* and murojaah memorizing letters, Do not participate in activities organized by the school or held by the foundation.

The Head of SDIT Ash-Shofa tries to improve strategies to increase teacher loyalty and always receives input from teachers every time a school evaluation meeting is held, also revises work programs and teacher loyalty efforts, conducts emotional relationships and good communication with teachers. However, in reality, the principal's strategy in increasing teacher loyalty at SDIT Ash-Shofa has not worked as desired, it can be seen from the cooperation and loyalty to the school is still weak.

METHODS

This research method uses qualitative methods using a case study design on the principal's strategy in increasing teacher loyalty at SDIT Ash-Shofa Cikarang Barat Bekasi.

Informant	Interview	Observation	Document
Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vice Principal	<input type="checkbox"/>	<input type="checkbox"/>	-
Teacher	<input type="checkbox"/>	<input type="checkbox"/>	-

The data collection tool or research instrument in qualitative methods is the researcher himself. So, the researcher is a *key instrument*. In data collection, the researcher must actively engage himself in the field. Data collection techniques that are often used are observation, interviews, and documentation (Usman Husaini & Setiady Purnomo, 2009).

Observation is a method that involves direct observation and recording of behavior, events, or phenomena that occur at the place of research. In the context of research, observation can be used to obtain accurate and direct information about the condition being studied. In making observations, researchers actively observe and record what happens at the research site. Observation can be done in a variety of ways, including participatory observation where the researcher is directly involved in the observed activity, or non-participatory observation where the researcher simply observes without being actively involved.

This observation method is useful for obtaining objective and valid data, because researchers can see directly what is happening in the field without any bias or interpretation made by respondents. By observing and taking careful notes, researchers can gather data that can be used to

Data Analysis

Data analysis is a process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing it into units, synthesizing, compiling patterns, sorting out what is important and to be learned, and making conclusions so that it is easily understood by researchers themselves and by others (Sugiyono, 2010)

RESULTS AND DISCUSSION

1. The principal's strategy in increasing teacher loyalty at SDIT Ash-Shofa Cikarang Barat, Bekasi Regency.

The principal is a teacher who is given the opportunity to perform additional duties. Therefore, the person of a school principal is almost the same as the person of a teacher in general (Jelantik Ketut, 2015). As a principal, he must set a good example for his teachers. Figures that must be owned by a school principal include: having a commendable character, honest, able to control themselves, open, quick to respond, visionary, fair, caring about social problems, willing to accept criticism and advice from his teachers.

One component of education that plays a very important role in improving the quality of education is the principal. As stated in article 12 paragraph 1 of PP 28 of 1990 concerning basic education, it is stated that: "The principal is responsible for the implementation of educational activities, school administration, development of other educational personnel, and utilization and maintenance of facilities and infrastructure. The principal is the spearhead of the success of a school, therefore the principal must have competencies in accordance with the Regulation of the Minister of National Education No. 13 of 2007 which consists of five principals' competency standards, namely personality, managerial, entrepreneurial, supervision and social competence. In detail, the competencies possessed by the principal are as follows: personality, managerial, entrepreneurial, supervision, social (Dolong M. Jufri, 2019).

The headmaster as a leader who has the highest position in the school must be able to carry out his duties and role in creating a competitive and high-quality school. School principals must be able to synergize with their teachers to achieve the vision, mission and goals of the school for this reason, a principal is expected to have all these competencies.

Based on research and interview studies, it shows that the principal has met the competency standards as a principal, but there are some competencies that have not been possessed by the principal of SDIT Ash-Shofa school, so teacher loyalty is still low. So the principal always tries to continue to find the right strategy in increasing teacher loyalty.

Strategies used by school principals in increasing teacher loyalty include; (1) activate teacher working groups (KKG) within the sub-district scope and KKG within the school scope in cognate subjects, (2) Motivate teachers, encourage and provide the widest possible opportunity for teachers to innovate, be creative and always *upgrade* their abilities and skills, (3) involve teachers in academic competency improvement training, (4) involve teachers in comparative studies, (5) hold teacher evaluation meetings, (6) carry out class supervision, (7) always consistently apply *rewards* and *punishments* fairly, and (8) school principals use participatory leadership style strategies in improving teacher professionalism (Wibowo Ari; Santosa AB, 2022). The results of research and interview studies that the strategies used by the principal of SDIT Ash-Shofa already include the description above, but there are some that have not been maximized such as involving teachers in comparative studies because of the condition of many teachers who take turns not being able to enter and the limited number of teachers so that if included for comparative studies, many classes do not have teachers. In addition, the teacher evaluation meeting was very minimal because of the busy life of the principal. Then the last is inconsistent reword and *punishment*.

2. Conditions of teacher loyalty at SDIT Ash-Shofa, West Cikarang, Bekasi Regency

Loyalty is a devotion, trust and also loyalty, given to individuals or organizations, with full responsibility, and always behaving well. Loyalty is also a strong ability and determination, to work hard to carry out duties, obey all rules with self-awareness and full of responsibility. So loyalty is loyalty, trust, devotion and determination, given by an employee to try to obey the rules, discipline, honesty, and responsibility at work (Lase Famahato, et.al, 2022). But in reality, the loyalty of teachers at SDIT Ash-Shofa is still low. Of the total 17 teachers, there are 8 teachers, the loyalty is still low. So the principal looked for a solution in increasing teacher loyalty at SDIT Ash-Shofa.

An educator and education staff are said to be loyal to the school if they have a sense of responsibility for their work, have a sense of belonging to the school, prioritize school interests over personal interests, obey existing regulations and discipline (Lase Famahato, et.al, 2022). Teacher loyalty to work is a teacher's beliefs about the work he undertakes, which are accompanied by certain feelings, and provide a basis for the teacher to make a response or behave in a certain way according to his choice.

The teacher's work loyalty to work affects the teacher's actions in carrying out his work activities. If a teacher has high work loyalty to his work, then of course the teacher will carry out his function and position as teaching staff and educators in schools with a sense of responsibility. Likewise, a teacher who has high loyalty to his work, must only carry out his functions and positions as a mere routine. For this reason, it is very necessary to form high teacher loyalty to work, considering the role of teachers in the educational environment in this case the school is very central.

3. Obstacles and solutions in overcoming strategies to increase teacher loyalty at SDIT Ash-Shofa Cikarang Barat, Bekasi Regency.

The factor that becomes an obstacle in increasing teacher loyalty is the motivation factor that indeed not all teachers are motivated by the efforts that have been driven by the principal (Muslikhah Siti; Baharuddin; Ibn Muthi, 2023). Although the principal of every meeting always reminds of discipline and will get a word for teachers who excel in absenteeism, there are still many teachers who are not motivated by it. Moreover, if the teacher is late for one time, then the teacher is even more lazy because the reword from the principal must be hopeless. Other factors that become obstacles are teachers who lack discipline, a lot of workload (Muslikhah Siti; Baharuddin; Ibn Muthi, 2023) Like teachers in SDIT, the teaching load is too much, causing teachers to become tired due to lack of rest, so the importance of discipline is ignored. However, if professional teachers actually have too many teaching hours do not make it undisciplined, so returning to the teacher himself if he wants to change means having to try to change the bad habits himself.

Factors causing low teacher professionalism in Indonesia include: (1) There are still many teachers who do not pursue their profession. This is likely due to the low salaries of teachers, especially honorary teachers. (2) The existence of teacher printing institutions that do not pay attention to how the output will be produced. So that the education system held during teacher education does not achieve maximum results. (3) Lack of teacher motivation in developing their qualities (Hoesny Mariana Ulfah; Darmayanti Rita, 2021). One of the factors that most influence the low loyalty of teachers at SDIT Ash-Shofa is supervision which is held only once a year, so that teacher performance is not controlled due to lack of teacher evaluation.

Efforts to overcome obstacles in improving teacher performance are: (1) implementing a controlled discipline attitude with attendance using fingerprints so that no one can dodge when controlling and there will be salary cuts for those who are not on time; (2) The Principal shall also supervise both periodically scheduled and sudden without prior notice. and direct supervision from the principal; (3) establish cooperation with related parties and Stecholder; (4) conduct trainings attended by all teachers, whether carried out by schools, Education Offices, KKG or other institutions that can improve teacher performance; (5) hold weekly meetings (Muslikhah Siti; Baharuddin; Ibn Muthi, 2023). In addition to several efforts to increase teacher loyalty as described above, there are several other efforts including: (1) Coaching teacher performance, (2) Supervising teacher performance, (3) Providing motivation, 4) Evaluating teacher performance (Muspawi Mohamad, 2021

Based on the description above, the efforts made by the principal of SDIT Ash-Shofa in increasing teacher loyalty have been maximized, but it needs to be improved again so that the increase in teacher loyalty continues to increase from year to year. It aims to achieve the vision, mission, and goals of the school to the maximum.

Conclusion

Based on research and interview studies, it shows that the principal has met the competency standards as a principal, but there are some competencies that have not been possessed by the principal of SDIT Ash-Shofa, so teacher loyalty is still low. So the principal always tries to continue to find the right strategy in increasing teacher loyalty. The principal's strategy in increasing teacher loyalty at SDIT Ash-Shofa Cikarang Barat Bekasi Regency is by: (1) Motivating teachers (2) involving teachers in academic competency improvement training, (3) holding teacher evaluation meetings, (4) carrying out supervision, (5) implementing *rewards* and *punishments*.

The condition of teacher loyalty at SDIT Ash-Shofa Cikarang Barat Bekasi Regency is still low. Because there are still many teachers who lack responsibility in teaching, are not disciplined and do not want to participate in activities at school or organized by the foundation. Out of a total of 17 teachers, there are 8 teachers, loyalty is still low. So the principal looked for a solution in increasing teacher loyalty at SDIT Ash-Shofa.

The obstacles faced by the principal in increasing teacher loyalty at SDIT Ash-Shofa are that there are still many teachers: (1) Lack of responsibility in carrying out their duties, (2) Not participating in school activities either organized by the school or foundation, (3) Late for class and leaving earlier than the specified time, (4) Not motivated in increasing loyalty, (5) Supervision is carried out only once a year. The efforts to increase teacher loyalty at SDIT Ash-Shofa include: (1) providing a good example for teachers; (2) summoning teachers who commit offences; (3) evaluate and provide criticism, suggestions and motivation once every month; (4) conduct teacher performance appraisals per semester; (5) provide *rewards* for outstanding teachers and *punishment* for teachers who violate; (6) supervise every 3 months; (7) coordinate with related parties to obtain guidance in the form of seminars, training and workshops both online and *offline*.

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