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## ROLE OF THE SCHOOL DIRECTOR ESKOLA TO ELEVATE TEACHERS PERFORMANCE IN PRIMARY FILIAL SCHOOL GRADE I & II

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### ABSTRACT

The purpose of this research is to discover role of the school director in elevating teacher performance in primary school filial grade 1<sup>o</sup> e 2<sup>o</sup> Ai-mutin, Comoro. Here, researcher chosen 9 informan that composed of director, teachers, the counsel of the parents and students. This research is qualitative approach that is why, need a observation and interviewed as way to collect the data. based on the result discovered 6 essential points such as: (1) school diretor became the leader that continually motivated teachers to increase the quality and willingness of the also become the guider and educator according to the system and the role that applied; (2) role of the school director ato elevate teachers service prestation through evaluation services performance each semestre; (3) School director has many ways to solve and to attend the problems that happen in the school area, by coordinating and transparancy with all the teacher; (4) school diretor become educator needs various approach to teach the studants; (5) School director as evaluators needs give mark to the students and motivated students to study more, (6) School diretor encourage teachers to do effective duties. Thus, this result suggested to each school director and teams to encourage and motivate in learning and teaching process.

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## INTRODUCTION

National development in education sector is government task, including Timorese government. It means developing and elevating education quality become government main tasks since the early time of the independent. The education becomes essential sector to capacitate all the Timorese in qualifying human resources. The qualified human resources are essential in developing the nation and the country. Therefore, development in the education sector is essential to elevate Timorese human resources to be able to compete with the others.

According to the law, no.14/2008 legalized the basic law of education, in term of quality of education in Timor Leste. The curriculum expressed contain and model of learning, displayed the principal instrument about implantation of primary and second objective that elaborate in the base law. Notoatmodjo (2003) explained that education is well organized program to influence other such as individual and group or community. Development of education has brought some changing in term of quantitative and qualitative. Even though, the system is still face some challenges. The challenge of the education system in Timor Leste is changeable, because it adapts to the curriculum of another country. School equipment's are still become a challenge, such as school building, books, library, computer, school garden etc.

Objective of the Timorese government especially education minister to develop education sector become a priority. It because education the only way to elevate the Timorese human resource. Director of school became representative of the government to encourage teacher's performance. The school director has full responsibility in training the teachers to elevate their capacity. Became a leader, school director has dominant responsibility to foster the quality of the teacher and encourage teacher to obtain the national education goals, including primary school grade 1<sup>o</sup> & 2<sup>o</sup> in Aimutin. This school becomes an education institution at basic level.

According to the curriculum of basic education grade, 1<sup>o</sup> & 2<sup>o</sup> that established in Timor Leste based on the law No.4/2015, about legalized the national curriculum became based of the grade Primer and second basic education. The deployment of institution basic education became integral part of the enthusiasm and motivation of each teacher including school director. On the other hand, school director has obligation to motivate and encourage teachers to elevate the quality of school.

## LITERATUR REVIEW

According to Dahlan (1993), the role of the school principle is responsible to the government and community. Furthermore, Hibrahim (1996) explained role become obligation of each member to share responsibility and tasks. Mulyasa (2013) stated that role become dynamic aspect of an individual position, when same one conducted his right and obligation according to the position means that person conduct according to the role. Abu (1991) state that role be formulated as specific behaviors that expressed in the role and tasks.

### Director of school

According to Wahjosumidjo (2011) Director of school is a education functional staff that assumed tasks to lead a specific school and a period of time. Director of school has duty to organize an education in terms of learning and teaching process. Syafaruddin (2005) described the school director has power to influence, encourage

and motivate the dynamic of teachers, staffs, students and association of the school counsel. It organized also the stakes holders to obtain school goals. Mulyasa (2007) formulated that school director is educative component to foster education quality. According to Tabrani (2013) than role of the education directors such as follows:

- a. Initiate the school program, with effective and efficient approach to obtain the school goals.
- b. Establish school organization to organize activities, division, relation, delegation integration and coordination at the school setting.
- c. School coordinator needs cooperation with school director in various tasks from the teachers.
- d. Implementing the coordination guideline in school, when to conduct any program in school, it needs communication to understand plane and structure of the organization.
- e. Organizing the staffs of school becomes essential human resource in school. Activity that school director organized such as determine, chose, decide and orient all teachers to accelerate their task with fully responsibility.
- f. Establishing activities in school without wasting the money, thus, school director has role to manage the money to complete school necessity.
- g. Form a school environment, School director has obligation to create favorable school condition. Thus, the learning process become adequate and obtains the goals.

According to Nurkolis (2003) that the responsibility of the school director as follows:

**Educator**

School director has to foster the school quality through the quality of learning and teaching process of teachers.

**Manager**

School leader became manager in implementing strategy to capacitate the teachers through collaborative provide same opportunities for each teacher of elevating teachers profession.

**Administrator**

School director has to establish a strong relationship with each teachers including in administration management, registration, preparation and document all the activities.

**Supervisor**

School director has to supervise teacher services

**Leader**

School director become a leader has to address and guide all the teachers.

**Inovator**

School director has to own estrategy for encouraging relationship among teachers and student in promoting innovation and creative environment.

**Motivator**

School director become a motivator for the teacher s and student in learning and teaching process.

## **Dezempñu Servisu**

According to Kunandar (2017) teacher's performance has relation to the learning and teaching achievement. Therefore, achievement of the teachers services measured based on the quality of the performance. Kunandar (2007) stated that teaching performance become indication of competence that expressed in teaching and learning process, including creativity (art) of teaching. The services quality someone appear in services. The result of the services was indicating in the behavior of the students. Those working hard become a productive human and those less result means less productive.

According to Munir (1999) that performance become indication of the ones success in conducting their tasks. Performance is relating to the result. Ones has high productivity level name as productivity person and vice versa. According to Efendi (2002) achievement of services of ones become indication of its performance. Furthermore, according to Sutrisno (2010) achievement of services fostered quantity and quality of teachers and staffs performance. Finally, services performance became expression of the quality and quantity of one's human resources.

Based on the description above can be formulated that services achievement has been influence of dinamis and interaction with others. Those factors are internal and external relationship and individual capacity. Those capacity become services implementation of the professin responsibility. Achievement of education services brought result for the human resources quality. Thus, educator performance in learning and teaching process based on capacity of human resources of the teacher and school director.

## **METHOD**

This research conducted in Ensino Básico Filial grade 1<sup>o</sup> & 2<sup>o</sup> Aimutin, Comoro. The informants of this research are 9 teachers, student and parent that gave information to researcher. Those informant gave infromation about the performance of the school director to elevate teachers teaching achievement. The data collection at this research is qualitative especially in phenomenological approach. The collected data in the natural condition, basic data resource. Researcher use two technique data colelction such as observation and structured interviewed and documentation. Furthermore, the analysis technique coding, reduction, interpreting and conclusion. The anlysis the data quantitative according to Marshall ho Rossman in Kabalmay (2002) stated that organized the data, criteria data, topic and responses, test assumption, organized new alternative explanation on data and writing the result.

## **RESULT**

Result of the research, researcher obtain through direct interviewed on informant in Ensino Basico Filial grade 1<sup>o</sup> and 2<sup>o</sup> Ai-Mutin. Furthermore, researcher deepens the result of the research, according to type of the question as follows:

### **Kind of action that is done by school director to motivate teachers to conduct their service properly**

Relating to this question, informan A stated that, duty of school director is to motivate teacher so to do their duty as teacher. First, create a harmony environment among teachers and student as school director I have to create good relation among

the teachers, so the existed positive interpretation of director and teachers. Informant InfB, stated that the role that conducted by director at this school is motivated teachers to do their role properly and a proper attitude as follows: on time, responsibility, honesty and create a peace. Furthermore, InfC stated that up to now the school director motivated teachers to teach well such as, controlling class, dominant the material when teaching, utilize the specific method to facilitate students to understand better. Furthermore, informant InfD stated that School director motivated teachers to obey to the role and regulation from the education minister, including that existed at the school.

Informant InfE explained that the role of the school director is to motivate teachers to attend meeting based on the regulation that implemented at school according to the regulation. Furthermore, informant InfF and InfG as counsel parent explained that school director conducted his role as leader and motivator in leading the members of the counsel and teachers and all the school staffs. According to informant InfH and InfI function as students represent stated that school director motivated student as role model of development in school, therefore, need to collaborate with others to elevate quality learning.

Based on responding above, role of school director to motivate teachers, as leaders, motivator, manager to increase the education quality and willingness of services members. Furthermore, school director as leader and educators for all students. Thus, the school director becomes guide for students according to the regulation from the education minister.

### **Method school director used to elevate teachers' services achievement**

According to informant, A explained there are many ways that I do at the end of academic year, student passed with good mark. I respected student achievement therefore, I increase teacher's achievement. Moreover, through council meeting announce to the members teachers achievement during a year. InfB and InfC as teacher stated that need to elaborate evaluation for each teacher, conducting observation while teacher teach in class.

According InfD stated that to elevate teacher's services achievement, teacher need to follow the regulation of the school and from education minister such as discipline and creativity. Furthermore, according to the infE stated that for elevating the teacher services performance need control and fulfill the teacher need including, treatment of health when they sick, license etc. In adding according to InfF and InfG as counsel of the parent as informant stated, it need evaluation on teachers program on the daily, weekly, monthly and annual basis. Furthermore, according to the InfH and InfI as student representative stated that school director has to care about teachers so they may tech student properly such as with discipline, responsibility, and based on the regulation and planning that been established at school.

Based on all the responses, describe that role of the school director in developing teachers performance need evaluation on each teacher performance. Director needs to observe, motivate, and appreciate on teacher's achievement when they have best result. Furthermore, director encouraged teachers to care the quality of teaching in learning process

### **Action school director was done when the teacher indiscipline**

Through this question researchers asked respondent from InfA stated that when teacher indiscipline such as they did not conducting their role as teachers, I will encourage them to responsible on their task. If remind them for 3 times, but still no changed, I will used my power according to the law from the public services. The following statement was from the InfB as representative of teachers explained that, school director need reminding him and all the teachers by verbal through instruction. Furthermore, according to InfC that as teacher representative explained that, school director remind to the teachers that disobey to the regulation to encourage them to change their habit especially at working time. Directors motivate them to be on time when they have class. Moreover, director mentioning about ethic, and encourage teachers in general meeting.

According to the InfD representative of teachers responds that, director needs to give sufficient point to the teacher's performance to the teacher that indiscipline and less responsibility on their task. InfE explained that, School director has full responsibility and power to remind those teacher that indiscipline. Furthermore, InfF and InfG as council member of parent's representative stated that, when teacher indiscipline, school director has to approach to that teacher, to know the real condition of the teacher, probably they face some problems that need to solve. If so director has responsibility to counsel and accompany them at that difficult situation. This approach to encourage teacher to serve with responsibility, however if teacher absent without information or indiscipline, after reminding many times but still has no change director needs to inform to the relevant minister. Moreover, according to InfH and InfI as representative of student explained the same argument and same point with the others that, those teacher indiscipline are always respond to the orientation from the director that remind them to serve in responsible and discipline according to the existing plan.

Flashing back on those responses above, researcher discover that school director has method to solve the problems of indiscipline that some teachers committed. Director used the negotiation way to solve the problem that risen in the school environment. Furthermore, director used transparent way to deal with the entire situation that going on in school circumstances. He motivate teacher to change their bad behavior to be a good manner. The purpose of this approach asked teachers to collaborate in developing school programs of teaching and learning. Teachers have to working together to form the student that disobeys to the school rules during learning and teaching process undergoing.

### **Commentary on teacher that not organizes their teaching process in the class**

In relation to this question researcher interviewed to InfA explained that, I am fully motivated to remind those teacher that not well prepared when enter to the classroom for teaching. I encouraged them to follow that manual that been prepared at the school, if its need their manual have to be revised. The InfB remind that teachers has no good preparation for teaching, some teachers has problems. This suggestion conformed by the InfC that explained, it needs control for the student in the classroom. This to elevate the education quality especial those student that week in specific subject. This statement confirmed by InfD that, school director collaborate

with teachers in trimestral evaluation to share their experiences on learning and teaching process at school. The teachers are always collaborating by giving constructive idea.

Furthermore, according to InfE stated that became a teacher is a vocation therefore the teachers conduct well their task in orienting students. It needs to invoke students in learning process. Teachers need to use proper strategy to facilitate student in learning process. According to InfF as representative of teacher stated that, it would bring bad impact on the student in the classroom in the student becomes passive. This argument confirmed from InfG as representative of parent council that teachers have to have formation to develop new approach in teaching and learning process. This approach for bring some changes into the classroom, through teaching and learning process.. According to InfH and InfI as representative of student explained that, when teacher has less ability to manege the classroom situation while teaching and learning process undergoing it proved that teacher not focus on specific topic. These were impacts on student mind and thinking on learning topic.

Based on the above responses, in teaching and learning process, teachers have to implement many methods to encourage student to focus on the learning topic. It because from these responses teacher and student risen many ides to elevate their capacities. Teachers and student have serious thinking to suggest developing the environment classroom during the learning process undergoing.

### **Teaching method teachers utilize in the teaching and learning process in the classroom?**

Researcher dug the answer ont his question through interviewed on respondents. According to the InfA stated method that teacher utilized in the classroom in Ensino Basico Filial grade 1<sup>o</sup> & 2<sup>o</sup> Ai-Mutin is 80% from the students and 20% from the teachers. According to the teachers is good for student to organize conduct research a lot. Teacher accompany student in searching material when student face any problems teacher showed the way to find solution. The Idea that expressed from infB and infC explained that, methods that implemented in classroom such as demonstration, exposition, discussion and evaluation. Furthermore, infD stated that, teaching method that utilized at school are as follows: group services by collaborative researching among teacher and student. Meanwhile, infE confirmed those answers from the others. In addition, the idea from the infF and infG as council of parent fortified the answer from the others informant. According to the InfH and InfI as representative of the student confirmed all the responses that expressed before.

Based on those responses above can be formulated that various teaching and learning method that teachers and student utilized in the classroom is favorable on learning process. Students have to experience in process of collaborative learning. They have to involve in-group discussion. They have to involve in research steps to enrich themselves at this area of learning.

### **Director's attitudes when student obtained a good achievement in school?**

In responding to the above question InfA explained that when student achieved a academic and nonacademic best mark in the school, teacher and director motivated those student and give a present as reward for their achievement. These

reword to motivate those students and others to focus on their study. According to InfB and InfC that, we are happy when our student achieved a best academic and nonacademic achievement. We continued encouraged and motivated them for more focus on their study. The teacher is happy because they implement curriculum properly. Furthermore, InfD expressed his feeling, I feel happy because my student understood the topic that we taught in the classroom and obtain it well. These two informants, InfE and InfF as council member of parent's representative felt happy and proud of their children obtain the best academic achievement in final exam. On the other hand can be said students achievement is also our obtaining, because we taught them according to the curriculum the government. Student achievement becomes parent achievement also because the spirit of study fostered from the family. According to InfH and InfI expressed their feeling that, they feel happy when obtaining optimal point in final exam. We are happy because what we are learning in the learning process has result. Therefore, we get motivation from our teachers and our parent.

Based on the responses above, be formulated that when student obtain best academic achievement, encourage teachers and parent to support and motivate those students. The student felt happy because of achieving that been obtained. On the other side, teachers and parents continued motivated those students that not achieved yet. In addition, teachers have some technique to continue motivate those students no obtain best academic achievement yet.

### **Feel when teaching method has not result**

In responding to the above question (InfA) explained, when I believe that new method be able to elevate student academic achievement. According to Inf B, the method that been used but did not succeed in elevation student academic achievement teachers need to change. The answered from the InfC stated the method that I utilized in the teaching and learning process is less productive. Therefore, I have to change with new method such as group discussion and motivated student more often. Further, respondent, Inf D as support services cabinet, explained that when, the teaching method that teachers used fail because student academic achievement, director has to give attention to measure teacher's ability. Director needs to motivate teachers in changing the method the utilized to teach student. Teacher has to open heart for changing the method. This be able to increase student academic achievement in the future. Furthermore, informant, Inf E shared that as educator, teacher need to have optimism spirit and organized new approach in teaching and learning process. According to InfF and InfG as council member of parent's representative, explained that when the method the used fail, teacher has to find new method in teaching and learning process in classroom. We felt sad because some of our children not obtain the best academic achievement yet. According to Tuir InfH and InfI, as student, explained that teachers have to explore new method in teaching and learning process. That helps us to learn more focus in learning process. At the end, we can obtain the high academic achievement.

Based on the above response, teachers, director and parents have to collaborate in motivating student. So, student realized that they are important for the

director, teachers, and parent. That was why they have to focus on their study. At one time, they will get best academic achievement in learning process.

## **DISCUSSION**

In relation to the result of the research, proved that analysis of the data of interviewing on 9 informants above. Researcher explained that director as leader in the school, director need to manage the school. Director need to express his power as manager to encourage, parents, teachers and student to elevate students' academic achievement. Academic achievement is achievement in the classroom.

Director has to realize that to obtain learning goals by elevating teachers and students achievement; teacher have to apply new method such as type of leader that give example, democratic or Authoriter style, or another style depend on situation where and when to apply.

Researcher explained that school director in Ensino Basico Filial grade 1<sup>o</sup> and 2<sup>o</sup> Aimutin, implement democratic leadership style. It indicated in managing and organizing program. Everything decided in the school board meeting. The meeting involves teachers, staffs, parents and student. In the meeting each element express their idea and opinion about school program. The program agreed by forum and it implements according to agreement that been reached in the meeting. School used collaborated approach to parent and student, in elevating students' academic achievement.

Furthermore, the explanation above proved that school director undertaking a commitment to the school according to the role and the regulation of the minister of education. As educator in school, school director has obtained the goals of the school. One of the school goals is motivate student to obtained academic achievement optimal. The highest academic achievement becomes indicator of the human resources level. The qualified human resource becomes development agency of the country and nation.

Therefore, school director have responsibility and has essential; roles to obtain the goal. The roles are motivador, inspirador, and guidance for the teachers to achieve the school goals. One of he school goal is students' academic achievement and teacher services achievement.

## **CONCLUSION**

Based on the explanation and result of the research above, research concluded five points as follows: (a) School Ensino Basico Filial grade 1<sup>o</sup> dan 2<sup>o</sup> Aimutin has good director. (b) Direcotr implement democratic leadership style in running school program. (c) Teachers are collaborating with director in obtaining school goal. (d) Parent and student are happy because some of student obtains a best academic achievement. (e) Existed some challenges that school director need to work on because some parents and student feel sad because the academic achievement of the student is low. This result of the method that teacher utilized in learning process is fail. So the teachers need new approach and new method to teach in the classroom.

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