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Literature Study: Principal's Managerial Policy and Teacher Performance on School Achievement

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Abstract. A number of organizational techniques are utilized in curriculum preparation with the goal of maximizing student comprehension. In order to demonstrate that the specified curriculum is being implemented, educators must make sure that curriculum planning satisfies students' educational needs and that students acquire new knowledge, attitudes, and abilities that improve their learning behavior. The study uses a qualitative descriptive method and uses a Systematic Literature Review (SLR) approach which aims to describe the findings of researchers on several journal articles found. The types of data sources or objects of study used in this study are scientific articles on the managerial abilities of school principals from national and international journals published from 2020 to 2024. With the process of collecting article data in the Google Scholar database. Based on the results, it can be seen that the principal as a manager has an important role in optimizing school functions. Principal managerial includes a series of activities that include: (1) planning, (2) organizing, (3) directing/leading, (4) controlling, (5) evaluating and developing. Principal managerial policies have a positive and significant effect on teacher performance and also have a positive effect on school achievement. It is certainly based on some of these studies, it is recommended that school principals really master the managerial abilities of school principals so that the desired goals can be achieved properly and maximally.

Keywords: Policy; Managerial; Teacher; Performance; Achievement

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INTRODUCTION

Education is one of the main pillars to improve the quality of human resources which includes character building, moral values, critical thinking skills and creating a knowledgeable and cultured society. So that each individual is ready to face the challenges of the 21st century, such as technological advances, globalization, and social and environmental changes. According to Tilaar (2002), education is a strategic means to produce intelligent, competitive and noble human resources, which in turn will determine the progress of a country. Education is not just a process of transferring knowledge, but education seeks to humanize people (humanization) and build a better future for the nation. This is in line with the purpose of national education, which is to develop the potential of students to become human beings who are faithful, pious, noble, healthy, capable, creative, independent, and become democratic and responsible citizens, so education must always be a major concern in the development of a nation. In the era of globalization and revolution, education faces new challenges and opportunities. Digital technology is transforming

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teaching and learning, enabling greater access to information and flexible learning. However, the challenges of organizing education are still a serious problem, including disparities in each region, the low competence of educators, and the lack of learning facilities.

The success of education cannot be separated from the role of the principal's managerial policy. Principals as educational leaders are responsible for designing policies that support the creation of an effective learning environment. Mulyasa (2013) states that a principal who is able to apply modern and democratic management principles will find it easier to build teamwork, optimize the potential of educators, and improve the efficiency of school operations. The principal's managerial policy includes aspects of planning, organizing, supervising, and evaluating educational programs. According to Hoy & Miskel (2013), effective principal leadership is able to create a conducive school climate, encourage collaboration between teachers, and ensure optimal curriculum implementation.

Mulyasa (2013), teachers as the main actors in the learning process are required to master 4 competencies which include pedagogical, professional, social and personality competencies optimally. These four competencies are the basis for forming effective teachers who are able to create an active, innovative, creative and fun learning atmosphere. Teacher performance can be interpreted as the result of work or achievement of tasks performed by teachers in carrying out their professional functions. According to Sudjana (2010), good teacher performance is reflected in effective classroom management, the application of innovative learning methods, and the ability to assess and facilitate student learning progress. Factors that influence teacher performance include principal leadership, work culture in the school environment, availability of facilities and infrastructure, internal motivation, and support from the community. According to Hasibuan (2014), a conducive work environment and a continuous professional development program will encourage teachers to continue to improve their performance.

School achievement is an indicator of the success of an educational institution, which is not only measured by academic grades but also by character development, creativity and student participation in various activities. Previous research shows that schools with good management and high-performing teachers tend to produce more competitive graduates (Leithwood et al., 2020). According to Arikunto (2012), school achievement can be seen from students' academic achievement, participation in educational competitions, school accreditation, and school community satisfaction with the education services provided. Principal managerial policies and teacher performance contribute to school achievement, and therefore need to be studied more

deeply. A comprehensive understanding of principals' managerial and teacher performance will form the basis for formulating strategies to improve the quality of education in education units.

METHODS

This research uses a qualitative descriptive method and uses the Systematic Literature Review (SLR) approach which aims to describe the findings of researchers on several journal articles found. The Systematic Literature Review (SLR) approach was chosen because it is able to compile and synthesize findings from various scientific sources in a systematic, transparent, and replicable manner. According to Kitchenham, B., & Charters, S. (2007) the procedure in this study was carried out with the following steps:

1. Problem identification and review objectives
2. Literature search strategy
3. Inclusion and exclusion criteria
4. Literature selection procedure
5. Data extraction and synthesis

The types of data sources or objects of study used in this study are scientific articles on the managerial abilities of school principals from national and international journals published from 2020 to 2024. With the process of collecting article data in the Google Scholar database.

RESULTS AND DISCUSSION

The issue of low learning innovation by educators and the dominance of the surface learning approach that is still prevalent in education is a troubling issue. Educators tend to implement a surface learning approach that focuses on discussing extensive material without the depth of understanding and competency development of students. This results in students being forced to memorize material without meaning, ownership, and enjoyment in the learning process.

Some of the results obtained by identifying articles or journals, the discussion in this study includes research titles, researchers, years, research methods, and research results.

Research with the title The Principal's Managerial Role in Managing Conflict at MTs Hubbul Wathon School**,** Researcher by Alfie Ridho and Nasrul Syakur Chaniago (2024) use qualitative method. This research shows that:

1. The principal's managerial role is key in creating a harmonious and productive school environment.
2. The principal not only acts as a leader, but also as a mediator, effective communicator, decision maker, and change agent to resolve conflicts that arise in the school.

3. Through the implementation of effective strategies, such as the identification of the root causes of conflict, the formation of conflict resolution teams, the preparation of conflict handling procedures, conflict management training, the promotion of peace policies, and the application of proportional sanctions, principals can manage conflict effectively and sustainably.

So it can be concluded that the managerial role of the principal in managing conflict at MTs Hubbul Wathon School is an important foundation in creating a conducive learning environment, developing harmonious relationships between students, teachers, and school staff, and improving the overall quality of education**.**

Research with the tile Madrasah Head Management in Achieving Achievement Independent Madrasah at MTsN 2 Paluta, by Vena Annisa Harahap, Amiruddin Siahaan, Makmur Syukri (2024) use Qualitative method. This research shows that:

1. The madrasah head of MTsN 2 Paluta implements effective management through a clear vision and mission, careful planning, organized implementation, and continuous monitoring and evaluation.
2. The visionary, inspiring, and democratic leadership of the madrasah principal is a key factor in motivating teachers and staff to improve performance and achieve.

Next, research with the tile The Managerial Role of Principals, Teacher Work Ethic and Facilities in Developing Online Learning Effectiveness by Nina Fatimah (2021), used Qualitative method, Based on the results of the research conducted, it strengthens that schools as educational institutions require synergy between various components, each component is interconnected and influences each other to achieve or improve the effectiveness of online learning in elementary school students, where the effectiveness of online learning is largely determined by the management of school principals, teachers and learning media.

Research with the title Principal management in improving the quality of human resources at Madani Integrated Islamic Junior High School, by Anjas Baik Putra, Inom Nasution, Yahfizham (2024), used Qualitative method, The results showed that:

1. The principal at SMP IT Madani Aceh Tenggara implements effective management by careful planning, setting clear goals and relevant development programs.
2. The principal involves educators and staff in training, workshops and seminars and provides constant direction, guidance and support.
3. Active participation in activities such as MGMP and training is also encouraged to strengthen cooperation between teachers.

4. Periodic evaluations are conducted to assess the effectiveness of the program and identify improvements. Overall, this strategic and participatory management creates a conducive educational environment, enhances the competence of educators, and improves student achievement and school reputation.

Research with the tile Correlation of Leadership Style and Managerial Ability of Madrasah Principal with Motivation of Mi Teachers in Tangerang City, by Zubaidi, and Zubairi (2022) used quantitative Correlation. Based on the results of the research regarding the relationship between the leadership style and managerial ability of madrasah principals with the motivation of MI teachers in Tangerang city, it can be concluded as follows:

1. There is a positive and significant relationship between the leadership style of madrasah principals and the motivation of MI teachers in Tangerang city. The amount of contribution given by the leadership style of the madrasa principal to teacher motivation is 66.8% and 33.2% of MI teacher motivation in Tangerang city is influenced by other factors that are not studied other than managerial competence.
2. There is a positive and significant relationship between the managerial skills of madrasah principals and the motivation of MI teachers in Tangerang city. The amount of contribution given by the leadership style of the madrasa principal to teacher motivation is 71% and 29% of teacher motivation in MI in Tangerang city is influenced by other factors that are not studied other than leadership style.
3. There is a positive and significant relationship between leadership style and managerial ability of madrasah principals together with the motivation of MI teachers in Tangerang city. The amount of contribution given by the leadership style of the madrasa principal and the managerial ability of the madrasa principal to teacher motivation is 83.3% and the remaining 16.7% of MI teacher motivation in Tangerang city is influenced by other factors outside the leadership style and managerial ability of the madrasa principal.

Research with the title The Effect of Managerial Ability and Principal Work Motivation on the Quality of School-Based Management Implementation, by Eka Yuli Astuti, Tobari, Tahrun (2021) used quantitative, Based on the research results, it is known that:

1. There is a positive and significant influence on the quality of school-based management implementation. Based on the calculation of the regression equation, it is known that the R value is 0.536, which means that the magnitude of the relationship between managerial ability and the quality of school-based management implementation is 53.6%, and is included in the strong relationship category.

2. Principal's work motivation has a positive and significant influence on the quality of school-based management implementation. The R value is 0.510 or defined that the amount of the correlation coefficient or the amount of the relationship between the principal's work motivation and the quality of school-based management implementation is 51.0%.

3. There is a positive and significant influence between the independent variables (Managerial ability and Principal work motivation) has an influence on the dependent variable (the quality of the implementation of school-based management). data analysis using SPSS concluded that the correlation coefficient or the amount of the relationship between the two independent variables and the dependent variable is 0.714 or 71.4% which is categorized as a strong relationship level. For the analysis of the coefficient of determination or the amount of influence of the independent variables together on the dependent variable is 0.510 or 51.0% and is included in the category of high enough influence.

From the above results it can be concluded that managerial-based management skills have a positive and significant influence on the quality of school-based management implementation. Principal work motivation has a positive and significant influence on the quality of school-based management implementation. Simultaneously or together the two independent variables (Managerial ability and Principal work motivation) have an influence on the dependent variable (quality of school-based management implementation).

Research with the title Implementation of Managerial Competence of Principals in Improving Teacher Performance at Sd YPPSB 2, Sangatta Utara Subdistrict in the Era of Kurikukum Merdeka, by Mulyono, Laili Komariyah, Widyatmieke Gede Mulawarman (2024) used qualitative method. The results of research on the implementation of the principal's managerial competence in improving teacher performance at YPPSB 2 Sangatta Elementary School show that:

1. Planning is done by holding a work meeting held at the beginning of the learning year and compiling an annual work program.

2. Organizing is done by appointing a coordinator and a working committee of activities that will run the planned program, making a decision letter for the distribution of teacher duties.

3. Implementation is carried out by increasing discipline, with fingger print attendance, holding gathering and togetherness activities, conducting IKM training, google for education training, teaching material preparation workshops, in house training to improve the quality and performance of teachers.

4. Evaluation is conducted through weekly meetings and teacher performance appraisals at the end of the school year. Thus, the implementation of the principal's managerial competence is a good way to improve teacher performance at YPPSB 2 Sangatta Elementary School.

Research with the title The Effect of Principal Managerial Competence and Teacher Performance on Student Learning Achievement, by Khansa Aida Wibowo and Supriyanto (2021), used quantitative associative, The results showed that:

1. Principal managerial competence can have a positive and significant effect on student achievement in terms of various indicators. The results obtained from the principal's managerial competence variable (X1) amounted to 94.66% which means that managerial competence at SMP Negeri 2 Sidoarjo has been implemented properly by the principal so that it can contribute to student achievement.
2. Teacher performance can have a positive and significant effect on student learning achievement in terms of the various indicators that have been used and the existing conditions. The results obtained from the teacher performance variable (X2) with an amount of 96.21% which means that the performance of teachers at SMP Negeri 2 Sidoarjo has been implemented well by teachers because it can support and realize the achievement of student learning achievement.
3. Based on the research results, it is hypothesized that the variables of principal managerial competence (X1) and teacher performance (X2) show that both together have a positive and significant influence on student learning achievement. Principal managerial competence (X1) and teacher performance (X2) together have an influence on student learning achievement (Y) with a contribution of 55%.

Then, research with the title Managerial Competence of School Principals in Improving Teacher Performance, by Rahmat Hidayat Rambe, Abd. Mukti and Amiruddin Siahaan (2024), used multisite qualitative. The results showed some findings:

1. The principal has the ability to develop an integrated school plan through consultation with all school staff, which includes daily to annual programs.
2. The principal is able to develop the school organization by placing personnel according to their abilities and fields, and is active in developing programs set by the relevant ministries.
3. The principal is effective in leading and establishing closeness between teachers and staff through regular and scheduled meetings.
4. Principals are able to manage teachers and staff by conducting training, guidance and counseling, and providing up-to-date information that is relevant to the latest developments.

5. Principals realize the importance of facilities and infrastructure in improving teacher performance, and try to meet these needs in accordance with the development of science and technology.

The last research with thr title Principal's Managerial Competence in Improving Teacher Performance, by Ismail Nasar and Abdul Majir (2022), used qualitative (Case Study). The results of the research on the principal's managerial competence in improving teacher performance show that:

1. The principal and teachers at SDK Wae Mbeleng have an understanding of the managerial skills that must be possessed by a principal and these managerial skills have been inherent in the principal of SDK Wae Mbeleng.
2. The role of the principal's managerial skills in improving teacher performance at SDK Wae Mbeleng can be said to be going well, both for conceptual skills, human relations, and technical skills. The role of conceptual skills possessed by the head of SDK Wae Mbeleng can conceptually provide a positive improvement in teacher performance.

CONCLUSSION

This Articles obtained from 2020-2024 can be seen that in these studies on average use qualitative methods with a descriptive approach, but some also use quantitative methods with correlational and associative types of research. Of the 10 articles reviewed, 7 articles used qualitative methods and 3 articles used quantitative methods. Based on this, it can be concluded that in the above studies with a time span of 2020-2024 it can be seen that on average researchers use qualitative methods with a descriptive approach to see the principal's managerial policies. Based on the results obtained, it can be seen that the principal as a manager has an important role in optimizing school functions. Principal managerial includes a series of activities that include: (1) planning, (2) organizing, (3) directing/leading, (4) controlling, (5) evaluating and developing. In addition, principals have a very important role in improving the performance of teaching and education personnel. A principal must have a role and duties that are systematic and structured including seven components of the duties and roles of the principal, namely: 1). Principal as Educator, 2). Principal as Motivator, 3). Principal as Manager, 4). Principal as Innovator, 5). Principal as Supervisor, 6). Principal as Leader, and 7). Principal as an administrator. Principal managerial policies have a positive and significant effect on teacher performance and also have a positive effect on school achievement. It is certainly based on some of these studies, it is recommended that school principals really master the managerial abilities of school principals so that the desired goals can be achieved properly and maximally.

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