School Principal Leadership Style and Organizational Performance in Improving the Quality of Education

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ABSTRACT: Leadership means the process of influencing group activities in the context of formulating and achieving organizational goals. There are two things that characterize leaders in carrying out achievements, namely openness and willingness to serve. Leadership always gives an interesting impression because leadership requires a style and attitude that is appropriate to the organizational climate and educational unit where this cannot be separated from performance. Organizational performance is the result obtained by an organization, whether the organization is profit centric or non-profit centric, which is produced over a period of time and is work performance that can be measured in relation to the ability and strength of the organization as a whole to achieve organizational goals. This research aims to describe the leadership style of school principals and organizational performance in improving the quality of education at MI Ma'arif NU Teluk Purwokerto Indonesia. This research is a qualitative descriptive type of research. The results of the research show that in improving the quality of education, MI Ma'arif NU Teluk has attempted to optimize teacher performance which is supported by the leadership of the school principal through strengthening the cognitive, psychomotor and affective competencies of teachers and supported by the existence of a teacher certification program.

KEYWORDS: Organizational Performance, Principal Leadership, Quality of Education.

I. INTRODUCTION

The concept of principal leadership concerns the role and ability of the principal in carrying out management functions. The principal as the leader of the educational unit carries out a dimensional role. Leadership of the Madrasah/School head as: creator, visionary, curriculum developer, professionalization driver, change agent, and effective communicator. Therefore, leadership is a person's ability to influence and motivate other people to do something according to a common goal. An effective leader is a leader whose members can feel that their needs are met, whether for work, motivation, recreation, health, clothing, food, shelter, or other needs that they deserve. Studies on the concept of leadership have long been carried out by management experts. Leadership is defined as the ability to direct and convince colleagues or staff to voluntarily carry out collaborative activities to achieve organizational goals in accordance with the organization's vision and mission. Leadership or leadership includes groups, applied sciences from the social sciences. Because the principles, the formula and its postulates are useful in improving human welfare. As a branch of science, Leadership has an important role in optimizing management. Because the role of a leader is basically a description of a series of leadership functions. Apart from that, a leader must be able to make decisions. Decision making is a prerequisite for determining action, is also the causa (cause) for the response (action).

Meanwhile, the leadership function itself is actually one of the manager's roles in order to invite or encourage all subordinates or colleagues, so that with full will provide dedication in achieving organizational goals according to the abilities of the subordinates to the maximum. If leadership is defined as a person's ability to influence other people so that they follow his will, then a person can be said to have influence on other people, this influence is called power or authority. The term power in this case refers to a person's ability to influence other people or parties, while authority is the power of a person or group of people who receive support or recognition from society. In the current era of globalization, what leadership is and who can exercise it has changed. Leadership competency remains constant, but our understanding of its meaning, how does it work, and the ways in which people learn to apply have changed. We do have the beginnings of a general theory of leadership and leadership skills were once thought to be innate. Leaders are born, not to be called through a number of unimaginable processes, but this view cannot be proven. Along with the dynamic process of life and the complexity of an institution or

organization. Therefore, leadership requires a style and attitude that is appropriate to the climate of the educational institution and educational unit. Because whether an organization is successful or not depends on how its leaders implement management optimally so that they can improve the quality of education. According to Law Number 20 of 2003 concerning the National Education System, it is mandated that every citizen aged 7-15 years is required to attend basic education, known as the Nine Year Compulsory Basic Education Program. The consequence of this is that the government is obliged to provide educational services for all students at the basic education level.

Therefore, the leadership of the school principal and organizational performance is one of the important factors that influences the implementation of education and is expected to be able to improve the quality of education, so that the output satisfies the education customer.

II. RESEARCH METHODS

This research at MI Ma'arif NU Teluk Purwokerto uses qualitative methods which are based more on phenomenological philosophy which emphasizes appreciation (versteher) of human behavior (Cook and Reichard, 1982: 10). Data collection techniques use observation, interviews and documentation and triangulation as data validity testing techniques where researchers try to gain data credibility by combining observation, documentation and interview techniques for the same data collection. Djam'an Satori and Aan Komariah (2009: 22) state that qualitative research is research that emphasizes quality or the most important thing about the nature of a good service. Meanwhile, according to Sugiyono (2013), qualitative research methods are suitable for researching research problems that are unclear, still unclear, or perhaps still dark. This kind of condition is suitable for research using qualitative methods, because qualitative researchers will go directly into the object, carry out exploration using Grand Tour Questions, so that the problem can be found clearly and for strengthening and completing research data collection, researchers also used a tape recorder as a tool in collecting data and recording non-verbal information.

III. LITERATURE REVIEW

A.   Leadership

Definition of Leadership and Main Duties of a Leader

Leadership comes from the root word "leader" which means a person who is known and tries to influence his followers to realize the Vision and Mission of the organization he leads. Leadership for each person in various activities of human life naturally continues and grows along with the application of individual abilities and roles as social creatures. This process is characterized by communication between individuals which results in mutual influence as an effort to fulfill their desires or for one goal in a particular community. This understanding can be viewed as leadership as a process of mutual influence of the activities of a person or leader to fulfill a desire. In line with the above understanding, leadership is a continuous process, which makes all members of the organization passionate and empowered to understand and achieve the goals determined by the leader (Munawir, 1993).

Leadership is any action carried out by an individual or group to coordinate within a certain forum to achieve predetermined goals (Danim, 2004). So, a leader is someone who is in a group, as a task giver or as a director and condition relevant group activities, and as the main person responsible and can set an example both in the service and in daily life so that the organization becomes conducive. So essentially leadership can be understood as the ability to influence other parties. The success of a leader depends greatly on their ability to collaborate and communicate appropriately with other people to influence them.

According to Syaiful Sagala, the components of educational leadership include: (1) the process of a series of actions in the education system (2) influencing and setting an example (3) giving orders in a persuasive and humane way but still upholding the discipline and rules that are guided (4) followers obeying orders according to their respective authorities and responsibilities (5) using authority and power within the limits permitted (6) mobilizing and mobilizing all personnel in the institution to complete tasks so that goals are achieved, improving working relationships between personnel, fostering cooperation, mobilizing organizational resources, and provide work motivation (Sagala, 2008). Thus, leadership can be interpreted as a person's ability to influence other people with the aim of moving these people to be willing to follow the leader's wishes. There are things that characterize leaders in carrying out their duties, namely openness and willingness to serve.

Leadership activities in an organization are the main steps of the organization or the main tasks that must be carried out by everyone who has the responsibility to lead the organization. This is part of an effort to influence the people around them so that they continue to carry out their duties well, have dedication to the organization and they are still obliged to achieve organizational goals or educational goals with good management. Apart from that, there is a need for optimization in education

management. Meanwhile, educational management is a science that studies how to organize resources to achieve goals and empower existing human resources according to their field, so that organizational goals can be achieved.

Therefore, in order for the organizational implementation process to be carried out effectively, the arrangement of various educational resources and the creation of a conducive atmosphere must be carried out. For this reason, educational leaders must master the work area of educational management. With reference to this concept. Educational management is a science that studies forms and the process of collaboration between colleagues and leaders to achieve educational goals. The main duties of leadership consist of: (1) plan, (2) organize, (3) move, (4) coordinate, (5) control (Broto, 2004). Meanwhile, according to Syaiful Sagala (2008), the basic task of a leader is to create and maintain an environment where people work together in a well-organized group, completing tasks to achieve predetermined goals. Apart from that, a leader must be able to maintain trust, carry out his duties in accordance with the regulations.

Social Change and Leadership Style

Humans are living creatures who have the image of "never ending". Yesterday's success is also today's struggle, while today's success is tomorrow's struggle. The struggle for human life implies continuous change, so that the philosophy "change is something eternal" becomes a permanent characteristic of human life and other creatures (the only thing of permanent is change). The changes that humans continuously experience in living their lives have given rise to theoretical thoughts about human change, known as social change.

Social change as it is eternal in nature, will always happen and is bound to happen. Likewise, organizations as open organizations are characterized by groups of people working in synergy to achieve common goals, experiencing theories of organizational change starting from orientation, technology, structure and management. This is where the role of a manager must be maximized.

Managerial skills and leadership are two different roles. A good manager is someone who is able to handle organizational complexity, is an honest strategic and operational planning expert, is able to organize organizational activities in a coordinated manner, and is able to evaluate reliably and validly. Meanwhile, an effective leader is able to build staff motivation, determine direction, handle change correctly, and become a catalyst who is able to color staff attitudes and behavior (Aan Komariah & Cepi Triatna, 2004). Therefore, the function of a leader is to facilitate the cooperative achievement of goals among followers and at the same time provide opportunities for their personal growth and development.

According to Syaiful Sagala (2008), various leadership styles include: (1) Autocratic, that is, the leader makes his own decisions, because power is centralized in one person, he assumes full responsibility and authority. The autocratic style is based on the position that all activities in the organization will be able to run smoothly and successfully achieve the goals that have been determined if everything is done smoothly. The points are decided or determined by the leader. (2) Democratic means that the leader consults with the group regarding problems that interest them to which they can contribute something. The democratic style is based on the idea that activities in the organization will be able to run smoothly and achieve the goals that have been set if the various problems that arise are decided jointly between the officials involved. lead and the officials they lead. (3) Free control, namely the leader gives power to subordinates, the group can develop its own goals and solve its own problems, there is no or little direction. The free control style originates from the idea that all activities in an organization can run smoothly and successfully achieve predetermined goals if subordinates in carrying out their work are given the freedom to decide what they want and then carry it out according to their wishes. This free control style is usually useless, but can be effective in groups of highly motivated professionals.

Meanwhile, educational leadership can be classified into four types, including: *First*, the authoritarian type is the "authoritarian" type of leadership. In authoritarian leadership the leader acts as a dictator towards the members of his group. *Second*, the Laissez-faire type is that in this type of leadership the leader actually does not provide leadership, he allows his subordinates to do as they please. *Third*, the Democratic Type is a leader who is a democratic type who interprets his leadership not as a dictator, but as a leader among the members of his group. Fourth, the pseudo-democratic type. This type is also called pseudo-democratic or diplomatic manipulation (Lecturer Team Majoring in Education Administration, 2005).

Leaders in Decision Making and Organizational Performance

Leaders in effective educational management lead their group members so that they feel their needs are met and satisfying educational customers and leaders themselves also feel that their needs are satisfied so that organizational goals are achieved. A leader is a person who is trusted and has good characteristics, attitudes and styles to manage or manage other people. Therefore, in the world of leadership, it is no longer strange that "make good decisions" is one of the many points that a leader

must have. In social life, there are definitely problems that are relatively complicated and difficult to solve. This is where the wisdom of a leader is required in making decisions so that problems can be resolved well.

According to Van Vollenhoven, stated that: a decision is a unilateral legal action in the field of government and is carried out by a legal entity based on its extraordinary authority. Meanwhile, in the management concept, the result of the management process is a decision that can be determined as a direction of action that is chosen consciously from available alternatives with the intention of achieving a desired result (Sagala, 2000). A decision will not have a strong level of accuracy if it is not supported by various existing information and proven with valid data, From the various input information received, it will be analyzed comprehensively by the organization's management to form an alternative decision recommendation and then the alternative decision offered will be taken whichever is the best. Decision is a problem tracing process that starts from the background of the problem, identification of problems to the formation of conclusions or recommendations (Fahmi, 2010). The birth of a decision does not immediately take place in such a simple way, because a decision is always born based on a process that takes time, energy and thought until finally a crystallization occurs, and the decision is born.

Furthermore, what is considered important is the responsibility of the decision itself to the interested parties. In every decision made there are always risks that arise, in principle, this risk cannot be avoided and whatever form it takes, it always and inevitably arises. This is called the impact of a decision. Risky decision making is the production of a decision that contains more than one possible outcome based on several alternative decisions taken, and because there are several alternatives, there are automatically several equally big opportunities. To overcome risks that arise in an organization, both profit and non-profit, is to implement "risk management". Apart from that, there needs to be a continuous assessment of leadership performance, because it will be the basis for efforts to improve and readjust all school sub-systems according to the necessary improvements. Leadership performance assessment is the process of determining whether organizational performance is good or bad, programs, activities achieve previously established goals. The strategy that leaders must develop is the effectiveness of the assessment process in order to produce improvements to programs, procedures and efforts to achieve organizational goals.

Therefore, a leader must be careful in making decisions, so that the decision is good, does not harm personnel within the organization and does not harm the organization. And a leader in making decisions refers to the goals of the organization he leads, to achieve that, the leader makes optimal use of organizational resources, especially human resources in the organization, who are empowered optimally according to their field.

Then, an organization is formed to achieve a common goal, but to achieve this goal requires reliable and professional performance from the officers or employees of the organization concerned. Performance comes from the words Job Performance or Actual performance which means work performance or actual achievements achieved by somebody. The definition of performance (work performance) is the quality and quantity of work results achieved by an employee in carrying out his functions in accordance with the responsibilities given to him. Performance is the result or output of a process (Nurlaila, 2010). Performance is an activity that a worker has achieved in carrying out the tasks and work given to him. In the Big Indonesian Dictionary, performance is defined as something that is achieved, achievements shown, or work ability. Performance is the result obtained by an organization, whether the organization is profit oriented or non-profit oriented, which is produced over a period of time (Fahmi, 2010). According to Indra Bastian (2001), performance is a description of the level of achievement of an activity/program/policy in realizing the goals, objectives, mission and vision of an organization as stated in the formulation of a strategic scheme (strategic planning) organization. According to Nanang Fattah (2000), work performance is an expression of ability which is based on knowledge, attitudes and skills and motivation in producing work.

Meanwhile, according to Keban (2004), organizational performance is something that describes the extent to which a group has carried out all the main activities so that it can achieve the vision and mission of the institution. From various opinions by experts, regarding the performance above, it can be concluded that organizational performance is the results obtained by an organization, both profit oriented and non-profit oriented organizations which are produced over a period of time and are work achievements that can be measured, related to the ability and strength of the organization as a whole to achieve organizational goals.

Concept and Factors that Influence of Improving Organizational Performance

Performance can also be said to be a result (output) of a certain process carried out by all components of the organization regarding certain resources used (input). Furthermore, performance is also the result of a series of process activities carried out to achieve certain organizational goals. For an organization, performance is the result of collaborative activities between members or components of the organization in order to realize organizational goals. Simply put, performance is a product of administrative activities, namely cooperative activities to achieve goals whose management is usually referred to as management. As a product of organizational and management activities, organizational performance, apart from being

influenced by input factors, is also greatly influenced by administrative and management processes. taking place. No matter how good the available input, it will not produce a satisfactory performance product if the administration and management processes cannot run well. Between input and process have a close relationship and are very determining in producing a performance output that meets expectations or not. As we all know, the ongoing management process is the implementation of management functions, namely Planning, Organizing, Actuating, and Controlling (POAC). Meanwhile, according to Irham Fahmi (2010), the function of performance management is to try to provide enlightenment and answers to various problems that occur in an organization, both caused by internal and external factors, so that what is currently experiencing does not have a negative influence on the company's activities at that time. this and the future.

The dominant factors that influence the performance of an organization include management efforts in translating and aligning organizational goals, organizational culture, and effective leadership. Meanwhile, the factors that have a direct influence on the level of performance achievement are as follows: 1) Technology which includes work equipment and methods used to produce products or services produced by an organization. The higher the quality of the technology used, the higher the level of performance of the organization. 2) The quality of inputs or materials used by the organization. 3) The quality of the physical environment which includes work safety, room arrangement and cleanliness. 4) Organizational culture as a pattern of behavior and work patterns exists in the organization concerned. 5) Leadership is an effort to control organizational members to work in accordance with organizational standards and goals.

These factors can be caused by internal organizational factors or external organizational factors. There are those who question equipment, infrastructure or technology as the dominant factor, there are those who question the quality of human resources owned by an organization, and there are those who question work mechanisms, organizational culture and the effectiveness of leadership in an organization. According to organizational experts, the unequal and suboptimal performance of an organization is caused by ineffective leadership patterns and styles, which ultimately lead to low overall organizational performance. Leadership is considered as a factor that fills the gaps in existing structures, streamlines work mechanisms, and is able to provide effective motivation for employees to work and provide high work performance. Levine et al in Dwiyanto (1995) put forward 3 concepts that can be used as a reference for measuring the performance of public organizations, namely: 1) Responsiveness refers to the alignment between programs and service activities provided by public organizations with the needs and desires of the community. The more people's needs and desires are programmed and implemented by public organizations, the better the organization's performance. 2) Responsibility explains the extent to which the implementation of public organization activities is carried out in accordance with correct administrative principles or in accordance with organizational policies, both implicit and explicit. The more a public organization's activities are carried out in accordance with administrative principles, regulations and organizational policies, the better its performance will be considered. 3) Accountability refers to the extent to which the policies and activities of public organizations are subject to political officials elected by the people. In this context, the performance of a public organization is considered good if all or at least most of its activities are based on efforts to fulfill the hopes and desires of its members. people's representatives.

Purpose of Performance Appraisal

Performance assessment is basically used to assess the success or failure of implementing activities, programs and/or policies in accordance with the targets and objectives that have been set in order to realize the vision and mission of government agencies. Performance measurement includes determining performance indicators and determining the achievement of performance indicators. According to Pasolong, the objectives of performance appraisal are: 1) As a basis for providing adequate compensation to employees with its performance. 2) As a basis for carrying out promotions for employees who have good performance. 3) As a basis for demotion of employees who are lacking or do not have good performance. 4) As a basis for dismissing employees who are no longer able to do their work. 5) As a basis for providing training to employees, in order to improve their performance as a basis for accepting new employees who are suitable for the jobs available. 6) As a basis for knowing the success or failure of an organization (Pasolong, 2007).

According to Handoko (1994), the function of holding performance assessments in each organization is as follows: 1) As a basis for determining payroll decisions. 2) As a basis for feedback on the performance of a person or group. 3) Identify the strengths and weaknesses of the employees being assessed. 4) As a basis for consideration for promotion decisions. 5) As a basis for consideration for transfer and dismissal decisions. 6) As a basis for consideration for training and development decisions. 7) As a basis for consideration for award decisions. 8) As a tool to motivate and improve performance.

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B. Quality of Education

Understanding Education Quality

The definition of quality, quality means the degree (level) of excellence of a product (result of work/effort) in the form of goods or services, both tangible and intangible. In the educational context, the meaning of quality, in this case refers to the educational process and educational results. The definition of quality has various connotations depending on the person who uses it. The word quality is taken from the Latin "Qualis" which means what kind of (depending on what word follows it). The definition of quality according to Deming is conformity to needs. Meanwhile, according to Juran, quality is suitability to needs. Sallis (2003) suggests that quality is an absolute and relative concept. Absolute quality is quality that has high ideals and high standards that must be met, with high prestigious product characteristics. Meanwhile, relative quality is a tool that has been determined and must meet the standards that have been created.

The definition of education according to Republic of Indonesia Law Number 20 of 2003 concerning the National Education System or National Education System, article 1 (paragraphs 1 and 4), that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, noble morals, self-control, intelligence, personality, and skills needed for oneself, society, nation and state."

According to Hoy, Jardine, & Vood (2000: 10), quality in education is an evaluation process education through increasing the need to reach and develop customer talent processes and finding a standard set of client accountability that pays for or outputs from the educational process. Researchers and practitioners in the field of education view the quality of education in terms of input quality, process quality, and product quality (Hoy & Miskel, 2001). This is in accordance with Anonymous (2002) who views the quality of education as including educational input, process and output.

First, Educational Input. Anonymous (2002) views educational input as everything (in the form of resources, software, and expectations) that must be available because it is needed for the process to take place. Resource inputs include; humans (principals, teachers, students, other employees) and others (infrastructure, money, materials, etc.). Software input includes school organizational structure, statutory regulations, task descriptions, plans, work programs, and so on. Input expectations in the form of vision, mission, goals and targets to be achieved. Input readiness will influence the progress of the process well. Input quality is measured by the level of readiness of resources, software and expectations available for the process to take place.

Second, Educational Process. It is the changing of something into something else. Something that influences the progress of the process is called input, while something resulting from the process is called output. In micro-scale education (school level), processes include decision-making processes, institutional and program management processes, teaching and learning processes, and monitoring and evaluation processes. The quality of the process can be seen from the level of coordination and harmonization as well as the harmonious integration of school input, so that it is able to create a pleasant learning situation (enjoyable learning) is able to encourage motivation and interest in learning, and is truly able to empower students.

Third, Educational Output. Educational output as school performance. School performance is school achievement resulting from school processes/behavior. School performance can be measured from quality, effectiveness, productivity, efficiency, innovation, quality of work life and work morale. School output is said to be of quality if school achievement, especially student learning achievement, shows high achievement in: (a) academic achievement, in the form of general test scores, national exams, scientific works, academic competitions, and (b) non-academic achievement, in the form of IMTAQ, honesty, politeness, sports, skills and other extracurricular activities. School quality is influenced by many stages of interconnected activities (processes) such as planning, implementation and supervision. If quality is in the form of fulfilling and exceeding customer needs, it is necessary to know who the customer is. If quality is in the form of fulfilling and exceeding customer needs, it is necessary to know who the customers are. In this case, internal educational customers include teachers and other educational staff.

Next are external customers, which consist of three groups: 1) primary external customers, namely students; 2) secondary external customers, namely parents and government leaders; and 3) tertiary external customers, namely the job market, government and the wider community (Sallis, 2003). In simple terms, Cotton (2004: 4) states that external customers are who consume the product or service offered." External customers are those who use the product or service. Schools should be able to guarantee the satisfaction of the community of users, by guaranteeing that within the school both teachers and students will display the best performance. This condition requires five pillars that stand firmly on beliefs and values that are influenced by many interconnected stages of activities (processes) such as planning, implementation and supervision. The five pillars, as stated by Arcaro (2005), include: 1) focus on customers, 2) total engagement, 3) measurement, 4) commitment, and 5) continuous improvement. If quality consists of meeting and exceeding customer needs, it is necessary to know who the customer is. customer is, "Anyone to whom a product or service is provided." A customer is someone to whom a product or service is provided.

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Customers in education consist of internal and external customers (Burnham, 2007). An educational institution is said to be of quality if it has the following characteristics: 1) Students demonstrate a high level of mastery of learning tasks (learning tasks) as formulated in educational goals and objectives, including academic learning outcomes expressed in learning achievement. 2) The results of student education are in accordance with the demands of students' needs in their lives, so that apart from knowing something, they are also able to do something functionally for life. 3) The educational results of students are in accordance with environmental needs, especially the world of work. Therefore, relevance is an indicator of quality. Thus, the benchmark for good quality is not an absolute quality benchmark, but a relative benchmark, namely one that suits customer needs. The quality of a school will be good if the school/madrasah can provide services that suit the needs of its customers.

Factors of Influence Improving the Quality of Education

To improve the quality of education in schools/madrasas , Sudarwan Danim said that if an institution wants to Improving the quality of education is a must at a minimum involves five dominant factors, namely: 1) Leadership. School principals must have and understand a clear work vision, be able and willing to work hard, have a high work drive, be diligent and steadfast in their work, provide optimal services, and have strong work discipline. 2) Teacher. Maximum teacher involvement , by increasing the competence and professional work of teachers in workshop activities , seminars, workshops , training, and so on, so that the results of these activities applied in universities. 3) Participants Educate. The approach that must be taken is "the child as the center" so that the competencies and abilities of students can be explored so that the school/madrasah can inventory the strengths of the students. 4) Curriculum. The existence of a consistent, dynamic and integrated curriculum can enable and facilitate the expected quality standards so that goals can be achieved effectively maximum. 5) Collaboration network. The collaborative network is not only limited to the school/madrasah environment and the community alone but also with other organizations, such as schools both domestic and foreign, companies or government agencies so that the output from schools/madrasahs can be absorbed into the world of work.

IV. RESULT AND DISCUSSION

Based on the results of interviews, observations and documentation, researchers found that there was planning in the school principal's leadership activities and organizational performance in improving the quality of education. The school principal's planning to improve the quality of education is carried out by conducting a SWOT (Strength, Weakness, Opportunity and Threat) analysis. Planning carried out in order to improve teacher performance at MI Ma'arif NU Teluk Purwokerto through leadership meetings and teaching and education staff. In this meeting, several agendas were discussed, including: the objectives of improving teacher performance in improving the quality of education, the time schedule for improving teacher performance, targets to be achieved, supporting facilities and infrastructure, activity agenda, and financing. The strategies for improving teacher performance at MI Ma'arif Teluk Purwokerto include:

1. Increased Knowledge

Knowledge such as teachers' "stockpile of basic necessities in business". A teacher must make serious efforts in the intellectual development of his students. In increasing this knowledge, MI Ma'arif NU Teluk Purwokerto in one year has a research program, community service, seminars, training, upgrading, workshops, panel discussions, conferences, symposiums and in this program all lecturers carry it out so that they can improve their performance. The more knowledge a teacher has, the more teachers will have insight into the knowledge their students need, because the teacher's role is as a transmitter of knowledge transfer, educator, director and also mentor.

2. Capacity Building

A professional teacher must have a level of capability or competency which is a set of skills so that he or she is able to realize professional performance achievements. The teacher performance competencies that have been determined must refer to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning standards for academic qualifications and teacher competencies, namely pedagogical competence, personality competence, social competence and professional competence. Each ability should also be based on cognitive, affective and performance criteria as well as productive and exploratory. The expected abilities must be in line with and relevant to the work demands that have been determined. Apart from that, a lecturer is expected to have entrepreneurial values and spirit which means that an educator has a creative, innovative spirit, is able to find solutions to problems that occur, create new things, and has high motivation and enthusiasm.

3. Skills Improvement

Teachers are educators, so the presence of lecturers is not only obliged to transfer material or transfer knowledge (transfer of knowledge) to their students but is also obliged to teach aspects of skills and values (transfer of skills and transfer of values).

Skills are elements of ability that can be learned. Teaching skills are a combination of knowledge and abilities that educators need in the teaching process. Thus, the presence of skills is expected to increase teacher professionalism. The development of teacher professionalism at MI Ma'arif Teluk Purwokerto is related to work effectiveness with the principle that the work done today is better than yesterday and the work tomorrow must be better than today. These principles always encourage teachers at MI Ma'arif Teluk Purwokero to be more creative, innovative, dynamic and critical and open to improving quality and high work productivity.

4. **Improving Self Attitude**

Each person is born as a unit of individuals and grows and develops to become a person with character, who becomes a whole from before birth, then becomes a baby and then interacts with the environment. As an individual, he has the right to autonomy to be able to determine his life path, but apart from being an individual, every person also needs the help of other people, which is called social nature as a social and cultural creature who lives in the midst of the environment, both the family environment and the community environment. So, a person's attitudes, behavior and habits can be formed from the atmosphere of the environment around them. Likewise, a child is able to start learning to know himself through his closest environment, namely his parents at home.

5. **Teacher certification**

Teachers have strategic roles, functions and tasks in national development, especially in the field of education, so lecturers need to develop themselves into professional staff. With teacher certification, teacher performance and teacher welfare can be improved at MI Ma'arif NU Teluk Purwokerto. Therefore, teachers need to be equipped with academic qualifications and abilities that are in accordance with the specified standards. The Law on Teachers and Lecturers states that certification is part of improving the quality and level of welfare for lecturers. Therefore, with the certification program it is hoped that lecturers will become professional individuals, competent as agents of reform which can be proven by having a teacher certificate. If they are professional teachers are entitled to receive rewards in the form of professional allowances from the government.

V. CONCLUSIONS

Whether an organization will succeed or fail is largely determined by the leadership of that institution, especially in implementing management within that institution. A leader is someone who is in a group, as a task giver or as a director and condition relevant group activities, and as the main person responsible and can set an example both in the service and in daily life so that the organization becomes conducive. There are two things that characterize leaders in carrying out their duties, namely openness and willingness to serve. Organizational goals are not only known by the leader or group, but it must be socialized to all education customers so that the organization's goals are quickly achieved in accordance with the Vision and Mission.

An educational institution is said to be of quality if it has the following characteristics: 1) Students demonstrate a high level of mastery of learning tasks (learning tasks) as formulated in educational goals and objectives, including academic learning outcomes expressed in learning achievement; 2) The results of student education are in accordance with the demands of students' needs in their lives, so that apart from knowing something, they are also able to do something functionally for life; 3) The educational results of students are in accordance with environmental needs, especially the world of work. Therefore, relevance is an indicator of quality.

Strategies to improve quality include building bureaucratic level capacity, schools and classes. Apart from that, teachers must master and be able to implement four competencies, to realize their professional performance in educational institutions, namely pedagogical competence, personality competence, professional competence and social competence. Thus, good quality benchmarks are not absolute quality benchmarks, but relative benchmarks, namely those that suit the needs of "education customers". The quality of the school will be good if the school can provide services that suit the needs of educational customers. Educational success is measured by the level of the educational program's ability to develop an individual's ability to change for the better and MI Ma'arif NU Teluk has attempted to optimize teacher performance which is supported by the leadership of the school principal through strengthening the cognitive, psychomotor and affective competencies of teachers and supported by the existence of a teacher certification program.

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