



**THE INFLUENCE OF SOCIAL INTERACTION OF THE PRINCIPAL ON
TEACHERS AT SMP ISLAM AINUL ULUM PARIT SERIBUT
SUNGAI AMBAWANG**

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Abstract

The school principal has the functional authority to supervise/supervise the teachers under his/her leadership. It is hoped that the function of the school principal in improving teacher performance is so that teachers in teaching are more skilled, focused and professional, so that it is easier to capture, digest and then implement it in their daily tasks. The teacher is a central figure in the implementation of education, because the teacher is a figure who is very necessary to spur the success of his students. The problem formulation in this research is: What is the function of the principal at SMPI Ainul Ulum Parit Seribut, Sungai Ambawang District? How does the principal's social interaction influence teachers and what is the influence of the principal's function on improving teacher performance? Based on the problem formulation above, the objectives that can be achieved in this research are: To find out the function of the principal at SMPI Ainul Ulum Parit Seribut, Sungai Ambawang District. To find out the influence of the principal's social interaction on teacher performance and to find out the extent of the influence of the principal's function on improving teacher performance at the school. This research is expected to provide the following benefits: 1) Theoretical Benefits of this research can enrich scientific discourse or the development of knowledge, especially regarding the influence of social interactions between school principals and teachers which can be utilized by various parties whose duties and services are related to the world of education. 2) Practical Benefits As input material for school principals for their duties as administrators in their implementation efforts. As input material for administrative managers, teachers can carry out their functions as school administrators well. As comparison material for other researchers who wish to conduct research on the above title in other locations. As information material. to increase the insight of researchers and readers, especially regarding the influence of social interactions between school principals and teachers in the school environment.

Keywords: Principal, Teacher, and Social Interaction

Abstrak

Kepala sekolah memiliki kewenangan fungsional untuk melakukan supervisi/pengawasan guru yang berada di bawah kepemimpinannya. Diharapkan fungsi kepala sekolah kepala sekolah dalam meningkatkan kinerja guru adalah agar guru dalam mengajar lebih terampil, terarah dan profesional, sehingga lebih

mudah menangkap, mencerna dan kemudian mengimplementasikannya dalam tugas sehari-hari. Guru merupakan figur sentral dalam pelaksanaan pendidikan, karena guru merupakan sosok yang sangat diperlukan untuk memacu keberhasilan anak didiknya. Adapun rumusan masalah dalam penelitian ini adalah penelitian ini adalah: Bagaimana fungsi kepala sekolah di SMPI Ainul Ulum Parit Seribut Kecamatan Sungai Ambawang? Bagaimana interaksi sosial kepala sekolah mempengaruhi guru dan apa pengaruh fungsi kepala sekolah terhadap meningkatkan kinerja guru? Berdasarkan rumusan masalah di atas, maka tujuan penelitian yang ingin dicapai dalam penelitian ini adalah: Untuk mengetahui fungsi kepala sekolah di SMPI Ainul Ulum Parit Seribut Kecamatan Sungai Ambawang. Untuk mengetahui pengaruh interaksi sosial kepala sekolah terhadap kinerja guru kinerja guru dan untuk mengetahui sejauh mana pengaruh fungsi kepala sekolah kepala sekolah terhadap peningkatan kinerja guru di sekolah tersebut. Penelitian ini diharapkan dapat memberikan manfaat sebagai berikut diharapkan dapat memberikan manfaat sebagai berikut: 1) Manfaat Teoritis Penelitian ini dapat memperkaya wacana keilmuan atau pengembangan ilmu pengetahuan khususnya mengenai pengaruh interaksi sosial antara kepala sekolah dan guru kepala sekolah dan guru yang dapat dimanfaatkan oleh berbagai pihak yang tugas yang tugasnya berkaitan dengan dunia pendidikan. 2) Manfaat Praktis Sebagai bahan masukan bagi kepala sekolah untuk tugasnya sebagai administrator dalam upaya pelaksanaannya. Sebagai bahan masukan bagi para pengelola administrasi, guru dapat melaksanakan fungsinya sebagai administrator sekolah dengan baik. Sebagai bahan perbandingan bagi peneliti lain yang ingin melakukan penelitian tentang judul di atas di lokasi lain. Sebagai bahan informasi. untuk menambah menambah wawasan peneliti dan pembaca, khususnya mengenai pengaruh interaksi sosial antara kepala sekolah dan guru di lingkungan sekolah. lingkungan sekolah.

Kata Kunci: Kepala Sekolah, Guru, dan Interaksi Sosial.

INTRODUCTION

The increasingly high demands on the duties of school principals will cause role conflict to arise. This is emphasized by Gary (2001: 38) that pressure from various groups and role ambiguity cause leaders to experience role conflict. The principal is a leader who has responsibility for all school activities, both in terms of his duties as a school leader and as an administrative staff. A good school principal has plans related to work tasks and will be carried out during the school year. The school principal as an administrator is responsible for the smooth implementation and teaching of activities related to his function as an administrator (Djafri, 2016:3).

Administrator can be interpreted as the entire process of cooperation between two or more people based on certain rationality to achieve predetermined goals. School management and development efforts through administration, management and leadership activities depend on the ability of the school principal. The principal as an administrator does not view teachers as subordinates, but as colleagues. Social attitudes and behavior should be able to make teachers feel more

appreciated and respected. The principal's social interaction is a professional ability. So that teachers do not hesitate to ask and discuss things related to their duties with school administrators.

Communication is a measuring tool that the school principal has a big influence on the social interactions carried out between teachers and principals, the relationship between the two will be smooth and synergistic in carrying out the noble tasks of education. This situation will make it easier for school principals to encourage teachers to improve their work performance. A school principal who has influence in social interactions makes a professional leader always oriented towards his professional values, attitudes and actions. This means that his actions are based on an adequate systematic theory and his position's code of ethics, so he tries to lay the theoretical foundations for professional practice in accordance with his aspirations (Risnawati, 2014: 2).

The Principal of the Parit Seribut Islamic Junior High School, Sungai Ambawang District, as a person whose influence is very dominant in carrying out his authority and as an administrator whose social interaction is very necessary in all things but is still not good, this can be seen from his lack of ability to help teachers make teaching plans, assist teachers in teaching performance, helping conduct evaluations, empathy for teachers, and having abilities in the field of educational administration. Meanwhile, social interaction with teachers in carrying out their duties is not good enough. This can be seen from the implementation of teaching which is still very chaotic starting from teaching planning, managing classes, use of methods and media, teaching performance, guidance, to evaluation and disciplinary behavior of teachers in carrying out their duties (Nunu, 2007: 7).

The school principal has the functional authority to supervise/supervise the teachers under his/her leadership. It is hoped that the function of the school principal in improving teacher performance is so that teachers in teaching are more skilled, focused and professional, so that it is easier to capture, digest and then implement it in their daily tasks. The teacher is a central figure in the implementation of education, because the teacher is a figure who is very necessary to spur the success of his students, but social interaction is a powerful weapon to overcome teacher indiscipline in teaching or in creating learning tools.

School principals as formal leaders in the world of education are required to be able to improve the quality of their resource management through their work performance, especially in terms of organizational management and implementation of main tasks and other tasks. Apart from that, school principals need to actualize managerial abilities to improve teacher performance. This is very important as a holder of a position as a school principal, the influence that needs to be done is to always carry out social interactions either individually or in groups to improve the profession and provide more confidence in carrying out their duties and responsibilities as professionals in the field of education.

The principal must be able to use his abilities and intelligence by utilizing the environment and potential that exists in the organization. In other words, leaders try to involve organizational members to achieve goals. The ability to mobilize, direct and influence organizational members in an effort to achieve organizational goals as a form of leadership.

In relation to the function of school principals in improving the performance of educational staff, it is necessary to understand that every school principal is responsible for always carrying out direct communication both internally and externally. The influence in social interactions for school principals and teachers will direct what is best for educational staff, and he you have to do good yourself. The principal must be an example, patient and understanding. The function of the school principal should be interpreted according to Ki Hajar Dewantara's motto: "Ing ngarsa sung tulada, ing madya mangun karsa, Tut wuri handayani (in the front, be an example, in the middle, build the will, in the back, be a motivator/motivator)."

The performance of teachers is one of the important assets in increasing the effectiveness and efficiency of the teaching and learning process. A common phenomenon found in schools is that there are several teachers who do not improve their performance in teaching, and this is usually triggered because the principal does not supervise the teachers in the school where there are teachers who often leave the class before the end of the lesson, are late to class, or are often absent. However, if the principal always carries out social interactions either by calling problematic teachers or mentioning them in teacher work meetings, the potential for influence is very large and of course teachers who often arrive late and often go home early will be more disciplined.

In general, the author examines the performance of the principal as a leader whose social interaction is very much needed and has influence or as a magnet for teachers at SMPI Ainul Ulum Parit Seribut, Sungai Ambawang District, as all subject teachers are not free from problems. So far, the issue of social interaction and its influence as motivation in carrying out noble duties or teaching has indeed become a ticklish specter. Because people will think that if the principal is no longer in tune and miscommunicates, then the inequality in carrying out the education process is considered a failure. However, even though there are some teachers whose teaching methods still tend to be conventional and are considered old-fashioned by the principal, their completion in carrying out their duties so far has always been in accordance with the targets determined at the beginning.

The influence of the principal on social interaction in the world of education is very important, but some teachers in this school already have a positive culture because they are used to independently compiling learning devices even though they are done together in teacher work group activities. These positive things can be developed through activities managed by supervisors together with the ranks of principals and MGMP in each sub-district.

Some teachers even have expertise in mastering and applying technology in compiling very good learning media with various creativity. Although social interaction is rarely carried out by the principal, the author found this in his activities when the supervisor carried out supervision duties at the school.

The teaching and learning process, the majority of teachers in using learning methods have been seen to be very flexible and careful in pouring out the contents of the curriculum through learning plans. Because teachers always make from the results of imitations watched on YouTube Although it is recognized that there are still some teachers whose mastery of the material is not fully in accordance with the

learning devices made and are indeed still found in the supervisor's supervision activities at Ainul Ulum school but only some teachers.

The results of observations made by the supervisor, it appears that some teachers have not shown good performance, the main factor that the author found was the lack of communication between the leadership and teachers in carrying out their duties and functions, meaning that it is in accordance with the main duties and functions of teachers, such as: activities in planning teaching programs, carrying out learning activities, carrying out assessments, carrying out daily tests, compiling and implementing improvement and enrichment programs and holding development of teaching areas that are their responsibility. This should be done in a good coordination meeting or the principal directly summoning the subject teachers to be given special direction related to the learning carried out both in class and outside the classroom. Based on the background above, the author is interested in observing and conducting mini research with teacher informants and school principals so that odd things can be found and a way out (solution) can be found so that the author takes the title 'The Influence of Social Interaction of the Principal on Teachers at SMP Islam Ainul Ulum Parit Sribut Sungai Ambawang.

RESEARCH METHOD

The research approach is an effort to achieve research objectives. The research approach used by the researcher is a type of qualitative approach with a descriptive method, namely research that attempts to collect data and information that already exists or occurs in the field. According to Bogdon and Taylor (in Meleong 2012: 44) states that Qualitative as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

This study uses qualitative research with the aim of explaining and describing in depth the Influence of Social Interaction of the Principal on Teachers at SMP Islam Ainul Ulum Parit Seribut Sungai Ambawang

The presence of the researcher as a person who conducts observations carefully observes the object of research. To obtain data about this research, the researcher goes directly to the field. Sudarwan Danim, *Becoming a Qualitative Researcher* (Bandung: Pustaka Setia, 2002) as a key instrument that plays a role as

a researcher in the field is absolutely present or directly involved in conducting research. In this regard, in collecting data, researchers try to create a good relationship with informants who are data sources so that the data obtained is truly valid. In carrying out this research, researchers will be present in the field since being permitted to conduct research, namely by visiting the research location at certain times, both scheduled and unscheduled.

The subjects in this study are teachers and principals. According to (Sugiyono, 2018), there are 2 sources of data in research, namely: Primary Data and Secondary data. Primary data in this study are principals and teachers. The informants appointed or selected in this study are those who experience it directly. Secondary data is one of the data sources used to support primary data. This data source can be in the form of official documents, newspapers, magazines and browsing results that are related and related to this research. Researchers obtain notes and archives from the principal and teachers concerned.

RESULTS AND DISCUSSION

PROFILE OF SMPI AINUL ULUM

AINUL ULUM Islamic boarding school is located on 1 hectare of land and is predominantly populated by Madurese people, but there are also sea Malay and Chinese tribes because in Parit Seribut village there are multi-ethnic tribes ranging from Madurese, Bugis Malay, Chinese, Dayak and Javanese. The management of education at Ainul Ulum Islamic Boarding School starts from non-formal and formal education, non-formal education such as Islamic boarding school education whose curriculum is salafi books using sorogan and wathonan studies, while formal education starts from Ainul Ulum Islamic Junior High School and Al-Hamidiyah High School. There is also extra-curricular education such as Hadrah art, Calligraphy art and I'lan classic yellow books such as Alfiyah Ibnu Malik.

Research Discussion

Definition of PrincipalThe principal comes from two words "head and school". The word head is defined as the chairman or leader in an organization or institution. While a school is an institution where lessons are received and given (Big Indonesian Dictionary, 2018:420). In simple terms, a principal can be defined "as a

functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons" (Wahjosumidjo, 2011:83)

Daryanto (2016:80) explains that: The principal is a school personnel who is responsible for all school activities, has the authority and responsibility to organize all educational activities in the school environment that he leads based on Pancasila which aims to:

- 1) Increase devotion to God Almighty.
- 2) Increase intelligence and skills.
- 3) Enhance character.
- 4) Strengthen personality.
- 5) Strengthen the spirit of nationalism and love for the country.

Mulyasa (2011:214) explains that the principal is the driving force and determinant of school policy, which will determine how educational goals in general can be realized. From the description above, the principal's efforts can be interpreted as a leader who has efforts in education and teaching that are burdened with various obligations to achieve the desired goals.

a. Requirements for a Principal

According to Daryanto (2016:92), the requirements for a principal are as follows:

- 1) Have a diploma that complies with the provisions or regulations set by the Government.
- 2) Have sufficient work experience, especially in schools that are similar to the school they lead.
- 3) Have good personality traits, especially attitudes and personality traits that are needed for educational purposes.
- 4) Have extensive expertise and knowledge, especially regarding the fields of work knowledge needed for the school they lead.
- 5) Have good ideas and initiatives for the progress and development of their school.

The principal is a determining factor in the effectiveness of the school, therefore a principal should have the following traits, including:

- 1) Have a desire to lead and a willingness to act with determination and negotiate in difficult situations.
- 2) Have high initiative and effort.
- 3) Goal-oriented and have a sharp sense of clarity about instructional and organizational goals.
- 4) Seriously compile good examples themselves.
- 5) Realize the uniqueness of teachers in their style, attitude, skills and orientation and support different teaching styles. An effective principal is able to combine teaching skills with teaching arrangement and mastery (Sulistiyorini, 2009:195).

Seeing the explanation above, it can be concluded that the position of the principal is truly a person who is chosen to be the principal, with several requirements that are proposed, it is hoped that the elements in the educational institution can be further improved, which ultimately can achieve educational goals.

b. Function of the Principal

The principal is a very important educational leader, because he is closer and more directly related to the implementation of the educational program of each school. Whether or not an educational program can be implemented and whether or not educational goals are achieved depends greatly on the skills and wisdom of the Principal as an educational leader.

The principal as the manager of the educational unit (school) is responsible for the effectiveness and efficiency of the implementation of education in his school, through the roles he plays. The role played by the principal is very complex, including the role of the principal as a leader, administrator, manager, supervisor and community liaison (Soebagio, 2011:60).

Running the wheels of education, at least able to function as an educator, manager, administrator, supervisor, leader innovator and motivator (Mulyasa,

2014:98-103). The leadership role of the principal referred to in this study is the principal as a leader. As a leader, "The principal provides guidance and direction to teachers, staff and students and provides encouragement to spur and stand in front for the progress and inspire the school in achieving its goals" (Wahjosumidjo, 2011:105). Creating a school climate that is conducive to the implementation of the teaching and learning process effectively and efficiently.

The principal must be able to empower personnel which can be done through the division of tasks professionally. In order for the cooperation and tasks in question to run effectively and efficiently, it is necessary to influence, direct, and control the behavior of subordinates towards achieving educational goals.

As a leader, "The principal must always appear as a figure who is always respected, trusted, emulated, and whose orders are followed. So that the principal as a leader truly functions as a source of inspiration for subordinates" (Wahjosumidjo, 2011:119).

The principal as a leader must be able to provide guidance and supervision, improve the willingness and ability of educational staff, open two-way communication and delegate tasks. The ability of the principal as a leader can be analyzed from the aspects of personality, knowledge of educational staff, school vision and mission, decision-making ability and communication ability. Meanwhile, the personality of the principal as a leader will be reflected in his/her nature which is: "1) honest, 2) self-confident, 3) responsible, 4) brave in taking risks and decisions, 5) magnanimous, 6) stable emotions, and 7) exemplary" (Mulyasa, 2011:115).

In addition, the abilities that must be realized by the principal as a leader can be analyzed from personality, knowledge of educational staff, school vision and mission, decision-making ability, communication skills and the ability to understand students. The ability of the principal as a leader is one of the keys to his success in improving the quality of the school. The principal plays a role as a central force that is the driving force of school life. In everyday life, the principal will be faced.

The principal's ability as a leader is one of the keys to his success in improving the quality of the school. The principal acts as a central force that becomes the driving force of school life. In everyday life, the principal will be faced with the attitudes of teachers, staff and students who have different backgrounds, interests and socio-cultural levels so that it is not impossible for conflicts to occur between individuals and even between groups. In dealing with this kind of thing, the principal must act wisely, wisely, fairly, no party is defeated or favored. In other words, as a leader, the principal must be able to treat the people who are his subordinates equally so that there is no discrimination, instead a spirit of togetherness can be created between them.

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Social Interaction

Humans cannot live alone without other people. Humans are social creatures who socialize with other people throughout their lives in the process of interaction. Social interaction produces many forms of socialization. It can be in the form of interaction between individuals, interaction between individuals and groups, and interaction between groups. While the conditions for social interaction are that there is social contact and communication. Humans in interacting always use communication as a tool in line with Soekanto's opinion (2005:62) who emphasized that social interaction is impossible if it does not meet two conditions, namely, a). the existence of social contact and b). the existence of communication.

With the communication process, the attitudes, feelings and desires of humans, both individually and in groups, can be known by others so that their intentions and goals can be understood, this is then a factor in determining what they want to do in the future.

Basically, humans are social creatures who naturally need relationships with other humans or in other words, in every human being there is a drive to establish relationships with each other and the surrounding environment to interact, the relationship between individuals and other people is usually called social interaction. According to Gillin and Gillin in Soekanto (2005:44), the definition of social interaction is a dynamic social relationship that concerns the relationship between individuals or humans and humans, groups of humans with other groups of humans.

Basically, social interaction is a dynamic social relationship that concerns the relationship between individuals, between groups of people where when two people meet the interaction will begin, at that time they greet each other, shake hands, talk to each other, and maybe even fight each other, such activities are forms of social interaction (Soekanto, 2005: 61). The forms of social interaction are a community, in the sense that the interaction begins with cooperation, then becomes competition and culminates in conflict.

Social Interaction Concept

Every day members of society are involved in a social relationship through social contact and communication. The existence of social interaction is caused by a relationship that requires each other, thus individuals cannot be separated from other individuals to fulfill their life needs. Although social interaction is sometimes positive or sometimes negative, and the process of this social relationship will continue to occur continuously as long as humans still exist. Social interaction simply means the existence of a social contact relationship, either directly or indirectly, between individuals or between individuals and groups. The process of social interaction is a reciprocal relationship that understands each other. Furthermore, according to Siagian in Admin, 2011) the existence of social interaction is positive if there is an atmosphere of mutual trust, respect and mutual support.

Furthermore, social interaction has characteristics as according to Admin: 2011, namely:

- a. The number of actors consists of individuals or between groups
- b. The existence of two-way communication
- c. The existence of a common goal
- d. Through a social system through certain norms or rules

Society has values, norms and rules that must be obeyed by all members of society, likewise if social interaction occurs, members of society or individuals who make social contact are required to obey the rules. Soemardjan (1999) stated that social interaction in society can determine the existence of harmony in society (Social Equilibrium), which is a state that is desired by every society. Harmony in society is a state where several social institutions have functions that complement each other. This state will create peace for every individual in society.

According to Soekanto (1999:11), social relations occur because of social contact and communication. Social contact when someone relates to each other provides stimulus and response so that there is an understanding of what the common goal is. Social contact is the first stage in the process of further interaction, likewise social contact (Soekanto, 1999:19) can be divided into: 1) between individuals, for example when a child learns the habits in his family. Such a process occurs through socialization, which is a process in which new members of society learn the norms and values in society. 2) between individuals and a group of people or vice versa, for example a person feels that his actions are contrary to societal norms. 3) between one group of people and another group of people.

It is further explained that social interaction is not always positive but can be negative. Gillin and Gillin (Soekanto, 1999) divide the form of social interaction into two forms, namely: a) associative process consisting of cooperation and accommodation, b) dissociative process consisting of competition and conflict.

Furthermore, Soekanto (1999: 79-100) explains the two forms, namely:

1. Associative Process

The associative process can also be said to be a positive social interaction process that allows social interaction to continue. The associative process can be a reciprocal communal relationship that makes each other bound and need each other.

As long as the relationship is mutually beneficial, the existence of the associative process will be maintained. The following explains the form of the associative process which consists of:

- a) Cooperation. In the process of social interaction, several sociologists argue that cooperation is a basic social interaction in social relations. With a lot of social interaction, cooperation will be mutually beneficial. Cooperation will continue if the people who cooperate have a common goal and are based on their respective awareness. If viewed in relation to culture, then in the culture of a society that leads to cooperation, for example, there is a culture of mutual cooperation in society, there is mutual help. The tendency of modern times, cooperation patterns are based on symbiotic mutualistic relationships, namely the existence of mutually beneficial goals and needing each other.
- b) Accommodation. The accommodation process is intended to have an agreement in an effort to reduce tension or conflict and try to achieve stability. If in a group there is a potential for latent conflict such as prejudice or hostility towards each other, then an effort is needed to reconcile by negotiating or making an agreement, and the agreement must be fair. Thus, both parties who are hostile or in conflict will reach an agreement accompanied by mutual understanding and maintaining a commitment to trust.

2. Dissociative Process

The dissociative process is often also referred to as oppositional. The existence of opposition is based on the struggle against a person or group of people to achieve a certain goal called the struggle to survive the resilience of a person when experiencing difficulties. In the next stage, a person to be able to survive is divided into two forms, namely:

- (a) Competition, namely as a social process in which individuals or groups of people who compete to seek profit through areas of life at a certain time become the center of public attention. Various forms of competition in social life include economic competition, cultural competition, competition for position or role and race. In this competition, it can also be distinguished that there are forms

of objective competition and sportsmanship, namely each party competing in social relations carries out rules that are mutually agreed upon, while objective competition is competition that does not heed the rules so that it harms others. If less objective competition continues, it will occur the possibility of a conflict because one of the groups or individuals feels disadvantaged.

- (b) Social conflict. Social conflict often occurs in society, if one harms another, the disadvantaged party will fight back and defend their interests. Social conflict arises when individuals or groups of people try to fulfill their goals by challenging the opposing party with threats or violence. The reason for the conflict is the difference in individuals who each have different behavior and attitudes. Conflict can also arise from cultural differences, such as a person's personality comes from the habits that exist in their environment. Conflict is also caused by differences in interests, namely differences between individuals or social groups. The form of interests also varies, such as economic interests, politics and so on.

The interaction process has factors that influence a person. These elements can be formed if a person has the aim of influencing others, more clearly these factors according to Soekanto (1999: 67-69) are explained as follows:

1. Identification factor means the desire to be the same or identical or even similar to other people who are imitated (idols). Identification is a person's tendency or desire to be the same as another party. The identification process can take place by itself even though it is deliberate because often a person needs ideal types in their life process. Although it can take place by itself, the identification process takes place in a situation where someone who is identified really knows the other party, so that the views and rules that apply to the other party can be institutionalized and even become animate.
2. Imitation factor means a social action of a person to imitate the attitude, actions, or behavior and physical appearance of a person. Imitation can be positive because it can encourage someone to fulfill the applicable rules and values. However, imitation can be negative if someone who is imitated does

a deviant action, then the person who imitates will also do the deviant action.

3. Suggestion factor means stimulation, influence, or stimulus given by someone to another person so that he does what is suggested without thinking rationally. Occurs when someone gives a view or an attitude that comes from himself which is then accepted by others to do what is directed at the suggester. So this process is actually almost the same as imitation but the starting point is different. The continuation of suggestion can occur because the recipient is overcome by emotion and will result in the absence of rational thought. Suggestion will be accepted if the person who provides the view is an authoritative person so that the person who receives the suggestion will accept it wholeheartedly.
4. Sympathy factor, namely an attitude of someone who feels attracted to another person because of their appearance, wisdom or mindset in accordance with the values adopted by the person who has sympathy. Sympathy is actually a process where someone feels attracted to another party. In this process, feelings play a very important role, although the main drive for sympathy is the desire to understand the other party and to work with them. The sympathy process occurs because someone feels that they have a figure who is a role model that can be emulated to do something that is considered good. The existence of sympathy for someone else if there is mutual understanding with each other, so in this case the researcher only takes two factors, namely the sympathy factor and the suggestion factor

3. Socialization Process

Every person is always involved in social relationships, because they live in a social environment that cannot be avoided. Some views explain that social relationships require social contact between individuals or between individuals and a group of people. When making social contact when entering a new environment, the individual learns about his social environment and tries to adapt in order to be accepted and feel comfortable where he is. The individual learns what is happening

and how to be there. The process of adapting and learning the environment is called socialization.

Socialization as part of social interaction therefore socialization is a real action carried out by someone by learning and absorbing what is considered good and beneficial for his life. Furthermore, in relation to the concept of socialization according to Alfin Nitihardjo (2012:13) it can be simply interpreted as "hanging out". Someone who socializes certainly learns the values and norms and other behavioral patterns, and gradually if the norm is positive then it will be absorbed so that it becomes part of his personality. Furthermore (Alfin in Suekanto, 2005:66) explains the concept of socialization according to several experts, including:

- a. Charlotte Buhler explains that socialization is a process that helps individuals learn and adapt to how to live and how to think in their group, so that they can play a role and function in their group.
- b. Koentjaraningrat: socialization is the entire process in which an individual from childhood to adulthood, develops, relates, gets to know, and adapts to other individuals who live in the surrounding community.
- c. Peter L. Berger: Socialization is the process in which a child learns to become a participating member of society.

Based on the understanding put forward by these experts, it can be concluded that socialization is a social relationship between a person through his role in order to be able to recognize the environment and adapt to the values and norms that apply so that he can form the personality desired by the environment.

CONCLUSION AND SUGGESTIONS

Conclusion

From the results of the research and discussion, it can be concluded as follows:

The function of the principal at SMPI Ainul Ulum has been carried out quite well according to applicable procedures. The performance of the teachers is also in accordance with the law on education personnel because the teachers have carried out their duties well. There is an influence and function of the principal on

improving teacher performance, thus meaning that the function of the principal has a significant influence individually on teacher performance in the teaching and learning process at school, especially in each class according to their subjects.

Suggestions

After the researcher analyzed the results, the researcher can provide the following suggestions:

The principal should be able to interact socially with all teachers because the principal is a magnet and has a very large influence and the principal can improve his function. This is based on the results of the study which showed a significant influence between the function of the principal on teacher performance. Therefore, the principal is advised to improve the quality of his leadership, including by always providing inspirational motivation for teachers. This motivation can be realized by implementing a reward system for teachers who have good performance. This will spur teacher performance to increase. Social interaction can be done in groups and may be done by communicating individually. For teachers, researchers suggest that they can improve their performance at various stages of learning, one of which is by making the figure of the principal with quality leadership as a role model in carrying out his duties as a teacher so that it can help improve teacher performance. Emulating the attitude of the principal can be done by always having discussions, do not feel embarrassed because the principal is considered the number one person in the school by having internal social interactions with the principal related to learning, then the results, God willing, will be better, accept input and constructive criticism from the principal, and always obey the principal's instructions for the progress of his students, remember the slogan "teachers are obeyed and imitated".

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