



The Role of Principal Leadership in Improving Teacher Performance

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui peran kepemimpinan kepala sekolah dalam meningkatkan kinerja guru di SD Negeri 3 Lubuklinggau. Metode penelitian yang digunakan adalah kualitatif. Subjek penelitian yaitu kepala sekolah, guru, dan tenaga kependidikan. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Hasil penelitian diperoleh bahwa peran kepemimpinan kepala sekolah dalam meningkatkan kinerja guru terdiri dari pemberian motivasi, pembinaan, disiplin, kerapian dalam penampilan, memberi konsultasi, pemberian penghargaan, melakukan kunjungan kelas, menunjukkan sikap, berperilaku teladan, membangun kerja aktif, kreatif, kompak, dan mengembangkan profesi guru. Sedangkan untuk kinerja guru pun sudah cukup baik, karena dari beberapa indikator yang ada juga sudah banyak indikator terlaksana dengan maksimal. Adapun indikator itu ialah menyusun rencana pembelajaran, mengelola kegiatan pembelajaran, mengadakan hubungan interpersonal, melakukan penelitian, melakukan tindak lanjut hasil penilaian, menguasai kajian akademik. Dengan demikian dapat disimpulkan bahwa peran kepemimpinan kepala sekolah di SD Negeri 3 Lubuklinggau dalam meningkatkan kinerja guru memberikan kontribusi yang baik terhadap kemajuan kualitas pembelajaran, sehingga dapat mendorong mutu pendidikan di mana kinerja para tenaga pendidikan merupakan salah satu kunci keberhasilan dalam Pendidikan.

ABSTRACT

This research aims to investigate the role of the school principal's leadership in improving teacher performance at SD Negeri 3 Lubuklinggau. The research method employed is qualitative. The research subjects include the school principal, teachers, and educational staff. Data collection techniques used are interviews, observations, and documentation. The research findings reveal that the role of the school principal's leadership in enhancing teacher performance consists of providing motivation, guidance, discipline, maintaining neat appearance, offering consultations, giving recognition, conducting classroom visits, demonstrating attitudes, setting exemplary behavior, fostering active, creative, cohesive work, and developing the teaching profession. Meanwhile, the teacher performance is already quite good, as several indicators have been maximally implemented. These indicators include lesson planning, managing learning activities, establishing interpersonal relationships, conducting research, following up on assessment results, and mastering academic studies. Consequently, it can be concluded that the role of the school principal's leadership at SD Negeri 3 Lubuklinggau in enhancing teacher performance contributes positively to the advancement of learning quality, thereby promoting educational quality where the performance of educational staff is one of the keys to success in education.

INTRODUCTION

Education is a process of enlightening the life of a nation used as a means to develop a fully-rounded individual. The success of an educational institution or a school is determined by the quality of its human resources, both in terms of managers, employees, and other staff who are capable of supporting the activities of a school. High-quality education can be seen in

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the achievement of national educational goals. This relates to policies aimed at improving the quality of education established by the government as outlined in Law No. 20 of 2003 concerning the National Education System, which states that education is a conscious and planned effort to create a learning atmosphere and learning processes so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society, the nation, and the state (Undang-Undang RI, 2003). Education at the primary education level requires leadership. The leader in primary education units is called the school principal. Each school principal has their leadership qualities.

Leadership is a behavior with specific goals to influence the activities of group members to achieve common goals designed to benefit individuals and organizations, so in an organization, leadership is a very important factor in determining the achievement of goals set by the organization (Muhaimin et al., 2012). Furthermore, Fachrudi states that educational leadership is an ability the process of influence, and coordinate others related to educational science and the implementation of education and teaching so that the activities carried out can be more efficient and effective in achieving educational and teaching goals (Marno & Supriyatno, 2008). Then Nawawi argues that educational leadership is a process of mobilizing, influencing, motivating, and directing individuals in a particular educational organization or institution to achieve predetermined goals (Marno & Supriyatno, 2008). Meanwhile, according to the Association of Supervision and Curriculum Development (ASCD), educational leadership is the actions or behaviors among individuals and groups that cause them to move towards achieving educational goals that add mutual acceptance for them (Marno & Supriyatno, 2008). Then according to Morris, leadership in the field of education emphasizes leadership related to the quality of education (Masyhud, 2014). Therefore, it can be concluded that educational leadership is the ability of an individual to influence, coordinate, mobilize, motivate, and direct people in educational institutions so that the implementation of education and teaching can be more efficient and effective in achieving educational and teaching goals.

Educational leadership is closely related to the role of the school principal in enhancing opportunities for effective meetings with teachers in conducive situations. The primary function of the school principal as an educational leader is to create an efficient teaching and learning environment so that teachers can teach and students can learn effectively. The school principal, as a school leader, must pay attention to teacher job satisfaction to achieve quality education (Purba et al., 2020). Effective school principal leadership should strive to improve

teacher performance, as teacher performance also determines the quality of education (Saragih et al., 2024). (Danielson, 2007) explains that teacher performance not only includes what they do but also how they do it. High-quality teachers demonstrate a combination of deep subject knowledge, a strong understanding of effective teaching strategies, and the ability to build positive relationships with their students to support effective learning. Furthermore, (Darling-Hammond, 2015) states that teacher performance is not only measured by their knowledge and skills in delivering course materials but also by their ability to respond to the needs of individual and diverse students in their classrooms. This is in line with (Marzano, 2007) opinion that teacher performance can be seen in their ability to facilitate deep understanding, encourage critical thinking, and provide constructive feedback to help students grow and develop. These definitions emphasize that teacher performance is not just about what they do in the classroom but also about how they do it, including interactions with students, classroom management skills, and willingness to continue learning and growing as professionals.

Performance is the result of the work carried out by someone in an organization to achieve the desired goals. Ideal performance is not only obtained by having the skills to do it, but also by understanding what to do and how to do it (Istijarti, 2023). Performances often associated with the competence of the individuals who perform it (Zein et al., 2024). To improve the quality and performance of teacher teaching, many factors influence it, including the principal's leadership because the principal must have strong and focused significance if that leadership understands the goals of education completely and comprehensively (Saputra, 2024). Besides that teacher performance refers to how well a teacher performs their tasks in teaching and educating students (Syahputra et al., 2023). This includes various aspects, including the quality of teaching where teachers' ability to deliver course materials, engagingly, and relevantly is assessed. It encompasses a deep understanding of the subject matter as well as the ability to facilitate student understanding. Furthermore, in interactions with students, good teachers can foster positive relationships with students, understand their needs and interests, and provide the necessary support and motivation to reach their full potential. Additionally, classroom management, and teachers' ability to create a well-organized, safe, and disciplined learning environment. This includes the ability to manage student behavior, handle conflicts, and ensure all students are actively engaged in the learning process. In evaluation and assessment, teachers should also be able to objectively evaluate student progress and provide constructive feedback to help students improve their performance (Saragih et al., 2024). This impacts professional development where teachers

who perform well continuously develop themselves through training and further education, as well as participate in other professional activities that can enhance their teaching quality. Furthermore, collaboration with peers by sharing knowledge and experiences with colleagues is also important. High-performing teachers often collaborate with other teachers in teams or professional networks to improve their teaching practices. Moreover, teacher performance can also be evaluated through students' academic results, participation in extracurricular activities, and their contribution to the overall school life. This is in line with (Siahaan & Prasetia, 2023) research that interpersonal relationships are one of the supporting factors for increasing a harmonious atmosphere in the workplace. Undoubtedly, there are always conflicts in the workplace between the school principal and teachers, teachers with teachers, teachers with students, teachers with parents, and teachers with staff. If these conflicts arise, as a school principal, one must have interactive communication, be open to subordinates, initiate two-way communication, employ good approaches, be friendly, and be fair to all members. This is in line with research (Sunariyanto & Faisal, 2023) that shows the role of the principal's leadership in improving teacher performance by implementing a democratic, straightforward and open leadership style, preparing time to communicate with the school community, emphasizing discipline on teachers and the school community, and conducting class visits. So performance is a work ability or work performance demonstrated by a person in obtaining optimal work results (Setiadi & Annur, 2022).

The role of the school principal's leadership in improving teacher performance at SD Negeri 3 Lubuklinggau firstly involves providing motivation and encouragement to teachers and being a friend and companion during their duties. Secondly, the supportive factors in improving teacher performance at SD Negeri 3 Lubuklinggau include communication between the school principal and the school's educational staff as well as teachers positioning themselves as servants of the state. The school principal needs to assess teacher performance, and through this assessment, a leader such as the school principal can lay the groundwork for coaching and teacher development, indicating the importance of school principal leadership in driving the school towards educational goals. Based on field observations, the leadership of the school principal at SD Negeri 3 Lubuklinggau in improving teacher performance has been maximized. Therefore, the expectation from the school principal in this regard is for the plans to continue as intended and to further improve in the future.

The research focuses on the pivotal role of the school principal's leadership in enhancing teacher performance at SD Negeri 3 Lubuklinggau. It specifically highlights two key aspects: Motivation and Supportive Leadership: The principal's role involves providing

motivation, encouragement, and companionship to teachers during their duties. This supportive leadership style fosters a positive work environment and enhances teacher morale, ultimately leading to improved performance. **Assessment and Development:** The principal evaluates teacher performance, laying the foundation for coaching and professional development. By assessing performance, the principal identifies areas for improvement and implements strategies to support teacher growth, thus driving the school towards its educational objectives. **Differentiation from Other Research: Focus on Personal Connection:** This research emphasizes the personal connection between the principal and teachers, highlighting the importance of motivation and companionship in enhancing teacher performance. While some studies may focus solely on managerial aspects, this research recognizes the human element in leadership. **Emphasis on Servant Leadership:** The research underscores the concept of teachers positioning themselves as servants of the state, indicating a unique perspective on leadership dynamics within the school context. This emphasis on servant leadership distinguishes the approach taken by the principal at SD Negeri 3 Lubuklinggau. **Maximization of Principal's Leadership:** Field observations suggest that the leadership of the school principal has been maximized in improving teacher performance. This indicates a proactive and effective leadership approach that goes beyond mere administrative duties, setting it apart from research that solely focuses on theoretical frameworks. Overall, this research provides a nuanced understanding of the principal's role in driving teacher performance improvement, emphasizing personal connection, servant leadership, and proactive assessment and development strategies.

RESEARCH METHOD

The method is an approach taken to solve a problem conducted by researchers to determine research data collection strategies. The method used in this study is qualitative. The research location is SD Negeri 3 in Lubuklinggau City. Respondents in this study consist of 1 school principal, 2 teachers, and 1 education staff/administrator. Data collection techniques consist of observation, interviews, and documentation. Observations are conducted by directly observing the school's conditions. Furthermore, the data source is in the form of interviews; researchers conducted interview sessions with school principals to gain a deeper understanding of how their leadership influences teacher performance. These interviews cover topics such as leadership strategies used, resource management, support for teacher

professional development, and the use of performance evaluations. Interviews with teachers are conducted to understand teachers' perceptions of the influence of the principal's leadership on their performance, how the principal's leadership motivates them, and the support they receive in improving their performance. Interviews with education staff are conducted to ascertain the role of the principal's leadership in improving teacher performance in this school. What leadership qualities or characteristics do you think are effective in supporting teacher performance? Interviews are conducted separately at different times. Meanwhile, the data source is a School Planning Document which consists of professional development programs organized by the school, follow-up plans for teacher performance evaluation results, and initiatives to improve the quality of teaching and learning. The research instrument consists of observation sheets, documentation sheets, and interview guidelines. The data analysis technique used is triangulation which includes data reduction, data presentation, and verification.

RESULTS AND DISCUSSION

Leadership according to the opinion of the principal at SD Negeri 3 Lubuklinggau is that leadership is about how to influence other people, subordinates, or followers to achieve the goals desired by the leader. Based on interviews with the principal at SD Negeri 3 Lubuklinggau, in terms of taking actions or steps as a principal to set an example for their members, such as being punctual, exercising prudence in decision-making, fostering camaraderie in both good and bad times, maintaining cleanliness in the school environment, conducting flag-raising ceremonies every Monday, and engaging in religious activities (clean Friday and Dhuha prayer together for grades 5 and 6). At the outset of assuming leadership, the principal at SD Negeri 3 Lubuklinggau had several plans to achieve goals and objectives as a leader. With these plans, it is expected that the principal can nurture, guide, and improve performance at the school. Here are the 6 plans of the principal at the beginning of their tenure:

1. Creating School Vision, Mission, and Objectives.
2. Developing School Programs.
3. Formulating Short-Term Work Plans.
4. Formulating Long-Term Work Plans.
5. Developing Mid-Term Work Plans Related to School Programs.
6. Assessing the Strengths and Weaknesses of School Conditions.

The strategies employed by the Principal at SD Negeri 3 Lubuklinggau are as follows:

1. Mentoring teachers in the teaching-learning process.
2. Guiding in the preparation of teaching aids.
3. Conducting coaching in the teaching-learning process as planned.
4. Enhancing the professionalism of teachers at the school.
5. Collaborating with all stakeholders, including the community and related environments, that are interconnected.

Six roles or strategies of the principal of SD Negeri 3 Lubuklinggau that can be undertaken to enhance teacher performance are as follows:

1. The principal must have a high commitment to school improvement. Efforts that can be made by the principal to enhance teacher performance include directing teachers to participate in educational activities and training to improve their competencies, such as attending seminars or workshops.
2. The role that the principal can play in efforts to improve teacher performance is by allocating budget for enhancing teacher competence.
3. The principal can provide advice and guidance to teachers on their performance in teaching.
4. The principal must create a conducive school organizational culture so that the performance of teachers and educational staff is not disrupted.
5. The principal can foster innovation, exploit comparative advantages, and leverage various opportunities to ensure effective learning processes.
6. Recognizing and rewarding teachers for their achievements should be a cultural practice in the school.

Factors influencing teacher performance at SD Negeri 3 Lubuklinggau include:

1. Teacher's level of education
2. Mental attitude (motivation, work discipline, work ethics)
3. Teaching supervision
4. Skills
5. Training programs
6. Conducive climate
7. Facilities and infrastructure

8. Physical and mental condition of teachers
9. Leadership style and managerial abilities of the school principal
10. Training and incentives provision.

Based on the aforementioned factors, it can be said that the factors influencing someone's performance can originate from within the individual themselves, such as the level of education, motivation, discipline, physical condition, and skills. There are also external factors beyond the individual, such as training programs, work climate, facilities and infrastructure, salary level, and others.

Based on the research results above, the results of this research analysis consist of:

1. Leadership Approach: The principal at SD Negeri 3 Lubuklinggau views leadership as the art of influencing others to achieve desired goals. This is manifested through actions like setting examples, fostering camaraderie, and maintaining cleanliness, alongside engaging in religious activities. This leadership style emphasizes leading by example and creating a conducive environment for both students and staff.
2. Strategic Plans: At the outset of their tenure, the principal outlined six key plans:
 - a. Establishing School Vision, Mission, and Objectives.
 - b. Developing School Programs.
 - c. Formulating Short-Term Work Plans.
 - d. Formulating Long-Term Work Plans.
 - e. Developing Mid-Term Work Plans Related to School Programs.
 - f. Assessing Strengths and Weaknesses of School Conditions.
3. Strategies Employed: The principal implements strategies aimed at enhancing teacher professionalism and student learning:
 - a. Mentoring teachers.
 - b. Guiding in the preparation of teaching aids.
 - c. Conducting coaching sessions.
 - d. Enhancing teacher professionalism.
 - e. Collaborating with stakeholders.
4. Enhancing Teacher Performance: Six roles or strategies for enhancing teacher performance:
 - a. Commitment to school improvement.
 - b. Allocating budget for teacher competence.
 - c. Providing advice and guidance.

- d. Cultivating a conducive organizational culture.
 - e. Fostering innovation and leveraging opportunities.
 - f. Recognizing and rewarding achievements.
5. Factors Influencing Teacher Performance: The performance of teachers at SD Negeri 3 Lubuklinggau is influenced by various factors:
- a. Level of education.
 - b. Mental attitude (motivation, discipline).
 - c. Teaching supervision.
 - d. Skills.
 - e. Training programs.
 - f. Conducive climate.
 - g. Facilities and infrastructure.
 - h. Physical and mental condition.
 - i. Leadership style and managerial abilities of the principal.
 - j. Training and incentives provision.

So it can be concluded that effective leadership at SD Negeri 3 Lubuklinggau involves a holistic approach encompassing strategic planning, supportive strategies for teachers, and recognition of factors influencing performance. The principal's emphasis on fostering a conducive environment and professional development contributes to overall school improvement.

Discussion

Principal Leadership

Leadership is a behavior with specific goals to influence the activities of group members to achieve shared objectives designed to benefit individuals and organizations, thus, in an organization, leadership is a crucial factor in determining the achievement of goals set by the organization (Muhaimin et al., 2012). Meanwhile, the term “school principal” originates from two words: “head” and “school.” The word “head” can be interpreted as a “chairperson” or leader in an organization or institution. Meanwhile, a school is an educational institution where learning and teaching take place. The school principal is a functional employee tasked with leading a school where the teaching-learning process is conducted, or where interactions between teachers who provide instruction and students who receive instruction occur. The school principal is depicted as someone with high expectations for both staff and students. School leadership is the ability of an individual to influence others

to work towards goals and objectives. The principal's responsibilities position them as both a manager and a leader. As a manager, the principal plays a direct role in the field in the processes of planning, organizing, supervising, evaluating, and continuous improvement efforts. As a leader, the principal must provide motivation, set an example by demonstrating the best practices in all school-related actions, persevere, innovate, and perform supervision tasks, including monitoring, assessment, and evaluation of teachers and educational staff's performance (Lalomo et al., 2024; Sasmita & Prastini, 2023; Yusmairroh et al., 2023).

The following are the 6 plans of the principal at the beginning of their tenure:

1. **Creating School Vision, Mission, and Objectives.** The school's vision and mission are essential for the sustainability of a formal educational institution. They serve as the initial stage for the school to develop its plans. The school's vision represents a forward-looking perspective that serves as inspiration, motivation, and collective strength for the school community to achieve its goals and objectives in the future. Meanwhile, the school's mission statement is a declaration of the principles used as references for the development of school programs and the enhancement of activities of school units involved, emphasizing the quality of services to students and the desired quality by the school to realize its vision. Besides the vision and mission, the school also has its objectives. The school's vision and mission are necessary to achieve its objectives. School objectives are specific, measurable, achievable, relevant, and time-bound quality achievements, aimed at realizing the school's vision and mission.
2. **Developing School Programs.** School programs are educational programs specifically implemented within the school, comprising a set of activities, both physical and non-physical, aimed collectively towards a specific goal or objective.
3. **Formulating Short-Term Work Plans.** Short-term work programs are organizational work programs for a specific period, ranging from 1-3 years, designed to meet various organizational needs during that time.
4. **Formulating Long-Term Work Plans.** Long-term planning is more general and less detailed planning aimed at providing a clear direction for medium and short-term planning. Long-term goals are defined as the outcomes sought to be achieved by the school over a specific period, typically five years. Long-term goals should be acceptable, flexible, measurable over time, motivating, understandable, and achievable. The implementation of school work plans is based on organizational structures and written management guidelines in the areas of student affairs, curriculum and learning activities, education and educational personnel, facilities and

infrastructure, finance, and funding. Additionally, the implementation also considers school culture and environment and involves community participation (Sudrajat, 2023).

5. Developing Mid-Term Work Plans Related to School Programs. Mid-Term Work Plans (RKJM) are a planning process for all things good and thorough to achieve educational goals. With this goal, the school can be adapted to the validity, conditions, and potential of the region, the socio-cultural community, the potential of the school, and the needs of students.
6. Assessing the Strengths and Weaknesses of School Conditions. The strengths and weaknesses present in the school must be taken into account by a leader, namely the principal, upon assuming office at the school. Because every school has different conditions, both in terms of strengths and weaknesses. Therefore, every leader must pay attention to these conditions so that what is planned aligns with the hopes and goals for the future.

The principal has the duty and function as an educational leader, which means that improving quality will proceed smoothly if teachers are open, creative, and have a high work ethic (Putri et al., 2024). This is inseparable from the role of the principal in providing guidance and motivation to improve teacher performance, and the principal must have managerial competence because it is one of the keys that greatly determine the success of the school in achieving its goals to carry out leadership duties professionally (Ulfa, 2022). Such an atmosphere is determined by the form and nature of leadership exercised by the principal. Thus, the plan devised by the Principal to enhance teacher performance must have strategies to achieve the plan.

As the principal plays a crucial role in the school organization, this means that what they do will greatly affect the course of education in the school. Therefore, ideally, the performance of the principal should be able to create an effective educational organizational situation in the school. The quality of the principal's performance will be greatly determined by how they carry out their duties and functions in managing education at the school by their abilities and work motivation. Through appropriate strategies to motivate educational staff in performing various tasks and functions, motivation can be fostered through the arrangement of the physical environment, setting the work atmosphere, providing opportunities for advancement, discipline, effective rewards, fostering harmonious relationships with the environment and cohesion with school members, developing innovative learning models, and providing various learning resources through the development of learning resource centers.

The Role of School Principals in Improving Teacher Performance

Teachers are individuals responsible for educating, teaching, and guiding students. Teaching is a profession or position that requires specialized skills, and not everyone can perform it. Competence refers to the qualifications or abilities, both qualitative and quantitative, possessed by an individual. Performance is a depiction of the level of achievement in implementing a program, activity, or policy to realize the goals, objectives, vision, and mission of an organization as outlined in organizational strategic planning. Therefore, teacher performance is the achievement attained by a teacher in carrying out their duties, measured based on three abilities: mastery of the subject matter, teaching management skills, and the ability and commitment to fulfill responsibilities. A teacher is someone responsible for education, possessing expertise or a profession as a teacher in carrying out tasks to achieve educational success and goals. Teacher performance encompasses cognitive, affective, and psychomotor skills possessed by an individual in completing assigned tasks.

Given the various tasks or responsibilities held by teachers, support from the principal is crucial for teachers in fulfilling their duties and responsibilities. If the principal does not pay serious attention to teacher performance, teachers will face difficulties in completing various tasks assigned to them. Therefore, improving teacher performance can be done by educational leaders to enhance the quality of learning in schools. The importance of improving teacher performance as a component of improving the quality of learning in schools can be developed through teacher competency training because one of the main factors influencing the quality of education in schools is teacher performance (Tihazahah et al., 2024). Quality teachers are undoubtedly able to conduct effective and efficient education, teaching, and training. Improving teacher performance can be facilitated by school principals through disciplinary guidance, setting an example for teachers and students, organizing seminars and training, collaborating with other educational institutions, inviting experts, and providing opportunities for teachers to engage in mutual supervision (Ulfa & Ramadhansyah, 2023). According to the Ministry of National Education Regulation of the Republic of Indonesia Number 16 of 2007 concerning academic qualifications and teacher competencies, every teacher must have four main competencies: pedagogical, personality, social, and professional. If teacher competence improves, teacher performance will also improve accordingly.

Factors Influencing Teacher Performance

In an organization or school, each individual (teacher) has a different character, the principal must understand these differences and make efforts so that the teacher's performance can run optimally and optimally. Based on the factors influencing teacher performance at SD Negeri 3 Lubuklinggau, the analysis and discussion yield several conclusions:

1. **Educational Level of Teachers:** Teachers with higher levels of education tend to exhibit better performance due to their enhanced knowledge and skills acquired through formal education.
2. **Mental Attitude (Motivation, Work Discipline, Work Ethic):** The mental attitude of teachers significantly impacts their performance. Motivated teachers with strong work discipline and a positive work ethic are more likely to excel in their roles.
3. **Teaching Supervision:** Effective supervision of teaching practices plays a crucial role in enhancing teacher performance. Regular feedback and guidance provided through supervision help teachers improve their instructional methods.
4. **Skills:** The skills possessed by teachers, including pedagogical, communication, and classroom management skills, greatly influence their ability to deliver quality education.
5. **Training Programs:** Participation in training programs and workshops enables teachers to update their knowledge, learn new teaching methodologies, and improve their overall performance.
6. **Conducive Climate:** A supportive and conducive work environment fosters teacher motivation and job satisfaction, consequently enhancing their performance.
7. **Facilities and Infrastructure:** Adequate facilities and infrastructure contribute to the overall effectiveness of teaching and learning activities, positively impacting teacher performance.
8. **Physical and Mental Well-being of Teachers:** The physical and mental well-being of teachers directly affect their performance. Teachers who are physically and mentally healthy are better equipped to handle the demands of their profession.
9. **Leadership Style and Managerial Skills of School Principals:** The leadership style and managerial skills of school principals significantly influence teacher performance. Effective leadership fosters a positive work culture and provides direction, support, and resources for teachers to succeed.
10. **Training and Incentives:** Continuous professional development opportunities and incentives such as rewards and recognition schemes motivate teachers to perform at their best.

In conclusion, addressing these factors through targeted interventions, professional development initiatives, and supportive leadership can lead to improved teacher performance, ultimately benefiting student learning outcomes and the overall school environment.

Solution for Improving Teacher Performance

Leadership behavior that calms teachers, reduces stress in their tasks and is friendly will make teachers happy with their school principal, enjoy staying in the school, and, more importantly, strive to improve their performance to the fullest. Teachers will feel called by their conscience to fulfill their duties. If a teacher feels that working is an obligation, they will be compelled to delve into everything to improve their performance. This is consistent with the findings of (Purba et al., 2020) that a humble and friendly leadership style inspires and motivates teachers to complete all tasks. Moreover, the school principal is ready to assist if there are any obstacles, for example, by offering online packages, always participating in school activities, and sometimes inviting all teachers and staff for meals.

Thus, as a leader, in this case, the school principal must have methods or ways to ensure that teacher performance can run optimally and maximally. At SD Negeri 3 Lubuklinggau, the school principal optimizes and maximizes teacher performance by conducting administrative and instructional supervision both in and out of the classroom and observing teacher discipline. Additionally, providing motivation and direct examples to every educator in the school. This is in line with the research by (Yulastuti et al., 2023). There are several ways in which school principals can monitor teacher performance. First, through supervisory activities where the school principal directly involved in the teaching process in the classroom. Second, teacher performance assessments can be conducted through applications or networks to monitor their performance. Third, monthly coordination meetings are held where the school principal requests reports from each institution coordinator. These reports include evaluations of strengths and weaknesses, which are then used as control tools. The goal is to identify areas that still need improvement and require further attention.

CONCLUSION

Based on the research results, it can be concluded that school leadership is about influencing others, subordinates, or followers to achieve the goals desired by the leader. Various plans and strategies have been formulated to achieve the desired goals, such as creating vision and mission statements, developing work programs, and making short,

medium, and long-term plans. As a school leader, the principal has a strong influence on teacher performance because the principal always provides motivational guidance to improve teacher performance and possesses managerial competencies, one of the key determinants of a school's success in achieving its goals to carry out leadership duties professionally. Some of the challenges encountered by the principals at SD Negeri 3 Lubuklinggau during their tenure include limited insight, narrow-mindedness, insufficient numbers, mismatches, lack of qualifications, lack of innovation, and so on. However, despite the challenges faced, the principal has also prepared ways or strategies that can be used to motivate and enhance leadership, as well as to improve teacher performance, namely by creating a harmonious atmosphere and working collaboratively among teachers, striving to fulfill the necessary equipment for teachers to carry out their duties, and providing rewards and penalties for those who violate rules.

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