

The Principal's Role in Improving Teacher Performance in SMP Negeri 3 Way Bungur, East Lampung Regency

Eka Sulistiyowati^{1✉}, Dewi Indriati Daulay², Nova Putriana Daulay³, Ade Suherman⁴, Andi Warisno⁵

^{1,2,3,4,5} Institut Agama Islam An Nur, Lampung, Indonesia

✉ email: sulistiyo24eka@gmail.com

Received:

September 2022

Revised:

September 2022

Accepted:

September 2022

Published:

November 2022

ABSTRACT

The purpose of this study was to reveal the principal's role in improving the teachers' performance of SMP Negeri 3 Way Bungur, East Lampung Regency. This study uses a descriptive-analytic method with a qualitative approach. This research was conducted at SMP Negeri 3 Way Bungur, East Lampung. The research subjects were the Principal and Teachers of SMP Negeri 3 Way Bungur. This data collection technique was obtained from observations, interviews and summary of field notes. The analytical techniques used in this study are: (1) data collection, (2) data reduction, (3) data presentation, (4) and drawing conclusions. The results showed that there are 7 roles of principals in improving teacher performance including, 1) principals as educators; 2) the principal as manager; 3) The role of the principal as administrator; 4) The role of the principal as a supervisor; 5) The role of the principal as a leader; 6) The role of the principal as a motivator; and 7) The role of the principal as an innovator.

Keywords: *Principal; Teacher Performance; Principal's Role; Principal's Task*

INTRODUCTION

Schools are complex and unique institutions, complex because schools as organizations in which there are various dimensions are interrelated and mutually determined. Meanwhile, the unique nature shows that the school has certain characteristics that other organizations do not (Nilawati, 2020). Schools are educational institutions with various interrelated and mutually supportive dimensions in which there are teaching and learning activities to improve the quality and develop students' potential (Minsih et al., 2019). The quality of education will be achieved well if education is processed and processed with techniques and methods that are in accordance with the situation and conditions of students, as well as the support of adequate infrastructure.

To improve the quality and development of students' potential, educators with high ability and creativity are needed, and have high enthusiasm and work motivation. In addition, the quality of education is largely determined by the learning process in educational institutions (Gaol & Siburian, 2018). Achieving educational goals is not only the role of teachers or teaching staff. Elements of education must be involved to achieve the planned educational goals (Rahmawati et al., 2021; Yansyah, 2022). This problem has always been an interesting topic of discussion among the wider

community (Permanasari & Pradana, 2021). In educational institutions, the "leader" is the driving force and determinant of organizational policy direction. The leader will determine how educational goals can be realized so that the principal is required to continuously improve performance effectiveness and satisfy the results of the institution's performance (Syamsul, 2017).

Another factor that affects the quality of education is teacher performance. Teachers as one of the most important components in education, especially in overcoming various problems related to improving the quality of education, are required to be professional teachers (Sirojuddin et al., 2021). Teacher performance is an important target in human resource management because it will directly or indirectly affect the quality of schools (Ayuningtyas, 2017). The problem that occurs today is the low performance of teachers. Even though teachers must have high performance, educational goals can be achieved optimally (Hartawan, 2020).

The role of the principal must show a persuasive and exemplary attitude so that it can be an example of the discipline of teacher performance (Andesmiyanti & Juarsa, 2019). Teacher performance can be seen from how good the quality of the work produced, the level of honesty, initiative and initiative to bring up new ideas in carrying out tasks, teacher attitudes towards work, cooperation, knowledge and skills about work, implementation of responsibilities, and effective use of time. Teacher performance indicators include; knowledge, skills, placement system, experience, practical ability, qualifications, employment outcomes and development.

The implementation of supervision is not only carried out by the supervisor, but also by the principal. The principal in carrying out coaching directly serves educators. The principal plays a role in the school management system, directing school education's input, process and output (Julaiha, 2019). An educational institution's success depends on the principal's leadership (Budiya, 2021; Maptuhah & Juhji, 2021). The achievement of educational goals is highly dependent on the leadership skills and wisdom of the principal who is one of the educational leaders (Manora, 2019). Principals help develop teaching skills for students, provide guidance for teachers who have difficulty, increase commitment, ability and motivation.

The limited research on the role of school principals in improving teacher performance encourages researchers to conduct research on this matter. Therefore, this study aims to determine the role of the principal in improving teacher performance at SMP Negeri 3 Way Bungur, East Lampung Regency.

METHOD

This research uses a descriptive-analytical method with a qualitative approach. The consideration of using qualitative methods is that the data source in this study has a natural setting, namely a phenomenon where the role of the principal of SMP Negeri 3 Way Bungur in improving teacher performance occurs. In collecting data, the researcher is the key instrument so that with empathy, the researcher adapts to reality. Non-human instruments cannot do this. Researchers focus more on the process and

meaning of the results. So that in essence researchers are trying to understand the role of principals, especially those related to improving teacher performance.

This research was conducted at SMP Negeri 3 Way Bungur, East Lampung. The research subjects were the Principal and Teachers of SMP Negeri 3 Way Bungur. This data collection technique was obtained from the results of observations, interviews and summary of field notes. The analytical techniques used in this study are: (1) data collection, (2) data reduction, (3) data presentation, (4) and drawing conclusions.

FINDINGS AND DISCUSSION

The discussion on the role of the principal in improving teacher performance at SMP Negeri 3 Way Bungur is described as covering, 1) The role of the principal as an educator (educator), 2) The role of the principal as a manager, 3) The role of the principal as an administrator, 4) The role of the principal as supervisors, 5) The role of the principal as a leader, 6) The role of the principal as a motivator, and 7) The role of the principal as an innovator.

1. Principal as Educator (Educator)

Based on observations at SMP Negeri 3 Way Bungur, East Lampung Regency, researchers can see how the principal has a fairly good educator spirit. This can be seen from his love for his profession, the world of children, and his competence as a teacher. These three things make the principal as an educator can provide an example to teachers of how the soul of an educator is.

As a good principal, having an educator spirit is not only in the head of the school, but must be conveyed, and instilled, in all teachers. Moreover, the principal is the head of an educational unit institution oriented towards improving school quality. The quality of the school will be determined by the quality of the educators or teachers who teach in the education unit. The principal is interested and obligated to improve the quality of educators or teachers in their education units. Conduct coaching, directing, and providing examples to educators or teachers so that teachers become professional.

In line with the statement of Erenaliza et al., (2020) which states that school principals have a high focus on curriculum development and certain teaching and learning activities and will pay attention to the level of learning taking into account the level of competence possessed by teachers as well as will always try to facilitate and encourage teachers to be able to continuously improve their competence. Professional teachers are determinants of a quality education process. To become professional teachers, they must be able to find their identity and actualize themselves according to the rules of professional teachers. In the world of education, the teacher is an educator, mentor, coach, model, and curriculum developer who is able to create a conducive learning atmosphere. The intended conducive atmosphere is a learning atmosphere that is fun, interesting, provides a sense of comfort and security, provides a wide space for students to think actively, creatively and innovatively in multiplying abilities.

Love for the profession is very important to be instilled in all educators or teachers, so that educators or teachers work as a calling from the soul, and not work out of compulsion or only think financially. Love for the profession as an educator or teacher will give birth to the strength to uphold the profession that it bears. Love for the profession will also give birth to a sense of pride in the tasks entrusted to him, because the task of educating the nation's children is the core task of the nation's progress. As Rusman (2012) states, carrying out his teacher duties must be supported by a feeling of pride in the tasks entrusted to him to prepare the nation's future quality generations. The teacher's task is not merely to transform knowledge, but also to change children's behavior from bad to good, from good to better from not knowing to knowing, from lazy to being diligent, from being diligent to being even more diligent.

From the explanation above, the principal can be said to be a good educator (educator) by providing guidance, direction, exemplary examples, showing a high commitment to improving and developing the quality of educational unit institutions. In addition, the principal must be able to instill a professional spirit. Suppose the role of the principal as an educator is carried out properly. In that case, the performance of the teaching staff (teachers) will increase, which will increase the quality of the education unit.

2. Principal as Manager

The results of observations made to the principal at SMP Negeri 3 Way Bungur, related to the role of the principal as a manager who has a decisive role in school management, the success or failure of school goals can be influenced by how the principal carries out management functions (Eernaliza et al., 2020) starting from planning education, organizing education, carrying out or implementing education administration, controlling and supervising, and carrying out the evaluation process. In carrying out his role as manager, the principal is assisted by three deputy principals and a head of administrative staff or head of TU.

Making education unit program planning based on previous program evaluations and future needs. The competence of the Principal as a manager in an effort to improve teacher performance is the basis of reference in carrying out a whole series of activities, planning is carried out in order to improve teacher performance (Tanjung et al., 2021). The vice principal assists the principal in making educational planning. Programs are designed before the start of the new school year. Once designed, the education unit program is created and socialized in the work meeting at the beginning of the school year. Educators or teachers attend this work meeting, and education staff, it is hoped that in this work meeting they will get input, suggestions for programs that have been designed.

Based on observations, interviews and documentation collected by researchers, the program designed at SMP Negeri 3 Way Bungur involves all educators or teachers as well as education staff. The educators or teachers

provide input based on the needs of the class program. Both programs are related to achieving the target of the learning process, student development and programs needed in the context of self-development. Educators or teachers feel that the program is designed according to their needs.

The team's existing programs at SMP Negeri 3 Way Bungur were added with input from educators or teachers including curriculum and teaching programs, student affairs, budgeting and expenditure planning for education units, facilities and infrastructure and public relations. The program created by the education unit is a program that technically involves activities for the success of the learning process for the next one year.

The management of all programs at SMP Negeri 3 Way Bungur is under the authority of the principal, then assisted by 3 deputy principals. For the curriculum implementation program and teaching and learning process, the principal delegates the duties and authorities to the vice principal in the curriculum field. The vice principal in the field of curriculum monitors the management of educators or teachers towards classes and students, implements the curriculum, classroom learning, monitors the continuity of the MGMP (consultation of subject teachers), and handles the spiritual, social and academic development of students. In addition, the vice principal in the curriculum field is responsible for the implementation of training to improve the learning of educators or teachers.

For programs under the vice principal of student affairs, including extracurricular activities, teachers who have been appointed can guide and develop each student's potential, interests and talents. Examples of extracurricular activities at SMP Negeri 3 Way Bungur are the fields of Islamic spirituality (rohis), paskibra, scouts, youth red cross, Olympics, martial arts, sports, dance, and so on.

The human resource management program at SMP Negeri 3 Way Bungur includes activities including, managing the placement of educators or teachers and educational staff or school administration staff according to the potential and skills possessed by each of the existing human resources. Although the principal has tried to assign employees according to their abilities and fields, there are still educators or education staff who are not in accordance with the provisions. For example, the data obtained for educational staff still found certain positions filled by staff whose educational qualifications did not meet the requirements. This is because there are no available education personnel that meet the requirements of the government. In the case of educational staff, it is still found that some educators or teachers teach subjects that are not in accordance with their academic qualifications even though they are few.

Regarding the management of infrastructure at SMP Negeri 3 Way Bungur, overall it is good. The management of this infrastructure includes the entire process of planning the procurement, utilization, and supervision of the infrastructure used, so that educational goals in the education unit can be

achieved effectively. According to Rohiat (2010:26) infrastructure management activities include 1) needs planning, 2) procurement, 3) storage, 4) inventory, 5) maintenance, and 6) elimination of educational facilities and infrastructure.

The success of the implementation of education in educational units is determined by the availability of reliable managers, who are expected to improve the performance of educators or teachers, so that the quality of education will increase. From the explanation above, it can be said that the principal, as a manager has a very decisive position in achieving the goals of the educational unit. The principal at SMP Negeri 3 Way Bungur has carried out his role as a good manager. However, things still need to be improved, such as the placement of human resources in accordance with educational abilities and qualifications. One of the solutions is to provide continuous guidance and direction to education staff so that they want to continue their education they can support career paths in accordance with applicable regulations. For education staff or teachers who teach subjects not in accordance with educational qualifications, efforts should be made to adjust them to the appropriate field.

3. Principal as Administrator

The administrative management carried out by the head of SMP Negeri 3 Way Bungur can be said to be carried out well. This is evidenced by the existence of archiving in the form of good reports in every activity carried out by program implementers in the education unit. Administrative management activities include the administration of the learning process, student activities, personnel or staffing, finance, infrastructure and correspondence. Based on observations, interviews with informants and documentation obtained by researchers at SMP Negeri 3 Way Bungur, administrative activities have a fairly large portion. Administrative activities take up the time and other duties of the principal. This happens because the government desires the demands that must be met in the administration of formal schools through the education and culture department. The principal as an administrator tries to carry out his role to the fullest.

SMP Negeri 3 Way Bungur does not yet have a special place for filing, so reporting documents are still placed in many places that are not neatly arranged. Management by administrative staff is still not well organized. In addition, the ability of school principals and administrative staff who assist school principals in administration needs to be improved, especially in relation to mastering technology, because at SMP Negeri 3 Way Bungur there are still many administrative staff who do not understand or master technology. Mastery of this technology is expected to be able to facilitate work related to administration.

Related to the role of the principal as an administration, as expressed by Daryanto (1998:7), administration is the whole process of organizing in an effort to cooperate with two or more people in a rational way to achieve the goals previously set efficiently. Specifically, the principal must have the ability to manage the curriculum, manage student administration, manage personnel

administration, manage the administration of infrastructure, manage archival administration, and manage financial administration. According to Mulyasa (2011), the principal as an administrator has a very close relationship with various administrative management activities that record, compile and document all school programs.

It can be concluded that the role of the principal as an administrator is very important for the education unit so that the administration in the education unit can be well organized and carried out. The principal's ability as an administrator must be realized in preparing complete learning administration data, guidance and counseling, practical activities, library activities, student administration, educators and education staff, infrastructure administration, and correspondence. In addition, in terms of financial administration or reporting, it must be neat, careful. Improving teacher competence is inseparable from funding. How much schools can allocate a budget for teacher competency improvement will certainly affect the level of teacher competence. Although in general the administrative management at SMP Negeri 3 Way Bungur is quite good, there is still much that needs to be improved, especially the availability of special facilities for archival documentation, increasing the competence of inadequate administrative staff and increasing the use of technology to facilitate administrative-related work.

4. Principal as Supervisor

A principal is essentially also a supervisor (Matondang, 2018). Based on observations, interviews and documentation collection at SMP Negeri 3 Way Bungur, a supervision program is outlined in the education unit's annual program. In essence, the supervisory task is carried out by the principal, but considering the role of the principal is quite large, it is necessary to involve other supervisors to help carry out the supervision. Supervision is carried out to help improve the performance of educators, teachers, and education staff, in addition to being a comparison data for school principals regarding the performance of educators or teachers and education staff. At SMP Negeri 3 Way Bungur, in carrying out his role as supervisor the principal is assisted by a supervision team consisting of the vice principal and senior teachers who are appointed by the principal's decision letter to carry out supervisory duties. The supervision carried out is supervision of the performance of educators and education staff, supervision of learning, supervision of classrooms, supervision of infrastructure, supervision of MGMP as well as financial and administrative supervision.

The results of the supervision carried out by the supervision team are reported to the principal, then discussed between the supervision team and the principal to make a follow-up plan from the supervision results. The results of the supervision carried out at SMP Negeri 3 Way Bungur, educators or teachers need to develop new methods, techniques and styles of teaching. It should be often reminded that the teacher is a facilitator, so the students should find, manage, and conclude the knowledge they have acquired. The teacher as a place to

confirm the findings of students. In addition, the results of supervision indicate the need for increasing teacher knowledge of the problems of students who are different for each generation. It is necessary to increase the creativity of teachers and students in arranging comfortable, educative, neat, beautiful classes and able to generate motivation in students in learning.

From interviews with educators as informants. Teachers or educators feel the importance of regular supervision to improve the quality and performance of teachers in teaching. After carrying out supervision, the principal and the team follow up on what things need to be improved on the teacher. This follow-up is carried out by creating a program of activities to improve the quality of teachers in their profession. Activities carried out can be in the form of training, workshops, MGMP at the education unit level, and others.

The role of the principal as a supervisor is very important in improving teacher performance. Rivai and Murni (2000) state that the school leader in carrying out his leadership duties must understand his role as a supervisor and that the supervisor must observe, supervise, and guide activities with a view to improvement. Improvement is the key word for school principals for the implementation of supervision.

According to Daryanto (2006), educational supervision is a coaching activity that provides technical assistance to teachers in carrying out the learning process, aiming to improve teachers' professional abilities and quality of learning. Academic supervision should be carried out on an ongoing basis.

Based on the findings in the field such as the explanation above, supervision activities are very important to be carried out by school principals in order to improve teacher performance and the quality of education. The teachers also see the need for continuous supervision to determine the extent of the learning process they have done and what improvements must be made to improve the quality of teacher work. Improvements should be made continuously considering the world of education is experiencing dynamics in accordance with the times. Every teacher is required to continue to develop science, communication, teaching methods, mastery of technology.

5. Principal as a Leader

The principal's leadership greatly determines the success of the school in improving the quality of the school. At the operational level, school leaders are at the forefront of coordinating efforts to improve teacher performance and ultimately improve school quality. The results of observations and interviews with informants at SMP Negeri 3 Way Bungur obtained information that the principal has a strong influence on the performance of teachers and employees. The integrity and good example of the principal in the eyes of the teachers and employees are their own motivation for them to work well. The principal's integrity felt by the teachers is the principal's commitment to religious values,

firmness in enforcing the rules, commitment and consistency in implementing them.

The principal of SMP Negeri 3 Way Bungur as the leader has a democratic leadership character, is open to criticism, and suggestions from all teachers and employees. The principal shows two-way communication so that all school members feel openness. Educators or teachers feel that the policies and programs made accommodated the interests of school residents such as teachers, school administration staff, and students. So the teacher's support for the principal's leadership is very large.

From the interviews, it was also found that the principal because of his caution in acting or solving problems, was considered slow in handling some of the problems that arose. So that existing problems are not quickly resolved and have an impact on other things.

The principal in his role as a leader or leader, according to Rivai (2005) said that the broad definition of leadership includes the process of influencing in determining organizational goals, motivating followers' behavior to achieve goals, influencing interpretations of followers' events, organizing and activities to achieve goals. , maintain cooperative relationships with people outside the group or organization. According to Sonedi, et al. (2018) principals in leading should delegate tasks, and responsibilities to subordinates according to technical guidelines, uphold equality of rights and obligations, build a culture of justice, not favouritism, be transparent, open to each other, provide training opportunities and increase career paths.

From the explanation above, it can be said that the role of the principal as a leader or leader has an important role in improving teacher performance. The principal should be a role model for teachers, education personnel, and students. The principal has an openness to all school members so that it is hoped that all the wishes of the school community can be heard and their hopes can be realized. The openness of the principal is also expected to encourage all school members to realise the school's vision and mission.

6. Principal as Motivator

The principal as a motivator must have the right strategy to motivate educators or teachers and education staff. Because the principal believes that with the ability to build good motivation, work effectiveness and efficiency will be built so that his subordinates can be creative to realize good performance. In the findings obtained by researchers at SMP Negeri 3 Way Bungur, the principal has shown that he is able to carry out his role as a motivator for school residents. The way the principal motivates educators or teachers, education staff and students includes setting the work atmosphere or physical environment. This physical environment includes setting up a conducive workspace and a comfortable school environment so that it can provide high morale in learning. A pleasant working atmosphere is very visible when researchers carry out research. The principal tries

to meet the physical needs that support the work of teachers and education staff as well as students, including by structuring the workspace and adding facilities in the teacher's workspace and administrative staff.

Another motivation the principal carries is to instil mental strength among educators or teachers, education staff and students. The principal often invites educators and education staff to talk, provide advice and direction, and convey experiences that can foster morale, all the informants say this in this study. The principal is very concerned about work performance. The principal is aware that attention to work performance is very important. Everyone wants to be appreciated, wants to be recognized by their leaders. In this case, the head of SMP Negeri 3 Way Bungur is to give rewards in the form of praise to teachers who do a good job.

In contrast to students, if students are able to make achievements, there will be rewards in the form of trophies, certificates or coaching money. This coaching money can be in the form of cash given by the school to students or it can be in the form of education fee waivers. What the principal did by motivating this approach was recognized by the informants as quite effective in improving the performance of teachers and education staff. However, there is still hope for teachers and education staff that the reward given is not only in the form of praise but is sought in the form of giving rewards in the form of money.

The spirit grown by the head of SMP Negeri 3 Way Bungur improves teacher performance by providing learning resources and media so that the learning process is more effective. The principal continues to try to improve the provision of learning resources and media, including the procurement of learning support equipment, wifi-free area facilities with a large enough capacity, the provision of computer facilities and comfortable computer rooms, the addition of a large enough collection of books each year, as well as providing comfortable library room which is also equipped with wifi and computer equipment. However, all the wishes of the school community regarding the provision of learning resources and media still need to be improved and pursued by the principal. And what is more important is not only the availability of learning resources and media, but also increasing the ability of teachers to utilize learning resources and media. The fact is that of the 25 existing educators or teachers who are able to utilize or use learning media, only 10 teachers, others still have not used it because of limited knowledge of the media. As a result, teachers are less able to manage learning well. Many students are less enthusiastic in carrying out the learning process.

Ambarita (2015) stated that school principals are able to act as motivators who encourage and encourage teachers, employees, students and guardians to work to support the achievement of school goals. The principal's task is to provide enthusiasm or to build the mentality of teachers, education staff and students. The presence of the principal during the school environment is highly coveted as an extrinsic motivator as a work partner. Sagala (2018) states that the

success of leading a leader in an educational unit institution is how the leader is able to bring all members of the education unit towards the set goals. One of the efforts is to provide teachers guidance so that they carry out their duties honestly, responsibly, effectively and efficiently.

The explanation above shows the importance of the principal's role as a motivator for school residents, especially for improving teacher performance. Where performance will increase, the learning process will run well if teachers are always given coaching, guidance, and mental strengthening that can build morale and provide facilities and infrastructure. Many of the above have been done by the head but there is still much more that needs to be improved. Encouraging the rewards that have been given is still limited to praise, the teachers want rewards to be given in addition to praise in the form of money or goods. Another obstacle is the limited knowledge in using learning resources by teachers. As a result, teachers are less able to manage learning well. Many students are less enthusiastic in carrying out the learning process.

7. Principal as an Innovator

The head of SMP Negeri 3 Way Bungur in improving teacher performance include involving educators in seminars and training activities based on the needs of educators so that there is an increase in the human resources of educators. In his role as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all educators or teachers and education staff in schools, and develop innovative learning models. Schools often conduct training or workshops that are carried out in schools with resource persons from the supervisors of the provincial education office, lecturers from universities who have collaborated with the education unit of SMP Negeri 3 Way Bungur as well as resource persons from within the school. However, during the pandemic, the training teachers often follow are through online media such as webinars.

As an innovator, the principal must have bright ideas to improve his subordinates' performance. In addition to involving teachers in training, school principals are trying to change the centralized pattern centered on the principal into a democratic pattern in which educators and education personnel are involved in planning activities to know the purpose of holding these activities.

The principal tries to improve the technology mastery of educators by utilizing the resources and learning media they have by assisting teachers who have not mastered technology. Education continues to grow rapidly with rapid technological developments as well. So the demand for professional mastery of technology is a must. The success of teachers in increasing mastery of technology will certainly be able to increase the spirit of learning and student achievement.

The school's success is the principal's success in guiding every school member. Mulyasa (2005) states that every educator has a special character that is different from one another, thus requiring special attention and service from the

leader, so they can use the time to improve their work. The difference between educators is not only in physical form, but also in their psychological condition, for example, encouragement.

Principals are expected to continue to innovate. From the explanation above, the role of the principal as an innovator is very large in improving teacher performance. The greater the innovation made by the principal, the more useful the impact during teacher performance. In turn, increasing teacher performance will also lead to an increase in the quality of students. Several things must be increased again, the involvement of educators or teachers in planning activities as a form of appreciation for teachers, teacher mastery of technological developments, by accompanying teachers so that they are willing to learn about learning media. Increase teacher involvement in trainings within and outside school.

CONCLUSION

From the overall findings and discussion of the research, several conclusions can be drawn about the role of school principals in improving teacher performance as follows: 1) The role of school principals as educators is going well; 2) As a manager, the principal has carried out educational planning, organized education, carried out or carried out education administration, carried out control and supervision, and carried out the evaluation process; 3) The administrative management carried out by the head of SMP Negeri 3 Way Bungur can be said to be carried out well; 4) The principal in carrying out his leadership duties must understand his role as a supervisor, observing, supervising, guiding activities to improve; 5) As a leader, the principal has a strong influence on the performance of teachers and employees. The integrity and good example of the principal in the eyes of the teachers and employees are their own motivation for them to work well; 6) As a motivator, the principal must be able to create a harmonious working relationship with educators and education staff. A conducive environment will foster the motivation of educators in carrying out their duties; and 7) In his role as an innovator, the principal includes educators in seminars and training activities based on the needs of educators so that there is an increase in the human resources of educators.

Based on the results of research and data analysis, the authors provide several recommendations as follows: 1)) Principals are expected to be able to carry out their roles as educators, managers, administrators, supervisors, leaders, motivators and innovators. If these roles run well, the teacher's performance can run well. In addition, it is necessary to understand that principals cannot work alone to improve teacher performance; cooperation from various parties is needed. In addition, 2) Principals must be able to maintain and improve their roles in order to improve teacher performance.

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