

Principal Leadership in Improving Teacher Performance in Junior High Schools

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ABSTRACT

The purpose of this study was to analyze the function of the principal's leadership as a function or to direct in improving teacher performance. At State Junior High School 1 Kobakma, Central Mamberamo Regency. The approach used in this study is a qualitative descriptive approach with a case study research type. The results of the study stated that the principal had implemented leadership in improving teacher performance at State Junior High School I Kobakma well, the principal absorbed his leadership style which was democratic, straightforward, and open, prepared open time with the school community, emphasized teachers to be disciplined, held meetings with residents on topics that required special attention, teacher guidance and helped teachers to solve problems faced by teachers, directed teachers and provided training to teachers to improve their abilities, and increased class visits

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INTRODUCTION

Leadership is a position and ability to manage and control an organization, a dreamer such as a principal is required to be able to achieve the interests of the educational institution he leads, both private and public schools (Abdillah, 2018). The achievement of educational goals is highly dependent on the skills and wisdom of the principal as a leader. The principal is the key to developing and improving the quality of a school because his function as a leader greatly influences the continuity of the teaching and learning process. Therefore, a strong principal figure is needed and has the competence to support his duties in the education process (Kompri, 2017). Principal leadership is an effort made by the principal as a leader to influence many people (teachers, administrative staff, students, stakeholders) through communication to

achieve school goals. The indicator is that the principal is able to mobilize all school residents to carry out their duties and responsibilities in accordance with the duties and responsibilities given. From here it can be understood that principal leadership is the ability of school leaders to influence, guide, and direct teachers, staff, students, and all school residents (stakeholders) to achieve school goals (Muspawi & Gunawan, 2020).

Good principal leadership must be able to strive to improve teacher performance, because teacher performance is also a determinant of the quality of education (Musbikin, 2013). Therefore, the principal has a great responsibility in the educational organization and to lead his organization so that it can run well. The role of the principal is as an educator, manager, administrator, supervisor, leader, innovator, motivator (EMASLIM) (Mulyasa, 2013). The implementation of good learning cannot be separated from the role of the principal as a manager in the school institution. The principal must be able to guide the school community to achieve goals in accordance with the vision and mission that have been set. The principal must be able to provide motivation to the school community (Setiyadi, 2020). Therefore, the principal must get to know each school community better so that it is easier to carry out their duties properly, for example through interpersonal communication. Building good interpersonal communication, creating a comfortable working atmosphere is one way to make it easier to achieve goals. Thus, the principal plays an important role in improving teacher performance in carrying out their duties and obligations. According to Supardi (2013), teacher performance is a condition that shows a teacher's ability to carry out his duties at school and describes the actions displayed by the teacher during learning activities.

Based on initial observations in the field, the problem found by the researcher is that the principal's efforts to improve teacher performance have not been fully implemented optimally. For example, there are still teachers who come late to school and when it is time for class, there are still teachers who do not immediately enter the classroom (Istikhomah, 2018). Teachers should arrive earlier than students in order to provide a good example for students. Another problem can be seen in terms of teachers in preparing learning plans where there are still teachers who have not fully prepared all the administrative needs (Musbikin, 2013). Meanwhile, in the implementation of learning where teachers are still unable to use various methods and choose the right and appropriate learning methods in the learning process, and teachers are still lacking in managing the class (Gaol & Siburian, 2018). Then seen from the evaluation of learning where there are still teachers who do not assess learning outcomes and do not provide reflection on activities that have been carried out and do not follow up in the form of remedial learning and enrichment programs.

Based on the description of the problems that have been raised, the researcher is interested in studying the efforts made by the principal in improving teacher performance at school. The purpose of this study is to describe the principal's leadership in improving teacher performance at SMP Negeri 1 Kobakma, Central Mamberamo Regency and to determine the supporting factors and inhibiting factors of the principal's leadership in improving teacher performance at SMP Negeri 1 Kobakma, Central Mamberamo Regency.

METHOD

The approach used in this study is a qualitative descriptive approach with a case study research type. This case study aims to reveal events or facts, circumstances,

phenomena, variables and conditions that occur during the research by presenting what actually happened. The location of the study is SMP Negeri 1 Kobakma, Mamberamo Tengah Regency.

The data collection techniques used in this study were observation, interviews and document studies. Observation in this study was used to obtain data on the principal's leadership in improving teacher performance. The aim was to find out how the principal's leadership was. Meanwhile, the interviews used were structured and open interviews. This interview focused on the Principal's Leadership in Improving Teacher Performance at SMP Negeri 1 Kobakma, Mamberamo Tengah Regency. Meanwhile, the document study was intended to collect data related to teacher performance in the learning process, student lists, school regulations, student attendance, student grade data, and documents that were considered relevant to the data needed. The data validity checking technique used in this study was the Triangulation technique. The triangulation techniques used were as follows: (1) Conducting time triangulation, namely a week after conducting the interview. Time triangulation was carried out with the aim of finding the suitability of data sourced from two equivalent problems at different times. The results of the interview were reviewed based on the Teacher Performance indicators. In this way, it is hoped that all data will strengthen each other and provide a deeper understanding of the role of the principal in improving teacher performance. Making notes of each stage of the research and complete documentation; (2) Conducting transcription immediately after data collection. This is done so that the subjective elements of the researcher do not intervene in the research data; (3) Conducting repeated checks on the voice recordings, research instruments and interview transcripts to obtain valid results; and (4) The researcher re-asked the results of the recording during the interview to the principal and teacher that the statements from the principal and teacher were correct. Furthermore, the principal's statement was also confirmed with the teacher whether it was in accordance with what the principal said, likewise the teacher's statement was also questioned with the principal so that the data obtained by the researcher from the principal and teacher obtained valid data. Data analysis techniques used in this study Interview data analysis (qualitative) in this study was analyzed using analysis techniques which include (1) data reduction, (2) data presentation, (3) drawing conclusions and verification.

RESULT AND DISCUSSION

1. Principal Leadership Style in Improving Teacher Performance

The principal is the driving force and determinant of the direction of school policies that will determine how the goals of the school and education in general are realized. In relation to teacher performance, the principal is required to always improve the effectiveness and role as a leader in order to achieve school goals. The success of an educational institution is very dependent on the leadership of the principal. The principal as a leader in his institution must lead his institution towards

achieving the goals that have been set. He must be able to see the situation and be able to see the future in a better global life. The principal must be responsible for the smoothness and success of all matters of school management and management formally by his superiors or informally by the community who have entrusted their students. The role of the principal in improving teacher performance at SMP Negeri I Kobakma: a) Having a democratic leadership style; b) Preparing time to communicate openly with teachers, participants, students and other school residents; c) Emphasizing to teachers and all school residents to fulfill learning norms with high discipline; d) Organizing meetings effectively, efficiently and in a balanced manner; e) Guiding and directing teachers in solving performance problems; f) Conducting various class visits to observe learning activities directly.

From the role played by the principal, the author can understand that the leadership role is very important in improving teacher performance at SMP NEGERI I KOBAKMA, the good and bad quality of educational institutions is found from leaders and educators who have good performance in educating students at the school. Based on the results of observations and interviews, the author saw that the principal of SMP NEGERI I KOBAKMA, Mr. Pilesmon Aud S.Sos, had carried out his role quite well, the principal had sufficiently guided and directed teachers in solving problems faced by teachers in the classroom. The role of the principal's leadership in improving teacher performance at SMP NEGERI I KOBAKAMA is related to teacher performance carried out in order for the class to run well, then teachers must be given guidance and direction based on the results of the researcher who wrote that the teacher had carried out several of his duties as an educator, namely: a) Learning planning, b) Implementing learning, c) Implementing interpersonal relationships, d) Implementing learning outcome activities, e) Implementing enrichment programs, f) Carrying out remedial.

From the results of the research conducted by the author, it is clear that teachers at SMP Negeri I Kobakma have made a learning implementation plan, implemented learning, implemented interpersonal relationships, implemented learning outcomes, in the implementation. The author's strongest findings were from observations and interviews conducted with Mrs. Ice Karoba, S.Pd as the Indonesian language teacher.

The inhibiting factor for the principal in improving teacher performance is the existence of teachers who have characters that are less social, feel inferior, lack motivation, and lack discipline. From the school there are also some facilities that are not yet available so that they do not support the learning process. According to Mukhtar (2012:17) the lack of availability of educational facilities to support the learning process indirectly hinders educational goals. With the existence of an inhibiting factor in SMP NEGERI 1 Kobakma, the principal must immediately focus on coaching and providing encouragement in the form of work motivation for young teachers. Immediately fix and complete the facilities that are considered lacking so that later a conducive atmosphere will be created in the classroom.

The principal must have had ideas or initiatives in the form of steps to minimize these inhibiting factors. Communicate well by inviting teachers to discuss and embracing and protecting all groups to create a strong sense of family. Senior teachers also play a role in supporting younger teachers so that they think positively and provide encouragement to continue upgrading themselves to become better.

2. Have a democratic and open leadership style

Leaders who have a democratic leadership style always consult with subordinates regarding the actions and decisions proposed by the leader, and continue

to provide encouragement to participate and be active in implementing the decisions that have been made. The principal has been assigned a leadership role in improving teacher performance by having a democratic, broad and open leadership style, this is reinforced by the results of an interview with the principal of SMP Negeri I Kobakma. During the decision-making process of the meeting from the meeting participants, the teacher submitted suggestions or opinions, the final conclusion was the wishes of the meeting participants who made decisions during the meeting, if there are suggestions or criticisms that are received very well if they are constructive suggestions, we must implement all suggestions, be it opinions or criticisms, we must be open. From the results of the interview above, it was concluded that the principal had used a democratic, frank, open leadership style. This also has an impact on improving teacher performance in planning learning, a principal who is democratic and open makes teachers not hesitate to promise if there is something lacking in making and planning learning. And raises teacher performance in implementing teacher performance in the classroom.

3. Set aside time to communicate openly with teachers, students, and other school residents.

A principal must communicate well with the school community in order to create a harmonious relationship between the principal has carried out his leadership role in improving teacher performance is by preparing time to communicate with the school community this is reinforced by interviews and observations with the principal and teachers. Establishing good communication, one day you can do a group together, especially now in the era of social media so you can communicate in groups, you can gather together not only as an obligation but also with brotherhood. Sometimes also communication chatting with students here, chatting with teachers in the learning process in class what are the complaints in class. The results of the interview above are that the principal has carried out leadership by preparing time to communicate openly with teachers and the school community. Mrs. Ice as a teacher also said that the principal always communicates with the principal always communicates with teachers if there is an opportunity with good communication with teachers this also improves teacher performance in carrying out learning if the teacher gets complaints in class.

4. Emphasizing to teachers and all school residents to fulfill learning norms

The obligation to emphasize to the school community to be disciplined if there are any violations will be given sanctions, the principal has carried out the indicators, this is reinforced by interviews with the principal. "Discipline starts from us first, the individual who will create a disciplined atmosphere itself, of course I become a disciplined school environment, one example must leave early if there are any violations of tactics will be subject to sanctions". From the statement above, the principal has created a disciplined environment so that the school becomes orderly, and the principal has also set an example so that other school residents follow discipline.

5. Conducting effective, regular and balanced meetings with the school committee and other school residents regarding topics that require attention.

Based on the results of the observation, it was obtained information that the principal in carrying out the leadership role in improving teacher performance is to hold meetings with teachers and school residents from the indicators above, the principal has done it, the author will explain as follows: The question of how the father solves problems at school "depends on the problem, if it is related to teachers, then

people who have a problem with it will be gathered, if there is a problem with the parents, a meeting will be held with a topic that requires special attention." Based on the results of the interview above, if there is a problem at school or with teachers, a meeting will be held if necessary, a meeting with the school community to discuss things that require special attention. By holding a meeting to discuss what requires special attention, it helps teachers to solve problems.

6. Guiding and directing teachers in solving work problems, and being willing to provide assistance

It is the duty of the principal to help resolve the problems faced by teachers and find the best solution. If there is a problem, it is resolved immediately so that it does not drag on based on the results of the interview, it was obtained that the principal in carrying out his role as a leader in improving performance is to help resolve problems faced by teachers from the indicators above, the author will describe as follows: The principal will ask what the problem is, if in the case of teacher skills, he will teach in guidance and efforts so that there is an increase in skills and send teachers to improve their abilities in the learning process " Based on the results of the interview, the principal has carried out a leadership role based on the existing indicators, this is reinforced by the results of interviews with teachers that the principal always guides teachers if there are difficulties in the learning process and the principal sends teachers to carry out training so that the teacher's abilities increase "

7. Conducting various class visits to observe learning activities directly

The principal's job is to observe learning activities directly to find out what the situation is like in the classroom, how the teacher's performance is when they are in class. The principal has carried out his role as a leader in improving teacher performance by conducting class visits, this is reinforced by the results of interviews with the principal. Class visits are according to the needs needed to observe the learning process in the classroom, sometimes once a week to visit the classroom. Based on the results of the interview, the principal has carried out a leadership role by conducting class visits. With class visits, the principal has known the learning process in the classroom and if there is something lacking, the principal will guide the teacher so that the teacher improves the teacher's performance in carrying out learning.

CONCLUSION

Based on the results of the analysis of the discussion data on the performance of the principal in improving teacher performance at SMP Negeri I Kobakma, the author can conclude that the principal has implemented leadership in improving teacher performance at SMP Negeri I Kobakma well, the principal has adopted a democratic leadership style, is straightforward, and open, prepares open time with the school community, emphasizes teachers to be disciplined, holds meetings with residents on topics that require special attention, guides teachers and helps teachers to solve problems faced by teachers, directs teachers and provides training to teachers to improve their abilities, and increases class visits.

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