

Research Article

Analysis of Managerial Competence of School Principals in Improving the Performance of Elementary School Teachers in Banda Aceh City

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Abstract

Management ability is an ability that must be possessed by the principal in using school administrative management activities, including planning ability, organizational ability, implementation ability, and evaluation ability. The research aims to explore the managerial head in improving teacher performance. This research uses a type of qualitative research using descriptive. The instruments in the study are questionnaires, interviews, and observations. Data collection techniques use interview methods or interviews to parties who directly have relationships or interested parties in this study. This research uses a qualitative approach with a descriptive method, data collection in the research is carried out through interview guidelines. The subjects of the study were principals, supervisors and teachers at elementary schools under the Bungong Jeumpa Cluster of Banda Aceh City. The results of the study found that the school management process, it is seen that the quality of education in elementary schools has improved, and the principal has demonstrated various effective leadership qualities, including strong personality, decision-making ability and excellent communication skills, wholehearted dedication. etc. Acting as a school leader; encourage teachers to consistently carry out their duties and functions in accordance with the subjects they teach; implement leadership models that support the achievement of school goals.

Keywords: Managerial Competence, School Administrative, Performance



INTRODUCTION

The principal is a professional official who is considered worthy and fit to occupy a position as a leader in the school. The principal as a leader is required to have reliable abilities so that the wheels of organization can run well (Basri et al., 2021). The headmaster is the one most responsible for the governance of school management. The development of an educational institution is determined by aspects of school culture, school climate, communication, teacher performance as well as the leadership of the principal (Riski et al., 2021).

The principal's leadership is a determining factor in the process of building student character and plays a role in building a quality school (Minsih et al., 2019). The headmaster is in charge of managing all school resources and cooperating with teachers, staff and other employees in educating students to achieve educational goals. The process of cooperation of two or more people by using the resources of the organization to achieve predetermined goals is known as management (Sormin, 2017). A management in this case is the principal, in addition to being able to carry out management processes that refer to management functions (planning, organizing, actuating, controlling), is also required to understand and apply all substances of educational activities.

Management is the art and science of planning and organizing, drafting employees, giving orders and supervising natural resources to achieve predetermined goals (Zubair, 2017). The achievement of the goals and success of a school is strongly influenced by the principal's management governance (Syahputra & Baginda, 2020). Principal management needs to be emphasized in coordination, communication, and supervision because educational weaknesses and barriers often stem from lack of coordination, communication and supervision because educational weaknesses and barriers often stem from lack of coordination, communication, and supervision which causes different perceptions among these components (Kalasa, 2012). The principal is also a supervisor who is responsible for improving the ability of teachers, managing learning activities in the school and playing a role in the development and progress of the school.

School progress is influenced by the leadership of the principal who is the driving force determining the direction of school policy and determining how educational goals in the school he leads can be realized (Santika, 2017). The burden as a principal in developing a school is not easy, because there are many challenges that must be passed to achieve success. Good results if not supported by good leadership, good management, human resources and good governance, then the school cannot achieve the maximum goals of the school program. An effective school program is one of the determining factors for improving the quality of graduates and the success of education in schools (Akmaluddin & Mutiawati, 2018). A good school

program is judged by the professionalism of the principal's management and teachers at work.

The better the management carried out by a school principal, the better the quality of education will automatically be and vice versa. In addition, the quality of education is also greatly influenced by the performance of educators or teachers. Good teacher performance can be achieved if every teacher has good teaching motivation. The hard work of teachers is the key to success for schools, it will not be possible for schools to produce quality graduates without the hard work of teachers (Fahyuni & Istikomah, 2016). Teachers are the primary source of school life (Faiza, 2019). Teachers as the spearhead of school success must be able to display good performance and contribute to the development and improvement of quality in schools. Good performance will be judged by the professionalism of teachers at work (Ilyas, 2022).

The professionalism of teachers in working can be influenced by several factors such as work compensation, work commitment, principal competence, resource management, and principal management (Olivarría et al., 2022; Owan et al., 2021; Pedagogik et al., 2021; Tanjung et al., 2021). The principal's management and work environment have a direct effect on improving teacher performance (Hartinah et al., 2020). Thus, teacher performance can be improved through principal management and a conducive work environment.

A conducive work environment will provide a sense of security and allow employees to have optimal performance, and be satisfied with their work (Default, 2018). The willingness and determination of the principal to implement quality management will facilitate the improvement of teacher performance to become professionals (Nurabadi et al., 2021). Professional teachers are conceptual teachers who have three aspects of competence, namely professional, social and personal (Bin & Wahab, 2019). One of the ways to improve teacher professionalism can be done by the principal, by involving teachers in various scientific forums (training/in-service training), teacher certification programs, further studies, revitalization and optimization of teacher professional organizations such as K3S, KKG or KBG, as well as forming friendship forums and learning community groups in schools between teachers for the professional development of teachers.

Professional abilities and motivation of teachers can influence teacher performance. A previous study illustrate that teachers' professional abilities positively affect teacher performance by 39.9% and teacher work motivation positively affects teacher teaching performance by 61.7% and together professional ability and work motivation affect teacher teaching performance by 63.7% (Goddess, 2018). Teacher performance is determined by four factors, namely: (1) environment; (2) individual characteristics; (3) organizational characteristics; and (4) job characteristics. Some of

the efforts that can be made by school principals to improve teacher performance are: (1) Coaching teacher performance, (2) Supervising teacher performance, (3). Providing motivation, (4). Evaluating teacher performance (Muspawi, 2021b).

These efforts will affect the success of the principal in improving teacher performance. Teacher professional development is a process to assist teachers in doing their jobs effectively (Ariyani, 2017). The headmaster as an educational leader is responsible for improving and developing teacher professionalism by not only providing opportunities for teachers to attend training or trainings, but also providing opportunities for teachers to continue their studies. The professionalism of teachers in teaching is also influenced by teaching experience and academic qualifications (Alamsyah et al., 2020).

When viewed from the performance achievements quoted from the Performance Report (LKJ) of the Aceh Education Council in 2021 on the indicator of increasing teacher competence, it is known that the percentage of teacher competence has increased from 2019 (Dinkes, 2021). Disdik Aceh also claimed that the quality of Aceh education is currently ranked 5th best national graduation (2021 – 2022). However, this claim is inversely proportional to that obtained in the field when observations were made to teachers in several public elementary schools in the Langsat Cluster of Banda Aceh City. Observations are made on teacher ability devices called teacher competencies. According to Government Regulation Number 19 of 2005 concerning national education standards, a teacher is required to master pedagogical, professional, probarian, and social compatibility.

The results of observations made at the Langsat Cluster Elementary School found that there were still many teachers employed who did not meet the national standards of education. Where many teachers have not fulfilled the basic teaching skills or teaching eligibility in accordance with Law Number 14, 2005 concerning Teachers and Lecturers. The discrepancy between academic qualifications and the subjects taught by elementary school teachers reaches 67% of all public and private elementary school teachers in Indonesia with a total number of teachers totaling 1,501,366 teachers and Aceh is ranked third at the bottom with a scale of 48.33 from the national scale (Jakaria, 2014). This lack of fulfilment causes the implementation of teaching duties cannot be carried out effectively, efficiently and professionally. Teaching is not just a process of delivering material, but involves broader aspects such as fostering attitudes, emotions, character, habits and values (Pare-Pare, 2019).

In addition, it was also found that some school organizations were also led by principals who implemented a very rigid leadership system, making it difficult to implement the new system and culture. Rigid leadership also results in social gaps that arise between teachers and working employees. Where the treatment and attitude of the principal that distinguishes the salary received by each teacher, makes

motivation and teaching style greatly affect this condition. This is the root of the problem of low quality of teacher performance in teaching. This history makes teaching motivation no longer to achieve national education goals. If left unchecked, the elementary school under this langsung cluster will be difficult to develop and will become a school that is not in demand because the learning outcomes are not in accordance with the wishes of stakeholders. This condition is the reason for the importance of principal management in improving teacher performance. Teacher performance is a benchmark for a school in achieving classroom learning. Therefore, teacher performance must get internal and external injections in order to grow productivity. It is not easy to be able to boost teacher performance according to performance standards in general. Especially now that educators are required to be more specific in carrying out their duties in educating. Teachers are not only required to be able to teach, but also must be able to educate, set an example, be able to motivate, and be able to encourage students to become a ready-to-use generation in the industrial world.

The level of teacher performance that is still low and still at the limit of what it is is the basis for the importance of this research. One of the most important things that must be possessed by the principal in carrying out his leadership is the ability as a leader. This is where the principal's management science skills are needed to be able to control learning activities between teachers and students properly and optimally. On the basis of this phenomenon, researchers compiled several fundamental questions related, why is teacher performance in schools not optimal? Whether the principal does not carry out management functions properly so that it can have an impact on teacher performance is not optimal. This research aims to explore the Management of School Principals in Improving Teacher Performance in Public Elementary Schools Langsung Cluster Banda Aceh City.

METHOD

This research uses a qualitative type of research. This type of research was chosen because in this study, researchers want to examine interpretation and analysis using techniques or methods of direct observation to humans, in this case, namely the management of school principals and the performance of elementary school teachers in the Langsung Cluster. In addition, this research can also be classified into field research, where the research process requires researchers to go directly into the field to observe and learn according to things and do it themselves.

This research also uses a descriptive analytical data approach, in the form of: observations, image results, written quotes, archives and field notes (Mustori, 2012).

The instruments in this study are the researchers themselves, as well as other research tools used, namely questionnaires, interview guidelines, observation

guidelines, and documentation guidelines. Based on the three research instruments above, it will be validated by experts (expert judgement) through discussion with research supervisors. The verification results are a tool prepared for research data collection.

Data collection techniques using interview or interview methods, Questionnaire This method is a technique or process of collecting data, information and facts in the field by conducting direct questions and answers or face to face to parties who directly have relationships or interested parties in this study.

Data analysis techniques are carried out to answer the formulation of research problems. Because the research used is qualitative, the data analysis technique uses qualitative analysis methods that are already available. Data that has been collected through questionnaires that have been filled out by respondents will be analyzed and tested. After that the data will be differentiated based on their respective categories and meanings, then collect all forms of general findings and determine patterns and relationships between these variables (Bungin, 2001).

This process or stage is carried out by pouring data and facts found in the field consistently and systematically into the basic concept design for analysis. In detail the process is divided into stages as follows:

1. All documents and records obtained from the source are identified by labeling the coding based on their respective data sources.
2. The next stage is to classify, synthesize and do a resume or overview and then compile it based on its index.
3. After that the data will be differentiated based on their respective categories and meanings, then collect all forms of general findings and determine patterns and relationships between these variables.

The stages in conducting research data analysis include "... data preparation, editing, coding and tabulation (disclosure process) (Hartono, 2018).

RESULT AND DISCUSSION

As a leader, the principal of an elementary school under the Bungong Jeumpa Cluster in Banda Aceh City has basically carried out four aspects of a leader, namely having a strong personality, the ability to make decisions and the ability to communicate and the ability to provide direction. It's just that from these four aspects, not all of them can be done well. The headmaster has not been able to give maximum sanctions for teachers who violate discipline because of lack of firmness from him.

Based on the observations that the author saw in the field that the principal of the elementary school under the Bungong Jeumpa Cluster of Banda Aceh City as a leader already has aspects such as:

1. Have a strong personality

In showing the exemplary attitude and behavior of the principal of elementary school under the Bungong Jeumpa Cluster of Banda Aceh City has shown a personality that should be exemplified by educators with the attitude and behavior of the principal in the management of student participants, especially in planning, implementing and evaluating the development of a discipline culture carried out in schools such as arriving on time, supervising children who arrive late and monitoring learning activities, Dress neatly and politely according to the rules, communicate kindly and politely to all staff, this can be seen from the statement of the principal of SD Islam Al-Azhar Cairo Banda Aceh during the following interview:

When conducting meetings or meetings, I always emphasize the importance of discipline to teachers and carrying out the rules that we have agreed upon. As a principal, I strive to improve self-discipline, maintain a presentable appearance, always communicate politely and kindly, and try to remain open to teachers and staff. I hope this behavior can be used as an example and followed by teachers — (Siti Aminah, Al-Azhar Islamic Elementary School, August 22, 2023)

This statement, confirmed by one of the teachers, stated that:

— True, from my observation, most of the planning that has been set has actually been carried out by teachers, staff and students at Al-Azhar Chairo Islamic Elementary School. In its implementation, the principal always shows a positive attitude and behavior. The principal is always consistent in evaluating the discipline culture of students every week through discipline boards posted on school walls and communicating effectively with all teachers, staff, and students, always being present on time at school, as well as monitoring learning activities and maintaining the cleanliness of the school environment — (Teacher, Mrs. MS August 22, 2023)

From interviews and observations that the author has seen in the field, the principal has shown exemplary attitudes and behavior.

2. The ability to take decisions

The principal as a leader must be able to carry out the decision-making process quickly, precisely and wisely. In terms of decision making, all elementary school principals under the Bungong Jeumpa Cluster of Banda Aceh City to provide the best decision always begin with collecting information, looking for alternative decisions, choosing decisions to manage the consequences or consequences of decisions that have been taken by deliberation.

As the results of the author's interview with the principal about how to make decisions in terms of education curriculum management are as follows:

— As a principal, I have a responsibility to make decisions that benefit all members of the school. Usually, I will coordinate with the vice principal in charge of the curriculum to hold a meeting with teachers and staff before making decisions regarding how to plan, implement and expand in terms of school curriculum management to be carried out in schools. However, in urgent situations that do not threaten the stability of the school, I also have the authority to make my own decisions, of course, by always prioritizing benefits for school development. (Principal, August 23, 2023)

To corroborate the statement made by the principal of the Bungong Jeumpa Cluster, the author also sought information through interviews with three teachers from three different schools, namely SD 58 teachers, SD 54 teachers and SD 61 Banda Aceh teachers. Their answers are as follows:

—In the decision-making process, the headmaster generally conducts deliberation with teachers and school staff. If no agreement is reached during the deliberations, the principal will make the decision independently (Teacher, Ibu MS, August 28, 2023)

—During the decision-making process, the headmaster usually conducts deliberation with teachers and school staff. If no agreement is reached during the deliberation process, the principal will make decisions independently—(Teacher, Mrs. NR, August 28, 2023)

— In the decision-making process, the principal always strives to reach mutual agreement, and the decision does not depend solely on the principal himself. However, in an emergency situation, the principal may have to make his own decision first, and then inform the decision to all teachers and staff — (Teacher, Mr. MN, August 28, 2023)

3. Communication skills

School principals must also have good communication skills, handle conflicts and build a positive work climate in the work environment because this greatly affects overall occupational health. The principal of SD under the Bungong Jeumpa Cluster also always tries to create a harmonious relationship with teachers and employees, listens to teacher problems that occur in the field and the principal also cares about the problems faced by teachers, the principal always gives input or solutions as well as ideas for every problem, this is based on the statement of the principal of SD 54 Banda Aceh during the interview as follows:

— Of course, as a principal, it is important for me to be aware of any problems that teachers and employees may face in the school. I always try to stay informed about the problems, difficulties, developments, and changes in the education system, and I am in constant communication with teachers and staff to ensure all education-related matters are discussed and updated openly (Principal, 22 August 2023)

The results of the interview with the principal were reinforced by a statement from an upper class teacher at SD 54 Banda Aceh as follows:

— The principal's actions are very supportive and caring for teachers and school staff in overcoming the problems faced, especially during the COVID-19 pandemic. Conducting training by inviting resource persons to help teachers understand the use of technology and online learning methods is a positive and very useful step. This demonstrates a commitment to bridging the knowledge and skills gaps that may exist among school staff, so that everyone can be more effective in facing the challenges of distance learning—(Teacher, Mr. MA, 22 August 2023).

4. Ability to Give Direction

One type of principal leadership shared by all principals at SD Bungong Jeumpa is oriented towards giving direction and directly setting concrete examples. This is done so that all teachers can immediately follow what is the direction of the principal. This proves to be one of the important factors in the process of achieving goals in this educational institution. The following are some presentations from interviews with several school principals in the Bungong Jeumpa Cluster.

The principal in leading the school he leads must also apply a leadership style or pattern to achieve the intended goals. As a leader, the leadership style carried out by the principal of the elementary school under the Bungong Jeumpa Cluster has the leadership style of the participants and the charismatic leadership style. This leadership is reflected in the results of interviews with the principal of SD 58 Banda Aceh and the principal of SD Islam Al-Azhar Cairo Banda Aceh as follows:

— As a principal, I must exercise leadership diligently and carefully. I am well aware that I must be an example of discipline in this leadership. Giving direction is one of the routine tasks I always do—(Principal, August 22, 2023)

Furthermore, the principal of SD Islam Al-Azhar Cairo Banda Aceh added that:

— In any matter related to problems, difficulties, information, developments, or changes in the learning system and management of educational personnel, I always provide positive guidance to teachers — (Principal, August 22, 2023)

In his task of giving directions has been done well and in accordance with what should be done by the principal, this is in accordance with the results of interviews with teachers.

— We will not take any action here until the direction of the principal. All decisions and actions are oriented towards the direction of the principal and the school.

— The direction made by the headmaster happened sometimes directly, sometimes through appeals made by the school through the media or notifications in the WAG (Whats up Group)‖

‖For example, the implementation of online learning in schools almost every day the principal continues to monitor and provide direction. Starting from the material provided by the available facilities, then things that develop are all directed‖ (Teacher, Mr. MA, August 22, 2023)

From the above exposure and description can be understood and seen. Before setting a rule or a task, the principal first gives sufficient direction. This is so that teachers feel more cared for, all work has a definite purpose. Such as online learning directions, or important information related to the development of education, profession and elementary schools under the Bungong Jeumpa Cluster.

As found in the field, the principal of the elementary school under the Bungong Jeumpa Cluster, in addition to being a leader, he also has a participant leadership style and charismatic leadership style that can be accepted by all his subordinates. The principal also always gives awards or just appreciates every achievement achieved by teachers and students in the learning process.

a. Participant Style Leadership

Participants are one of the leadership attitudes who are willing to help and participate in doing the goal. So that the principal looks more to partners who support each other. The principal of the elementary school under the Bungong Jeumpa Cluster also has a leadership style of the participants, this is in accordance with the results of interviews with the principal. The following is an interview with the principal of SD 61 Banda Aceh.

‖ Although I held the position of principal, I didn't always want special priorities. I will continue to work with the teachers at every opportunity until the work is done. —

—For example, during the preparation of the Learning Plan carried out by the teacher at school during the new teaching, in addition to giving directions, I participated in the work!

—Even though I just monitor and ask if all the teacher's tasks have been completed, I still accompany as long as it is done for the common good and for the school. Even when I'm not around, I still take the time to monitor the teachers! (Principal, August 28, 2023).

From the statement above, it can be seen that the leadership style of the principal participants not only provides direction but does not hesitate to help. What is the need and reflects togetherness at SD 61 Banda Aceh. This fact is supported by the attitude of the principal who is willing together with the teacher to prepare lesson plans during the new school. This is reinforced by interviews with teachers

—The Principal's mother has a friendly nature, and in every situation, she is happy to help or invite the teacher to eat together to strengthen social bonds. Such a leadership style makes teachers feel happy and happy.

—Frankly, if the principal immediately participates in working for the benefit of the school, all teachers will be enthusiastic in carrying out their duties.!

—Like yesterday's online implementation, due to limitations, the principal provides additional internet quota for teachers in schools so that learning does not stop, this motivates teachers in carrying out their duties! (Teacher, Mrs. MM, August 28, 2023)

Thus, this leadership style and leadership techniques can improve teacher performance in schools. Humbled and friendly leadership makes teachers enthusiastic and motivated to complete all tasks. Not only that, the principal is willing to help obstacles, for example providing internet packages, always participating in activities held at school, sometimes also inviting meals with all teachers and employees.

b. Charismatic Leadership

It is not easy to have charismatic leadership. This charismatic leadership is a leadership that does have a high attraction that appears in his father so that a sense of obedience and discipline will arise towards the leader. This leadership style is very visible from the leadership of the principal of SD Islam Al-Azhar Cairo

Banda Aceh, where during the interview the researcher found the principal's statement as follows:

— I have a firm attitude that remains willing to adjust to the situation. I can be assertive without being pushy, and I can be flexible without neglecting important aspects of deep into the problem.

—When it comes to dressing, I always prioritize simplicity, but I also always maintain the necessary level of professionalism. I never wore sandals and a t-shirt to school; I always wear clothes that conform to the expected professional standards

|| I always pay attention to my physical and mental health, as this helps me remain stable in my behavior. I'm not irritable, but responsive, and I can stay focused on specific issues.|| (Principal, August 22, 2023)

It is clear above that the principal of SD Islam Al-Azhar Cairo Banda Aceh looks charismatic in leading. This can be seen from always nourishing for mental and psychological health, besides that the principal of SD Islam Al-Azhar Cairo Banda Aceh also does not like to be emotional or say rude, and creates a conducive working atmosphere and always looks professional at school, so that teachers become motivated in improving their performance. This kind of leadership has led him to lead Al-Azhar Islamic Elementary School Cairo Banda Aceh for more than two decades. To support the following facts, the results of interviews with teachers at SD Islam Al-Azhar Cairo Banda Aceh will be presented.

— The principal is known as a person who has charisma during his leadership here. He always tries wholeheartedly to become a qualified leader, since his leadership this elementary school has achieved many successes or achievements in the academic field of students as well as the development of knowledge and competence of teachers ||

— The Headmaster also introduced a new culture to the school by encouraging simplicity in appearance, while still exuding a charismatic aura. This has increased the motivation of the teachers to improve their performance.

—We have never seen the principal get angry and say rudely, if there is a problem, it must be addressed calmly, it greatly affects the motivation and performance of the teacher here, so there is a sense of reluctance to the principal|| (High Class Teacher, Mrs. NA, August 22, 2023)

The teacher responded very positively to the principal's charismatic leadership style. The principal's charismatic leadership style creates a feeling of care and enthusiasm in carrying out their duties to the best of their ability.

Discussion

Principal as Leader

Based on the findings of the above research, the principal related to his leadership in improving teacher performance at SD Bungong Jeumpa Cluster is that he has carried out his function as a supervisor, but if analyzed based on the POAC principle, the principal still has to improve the points targeted. For example, have a regular and well-scheduled schedule so that teachers can be better prepared in carrying out the learning process and have a draft of teacher assessments to evaluate. The findings show that school principals do not have a fixed schedule that guides and drafts teacher performance assessments, so many teachers feel trivial about this. In addition, from observations and interviews, it is also known that there is only one school, namely SD Islam Al-Azhar Cairo Banda Aceh which has a format and runs teacher performance assessments at the end of each year. While other schools only assess teacher performance by manual evaluation, such as during meetings, or monitoring from the principal himself without a clear measurement indicator and disseminated to all teachers in the school. This causes the principal to be less assertive in demanding the results of his teachers' performance so that the teachers have not spurred their enthusiasm to change and improve their performance, this is driven by fear caused by the principal's lack of firmness in leading

The facts show that assessment is still interpreted as spying, supervising so that teachers are not reluctant and even indifferent when given their performance scores. The assessment or supervision carried out by the principal should really be carried out in a transparent manner where the assessment is really carried out according to guidelines, for example, the assessment results are presented in tabular form so that teachers can see and correct what is wrong and must be corrected. In this case, the principal should have the draft assessment. Supervision itself has the meaning of supervision or controlling by assessing, identifying problems and shortcomings by making improvements and coaching in order to achieve the expected and set goals (Suseno et al., 2023).

The principal as a leader in improving teacher performance

The next relates to the implementation of classroom management to improve teacher performance at SD Bungong Jeumpa Cluster. In this case, some teachers are indeed very effective in implementing classroom management starting from learning preparation, the use of media and learning methods. And the classroom arrangement is very good and comfortable so that it makes children very happy when the learning

process takes place. Implementation of principal management at SD Bungong Jeumpa Cluster:

- 1) Effective classroom management is very helpful for teachers in carrying out learning. However, in the field, we still encounter cases where some teachers do not fully understand the concept of classroom management and how to implement it. This may be due to a lack of attention to advisories and developmental information in schools.
- 2) According to experts and experts, principal management involves the principal's ability to have a good attitude, respond appropriately, and create a pleasant learning environment for learners. The principal also has an important role in motivating students and striving for them to achieve success and learning goals.
- 3) By implementing good principal management, teacher performance becomes more effective. This corresponds to management concepts that emphasize learner experience and success in the learning process. The findings in the field also show that students taught by teachers who use good management techniques tend to have a higher enthusiasm for learning and achieve better learning achievement. In addition, these teachers also become more confident in managing classes and learning.
- 4) The supporting and inhibiting factors in this study show that there are still many parties who do not understand and understand that every visit or visitation is very important in carrying out duties as a teacher. For example, competency factors, facilities and infrastructure, and school programs. These three factors must be met so that teacher performance can reach the maximum level. However, there are obstacles, especially in terms of limited facilities and infrastructure in schools, including the lack of adequate learning tools, so teachers must look for learning tools that are relevant to the situation. In addition, the principal's leadership is also hampered by the teacher's thinking that is difficult to change towards a better direction.

In addition to implementing principal management to improve teacher performance, the principal also tried various efforts to improve teacher performance at SD Bungong Jeumpa. The headmaster has an important role in improving teacher performance in schools. Here are some activities that principals can do to achieve these goals:

- 1) Coaching and Supervision: The principal can supervise teacher teaching periodically. This includes observing lessons, providing constructive feedback, and providing guidance to teachers in improving teaching methods and understanding of the material.

- 2) Professional Development: Principals can provide support for teacher professional development by providing training and continuous learning opportunities. This can include courses, workshops, seminars, or other educational resources.
- 3) Team Coaching: The principal can assist in the formation of an effective teacher work team. These teams can work together to solve problems, share ideas, and improve collaboration among faculty.
- 4) Performance Measurement: Principals can develop a fair and transparent teacher performance appraisal system. This should include clear performance standards and evaluation processes that support teachers' professional development.
- 5) Psychological Support: The headmaster must understand and provide support to teachers in coping with the stress and pressure they may experience. This includes providing teacher welfare resources and facilitating a supportive work environment.
- 6) Open Feedback: Principals should communicate with teachers openly and honestly about expectations, assessments, and goals. This can help teachers to continuously improve their performance.
- 7) Facilitation of Collaboration: Principals can encourage collaboration between teachers, whether in teams or across subjects, to share best practices and learning resources.
- 8) Resources and Facilities: Ensure teachers have access to the resources and facilities necessary to teach effectively. This includes textbooks, technological devices, equipment and more.
- 9) Designing an Individual Development Plan: The principal can work with teachers to design an individual development plan that fits each teacher's needs and goals.
- 10) Rewarding Achievements: Acknowledging and appreciating teachers' achievements can be an additional motivation to improve their performance

The results of observations that the author saw during the study, that the performance of teachers in the Bungong Jeumpa cluster elementary school has improved performance. The teachers have made RPP / Modules with the latest model although there are still shortcomings and teachers also always give tasks to students according to the schedule that has been given to students, teachers also provide assessments related to the tasks given to students according to the abilities of students, teachers also provide evaluations of the tasks given to students and report to the principal even though there are still some teachers who have not Do. To convince the data above, the author made direct observations for the assessment of teacher performance, which came from teachers who were employees with new honor teachers as a comparison of teacher performance. According to the author's guess that new teachers do not have extensive experience and insight in carrying out

learning activities both in planning and in classroom management, this can wade through their performance as a teacher. However, from the observations that the author obtained in the field related to teacher performance with the implementation of good principal management at SD Bungong Jeumpa Cluster, there have been many improvements such as:

- 11) Teachers have been able to improve the quality of their teaching by developing more effective teaching methods, designing engaging lesson plans, and ensuring that teaching materials are well delivered to students.
- 12) Teachers have undergone relevant training and professional development to enhance their competence in teaching, evaluation, and classroom management.
- 13) The integration of technology in teaching can help teachers to create a more engaging and effective learning experience. Improving digital literacy is an important part of improving teacher performance.
- 14) Teachers constantly collaborate with fellow teachers in curriculum development, joint lesson planning, and the exchange of ideas and best practices.
- 15) Teachers have a good ability to assess student performance fairly and accurately. This includes the use of different types of assessments, such as exams, projects, and formative assessments
- 16) Teachers have innovated to carry out learning, such as the use of electronic media and learning media that are in accordance with the subject matter they have
- 17) Teachers already have the motivation to explore insights that can contribute to carrying out their duties, especially those related to learning
- 18) Teachers have given opportunities for students to explore learning
- 19) Teachers have been involved in extracurricular activities or activities outside the classroom, so as to help teachers build stronger relationships with students and contribute to the development of student character.

However, there are still weaknesses that the author finds in the field related to teacher performance in teaching, such as:

- 1) Some teachers are still found to have limitations in teaching skills, such as a lack of variety in teaching methods or a lack of ability to explain material well to students.
- 2) Teachers who do not prepare lessons well may be less effective in delivering course material, creating engaging lesson plans, and managing time well.
- 3) In the digital age, teachers who do not use technology in their teaching may fail to take advantage of modern tools and resources that can enhance students' learning experience.
- 4) There are teachers who do not take initiative in professional development, which causes them to benefit less from developments in education.

Based on some findings that are still related to teacher weaknesses in improving teaching skills, as for what the principal does to overcome the problems mentioned above, the principal always gives motivation or encouragement to teachers to always prepare all their administration before entering the classroom and carry out learning on time. The principal's encouragement of teachers is very meaningful, because teachers always feel that this will encourage the enthusiasm of the teachers. The support from the principal is the main capital in improving teacher performance.

The headmaster has also created work programs to improve teacher performance, such as holding meetings at the beginning of each school year to discuss learning programs such as semester programs, annual programs, syllabi and lesson plans. The purpose of this activity is so that teachers can complete all their administration as teachers on time. Because there are still some teachers who have not been in administrative order. Those are the tips carried out by the school principal as an effort to improve teacher performance in the Bungong Jeumpa Cluster Elementary School in Banda Aceh City. It is important to remember that weaknesses in teacher performance can be addressed through professional development, training, support from principals, and cooperation with fellow teachers. Fair performance evaluations and constructive guidance can also help teachers identify and address their weaknesses.

In addition, efforts are continuous and require teacher commitment to always learn, develop, and adapt to changes in education. It can also be improved through support and guidance from principals, fellow teachers, and other educational resources. Therefore, effective principal management must cover these elements in a balanced manner and must be tailored to the needs and context of the particular school. Improving teacher performance requires commitment and dedication from the principal as well as strong cooperation between all stakeholders in the school.

CONCLUSION

In carrying out school management seen in improving the quality of education in Bungong Jeumpa Cluster Elementary School in his role as a leader, the principal has demonstrated various traits that describe effective leadership, including a strong personality, decision-making ability, and superior communication skills. The headmaster has shown full dedication in his role as the school's leader. The goal is to improve teacher performance. The headmaster consistently encourages teachers so that they always carry out their duties and functions according to the subjects they teach. In carrying out his role as principal at SD Bungong Jeumpa, the principal has implemented a leadership pattern that supports the achievement of school goals. The success of SD Cluster Bungong Jeumpa is closely related to the principal's leadership style. Based on field research, it can be concluded that the principal of SD Bungong Jeumpa Cluster has a combination of Participatory Leadership Style and Charismatic

Leadership Style in his efforts to improve teacher performance in the school. The headmaster not only plans programs, but also actively encourages the implementation of them through concrete actions. In this context, the principal gives an opportunity to anyone who has an idea or plan to improve school performance. This plan is then formulated, mutually agreed, and can be accounted for. The headmaster applies the principle of collaboration, thus creating an atmosphere of cooperation and shared responsibility in achieving uniform goals. The same passion and vision is shared by all members of the school as a starting point for improving school performance.

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Ana Mujriyanti, Syarfuni, Mardhatillah

Analysis of Managerial Competence of School Principals in Improving the Performance of Elementary School Teachers in Banda Aceh City

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