

The Role Of Principal Leadership In Improving Teacher Performance At Sumber Kokap State Elementary School Bondowoso-Indonesia

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ABSTRACT: *Principal leadership plays a crucial role in improving teacher performance. Inappropriate principal leadership can result in poor teacher performance. Initial observations at Sumber Kokap State Elementary School, Bondowoso, showed that teachers in the area lacked initiative in developing innovative learning methods, exhibited minimal active participation in professional development, exhibited declining work morale, and exhibited poor time management. This study aims to describe the role of principal leadership, factors that contribute to and hinder teacher performance improvement, and strategies for addressing factors that hinder teacher performance improvement at Sumber Kokap State Elementary School, Bondowoso. This study used a descriptive research design. The subjects were principals and teachers at Sumber Kokap State Elementary School, Bondowoso. Data collection was conducted using observation, interviews, documentation, and questionnaires. After the data were fully collected, they were analyzed using qualitative descriptive analysis techniques and descriptive statistics. The results showed that the principal at Sumber Kokap State Elementary School in Bondowoso played an active role, guiding, directing, and creating an open discussion atmosphere. The principal consistently supported teacher professional development through internal and external collaboration, encouraging teacher involvement in decision-making, motivating teachers, and conducting structured performance assessments. Despite facing challenges related to limited training programs and a formal reward system, the principal was able to overcome these challenges through effective communication. He also focused on external collaboration and the creation of a conducive work environment. It was concluded that the principal's role in facilitating teacher development and participation is crucial for improving teacher performance.*

Keywords: Role of the Principal, Teacher Performance.

INTRODUCTION

The success of education in schools depends heavily on the quality of teacher performance, which is a key factor in achieving learning objectives. Improving teacher performance relies heavily on the significant contribution of principal leadership through careful planning, appropriate assignments, and monitoring and evaluation. Principals play a crucial role in boosting teacher performance by designing policies that support professional development, assigning tasks appropriate to competencies, and conducting regular monitoring and evaluation. Through these efforts, principals can assist teachers in creating a conducive learning environment and developing high-quality teaching materials, which are crucial for students to optimally achieve learning objectives (Haris, 2022).

The principal acts as a facilitator in improving teacher performance. By designing clear plans, assigning appropriate tasks, and conducting regular monitoring and evaluation, the principal can provide the support teachers need for professional development. The relationship between the principal and teachers plays a crucial role in creating a positive school environment and encouraging improvements in the quality of learning (Haris, 2022).

Teacher professional development is key to improving the quality of education. Principals play a strategic role in facilitating teacher professional development by providing various training programs and workshops. Furthermore, principals need to provide constructive feedback and create a work environment conducive to teacher development (Supriyadi, 2019).

Teacher performance refers to a teacher's behavior in carrying out their duties as an educator and teacher while teaching in front of the class, in accordance with certain criteria such as planning learning programs, implementing learning activities, and evaluating learning outcomes. Teachers are expected to be more creative in implementing effective learning so that students can develop optimally (Nurdin et al., 2021).

Teacher performance can be defined as the extent to which a teacher is able to achieve educational goals through various activities, such as planning lessons, applying innovative learning media, engaging students in diverse learning experiences, and

providing individual guidance. These teacher performance standards relate not only to technical skills but also encompass classroom leadership and the ability to create a supportive and comfortable learning environment. In line with this, Law Number 14 of 2005 states that the role of teachers is strategic in developing a quality future generation (Masyhud, 2017; Ajeprri et al., 2022).

Teacher performance and competence are primarily responsible for guiding students from a state of lack of information to a broad understanding, from dependence to independence, and from lack of skills to proficiency. Competence and self-motivation significantly influence the achievement of optimal performance (Syahputra et al., 2023).

Kinerja erat kaitannya dengan masalah produktivitas, karena merupakan ukuran upaya yang dilakukan untuk mencapai tingkat produktivitas yang tinggi di sebuah lembaga. Kemampuan dan kemauan adalah dua faktor kunci yang mempengaruhi kinerja, meskipun memiliki kemampuan, seseorang mungkin tidak berprestasi jika tidak memiliki kemauan. Sebaliknya, kemauan yang besar tanpa didukung kemampuan yang memadai juga tidak akan menghasilkan kinerja yang optimal (Ayuningtyas, 2017).

Menurut Ayuningtyas (2017), kinerja guru juga dapat dipengaruhi oleh faktor lingkungan yang berbeda. Faktor-faktor yang bisa mempengaruhi kinerja seperti; kepribadian, peningkatan profesionalisme, keahlian mengajar, interaksi serta komunikasi, hubungan dengan masyarakat, kedisiplinan, kesejahteraan dan iklim kerja. Oleh karena itu, berdasarkan penjelasan di atas dapat disimpulkan bahwa faktor-faktor yang mempengaruhi kinerja guru dapat berasal dari dalam seperti kemampuan, motivasi, keterampilan, kedisiplinan dan pendidikan. Ada pula faktor eksternal misalnya iklim kerja, nilai-nilai organisasi, gaya kepemimpinan, tunjangan sosial serta besaran pendapatan.

There are several commonly known types of leadership, some of which are listed below (Rivai, 2013): authoritarian leadership, charismatic leadership, democratic leadership, and delegative leadership. Principals' leadership, driven by their personality and activeness, plays a crucial role in achieving goals. They tend to influence the atmosphere, shape perspectives, and create expectations, desires, and specific goals for directed affairs.

According to several experts, a good principal has the following leadership roles:

- a. The principal as a leader. The principal has a specific task, namely improving teacher performance through various efforts, including education and training. It is crucial for a leader to be honest with themselves. Honesty is a crucial characteristic for a leader. This is crucial for building trust in subordinates and inspiring them (Masyhud, 2017; Istijarti, 2023).
- b. The principal as a manager. As a manager, the principal is expected to assign tasks, allocate work, set quality standards, monitor achievement, manage the budget, and carry out other tasks required by the school (Sirait, 2021)
- c. The principal as supervisor. The principal's leadership role as supervisor includes: (1) supervising and controlling education so that all educational activities and programs in the school run according to established plans and objectives; (2) providing guidance on the use of effective learning methods, media, and models; and (3) implementing continuous improvement based on the results of the supervision carried out (Supriadi, 2021).
- d. The principal as motivator. As a motivator, the principal plays a crucial role in boosting the work enthusiasm of staff and teachers. This motivation can be fostered through effective management of the physical environment, work atmosphere, discipline, encouragement, rewards, and the provision of various learning resources (Hidayatullah & Dahlan, 2019).
- e. The principal as an innovator. An innovative principal will optimize available resources inside and outside the school environment. They also design strategies to build harmonious relationships with the community, integrate various activities, seek new ideas, serve as role models for teachers and staff, and develop innovative learning models (Sirait, 2021).

The principal plays a crucial and diverse role in school progress. The principal leads by providing guidance and motivation to teachers, while also managing school operations to ensure efficiency. The principal also oversees the learning process to ensure it aligns with the desired targets. The principal also motivates teachers by creating a comfortable and positive work environment.

Based on the above background, it can be concluded that the principal's leadership role significantly influences teacher performance improvement. This study focuses on the principal's crucial role in effectively improving teacher performance in elementary schools. Therefore, the study, entitled "The Role of Principal Leadership in Improving Teacher Performance at SDN Sumber Kokap Bondowoso," was conducted.

The objectives of this study are (1) to analyze the role of the principal's leadership in improving teacher performance at SDN Sumber Kokap Bondowoso, (2) to identify factors that cause improvements and inhibit teacher performance, (3) to design strategies to deal with factors inhibiting improvements in teacher performance.

RESEARCH METHODS

This study was conducted with the aim of gaining a comprehensive understanding of the role of principal leadership in improving teacher performance. The research design used was descriptive (Masyhud, 2021). This research design involved in-depth information gathering through face-to-face interviews with the principal and teachers at SDN Sumber Kokap Bondowoso.

The subjects of this study included the principals and teachers at Sumber Kokap 1 and 2 State Elementary Schools in Bondowoso. The research subjects were selected using a purposive sampling technique (Masyhud, 2021). Data were collected through observation, interviews, documentation, and questionnaires. Specifically, the observational data focused on how the principal's leadership at Sumber Kokap State Elementary School in Bondowoso contributed to improving teacher performance. The principals and teachers at Sumber Kokap State Elementary School in Bondowoso served as the primary data sources in this study. All data and sources obtained were used to explain the overall research results. After the complete research data was obtained through observation, interviews, and questionnaires, the data were analyzed using qualitative descriptive data analysis techniques and descriptive statistics (Masyhud, 2021). Qualitative descriptive data analysis techniques focus on understanding data such as text, images, or sound. Descriptive statistics data analysis techniques are used to explain or describe data in the form of numbers. The research was conducted from July to October 2025.

RESEARCH RESULTS AND DISCUSSION

After the research process was completed, based on the results of observations, interviews, documentation, and questionnaires, which were analyzed using qualitative descriptive data analysis techniques and descriptive statistics, several research findings related to the role of principal leadership on teacher performance can be described as follows:

1. Interactions between the principal and teachers in elementary schools are very open and participatory, creating a conducive, collaborative, and mutually supportive work environment. This atmosphere encourages active two-way discussions, so teachers feel comfortable expressing their ideas, opinions, and the problems they face. The principal actively provides direction and guidance. This active involvement fosters teacher confidence, thereby improving the quality of education at the school.
2. The principal provides teachers with ample opportunities to participate actively in policy-making related to school management, so that teachers feel involved and comfortable working at the school. This can improve teacher performance at the school.
3. The work environment at both schools appears to be very conducive and supportive. This is reflected not only in the physical facilities but also in the strong interpersonal atmosphere. The teachers' lounge is well-organized, and a sense of togetherness is evident in the way teachers interact with one another. Creating a pleasant workplace can increase teacher efficiency and productivity.
4. The principal facilitates teachers' needs in relation to their duties in implementing learning guidance at school. Consequently, classroom learning activities demonstrate the teachers' dedication to developing innovative and enjoyable learning for students. This is evident in the diverse and creative use of teaching aids and media. In line with the teachers' efforts, the principal actively monitors the teaching and learning process in each class. This monitoring serves as an important basis for further evaluation, enabling the principal to provide feedback, identify support, and plan relevant training or professional development for teachers.
5. The principal sets a good example in implementing school discipline and regularly supervises both academic and managerial aspects, ensuring that teachers follow the principal's discipline and instills discipline in their students. This ensures that discipline is enforced not only for students but also for the entire teaching staff, with strict standard procedures in place to manage teacher tardiness. When a teacher is forced to be late, they are required to request official permission, indirectly informing the school of the circumstances that led to the delay.
6. The principal's primary role as a leader, manager, supervisor, and facilitator is prominent, enabling the majority (90%) of teachers at Sumber Kokap Elementary School to demonstrate good, orderly, and disciplined performance, demonstrating full responsibility for their duties.
7. The principal provides guidance to teachers through various coaching techniques, including official meetings, supervision, behavioral modeling, teacher involvement in decision-making, and fair and equitable distribution of tasks. This can improve teacher morale and job satisfaction at school.
8. As a manager, the principal serves as a role model and role model, providing up-to-date insights to continuously improve the teaching and learning process. The principal also plays an active role in learning activities at school. As a supervisor, the principal provides input and facilitates the exchange of ideas regarding learning. The goal is for teachers to create innovative, collaborative, and enjoyable learning for students, ensuring the relevance and appeal of learning.
9. To stimulate teacher professionalism and self-development, the principal encourages teachers to share knowledge and

- experiences. Similarly, the principal requires teachers to actively participate in monthly internal learning community activities and participate in teacher working groups (KKG) with other schools. This is expected to ensure teachers continue to develop and innovate in line with current developments, remain relevant and adaptive to challenges and opportunities in the world of education.
10. The principal motivates teachers by providing full support, providing guidance on training resources (training, KKG, online), encouraging teaching innovation, and creating a positive work climate. All of this aims to ensure teachers have strong extrinsic and intrinsic motivation to continue learning, improve competencies, and contribute maximally to education at school.
 11. Improved teacher performance is also supported by a comfort zone, a conducive environment, full support from school management, ongoing professional development programs, and active collaboration between teachers. With this synergy of comfort, support, and a spirit of collaboration, teacher performance at our elementary school can continue to improve significantly.
 12. There is no formal reward program, but the principal provides informal rewards in the form of direct praise, recognition in teacher meetings, or opportunities for teachers to participate in training. This aims to foster teacher enthusiasm and motivate them to excel.
 13. Assessments are conducted through official instruments such as the Merdeka Mengajar Platform (PMM), Ruang Guru (Teacher's Room), and Employee Performance Targets (SKP), as well as direct observations conducted by the principal to observe how teachers manage their classes, deliver material, interact with students, and implement teaching strategies. Aspects assessed include material mastery, teaching methods, classroom management, media use, and student motivation. The results of these observations serve as the basis for feedback to improve the quality of teachers' teaching.
 14. The principal regularly engages teachers in discussions to discuss root causes and seek solutions together. These discussions encourage teachers to work together to find solutions, whether through formulating strategies, identifying resources, or submitting proposals, for continuous teacher performance improvement.
 15. The principal utilizes regular evaluation sessions as a crucial platform to discuss and address various issues teachers face during teaching and learning activities at school. These sessions are not simply a formality for assessment, but rather an interactive and constructive forum designed to support teacher professional development and improve the quality of learning.
 16. The principal adheres to the principles of neutrality and objectivity in resolving problems. If there is a problem or conflict between teachers, the principal never takes sides. Instead, he focuses on evaluating the situation thoroughly by seeking the facts and understanding the perspectives of all parties involved.
 17. Collaboration with teachers from other schools occurs in non-academic areas (e.g., sports), but there is no formal binding program. Although there is no formal binding program, the principal strives to create an ecosystem that supports teachers in expanding their professional networks and continuously learning from the experiences of colleagues from other schools to improve the overall quality of education, both academic and non-academic.
 18. Based on the research data, it shows that the principal has four main roles: educator (providing a positive example, guiding teachers who need improvement, and helping them overcome difficulties), manager (planning effective activities, distributing tasks, ensuring the availability and utilization of resources, and managing school administration well), supervisor (conducting routine supervision 4 times a year, and providing feedback to motivate teachers), and leader (collaborating with all school residents to formulate a clear vision and mission, and inspiring teachers to achieve school goals).
 19. Ketegasan pimpinan sangat memengaruhi kinerja guru di SD ini. Sebagai pemimpin, kepala sekolah telah menjadi contoh yang tegas dalam disiplin, komitmen, dan kualitas kerja. Kepala sekolah rutin mengawasi guru, jika terdapat kesalahan, maka langsung menegur dan membimbing mereka secara personal. Dalam bimbingan, kami mengidentifikasi masalah, memberi arahan, dan menyepakati perbaikan. Ini membantu guru memahami kesalahan, mendapat dukungan, dan meningkatkan kinerja, sekaligus menjaga kualitas pengajaran.
 20. Langkah kepala sekolah dalam meminimalisir penghambat adalah secara konsisten mengingatkan para guru mengenai esensi dan amanah tugas mereka. Kepala sekolah menekankan bahwa profesi ini bukan hanya tentang pekerjaan, melainkan juga sebuah panggilan mulia yang mendatangkan pahala. Selain itu, mengingatkan bahwa gaji yang mereka terima merupakan bentuk tanggung jawab yang seharusnya memotivasi mereka untuk senantiasa melaksanakan tugas mengajar dengan baik dan optimal di sekolah. Ini adalah upaya untuk membangun kesadaran intrinsik dan profesionalisme mereka..
 21. Kepala sekolah membangun komunikasi efektif dengan guru melalui ketegasan dan keterbukaan dua arah. Kepala sekolah tidak segan menegur guru untuk perbaikan. Sebaliknya, kepala sekolah juga menunjukkan bahwa guru tidak perlu sungkan menegur, jika kepala sekolah berbuat salah. Pendekatan ini menciptakan lingkungan yang jujur dan produktif, sehingga
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masalah dapat diatasi bersama tanpa sungkan.

22. Evidence at the school indicates that there is a schedule of internal learning community activities, indicating regular teacher meetings to share and improve the teaching and learning process. This demonstrates the regularity of the program created by the principal, as the school's educational manager.
23. In addition, documentation also shows that there is official documentation of school decision-making meetings, with authentic evidence showing meeting minutes involving teachers in discussions of the curriculum, school programs, and other important decisions. This demonstrates that the principal, as the school manager, has a modern concept of school management.

CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion of the principal's leadership role in improving teacher performance at SDN Sumber Kokap Bondowoso, the following conclusions can be drawn.

1. The principal at SDN Sumber Kokap Bondowoso has demonstrated his/her role as: (1) leader, (2) manager, (3) motivator, (4) facilitator, (5) supervisor, (6) evaluator, (7) mentor, (8) role model, (9) trainer, and (10) appraiser.
2. The principal's leadership at SDN Sumber Kokap Bondowoso has contributed significantly to improving teacher performance. They act as managers, supervisors, educators, and leaders. This is evident in how the principal serves as a role model, provides direction, manages resources, and actively motivates, guides, and involves teachers in decision-making and self-development through various activities. All of these efforts help create a conducive work environment.

Based on the research results and discussion, to continuously improve teacher performance at Sumber Kokap Public Elementary School, it is recommended to develop more regular and structured training programs, utilize various funding sources and online platforms, and design a more formal and structured incentive and reward system to motivate teachers. Furthermore, it is important to strengthen personal development to increase teacher self-awareness and professionalism, optimize communication and collaboration forums between teachers and across schools, and maximize the use of technology in the teacher performance assessment process to be more effective and provide constructive feedback.

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