

# Principal Managerial in Improving Teacher Performance at Senior High School

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## ABSTRACT

One of the principal's duties is as a manager. Principals must have plans, strategies, and ways of communicating to improve teacher performance. The objectives of the study were (1) to determine the managerial principles for improving teacher performance and (2) to find out the obstacles faced by a principal in improving teacher performance. The research uses qualitative methods. Methods for gathering data are performed in natural environments. The school's administration and faculty members provided the research participants. Interviews and direct observation were used as data-gathering methods. Two Banda Aceh High School's administrators and teachers participated in the study. Descriptive qualitative analysis is employed, and the data processing procedures of reduction, display, conclusions, and verification are carried out. From the results of the study, it was found that (1) the planning carried out by the principal in improving the performance of teachers was in accordance with the conceptual planning steps, namely identifying problems, formulating goals, and coordinating with staff about the program being implemented will be implemented. (2) the strategies adopted by school principals to improve teacher performance are different. The strategy of the principal of Senior High School A in Banda Aceh is information disclosure; that is, every staff must know what agenda will be implemented at the school, while Senior High School B is coaching through supervision activities. Supporting factors that can improve teacher performance are teacher performance abilities, work motivation, school culture that is developed, applied leadership, and a conducive and safe school climate.

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## 1. INTRODUCTION

Education is a deliberate and organised endeavour aimed at establishing an environment conducive to learning and facilitating a process through which students actively cultivate their inherent capacities to acquire religious and spiritual fortitude, self-regulation, personal development, intellectual acumen, virtuous character, and the requisite skills necessary for their own well-being, societal advancement,

national progress, and state development. Education, as posited by Damayanti (2016), refers to the provision of direction or assistance by adults in fostering the growth and maturation of children. The ultimate objective of this process is to equip children with the necessary skills and abilities to independently undertake their own life responsibilities, without relying on external support.

Schools as educational institutions basically aim to prepare students to face future life, by developing their potential. This effort will be optimal if the school, as a formal learning centre for students, can develop the learning process well along with all aspects that influence it, such as facilities and infrastructure, conducive situations and other factors. Thus, schools become a means of developing student abilities and become the basis for how students, as the next generation, become qualified and have social behavior that is in accordance with the norms and values that apply in the environment. Education should be able to develop the potential of children and prevent them from things that are not good, with various programs. The achievement of educational goals is very dependent on the leadership skills and wisdom of the principal, who is one of the educational leaders. Because the principal is a professional official in the school organization in charge of managing all organizational resources and collaborating with teachers in educating students to achieve educational goals (Djafri, 2016).

The principal's professionalism facilitates the professional development of educational personnel. By virtue of their role, principals possess a comprehensive understanding of the needs of the school they lead. Consequently, teacher competence is not limited to existing competencies, but rather expands and evolves. This process ensures the realisation of teacher professionalism. Educators play a crucial role in the attainment of educational objectives. If a school employs teachers who possess professional qualifications and expertise, it is likely that the school's specified goals will be more readily accomplished. The significance of teacher professionalism in the realm of education quality is continually prominent. The Teacher Performance Assessment (PK Guru) plays a crucial role in ascertaining the functional position of teachers and evaluating their credit score. According to Djafri (2021), the primary objective of PK instructors is to uphold the professionalism of educators while fulfilling their responsibilities. Furthermore, PK Guru also exerts influence on career advancement, enhancement of competencies, and service provision.

The term "performance appraisal" refers to the procedure of evaluating a teacher's previous or present accomplishments in light of their current working conditions and their potential for future contributions to the development and improvement of educational institutions. According to Yamin and Maisah (2010), the performance evaluation process is a planned activity that evaluates employees' and teams' contributions to the company. There are a number of warning signs that a teacher is struggling to do their job effectively. As stated by Supardi (2013), this is due to a combination of factors, including but not limited to (a) an insufficient grasp of learning strategies, (b) a lack of expertise in classroom management; and (c) an insufficient capacity to undertake and utilise classroom action research. Increasing the calibre of educators in the classroom is essential, and one way to do so is through the principal's coaching activities and monitoring. To ensure that all students receive an excellent education, it is the principal's duty to monitor classroom instruction. The principal's supervision can be improved with the help of experienced teachers from the same grade level who can work as an evaluation team (Yamin & Maisah, 2010).

The principal is the highest position in a formal educational institution that has great duties and responsibilities. Schools are institutions that are engaged in carrying out educational programs, as an extension of the central government. The school's task carried out by the principal is to carry out educational programs in order to help achieve the vision and mission of national education (Arikunto, 2018). Therefore, school principals are required to have competence in order to carry out their main duties and functions correctly, effectively, and efficiently. Thus, learning activities can run according to expectations (Mulyadi & Fahriana, 2018).

The principal in question is a teacher who has additional duties to become the leader and manager of the education unit. The principal has an important role in supporting the success of the school. One of the principal's roles is as a school manager. According to (Anggraeni et al., 2016), as a manager, the

principal is closely related to his role in carrying out management functions, which generally include planning, organizing, directing, and controlling. The principal in relation to these management functions, must always try to move school resources towards achieving the vision and mission of education in schools. The explanation above confirms that the principal must have technical competence in good planning, organizing, coordinating, supervising, and controlling. Then, human competence, where the principal must be able to build relationships (relationships) with related parties, skilled in motivating and able to build effective work morale. Furthermore, school principals are required to have conceptual competence in the form of mastery of knowledge in the framework of improving services to stakeholders.

The problems faced by senior high school in Banda Aceh in the teaching and learning process are less than optimal. In addition to the learning process that is less than optimal, other problems faced by principals are errors in the placement of teacher assignments, such as giving lessons to teachers who are not carrying out their duties, coordination between teachers and principals sometimes there is a difference of opinion, causing an inconvenience in carrying out the task. The lack of good managerial implementation of the principal makes the teacher's performance low in carrying out learning. Principals must be willing to carry out managerial well. This improvement will greatly assist teachers in improving their performance in carrying out learning. If the principal's management is not good, it is likely that the teacher's performance in carrying out learning is also not good. Problems as stated above, often lead to problems or obstacles to school principals in improving teacher performance in carrying out learning. This condition cannot be allowed to occur in a sustainable manner, so that efforts to improve teacher performance in carrying out learning are hampered and will have a serious impact on the quality of the learning process. Based on the phenomena that have been described, it is necessary to conduct more in-depth research to identify the managerial principals in improving teacher performance.

Based on research conducted by (Anggraeni et al., 2016) research results show that (1) principal management has an effect on teacher performance in Tanjung Raja District Elementary Schools; (2) teacher professionalism has no effect on teacher performance at Tanjung Raja District Elementary Schools; (3) School management and teacher professionalism together have no effect on teacher performance at Tanjung Raja State Elementary School. Based on research conducted by (Zulkarnaen Jafar, and Yusrizal, 2018), the results show: 1) Programs to improve teacher performance are developing learning planning tools, designing and utilizing learning media, utilizing ICT in learning, developing educators and education staff as needed, improving services in supporting learning activities, planning and following up on the results of evaluating the implementation of learning activities. 2) The implementation of the program begins with the division of tasks according to abilities and expertise by applying a lesson study approach between fellow teachers.

The implementation of the program has not been fully based on the schedule listed in the school planning documentation. Meanwhile, Sodikin (2016) based on this research found that: 1) the work motivation of teachers' performance in the very good category, and the quality of education in the very good category, had a significant effect on work motivation on teacher performance; 3) There is a significant effect of work motivation on the quality of education 4) There is no significant effect on the quality of teacher education; performance of teachers has a significant effect on the quality of education, 5) there is a significant effect on teacher work motivation and teacher performance together on the quality of education). While Winarno, et al., (2018) from the results of the study it was found that (a) Madrasah principals were able to develop teacher performance improvement programs at MAN 1 Takengon, (b) Madrasah principals were able to develop madrasa organizations at MAN 1 Takengon which supported improving teacher performance, (c) Madrasah principals are able to carry out madrasa leadership to improve teacher performance at MAN 1 Takengon.

Based on the aforementioned background, the primary objective of this study was to provide a comprehensive description of administrative performance and teacher performance in the execution of learning activities. This research is anticipated to provide as a valuable resource for school principals, providing them with guidance on enhancing teacher effectiveness throughout instructional endeavours.

## 2. METHODS

The employed methodology is a descriptive qualitative approach. Data collecting strategies are implemented within a natural environment. The research participants were selected from individuals within the educational institution, namely, the principal and teachers. The acquisition of data was facilitated through the utilisation of interviews and observation techniques. The research subjects were the principal and teachers at SMAN 1 and SMAN 11 Banda Aceh. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. Descriptive qualitative analysis is employed, with data reduction, data display, conclusions and data verification serving as intermediate phases. In order to find themes and patterns in large amounts of data, one must embrace the task of data reduction. As a result, we can see more clearly with the decreased data, and that will make it easier to acquire even more data. As a result of encoding selected features, unnecessary data may be removed, and the original data can be retrieved and analysed with ease. The presentation of the data is examined, taking into account factors such as data type, data source, and data veracity. Data will be presented in narrative style with accompanying descriptive language and perhaps in the form of visual aids such as graphs, matrices, charts, and the like. By visualising information, both current events and future plans can be better comprehended and planned. Data verification is the process of establishing the validity and reliability of data for a certain purpose. Data sources' veracity and objectivity, as well as the relationships between data from different sources, will be prioritised before any conclusions are reached. The writers draw hazy, unconfirmed inferences based on their interviews, observations, and documents.

## 3. FINDINGS AND DISCUSSION

### 3.1 *Managerial Principal in improving teacher performance*

Based on the results of interviews with the principal of SMAN 1 Banda Aceh regarding the principal's managerial planning, information was obtained that in preparing the action plan the actions taken were analyzing the analysis of AKM results, conducting observations and then discussing with representatives to develop a planning program. This is done so that all the planning carried out is right on target. This action is carried out prior to program planning. All representatives, BK coordinator, head of laboratory, head of library, and head of administration as well as all teacher councils and employees of SMAN 1 Banda Aceh. Gather all the staff in the principal's meeting room. In carrying out his role as a planner in managing educational institutions, the head of SMAN 1 Banda Aceh has performed this function well. For the effectiveness of the plan, the steps taken are to make a time schedule, in which the time schedule has included various types of activities and plans for their implementation. And then to find out whether the planned activities are carried out according to the time contained in the time schedule, a checklist is also made.

Based on this explanation, it can be understood that the Head of SMAN 1 Banda Aceh, in terms of planning has carried out his role by making activity plans for each academic year. According to the author, this step is very strategic, because the principal as the person in charge of the program, cannot carry out his duties properly without prior planning. In every activity plan, a time schedule needs to exist and must be made by every school principal, this time schedule functions as a controller for the schedule for implementing activities and at the same time serves as a reminder for the principal to stay focused on the activities that have been scheduled. And then to find out whether the activity plans contained in the time schedule are carried out according to the specified schedule, then the principal needs to make a checklist. This is very important as a control material for the principal whether the activity program is carried out on time or not. The explanation implies that the head of SMAN 1 Banda Aceh, in preparing the activity plan, always involves stakeholders, namely elements of the school committee. According to the author, the involvement of stakeholders in planning is very important. This is because school programs require parental involvement (committees), such as repairing fences, making school prayer rooms, plans for future school development and others.

A good principal is a principal who has the ability to prepare plans which include strategic planning, operations, annual plans as well as school budget and expenditure plans. According to the author, these four things have a very big influence on improving teacher performance at SMAN 1 Banda Aceh. The findings show that the principal of SMAN 1 Banda Aceh has played his role in making strategic planning, namely for school development, and this has been stated in the school work plan. Likewise, the annual plan and the school's income and expenditure budget plan have all been prepared for each current year. Overall, the planning carried out by the principal can indirectly affect the teacher's performance at the head of SMAN 1 Banda Aceh, because the planning, especially relating to the curriculum, naturally affects the teacher's performance, especially for strategic steps to improve learning. Based on the results of interviews with the head of SMAN 1 Banda Aceh about the managerial strategy of the head of school, information was obtained. The strategy I used was information disclosure, that is, every staff must know what agenda we will carry out at school, even though it is carried out by one of the fields, for example, the student field but all representatives, school stakeholders know. I delegate tasks according to their respective fields. The results of the interview, showed that the strategy adopted by the Head of Public Relations of SMAN 1 Banda Aceh was information disclosure. Through the disclosure of information obtained by the principal, it will greatly assist the strategies that will be applied in improving the performance of their teachers.

Based on the results of interviews with the principal of SMAN 1 Banda Aceh about the factors of the principal's managerial activities, information was obtained: Thank God the teacher's performance ability is very good. Thank God the motivation for work is quite good. The organizational structure that I developed by looking at the competence of each of each staff, we think it can improve teacher performance. The school culture that I have developed is to collaborate with each other in building competence. The leadership that I apply builds the awareness of teachers to improve their respective competencies and performance. Alhamdulillah, the school climate is conducive, safe and peaceful. The results of the interview, explained that the factors of managerial activities that support are very good teacher performance, teacher work motivation is also good, the school culture developed supports improving teacher performance. Apart from that, the school climate is conducive, safe and peaceful.

Based on the results of an interview with the principal of SMAN 11 Banda Aceh regarding the principal's managerial planning, information was obtained: In preparing the action plan, what I did was to determine the problems faced, then the problems faced were arranged in a priority manner that would take precedence. I do this action so that in compiling the program I know which one I should hurry. I did it at the beginning of school, then I also held regular meetings if possible once a week as needed. Year-end meetings when I wanted to go to class, students graduated and these actions were carried out together at school with staff who helped the principal. At the beginning of the plan, I will call my staff, teachers who have additional duties as deputy principals, BK coordinator, head of laboratory, head of the librarian plus KTU. I compiled the program by analyzing the program. I work as a school principal. Furthermore, my staff who help have their respective tasks related to managerial. For example, in the curriculum field, I coordinate with the Deputy Head of Curriculum, which deals with preparing lesson schedules, supervision schedules, distributing report cards, and administering exams. In connection with the admission of new students, my co-curricular implementation student registration is related to the Vice Chancellor of Student Affairs.

In carrying out his role as a planner in managing educational institutions, the head of SMAN 11 Banda Aceh has performed this function well. Planning is one of the four management functions that play an important role in the success of an organization's goals. In carrying out his role as a planner in managing educational institutions, the Head of SMAN 11 Banda Aceh has performed this function well. In relation to the role of the principal in the planning sector, as the head of SMAN 11 Banda Aceh, he carried out several preparations such as planning learning activities, making a time schedule, and then finding out whether the activity plan was carried out according to the time contained in the time schedule, a checklist was also made. Overall, the planning carried out by the principal can indirectly affect the performance of teachers at SMAN 11 Banda Aceh, because the existence of planning,

especially those related to the curriculum, naturally affects the performance of teachers, especially for strategic steps to improve learning. Setting goals (establishing objectives). The goal expected by the principal is to improve the quality of teacher performance in an effective and efficient teaching and learning process. With an increase in the quality of teacher performance, it can create superior educators and students in various fields.

The current performance of teachers can be said to have increased and decreased. For now, the percentage level of teacher performance is currently experiencing a decline, seen from the readiness of teachers in the teaching and learning process. In response to this, the principal should try to find a solution in order to motivate teachers in the readiness of teaching and learning activities. The principal has begun to apply the principal's managerial ability in improving the performance of teachers at SMAN 11 Banda Aceh, although it has not been maximized. So the writer can conclude from the description above that the principal's managerial purpose is to improve teacher performance. Improving teacher performance is inseparable from the encouragement and motivation of the principal. In addition to encouragement and motivation from within, it is also necessary to have support from teachers and staff. All stakeholders support the principal's managerial program in improving teacher performance. In every activity plan, a time schedule needs to exist and must be made by every school principal, this time schedule functions as a controller for the schedule for implementing activities and at the same time serves as a reminder for the principal to stay focused on the activities that have been scheduled. And then to find out whether the activity plans contained in the time schedule are carried out according to the specified schedule, then the principal needs to make a checklist, this is very important as a control material for the principal whether the activity program is carried out on time or not.

An annual work program containing school planning activities to improve teacher performance is carried out every year. The service work program is carried out after each teaching hour. The target or target of implementing the program is to find out who the targets or targets are aimed at by the SMAN 11 Banda Aceh school in carrying out its work program, as an effort to improve teacher performance. Our targets or targets are all parties around the school, especially teachers and staff at SMAN 11 Banda Aceh. The principal is obliged to serve all parties in the environment, SMAN 11 Banda Aceh, including meeting the needs of teachers in improving services. All parties in SMAN 11 Banda Aceh are not differentiated between one party. From the description above, the authors can conclude that the targets of the implementation of the work program carried out by the principal are all parties at SMAN 11 Banda Aceh, namely educators, staff and employees.

### **3.2 Teacher performance at SMA Negeri 1 Banda Aceh**

Associated with teacher performance that needs to be explored are work motivation, work competence, work facilities, work culture, and work discipline. Based on the results of interviews with teachers of SMA Negeri 1 Banda Aceh regarding work motivation, information was obtained: If a job is given to me, I will finish it on time because if it is delayed, there will be another new job. I will first consult with the principal about the work so that the work can be completed properly. My motivation to work is to worship God and share my knowledge with students. The results of the interview show that the work motivation of SMAN 1 Banda Aceh teachers is good. This can be seen from the interviews obtained that the work given can be completed well. That the motivation is not only worldly but has to do with religion. Based on the results of interviews with teachers of SMA Negeri 1 Banda Aceh, regarding performance competencies, information was obtained: The job given to me is in accordance with the competencies I have. If I don't understand my work, I will ask my friends so that I can finish the work. God willing, I can complete all the work properly and on time as planned.

The results of the interview show that the teacher of SMAN 1 Banda Aceh in carrying out a job is adjusted to the level of teacher competence. That the communication carried out by the principal provides an impetus for teachers to conduct consultations about the work given. Furthermore, based on the results of the interview, regarding work facilities, information was obtained that all the work

facilities I needed were available. The facilities I need are also available. If work facilities are not available, then I will propose to the vice principal of the sapras section to immediately follow up on the facilities needed. Sometimes the proposal was acted upon quickly and sometimes had to wait due to limited funds. The results of the interview show that the facilities needed by the teachers of SMAN 1 Banda Aceh in improving performance have been provided by the principal. That teachers are given the freedom to make suggestions about the facilities needed to improve their performance.

### **3.3 Teacher performance at SMA Negeri 11 Banda Aceh**

Related to teacher performance, what needs to be explored are work motivation, work competence, work facilities, work culture, and work discipline. Based on the results of interviews with teachers at SMA Negeri 11 Banda Aceh regarding work motivation, information was obtained that if the job was given to me, if it was related to school, I would do it wholeheartedly. God willing, it's all for the good of the school. I work that job until I don't feel guilty when I try. My work motivation is to change the school for the better where I work so that the school is better. The results of the interview show that the work motivation of SMAN 11 Banda Aceh teachers is good. The teacher's work motivation wants to change the school to be better at work so that the school is better. That the teacher works wholeheartedly.

Based on the results of interviews with teachers at SMA Negeri 11 Banda Aceh, regarding performance competencies, information was obtained: We follow the rules because it is better that we prioritize first. If we don't know then I ask someone else who understands more about the task. Not necessarily all the work given can be completed, depending on what work is given. God willing, I can finish all the work that I have done on time. The results of the interview show that the performance competence of teachers at SMAN 11 Banda Aceh is good. All the work that I have been able to finish on time. Even though there are unfinished jobs due to limited ability, they still ask other people who understand more about the task. By asking them questions, they gain knowledge about the tasks they must complete. Based on the results of interviews with Mr. Sulaiman. S.Pd, regarding work facilities, information was obtained: Not all facilities are met, some are available, some are not. Not all the facilities I need are met but more are met. If the facilities are not met, my strategy is to just wait when the facilities are met. I do this, sometimes the facilities needed cost a lot of money, I can't handle it, because I also have limited funds. The results of the interview show that most of the work facilities needed by the teachers of SMAN 11 Banda Aceh can be fulfilled by the school. Teachers do not make tactics when the facilities needed are not there, they are more waiting for no initiative.

Planning is thinking about what to do with the resources you have. Planning is done to determine the overall educational goals and the best way to meet those goals. Planning includes several aspects, including what will be done, who will do it, when it will be done, where it will be done, how to do it, what is needed to achieve the goal optimally. Based on the results of the research that has been done, it can be explained that the planning carried out by the principals of SMA Negeri 1 and 11 are: The principal of SMAN 1 Banda Aceh in preparing the action plan is to analyze the analysis of the results of the AKM, make observations and then conduct discussions with representatives to develop a program planning.

While the actions taken by the Head of SMAN 11 Banda Aceh, the planning carried out in improving teacher performance is to ensure the problems faced, then the problems faced are arranged in a priority manner that will take precedence. At the beginning of the plan, I will call my staff, teachers who have additional duties as deputy principals, BK coordinator, head of laboratory, head of librarian plus KTU. The process of a planning starts from setting goals to be achieved through a needs analysis and complete documents, then setting out the steps that must be taken to achieve these goals. Uno (2019:2) also said that "Planning is a satisfactory way to make activities run well, accompanied by various anticipatory steps to reduce gaps that occur so that these activities achieve the goals that have been set."

Based on the description above, it can be concluded that planning is the initial action in the management process. Planning is the process of setting goals and determining the best way to achieve goals and determining the best way to achieve goals. Planning is the process of determining what should be achieved and how to achieve it. With the planning will be able to direct, reduce environmental influences, affect overlap, and design standards to facilitate supervision. The results of the research conducted showed that the steps applied by the Principal of SMAN 1 and 11 in preparing the plan were in accordance with the planning concept. In preparing the plan, the two principals took steps in planning, including identifying the problems they were facing and the sources of the problems. Then set the goals to be achieved. In achieving the planned goals, involving people in the school environment who are involved in preparing the program to be carried out. Then delegate the task to be executed.

In carrying out the plans that have been prepared, the Head of SMAN 1 Banda Aceh carries out a strategy in improving teacher performance that is used is information disclosure, namely every staff must know what agenda we will carry out at school even though it is carried out by one of the fields, for example the field of student affairs but all representatives, school stakeholders know and then delegate tasks according to their respective fields. The strategy in improving teacher performance carried out by the Head of SMAN 11 Banda Aceh is to carry out supervision, through supervision the strengths and weaknesses of the teachers can be identified. Does the teacher have thoughts, paradigms to move forward or not. For example, if the competence of teachers is lacking in ICT, IHT or workshops can be carried out that can improve teachers' ICT skills.

When we compare the strategies used by the two principals are different. The strategy used by the Head of SMAN 1 Banda Aceh is information disclosure. This is in accordance with the opinion of (Sunarto & Purwoatmodjo, 2011) explaining that principals as managers are required to have readiness to manage schools, the ability and willingness to emerge when school leaders can open themselves widely to absorb sources that can encourage managerial change. By implementing an information disclosure strategy, it means that the principal is open to broadly absorbing sources that can encourage change in taking action. This means that the principal applies visionary leadership. The principal reads the changes that must be made in leading the school. Meanwhile, the teacher performance improvement strategy implemented by the Head of SMAN 11 Banda Aceh is to supervise the teacher's performance in the classroom, then from the results of the supervision, action is taken. The actions taken are in accordance with the results of Meidiana's research (2020) that there is a significant relationship between supervision and teacher performance. Supervision will be very helpful in improving teacher performance (Dharma, 2011).

Communication is an action that can improve teacher performance. The source of information that is used as a tool to communicate greatly determines the quality of communication. As a source of communication, the Principal of SMAN 1 Banda Aceh uses the AKM results, observations, and information from staff. We usually communicate directly or indirectly through means of communication, not limiting our meetings with teachers and staff. Personally, the communication I do is to consult/discuss when needed. While organizational communication is unlimited communication, it can be done at any time on behalf of official needs.

Based on the results of the research that has been done, it can be explained that the supporting factor that can improve performance at SMAN 1 Banda Aceh is the ability of the teacher's performance to be very good. Work motivation is also quite good. The organizational structure is developed by looking at the competencies of each of the staff. The school culture that has been developed is collaborating with each other in building competence. The applied leadership builds teacher awareness to improve their respective competencies and performance (Setiyo, & Sodiq, 2019). While the supporting factors that can improve the performance of teachers at SMAN 11 Banda Aceh are 80% teacher competencies that can be said to be good. It's just that there are deficiencies in teaching methods, social competence, and personality. My teacher's performance motivation is different. Some have high work motivation and some are low. The culture that is developed is a culture of discipline, both time

discipline, in addition to our disciplined culture, we apply a culture of cooperation. The current school climate is the 5S program (greeting, smiling, polite, courteous and greeting). In addition, we also develop a climate of discipline, cooperation, and mutual cooperation.

Based on the results of research conducted on the managerial activity factors of the two principals, it can be said that they are almost the same. Second, building managerial strength in improving teacher performance is by implementing school programs that have been launched. Personally, each teacher also has high motivation in improving their performance. The ability of principals to build motivation is one of the keys to improving the quality of education because it is collaborated with teacher performance (Aprida et al., 2020). The results of (Rusmawati, 2013) research conclude that the principal's leadership and work motivation together have a significant effect on teacher performance. If someone puts motivation in a job he will try his best to master it. Meanwhile, for someone who lacks desire (has motivation) for a job, he will make less effort and even ignore it (Anderson, & Carl Brydges, 2011). Thus, the size of a person's motivation will determine the size of the results he gets. As an illustration, if someone has the motivation to become a teacher that has been formed since childhood, it will be carried over until it becomes a reality (Saud, 2010). If this is realized, then the joys and sorrows of being a teacher will not be felt because all tasks are done voluntarily, and if it does not materialize it can become an obsession that will be carried to death.

#### 4. CONCLUSION

Based on the research findings, it can be concluded that the planning carried out by the principal in improving the performance of teachers in SMAN 1 and SMAN 11 Banda Aceh is in accordance with the conceptual planning steps, namely identifying problems, formulating goals, and coordinating with staff about the program which will be implemented. The strategy adopted by the principal in improving the performance of teachers in SMAN 1 and SMAN 11 Banda Aceh is different. The strategy of the Head of SMAN 1 Banda Aceh is information disclosure. That is, every staff must know what agenda will be implemented at the school, while SMAN 11 Banda Aceh is coaching through supervision activities. The principal's communication in improving teacher performance in SMAN 1 and SMAN 11 Banda Aceh is that the principal of SMAN 1 Banda Aceh analyzes AKM results, observations, and information from staff. Meanwhile, the principal of SMAN 11 Banda utilizes social media and real information from the school environment. The communication process carried out is direct communication with the teacher. Supporting factors that can improve teacher performance at SMAN 1 and SMAN 11 Banda Aceh are teacher performance abilities, work motivation, school culture that is developed, and applied leadership as well as a conducive and safe school climate.

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