

## The Principal's Role in Improving Teacher Performance at Junior High School of SMP Negeri 18 Sigi

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### ABSTRACT

This study aims to determine the role of the principal in improving teacher performance and describe teacher performance at SMP Negeri 18 Sigi. This study uses a qualitative approach with a descriptive type. Data collection techniques were carried out through interviews, observations, and documentation with the research subjects of the principal and teachers. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results of the study indicate that the principal has a very important role in improving teacher performance which is carried out through the role of educator, manager, administrator, supervisor, leader, motivator, and entrepreneur. As an educator, the principal provides academic coaching and supervision to teachers. As a manager and administrator, the principal systematically manages school programs and administration. As a supervisor, the principal supervises and evaluates teacher performance. As a leader and motivator, the principal provides an example. Teacher performance at SMP Negeri 18 Sigi has generally been running well. This is seen from the ability of teachers to develop collaborative lesson plans, implement the learning process based on the RPP, and conduct assessments that include aspects of knowledge, attitudes, and skills. Teachers are also able to build good relationships with students and implement remedial programs to improve student learning outcomes. The conclusion is that the role of the principal is very influential in improving teacher performance, and teacher performance at SMP Negeri 18 Sigi is already considered good even though it still needs improvement, especially in the aspects of motivation and continuous development.

**Keywords:** *Principal's Role, Teacher Performance*

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### INTRODUCTION

The role of a principal is the responsibility, function, and concrete actions taken by a school leader in organizing, guiding, and directing all elements within the school so that educational goals can be achieved. For me, the role of a principal is not merely a structural position, but a mandate that demands leadership, exemplary behavior, and managerial skills. The principal must be able to carry out various roles in a balanced manner, including as an educator, manager, administrator, supervisor, leader, innovator, motivator, and entrepreneur. His ability to carry out his roles and responsibilities will influence the quality of the educational process and outcomes. (Adriansyah et al., 2022) .

The success of the educational process is also highly determined by various factors, one of which is professional educators or teachers. Professional teachers will produce good performance because they possess high-quality teaching, master the latest teaching materials and methods, and can manage classes optimally. Improving teacher performance cannot occur automatically; it requires the effective role of the principal as the leader of the educational institution. (Syahlan Nizammuddin & Septiana Jaelani, 2025) .

According to Supardi (2020:54), teacher performance is a teacher's ability to carry out teaching tasks at school and be responsible for the students under their guidance. Therefore, teacher performance can be defined as a condition that demonstrates the ability to carry out their duties and describes the actions displayed by the teacher during teaching activities. (Shofiah et al., 2025) .

According to Bambang Ismanto (2022:1), a role is a set of behaviors expected of a person due to their social status, both formal and informal. From the explanation above, it can be concluded that a role refers to the tasks a person must perform due to their position in a particular environment. (Maulida et al., 2024) .

Research conducted by Hermawan (2021:16) shows a positive relationship between principal leadership and teacher performance. Principals who demonstrate transformational, participatory, and communicative leadership have been shown to improve teacher morale, discipline, and innovation in the learning process. (Jamrizal, 2022) .

Based on the description above, it is important to examine more specifically the role of the principal in improving teacher performance at the educational unit level, especially at SMP Negeri 18 Sigi.

SMP Negeri 18 Sigi is a junior high school in Kinovaro District, Sigi Regency, which plays a vital role in developing the nation's next generation in this region. This school continuously strives to improve the quality of education, one of which is through improving teacher performance. However, several obstacles remain in improving teacher performance, such as low teacher participation in training, suboptimal implementation of academic supervision, and weak oversight of teacher performance. This is why the active role of the principal is essential to encourage overall improvements in teacher performance.

Given these conditions, the principal at SMP Negeri 18 Sigi has a strategic responsibility in improving teacher performance through the implementation of effective leadership functions. The principal plays a key role in planning teacher competency improvement programs, implementing systematic and continuous academic supervision, and overseeing the implementation of teacher duties and responsibilities in the learning process. In addition, the principal is required to be able to provide role models, motivation, and professional support to improve discipline, work enthusiasm, and the quality of learning. The role of the principal that has not been running optimally has the potential to be one of the factors causing low teacher performance, so it is necessary to strengthen the principal's leadership role in a real and measurable way to encourage improvements in the quality of education at SMP Negeri 18 Sigi.

Based on the initial observations and the problems above, I am interested in conducting research on "The Principal's Role in Improving Teacher Performance at SMP Negeri 18 Sigi." This research is expected to provide scientific contributions to the development of educational management and serve as a consideration for principals in increasing the effectiveness of their roles and responsibilities in improving teacher performance.

## **RESEARCH METHODS**

### **Types of research**

This research uses a qualitative approach with a descriptive approach. As explained by Rahmat (2009) , this type of research attempts to describe or depict the object of study based on existing facts in the field. Therefore, the researcher used this approach to obtain an in-depth understanding of the principal's role in improving teacher performance. Qualitative research allows researchers to understand the meaning, perspectives, and experiences of informants contextually.

### **Place and Time**

This research was conducted at SMP NEGERI 18 Sigi, Sigi Regency, Central Sulawesi Province. The location was chosen based on the school's principal's active supervision and mentoring of teachers. The research was planned to last for two weeks.

### **Research Subjects**

According to Kassiani (Sugiono 2016 in Fakhri, 2021) in an article entitled "*Purposive Sampling Explained*" published by Scribbr, it is explained that :

*"Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected 'on purpose' in purposive sampling."*

Its meaning in the context of research

This means that *purposive sampling* is a non-random ( *non-probability* ) sampling technique in which researchers deliberately select individuals or groups who have certain characteristics that are considered most relevant or capable of providing information that is in accordance with the research objectives.

In other words, the samples were not selected by chance, but because they met specific criteria that the researcher had previously determined.

An example of application in the research entitled "The Role of the Principal in Improving Teacher Performance at SMPN 18 Sigi", researchers can use *purposive sampling* by selecting:

The principal served as the primary informant, the vice principal for curriculum, and five teachers considered experienced or with good work records were selected because they best understood the processes and policies for improving teacher performance at the school.

This research was conducted to prepare a proposal as one of the requirements for completing the Bachelor of History Education program. By involving the principal and all teachers as research subjects, it is hoped that the data obtained will provide a

comprehensive picture of the principal's role in motivating, fostering, and improving teacher performance at SMP Negeri 18 Sigi.

### **Types and Sources of Data**

The data types and sources consist of various information related to the role of the principal and teacher performance at SMPN 18 SIGI. The required data consists of two parts:

#### **1. Primary Data**

According to (Sugiono, 2015) , primary data is data obtained by researchers directly from the source, such as through interviews or questionnaires, so that the data is directly given to researchers. In this study, the primary data is in the form of data from informant responses obtained using questionnaires and interview guidelines regarding the Role of the Principal and Teacher Performance at SMPN 18 SIGI.

#### **2. Secondary Data**

According to Sugiyono (2022:137), secondary data is a data source that does not provide data directly to the data collector, but rather through an intermediary such as another person or a document. Secondary data is needed to provide an overview of the research object. The secondary data used in this study were the number of teachers at SMPN 18 SIGI and other data related to this research .

### **Data collection technique**

To obtain broad and in-depth research data, efforts are made through:

#### **1. Observation**

According to (Sugiono, 2015) , observation is a data collection technique carried out by directly observing the object or phenomenon being studied to obtain information about an ongoing situation or event. Through observation, researchers can actually see the behavior, activities, and environmental conditions that are the focus of the research.

This technique is important because it allows researchers to obtain factual and empirical data without intermediaries, thus making the research results more objective and valid. Furthermore, observation provides researchers with the opportunity to deeply understand the social and situational context of the phenomenon being studied (Creswell, 2021). Thus, observation involves not only recording what appears but also interpreting the meaning behind behaviors and events occurring in the field.

In this study, researchers conducted observations at SMP Negeri 18 Sigi to obtain data on the principal's role in improving teacher performance. Through direct observation, researchers were able to identify how the principal carries out leadership, supervision, and strategies for increasing teacher motivation within the school environment.

#### **2. Interviews**

According to Sugiyono (2022), an interview is a meeting between two people to exchange information and ideas through questions and answers, thereby

constructing meaning on a particular topic. Interviews are divided into three types: structured interviews, semi-structured interviews, and unstructured interviews.

Interview techniques were used in this study to obtain more in-depth data regarding the principal's role in improving teacher performance at SMP Negeri 18 Sigi. Through semi-structured interviews, researchers were able to gather information that was open, flexible, yet still focused on the focus of the study. Researchers conducted interviews with the principal, vice principal, and several teachers at SMP Negeri 18 Sigi to understand the form of leadership applied, strategies for improving teacher performance, and supporting and inhibiting factors in its implementation. Through these interviews, researchers obtained subjective, in-depth, and contextual data, thus strengthening the results of previous observations.

### **3. Documentation**

According to (Sugiono, 2015) , documentation is a data collection technique that involves tracing records, archives, documents, or other written data relevant to the research object. Documents can be written texts, images, or monumental works of a person that are used as sources of information to support research findings.

The documentation method was used in this study to supplement the data from observations and interviews. Through documentation, researchers were able to obtain secondary data in the form of the school profile, organizational structure, teacher and student numbers, school activity schedules, and the principal's work program documents at SMP Negeri 18 Sigi.

This documentation data serves to strengthen the validity of research results by providing concrete evidence in the form of written documents that support findings in the field. Furthermore, documentation also helps researchers understand the school's context and policies comprehensively, resulting in more accurate and comprehensive data analysis.

### **Data analysis**

The data analysis technique used in this research is a qualitative data analysis technique, namely "an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching for and finding patterns, finding what is important and what is learned and deciding what can be told to others."

There are various ways to analyze data, but in general the steps are as follows:

1. Data reduction involves selecting the main points that align with the focus of our research. Then, we search for themes. Reduced data provides a sharper picture of the observations and makes it easier for researchers to find them when needed.
2. Data display involves presenting data in the form of matrices, networks, charts, or graphs, and so on. This allows researchers to master the data and avoid being overwhelmed by a pile of data.
3. Decision-making and verification, from the data obtained, attempts to make a decision. Initially, the conclusion was vague, but over time it became clearer as the data obtained became more numerous and supportive. Data analysis refers to data from interviews with primary sources in relation to the role of principal leadership in improving teacher performance. After the data was collected, sorted and presented, conclusions were drawn using the deductive method, namely drawing conclusions from specific things to general things. This method was used to analyze the data generated from the interview results which were then generalized into general conclusions .

## RESULTS AND DISCUSSION

### Results

The discussion in this research is in the form of a description of the results of field research on the role of the principal in improving teacher performance at SMP Negeri 18 Sigi.

#### **The Principal's Role in Improving Teacher Performance at SMP Negeri 18 Sigi**

The principal's role is a significant factor in teacher performance, as the principal's role as a leader is to influence subordinates to optimally carry out their duties and responsibilities. The following describes the principal's role in improving teacher performance:

##### **1. Educator**

As an educator, the principal plays a crucial role in providing guidance and competency development to teachers. The principal ensures that the learning process runs effectively through academic supervision, coaching, and providing direction regarding the development of learning materials. This role as an educator is also demonstrated through the principal's ability to create a conducive learning environment for both teachers and students. This is based on the following statement from Ms. Mardalena, the principal, during an interview :

"As the principal, I provide teacher development through scheduled academic supervision. I also provide guidance in the development of learning materials such as lesson plans and teaching modules. I take these steps to continuously improve teachers' pedagogical and professional competencies, thereby enhancing the quality of learning." (Interview, October 22, 2025).

Based on the results of observations on October 24, 2025 at 08.00 I conducted observations at SMP Negeri 18 Sigi, precisely in the computer room, the principal was seen giving directions regarding the preparation of learning devices to teachers in a relaxed atmosphere.

The explanation of the results of this observation is also proven by the existence of documentation in the form of a photo of the principal when giving directions regarding the preparation of learning devices.

Based on interviews and observations, it was shown that the principal did provide guidance to teachers regarding the development of learning materials while maintaining a relaxed and harmonious work environment. Therefore, the author concludes that the principal is capable of being a good mentor for teachers, improving the quality of learning and making it more effective.

##### **2. Managerial**

As a manager, the principal plays a crucial role as a role model for teachers. This leadership is demonstrated through discipline, exemplary behavior, and the ability to nurture the entire school community. The principal plays not only an administrative role but also an instructional leader who directly supervises both administration and classroom learning activities . The leadership approach implemented is humanistic and participatory, where the principal encourages

cooperation and respects diversity. This is based on the following statement from Mrs. Mardalena, the principal, during an interview :

"As principals, we must demonstrate leadership and be role models. For example, regarding attendance, we will certainly arrive early." (Interview, October 22, 2025).

"We must demonstrate our abilities as leaders and be role models at school. We cannot reprimand in a negative manner if we ourselves fail to set a good example. Of course, we must first demonstrate good character, then set an example for the teachers and staff at school." (Interview, October 22, 2025).

The results of the interview with the principal were confirmed by the vice principal as follows:

"During his leadership, many positive changes occurred in the school environment. First, teacher and student discipline improved, as the principal consistently emphasized the importance of punctuality and responsibility. Second, the work environment became more harmonious and open, as the principal consistently involved teachers in decision-making. Third, religious activities and character building became more active, including congregational prayer, morning assembly, and regular worship for non-Muslim students. Furthermore, the principal encouraged teacher competency improvement through training, workshops, and MGMP activities, resulting in improved classroom learning." (Interview, October 22, 2025)

Based on the results of observations on October 22, 2025 at 07.00 I conducted observations at SMP Negeri 18 Sigi, precisely shortly before the morning assembly at 07.15 was carried out, the principal was seen arriving earlier followed by teachers and students. After the morning assembly was completed, before starting the lesson, the principal and teachers were seen holding a meeting together to direct and ensure that the learning that would be carried out in the class was in accordance with the plan that had been prepared by the teacher. At 12.00 the principal, teachers and students were seen performing worship together. When it was time to go home, the principal was seen leaving later. From this, it is true that the principal has set an example of discipline and is a good role model.

The explanation of the results of this observation is also proven by the existence of documentation in the form of photos of the principal's presence, morning assembly, meeting activities with teachers and group worship.

Based on the results of the interviews and observations, it was shown that the principal had indeed carried out his role in leading the school responsibly and had a positive influence on teachers and other school members. Therefore, the author concludes that the principal consistently serves as a role model, is responsible, disciplined, and able to create a harmonious work environment, thus making teachers more disciplined and enthusiastic in carrying out their duties.

### **3. Administrator**

The principal as an administrator. The principal, as an administrator, not only ensures the availability of documents but is also responsible for the entire school administration system. This includes curriculum administration, learning administration, personnel, facility inventory, finances, and school data collection. A good administrator will ensure that all processes run orderly, neatly, and in accordance with regulations. This is based on the following statement from Mrs. Mardalena, the principal, during an interview:

"As an administrator, I develop school plans through annual work meetings and needs analyses. After that, I organize the tasks of teachers and staff according to their respective competencies. All programs and activities are documented in official documents such as the school budget (RKAS), work programs, and activity reports, making them easy to evaluate and follow up on."

Based on the results of interviews conducted with the principal of SMP Negeri 18 Sigi, it can be concluded that the principal has carried out his role optimally in improving teacher performance. In his role as an administrator, the principal prepares school plans through annual work meetings and needs analysis, divides teacher and staff tasks according to their respective competencies, and ensures that all school programs and activities are systematically documented in official documents such as the RKAS, work programs, and activity reports. This indicates that the school administration system has been managed in an orderly, planned, and accountable manner.

### **4. Supervision**

The principal acts as a supervisor, conducting supervision routinely, at least once per semester, both in the form of administrative supervision and in-class supervision. The principal assesses performance based on the implementation of teacher duties, including those of homeroom teachers and vice principals. The results of the supervision are then discussed through a deliberation meeting, which serves to evaluate the results and determine follow-up improvements. This demonstrates the existence of a continuous evaluation mechanism within the school environment. This is based on the following statement from Ms. Mardalena, the principal, during an interview :

"Supervision is conducted every semester. The school has an administrative supervision section and a classroom supervision section. In-class supervision is conducted once a semester." (Interview, October 22, 2025).

"Their value is measured by their performance. For example, as a homeroom teacher, they fulfill their duties and responsibilities. The vice principal, student affairs, and curriculum departments also have their own work plans. Likewise, I monitor, guide, and evaluate teachers' performance. If they're lacking, I provide guidance ." (Interview, October 22, 2025).

The results of the interview with the principal were confirmed by the teacher as follows:

"The principal regularly conducts academic supervision and provides constructive feedback to teachers. He also frequently holds evaluation meetings and internal training to improve teachers' skills in developing teaching materials and implementing innovative learning methods." (Interview, October 22, 2025).

"The principal regularly provides coaching and academic supervision, as well as opportunities for teachers to participate in training and Subject Teacher Conference (MGMP) activities. Through these activities, teachers feel they receive guidance and motivation to improve their teaching competencies." (Interview, October 22, 2025).

Based on observations on October 22, 2025, at 9:30 a.m., I saw the principal enter a classroom to monitor the learning process. He then proceeded to other classrooms. Therefore, it is true that the principal has been conducting classroom supervision by visiting each classroom to assess the effectiveness of learning in that classroom.

The explanation of the results of this observation is also proven by the existence of documentation in the form of photos when the principal carried out supervision in class.

Based on the results of interviews and observations, it shows that the principal has carried out supervision in class. The author concludes that the principal has carried out supervision in class even though it is carried out once a month.

## **5. Leader**

*a leader*, the principal is responsible for providing direction, influencing, and fostering a positive work culture within the school. The principal must be able to build harmonious relationships, make sound decisions, and guide teachers in achieving school goals. As a leader, the principal must also be a role model for work ethics and professionalism.

The principal's statement during the interview supports this:

"In leading a school, I strive to be a role model first and foremost. Teachers will respect and follow leaders who demonstrate good behavior, discipline, and responsibility." (Interview, October 22, 2025)

He also emphasized:

"I strive to build a work culture that is open, communicative, and mutually supportive. As a leader, I want to create a comfortable school environment so teachers can work optimally." (Interview, October 22, 2025)

Based on interviews with the principal, it can be concluded that the principal effectively fulfills his role as a leader in managing and developing human resources at the school. The principal places role modelling as a key principle in his leadership,

demonstrating discipline, responsibility, and professionalism, serving as an example for teachers.

Furthermore, the principal consciously fosters an open, communicative, and mutually supportive work culture among the school community. These efforts are made to create a comfortable and conducive working environment so that teachers can perform optimally in carrying out their teaching duties and professional responsibilities.

Thus, interview results indicate that principal leadership is not only oriented toward decision-making, but also toward fostering harmonious working relationships and creating a positive school climate. This role contributes significantly to improving teacher performance and the effectiveness of educational delivery in schools.

## **6. Innovator**

As an innovator, the principal actively seeks and implements innovations in the learning process and school management. The principal encourages teachers to use creative learning methods and the latest educational technology. These innovations contribute to improving teacher effectiveness and efficiency.

The principal of SMP Negeri 18 Sigi consistently encourages teachers to innovate through the use of varied learning methods. The goal is to create a more engaging classroom environment and increase student engagement. Each innovation is geared toward supporting eight student graduation profiles, ensuring that learning activities focus not only on cognitive aspects but also on character development. This is based on observations and interviews with the principal, Mrs. Mardalena.

"What I always say is that we're aiming for eight graduation profiles, so we can't stray from that. Furthermore, learning steps must also be implemented, not just to make students comfortable in the classroom, but also to utilize different methods, such as creative learning methods and technology-based learning methods." (Interview, October 22, 2025).

The results of the interview with the principal were strengthened by interviews with teachers as follows:

"The principal always provides support, both in the form of facilities and motivation. The school provides equipment such as projectors, internet access, and a computer room to support innovative learning activities. Furthermore, he also gives teachers full trust to try new things, as long as they align with the curriculum and student needs." (Interview, October 22, 2025).

From the results of observations on October 25, 2025 at 10:00 I saw the principal and teachers gathered in the computer room to introduce digital interactive board technology to teachers so that it could be used in the learning process.

The explanation of the results of this observation is also proven by the existence of documentation in the form of photos in the computer room when introducing the digital interactive board.

Based on the results of the interviews and observations, it was shown that the principal had provided and prepared learning facilities for teachers to implement

or use in a more innovative, creative, and varied learning process using the latest educational technology. Therefore, the author concluded that the principal had encouraged teachers to continue to innovate, be creative, and be varied through the use of technology-based learning methods.

## **7. Motivator**

To improve teacher performance, the principal employs motivational strategies based on role models, teamwork, and values of tolerance. The principal emphasizes the importance of collaboration among teachers from diverse backgrounds and focuses on the school's vision, which refers to eight student graduation profiles. This approach fosters teacher enthusiasm and a sense of ownership toward the school's shared goals. This is based on statements from Ms. Mardalena, the principal, during interviews and observations.

"To motivate students at school, it naturally starts with the leaders themselves, demonstrating good performance. Then, we build tolerance at school, as we have students from different ethnicities and religions. Therefore, we don't show loneliness or other differences. We demonstrate good cooperation. Therefore, we always encourage students to work as a team, not individually. The progress of a school requires solid teamwork." (Interview, October 22, 2025).

The results of the interview were confirmed by Mrs. Rozalia as a science teacher during the interview as follows:

"Yes, the principal always provides appreciation, whether in the form of praise or opportunities to participate in training. This motivates us to continuously improve our performance and provide the best for the students and the school." (interview, October 22, 2025).

Based on the results of observations on October 24, 2025 at 10:00, the principal was seen giving appreciation in the form of praise to high-achieving teachers during a meeting with teachers in the computer room.

The explanation of the results of this observation is also proven by the existence of documentation in the form of photos when giving praise to the teacher in the computer room.

Based on the results of interviews and observations, it shows that the principal has not provided maximum motivation to teachers. The author concludes that the principal has not provided maximum motivation to teachers to improve the quality of work.

## **8. Principal as *entrepreneur***

In an effort to improve school quality and independence, principals play an active role as entrepreneurs by developing various innovations and creative programs that involve the entire school community. These programs are aimed at strengthening student creativity, improving the quality of learning, and fostering school independence in managing educational programs.

Based on the results of the interview with Mrs. Dra Mardalena as the principal, the following information was obtained.

In carrying out my role as an entrepreneur, I consistently encourage innovation through creativity-based school programs, such as student entrepreneurship projects and the development of productive extracurricular activities. I also encourage teachers to implement project-based learning that results in products. This innovation aims to enhance student creativity while supporting school independence ." ( Interview, October 22, 2025)

This statement shows that the principal does not only play a role as an administrative manager, but also as a driver of innovation who provides space for teachers and students to develop their potential and creativity through the school's flagship programs.

The interview results were reinforced by observations conducted on October 23, 2025, which demonstrated project-based learning activities and productive extracurricular activities that actively engaged students. In these activities, students were trained to work independently, creatively, and take responsibility for their work.

In addition, the observation results also show that the principal routinely provides support and motivation to teachers to develop innovative learning methods, as well as opening up opportunities for collaboration with parties outside the school to support the sustainability of the creative programs that have been designed.

These findings are supported by documentation in the form of photos of student project activities, productive extracurricular activities, and school program planning meetings which show the principal's involvement in developing innovation and creative programs at the school.

Based on interviews, observations, and documentation, it can be concluded that the principal has effectively implemented his role as an entrepreneur through the development of innovative and creative programs at the school. The principal actively encourages the creation of creativity-based programs, project-based learning, and productive extracurricular activities involving teachers and students.

## **Teacher performance at SMP Negeri 18 Sigi**

### **1. Create a lesson plan**

Based on an interview with a teacher at SMP Negeri 18 Sigi, it was discovered that when developing lesson plans, teachers first meet with the principal and the entire teaching staff. The purpose of this meeting is to discuss the learning tools to be used and to adjust to the latest policy or curriculum changes.

The teacher explained that after the learning materials were agreed upon in the meeting, the Learning Implementation Plan (RPP) would be developed according to each subject area and grade level. For example, teachers teaching grades VII and VIII would develop lesson plans for both levels.

During the lesson plan development process, teachers also coordinate and discuss with colleagues who teach similar subjects. For example, a social studies

teacher will discuss with other social studies teachers to adapt the lesson plan's content to meet the needs and conditions of the students at the school.

The teacher added that when developing lesson plans, they always adapt them to the characteristics and situation of the school. This is because each school has different conditions. For example, schools in rural areas are certainly not the same as schools in big cities. Therefore, adjustments are made to ensure that the lesson plans are truly aligned with the system and learning environment at SMP Negeri 18 Sigi." (Interview with a teacher at SMP Negeri 18 Sigi, 2025)

Based on interviews with teachers at SMP Negeri 18 Sigi, it can be concluded that when developing lesson plans, teachers always involve the principal and the entire teaching staff through joint meetings. The development process is carried out collaboratively, adapting to curriculum changes and the school's conditions and needs.

Each teacher develops a Lesson Implementation Plan (RPP) tailored to their field of study and class, and coordinates with colleagues in the same subject. This demonstrates that RPP development at SMP Negeri 18 Sigi is based on the principles of collaboration, deliberation, and adaptation to student characteristics and the school environment.

Thus, the performance of teachers in designing learning at SMP Negeri 18 Sigi can be said to be good because it is based on systematic, participatory planning and is relevant to the school's needs.

## **2. Ability to carry out the learning process**

In managing the implementation of learning, teachers at SMP Negeri 18 Sigi have performed quite well. This is consistent with observations and interviews conducted with one of the school's subject teachers.

The teacher explained that the learning process was carried out based on a schedule and program previously developed with the principal and the teaching staff. Each teacher is required to implement the learning process according to the agreed-upon lesson plan (RPP), ensuring that teaching and learning activities are focused and aligned with objectives.

The teacher explained:

"Yes, so in carrying out the learning process, we clearly follow a schedule. That schedule has been prepared for all subjects. So, for example, when I enter a class, I clearly have to follow the program I've prepared for that day. How we start the lesson, foster students' enthusiasm for learning, and even close the lesson with a greeting are all regulated in the previously prepared program. In short, everything we do in class must be in accordance with the plan that has been made." (Interview with a teacher at SMP Negeri 18 Sigi, 2025)

From the results of observations on October 23, 2025 at 11:06, I saw the performance of teachers regarding the management of the implementation of learning. I accompanied one of the teachers who entered the class for the learning process. Every teacher carrying out the learning process must first prepare teaching

materials in the form of lesson plans and textbooks. Then the teacher begins the learning process by using the materials in the lesson plan.

Based on the interview results, it can be concluded that the learning process at SMP Negeri 18 Sigi has been carried out systematically and based on the prepared lesson plans. Teachers strive to implement learning according to schedule, create a conducive classroom atmosphere, and align activities with the planned program to optimally achieve learning objectives.

### **3. Ability to assess learning outcomes.**

In the learning process, teachers assess student learning outcomes through three main aspects: knowledge, attitudes, and skills. This is based on the following interview with one of the teachers:

"Yes, assessments are conducted. There are three aspects of assessment: attitudes, skills, and knowledge. Knowledge is assessed during teaching and learning activities (KBM), usually through face-to-face meetings with students. For example, when children dispose of trash properly, this is part of the attitude assessment. Meanwhile, skills are assessed through practical activities, such as giving a speech in front of the class." (Interview, October 23).

The results of the interview were confirmed by Mrs. Rosida as a civics teacher.

As follows :

" Yes, we have three types of assessments. The first is cognitive assessment, then there's mid-term assessment for each learning unit, and there's also semester assessment." (Interview, October 23).

Based on the interview results, it can be concluded that the teacher conducted a comprehensive assessment encompassing all three aspects. The teacher assessed not only academically but also considered students' attitudes and skills during the teaching and learning process.

In addition, the teacher also explained that reading and speaking activities in front of the class are included in the form of skills assessment which aims to develop students' abilities as a whole.

### **4. Ability to foster good relationships between students and teachers.**

During learning activities, teachers strive to foster harmonious relationships between students and teachers to create a comfortable and enjoyable learning environment. Based on interviews with teachers, the following information was obtained:

"We have a very good relationship with our students. This means there's cooperation and communication throughout the learning process. We always try to connect with the students so they feel comfortable and relaxed while learning. This makes the classroom atmosphere more lively, and

students are more active in participating in the lessons." (Interview, October 23, 2025).

Based on the interview results, it can be concluded that teachers build positive relationships with students through a personal approach, open communication, and a friendly and welcoming attitude. This aims to create a conducive learning environment where students feel valued, motivated, and more enthusiastic about participating in learning activities.

#### **5. Ability to carry out enrichment programs.**

To improve students' understanding and insight, teachers implement enrichment and remedial activities for students who have not yet achieved learning mastery. Based on an interview with one of the teachers, the following information was obtained:

"Yes, we have remedial programs for enriching students' knowledge. For example, during daily tests, we review the difficult questions. These questions are then reviewed and given to students to work on. So, for example, in today's meeting, a student couldn't answer questions 7 and 8. In the next meeting, they will be given remedial questions on the same questions, as they weren't able to complete them in the previous meeting." (Interview, October 23)

Observations on October 24, 2025, at 9:20 a.m., showed that the teacher conducted learning activities by paying attention to students who needed additional guidance. The teacher also provided remedial questions to students who had not yet achieved learning mastery to help them improve their learning outcomes.

Based on the interview results, it can be concluded that teachers strive to provide opportunities for students to improve their learning outcomes through remedial programs. These programs aim to help students re-understand material they haven't mastered and achieve optimal learning outcomes.

### **Discussion**

#### **The Principal's Role in Improving Teacher Performance at SMP Negeri 18 Sigi**

After presenting the data, the research problem that was raised is discussed. To ensure a systematic discussion, it is outlined according to the previously formulated problem. The first issue to be addressed concerns the principal's role in improving teacher performance.

The role of the principal is a very decisive factor in improving teacher performance, because the principal not only functions as a formal leader, but also as a driving force, guide, and director in all educational activities in the school. Based on the results of the study obtained through interviews, observations, and documentation, it shows that the principal at SMP Negeri 18 Sigi has carried out his role optimally through the functions as an educator, manager, administrator, supervisor, leader, innovator, motivator, and entrepreneur.

#### 1. As an Educator

The principal plays an active role in providing teacher guidance through scheduled academic supervision and providing assistance in developing learning materials such as lesson plans and teaching modules. This ongoing guidance aims to improve teachers' pedagogical and professional competencies. Interviews and observations indicate that the principal directly provides guidance to teachers in a conducive and communicative atmosphere, fostering harmonious working relationships. This finding aligns with the opinion of (Asih <sup>et al.</sup>, 2025) that the principal plays a crucial role in improving the quality of learning through ongoing professional development of teachers.

#### 2. As a Manager

The principal is capable of managing all school resources effectively and efficiently. This is evident in the principal's discipline in carrying out his duties and his ability to serve as a role model for teachers and the school community. Based on observations, the principal always arrives early, is involved in school activities, and actively guides teachers before the learning process begins. The leadership demonstrated is humanistic and participatory, thus creating a harmonious work environment. This aligns with the opinion (Azhara, 2022) , which states that the principal, as a manager, must be able to manage and mobilize all school components to optimally achieve educational goals.

#### 3. As Administrator

The principal has managed the school administration systematically and structuredly. This includes planning work programs through annual meetings, assigning tasks according to competencies, and documenting all school activities in official documents such as the Work Plan and Activity Report (RKAS) and activity reports. Well-organized administration facilitates teachers in carrying out their duties. This aligns with the opinion of (Puspita & Ngurah Ayu, 2022) which states that effective administration will support the smooth running of the learning process and improve teacher performance.

#### 4. As a Supervisor

The principal regularly conducts academic supervision, both in the form of administrative supervision and in-class supervision. This activity is carried out at least once a semester with the aim of monitoring and evaluating teacher performance. Based on observations, the principal directly enters the classroom to observe the learning process, then provides guidance and evaluations to teachers. This demonstrates efforts to continuously improve teacher professionalism. This finding aligns with the opinion of (Faridah et al., 2022) who stated that supervision is a systematic effort to help teachers improve the quality of learning.

#### 5. As a Leader

The principal demonstrates effective leadership through exemplary behavior, open communication, and the ability to build a positive work culture. The principal strives to be a role model for teachers by demonstrating discipline, responsibility, and professionalism. Furthermore, the principal creates a comfortable and supportive work environment, enabling teachers to perform optimally. This aligns with the opinion (Siregar, 2023) , which states that effective principal

leadership can improve teacher performance through exemplary behavior and effective communication.

#### 6. As an Innovator

The principal encouraged teachers to use creative, technology-based learning methods. Based on research findings, the principal provided facilities such as projectors, internet access, and introduced the use of digital interactive boards in learning. This aimed to improve the quality of learning, making it more engaging and effective. This finding aligns with the opinion of Hidayat Sutisna et al., 2023, who stated that principals must be able to create innovations in learning to improve the quality of education.

#### 7. As a Motivator

The principal provides encouragement to teachers through role models, teamwork, and appreciation. However, research results indicate that this motivation is not yet fully optimal and needs improvement. This aligns with the opinion (Siregar, 2023) , who stated that work motivation significantly influences individual performance and requires consistent implementation.

#### 8. As an Entrepreneur

The principal plays a role in developing creative and innovative programs such as project-based learning and productive extracurricular activities. These programs aim to enhance student creativity and school independence. Observations have shown that these activities actively engage students and positively impact the learning process. This aligns with the findings of the study . (“The Role of the Principal in Improving the Performance of Administrative Staff in Schools,” 2023) which states that the principal as an entrepreneur must be able to create innovation and take advantage of opportunities to improve the quality of education.

Thus, based on the research findings and supported by expert theory, it can be concluded that the principal's role at SMP Negeri 18 Sigi has been effective and significantly impacted teacher performance. However, improvements in work motivation and entrepreneurial skills are still needed to optimize teacher performance.

### **Teacher Performance at SMP Negeri 18 Sigi**

Teacher performance is a key factor in determining the success of the learning process in schools. Teacher performance is not only measured by classroom teaching abilities, but also encompasses planning, implementation, and evaluation of learning, as well as social relationships with students. Research findings obtained through interviews, observations, and documentation at SMP Negeri 18 Sigi indicate that teacher performance is generally considered good.

#### 1. In the aspect of learning planning

Teachers have been able to develop lesson plans (RPPs) systematically and purposefully. Interviews revealed that lesson plans were developed through meetings with the principal and the teaching staff, and were tailored to the curriculum and school conditions. Furthermore, teachers coordinated with colleagues in the same subject to align learning content. This demonstrates that lesson planning is carried out collaboratively and participatively. This finding aligns

with Kartikowati et al.'s (2023) opinion that teacher performance can be measured by their ability to plan learning effectively and systematically.

## 2. In the Aspect of Learning Implementation

The teacher has implemented teaching and learning activities according to the established plan. Based on observations, the teacher began the lesson with thorough preparation, used learning tools such as lesson plans and textbooks, and followed the planned learning flow. The teacher was also able to create a conducive and interactive classroom atmosphere, enabling students to participate effectively in the learning process. This is in line with the opinion of (Zilviatri & Putra, 2025) , who stated that teacher performance is reflected in their ability to carry out the learning process effectively and professionally.

## 3. In the Aspect of Learning Outcome Assessment

Teachers have conducted comprehensive learning evaluations, encompassing knowledge, attitudes, and skills. Based on interviews, teachers conducted assessments through learning activities, observations of student attitudes, and skills practice, such as presentations and classroom activities. Furthermore, teachers conducted daily, mid-semester, and semester assessments to evaluate student learning outcomes. This aligns with the opinion (Zulkarnain, 2019) , which states that assessment is a crucial part of comprehensively measuring learning success.

## 4. In the aspect of social relations

Teachers are able to build good communication with students. Based on interviews, teachers strive to connect with students to create a comfortable and enjoyable learning environment. A harmonious relationship between teachers and students makes students more active and less awkward in participating in learning. This aligns with Suharsaputra's (2020) opinion, which states that good interpersonal relationships between teachers and students will increase the effectiveness of the learning process.

## 5. In the Enrichment Program Aspect

Teachers have implemented remedial activities for students who have not yet achieved learning mastery. Based on observations, teachers provide opportunities for students to improve their learning outcomes through reviewing material and providing remedial questions. This program aims to help students re-understand material they have not yet mastered. This demonstrates the teachers' efforts to continuously improve student learning outcomes.

However, research findings indicate that several obstacles remain in teacher performance, such as suboptimal learning innovation and uneven work motivation. This aligns with Yodiq (2016) 's opinion that individual performance is influenced by internal factors such as motivation and ability, as well as external factors such as leadership and the work environment.

Thus, based on the research findings and supported by expert theory, it can be concluded that teacher performance at SMP Negeri 18 Sigi is considered good, particularly in the planning, implementation, and evaluation of learning. However, improvements are still needed in terms of learning innovation and work motivation to optimize teacher performance.

## CONCLUSION

Based on the results of research and discussion regarding the role of the principal in improving teacher performance at SMP Negeri 18 Sigi, the following conclusions can be drawn:

The principal's role in improving teacher performance at SMP Negeri 18 Sigi has been successful. The principal has fulfilled his role as educator, manager, administrator, supervisor, leader, innovator, motivator, and entrepreneur. This role is evident through teacher development activities, effective school management, academic supervision, motivation, and the development of innovative programs within the school. However, several aspects still need improvement, particularly in providing more equitable and sustainable motivation to all teachers.

Teacher performance at SMP Negeri 18 Sigi is generally in the good category. This can be seen from the teachers' ability to plan lessons, implement the learning process, evaluate learning outcomes, and establish good social relationships with students. Furthermore, teachers have also implemented remedial programs for students who have not achieved learning mastery. However, several obstacles remain, such as a lack of innovation in learning and suboptimal work motivation. Thus, it can be concluded that there is a close relationship between the role of the principal and teacher performance. The more optimal the role of the principal, the more improved teacher performance at the school.

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