

Principal Leadership in Improving History Teacher Work Motivation at Senior High School of SMA Negeri 1 Banawa

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ABSTRACT

This study aims to analyze the principal's leadership in improving the work motivation of history teachers at SMA Negeri 1 Banawa and identify the inhibiting factors faced. This study used a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the principal has made various efforts to improve the work motivation of history teachers through learning supervision, coaching, instilling discipline, providing role models, and verbal appreciation. In addition, the principal also strives to create a conducive work environment through good communication with teachers and education staff. However, the implementation of learning supervision has not been carried out consistently and has not been systematically documented, while the provision of awards to teachers is still limited and has not been done formally or continuously. This study also found several obstacles, including limited training and professional development, minimal award programs for outstanding teachers, and less than optimal innovation in history teacher learning. These conditions have an impact on teacher work motivation which is not optimal in the learning process. Nevertheless, the principal continues to strive to provide guidance and direction to improve the quality of learning and the quality of education at SMA Negeri 1 Banawa.

Keywords: *Principal Leadership, Teacher Work Motivation, History Teacher, Supervision, SMA Negeri 1 Banawa*

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INTRODUCTION

Leadership is the ability to influence subordinates or a group of members to work together without coercion to achieve goals and objectives jointly established by the organization's members. Leadership is a complex process, in which a leader not only influences subordinates but also creates an environment that supports collaboration and active participation. Leadership, as a process, focuses on directing and influencing the task-related activities of all members within an organization (Andang, 2014).

One of the keys to effective leadership is the leader's ability to build relationships based on mutual trust between themselves and team members. Leadership is not solely focused on providing direction or instructions, but also requires the ability to listen to the aspirations of subordinates. By creating an inclusive work environment, where each member feels valued, heard, and given space to express themselves, leaders are able to foster intrinsic motivation, ultimately increasing

productivity and commitment to shared goals. Therefore, good leadership is about creating synergy within the team, where each individual feels they have a vital role in achieving the organization's vision and mission. Principal leadership that is able to create a harmonious work environment and provide recognition for teacher achievement has been shown to significantly influence teacher work motivation (Suryani et al., 2024) .

In the world of education, a principal is a leader who plays a crucial role in creating a positive and productive learning environment. A principal is not only responsible for managing school administration, but must also be able to lead teachers, staff, and students in achieving predetermined educational goals. The principal's function is to empower teachers, staff, students, and the community to support all school activities. Effective principal leadership can significantly influence teacher motivation and performance, as the principal's role is not only administrative but also educational, motivating, and supervisory. (Handayani & Rasyid, 2015) .

Principal leadership is a key factor in creating a productive and inspiring learning environment. In the context of education, particularly in the learning process, teacher motivation significantly influences the quality of learning received by students. Therefore, principals must be able to ensure the achievement of teacher motivation in providing quality education to students through a more innovative and creative learning process. The duties and functions of a principal are certainly not few, one of which is as a motivator, defined as a driver or motivator, namely how the principal can encourage or move his subordinates in fulfilling their duties. A principal must be able to encourage or motivate his subordinates to remain present in the work for which they are responsible. (Susatya, 2023) .

Principals play a vital role in providing constructive feedback and recognition for teachers' achievements, ensuring they feel valued and motivated to continuously improve the quality of their teaching. By fostering a positive and supportive work culture, principals can ensure that each teacher feels a vital role in achieving educational goals. This will not only improve the quality of teaching but also the overall development of students, creating a generation prepared to face future challenges. Through effective leadership, principals can be key drivers in creating a productive and inspiring learning environment. This, in turn, can improve teacher performance through social recognition, symbolic awards for exemplary teachers, and *outbound activities* and *family gatherings*. (Novita & Wahid, 2024) .

In carrying out his role as a motivator, the principal must of course have the right strategy to be able to increase teacher motivation in carrying out various tasks and functions. The role of the principal has a major impact on teacher work motivation in the teaching process. The principal as a motivator must have the right strategy in providing motivation to his subordinates, such as organizing a conducive work environment, making the work atmosphere comfortable and calm and can generate creativity and brilliant ideas from the school community, giving awards to all school members who achieve and giving punishment to all school members who violate the rules that have been jointly established. An effective approach includes recognizing teacher efforts, resource support, professional development opportunities, open communication, collaboration, and constructive feedback that can encourage teacher creativity and innovation. (Karoso & Riyanto, 2024) .

Based on initial observations at SMA Negeri 1 Banawa, history teachers' performance in three key aspects—planning, implementation, and assessment—is still suboptimal. In the planning aspect, teachers were still found to have not systematically developed teaching modules and learning materials and not adapted them to current learning demands. In fact, some teachers, like Dirzan, are still using outdated tools such as the 2013 Curriculum lesson plans (RPP), even though the school has implemented the Independent Curriculum.

During the implementation stage, the learning process has not been optimal. History teachers tend to be less innovative in classroom management and are still limited in utilizing various learning media. Based on classroom observations conducted with Latifah, S.Pd. and Dirzan, S.Pd., learning generally takes place conventionally, with teachers providing more notes and assignments without engaging in activities that can encourage student interaction and creativity. The limited use of learning media also impacts the less lively classroom atmosphere, so that the learning process tends to be passive and learning objectives are not fully achieved.

This suboptimal work motivation is related to the principal's leadership style, which is perceived as not providing consistent encouragement. Appreciation for history teachers is still rare, as conveyed by Latifah, S.Pd., who revealed that appreciation from the principal is still rare (Interview, May 8, 2025). On the other hand, support for the professional development of history teachers is also limited. The principal, Malik, S.Pd., stated that there has been no special training or seminar focused on improving the competence of history teachers, and so far teachers have only participated in general programs such as MGMP (Interview, May 7, 2025). This was reinforced by Dirzan, S.Pd., who stated that MGMP activities have not even been implemented again (Interview, May 9, 2025).

The combination of weak teaching practices, minimal appreciation, and limited professional development opportunities has impacted history teachers' suboptimal work motivation, resulting in low historical knowledge among students. This situation presents a unique challenge for SMA Negeri 1 Banawa, which has long been recognized as one of the leading schools in Donggala Regency and requires consistent and high-quality teacher performance to maintain and improve both academic and non-academic achievements.

The principal, who has led for 14 years, holds a strategic position in shaping the work culture and directing efforts to improve teacher motivation and performance. In the near future, the school will also enter a leadership transition period, which also serves as an evaluative momentum to determine the extent to which the leadership style implemented so far has influenced the work motivation of history teachers. Therefore, a study on the influence of principal leadership on the work motivation of history teachers is relevant as a basis for strengthening teacher performance motivation and supporting the improvement of educational quality at SMA Negeri 1 Banawa. This study focuses on the principal's leadership in improving the work motivation of history teachers at SMA Negeri 1 Banawa, specifically regarding the leadership strategies implemented, the obstacles encountered, and their impact on teacher enthusiasm and performance. The study aims to explain the role of the principal as a leader, facilitator, motivator, and policymaker in creating a work environment that supports the

professionalism of history teachers. In addition, this study is expected to provide benefits for principals in developing effective leadership strategies and for history teachers in increasing awareness of the importance of communication, innovation, and work motivation in the learning process. The scope of the research is limited to history teachers at SMA Negeri 1 Banawa with a focus on the conditions of work motivation, obstacles that arise, and the influence of the principal's leadership on the implementation of teachers' duties professionally.

METHOD

Types of research

This type of research is descriptive qualitative. According to Abdul Fattah (2015:34) , qualitative research is research implemented in investigating, creating, imagining, and explaining the quality or excellence of social impacts that cannot be explained, measured, or imagined and explaining the quality described.

Research Location

This research was conducted at SMA Negeri 01 Banawa, located on Jl. Maleni, Banawa District, Donggala City. This location was chosen because it aligns with the main problem of the principal's leadership in improving history teachers' work motivation.

Research Implementation Time

The research period refers to the timeframe required by the researcher during the research process. This research was conducted from March 2025 to December 2025.

Research Object

The objects of this research are as follows:

1. Headmaster

The principal is referred to as the object of the research, in conducting research on the leadership of the principal at Banawa 1 State Senior High School.

2. History Teacher

The teacher is referred to as the object of the research, in the work motivation of history teachers as mentors in the teaching and learning process of students at SMA Negeri 1 Banawa.

Technique Collection Data

Data collection is the process of obtaining data sources, several general methods are used to research:

1. Field Research

Field research aims to obtain data on the object being studied by conducting direct research. This means that researchers must go directly into the field to observe the conditions or conditions in the field and simultaneously collect data:

a. Observation

Observation is a data collection technique conducted through direct observation of research subjects, in this case, the principal's leadership and the work motivation of history teachers. Observed aspects include communication patterns and established interpersonal relationships. This field observation is generally conducted in the initial stages of research to obtain baseline data.

b. Interview

In-depth interviews are face-to-face meetings between researchers and research subjects, namely school principals and teachers. Their purpose is to gather information for the research.

c. Documentation

According to Arikunto, documentation is a data collection technique carried out by examining important documents related to research aspects in the form of attendance, school activity archives and others.

2. Literature review

Data collection through literature study involves searching for several books related to the research title. These books will then be read and analyzed to serve as targets for the literature review and other related topics.

Research Instruments

The research instruments are in the form of observation guidelines and interview guidelines which are used as written guides containing instructions or indicators for collecting data systematically in research.

Data Management Techniques

At the end of the data collection process, the next step is to manage the data by selecting the most important data, namely data from observations, documentation and interviews, so that only the data collected is truly needed.

Data Analysis Techniques

According to Miles and Huberman in Abdul Fattah (1992), data is analyzed when it has been collected and then analyzed to produce a summary whose accuracy will be accounted for. This data is analyzed through three stages:

a. Data Reduction

Namely the stage of selecting and separating and selecting data from interview results and observation results found in the field, then matching them with the problems found.

b. Data Presentation

Data presentation involves collecting and organizing all information so that conclusions can be drawn. Data presentation involves organizing data tailored to the problem, then presenting the data.

c. Draw a conclusion.

Conclusions in verification during ongoing research, verification of thoughts that pass through the analyst's (researcher's) mind while writing a review of field notes.

RESULTS AND DISCUSSION

RESEARCH RESULT

A. Principal Leadership in Increasing History Teachers' Work Motivation

1. Guidance for School Principals through Learning Supervision

Based on interviews with the principal, teacher coaching is conducted through classroom supervision activities. The principal explained that supervision is conducted twice a month by forming a supervisory team consisting of three senior teachers. These supervision activities aim to directly monitor the teacher's learning

process and evaluate the readiness of learning materials, the use of learning media, and the implementation of teaching and learning activities in the classroom. Malik, S.Pd. , the principal, stated:

"To provide guidance to teachers, I first conduct class supervision to directly monitor teachers in the learning process, supervision is carried out twice a month, in the supervision process I form a supervision team of 3 senior teachers." (Interview, October 11, 2025).

This statement was reinforced by an interview with Latifah, S.Pd. , a history teacher. The informant explained that the principal's supervision aimed to evaluate teacher performance in the learning process, particularly regarding the use of learning media and the readiness of learning devices. Latifah, S.Pd., stated:

"The principal has provided quite good guidance by holding class supervision, this aims to evaluate teacher performance in the learning process, for example, what learning media we have not created, for the history subject it is Khadijah, so Khadijah is the one who visits the class when teaching." (Interview, October 10, 2025).

A similar sentiment was expressed by Dirzan, S.Pd.Gr , a history teacher, who explained that principal development is not only carried out through formal supervision, but also through direction and coaching outside of supervisory activities. Dirzan, S.Pd.Gr stated :

"The guidance provided by the principal is quite good through supervision, even outside of supervision activities, the principal always provides guidance related to the learning process or teacher performance." (Interview, October 11, 2025).

Vice Principal Erwinsah, S.Pd., also stated that the principal actively provides guidance to teachers, especially since most of the teaching staff at the school are still young and require guidance and mentoring. Erwinsah, S.Pd., stated:

"To provide guidance, the principal consistently mentors teachers both within and outside the learning process. This is especially true since many young teachers at this school are principals, and other senior teachers consistently provide guidance and mentoring." (Interview, October 12, 2025).

Based on the interview results, it was discovered that learning supervision had been routinely planned as part of teacher performance evaluation. However, observations indicated that supervision had not been implemented according to the schedule established in the principal's work program. During the study, the researcher did not find any supervision activities in the first and third weeks of each month, as stated in the school's work program. Furthermore, the researcher also found no written supervision reports or classroom observation sheets.

Documentation results indicate that the principal's work program does include instructional supervision as part of teacher performance development.

However, no other supporting documents, such as supervision minutes, observation sheets, or history teacher supervision reports, were found. This suggests that supervision activities are more visible in the administrative planning stage than in actual implementation on the ground.

Based on interviews, observations, and documentation, it can be concluded that the principal has planned teacher development activities through regular learning supervision. However, the implementation of supervision in the field has not been optimal and has not been systematically documented, resulting in its effectiveness in increasing history teachers' work motivation.

2. Demonstrate exemplary attitudes and behavior

Based on an interview with Dirzan, S.Pd.Gr. , a history teacher at SMA Negeri 1 Banawa, it was discovered that the principal consistently instills discipline in all teachers and educational staff. The principal actively reminds teachers to arrive on time, prepare learning materials properly, and serve as a role model for students in terms of responsibility and order. Dirzan, S.Pd.Gr., stated :

"Our principal always emphasizes the importance of discipline, both to teachers and students. He often reminds us to arrive on time, prepare our learning materials well, and set an example for the students in terms of responsibility and order." (Interview, October 10, 2025).

This statement was reinforced by Silfian Nurmaya, S.Pd., who explained that principals not only demand discipline from teachers but also set a real example through daily behavior, such as arriving earlier than other teachers and fully participating in all school activities. Silfian Nurmaya, S.Pd. stated:

"The principal often exemplifies discipline directly, for example, always arriving earlier than other teachers and participating fully in school activities." (Interview, October 14, 2025).

S.Pd., echoed this sentiment , explaining that the principal implements comprehensive discipline for both teachers and students through meetings, discussions, and direct supervision. Erwinsah, S.Pd., stated:

"The principal always emphasizes the importance of discipline through meetings and discussions, and sets an example by being punctual and dressed neatly." (Interview, October 13, 2025).

The implementation of this discipline is also directly felt by students. An interview with Salsa, a 12th-grade student, revealed that the principal routinely provides guidance on discipline, particularly regarding punctuality and behavior while on school grounds. Salsa stated:

"The principal often reminds students to arrive on time, dress neatly, and speak well, especially during Monday's ceremony." (Interview, October 13, 2025).

Observations showed that the principal was present before the start of learning activities, greeted teachers and educational staff, and directly monitored school activities. The principal also demonstrated a firm yet polite attitude when reprimanding teachers and students who violated school rules.

The observation findings are reinforced by documentation in the form of a list of attendance of teachers at SMA Negeri 1 Banawa in October 2025 which shows the principal's direct supervision of teacher attendance as part of implementing discipline in the school environment.

Based on interviews, observations, and documentation, it can be confirmed that principals not only provide guidance on discipline but also demonstrate exemplary behavior through daily behaviors such as punctuality, coaching, and monitoring teacher attendance. Thus, principals serve as role models in fostering a culture of discipline within the school environment for both teachers and students.

3. Giving Appreciation and Awards

Based on an interview with Latifah, S.Pd. , a history teacher, it was discovered that the principal had given teachers verbal praise when they performed their duties well. However, formal recognition, such as certificates or official awards, had never been given to outstanding teachers. Latifah, S.Pd., explained:

"In terms of verbal appreciation, the principal has praised us or reminded us when we've done a good job. But formal recognition, like certificates for outstanding teachers, has never been offered." (Interview, October 22, 2025).

This statement was reinforced by Silfian Nurmaya, S.Pd., who stated that the forms of appreciation given by school principals are still limited and have not been implemented formally or in a structured manner. Silfian Nurmaya, S.Pd., said:

"When it comes to appreciation, the principal usually gives direct praise for a teacher's good work. However, formal awards, such as certificates or special recognition for outstanding teachers, have never been given to date." (Interview, October 23, 2025).

Vice principal Erwinsah, S.Pd., expressed a similar sentiment , explaining that teacher appreciation has often been given in the form of verbal praise. Erwinsah, S.Pd. , stated:

"Teacher appreciation has often been in the form of verbal praise. Certificates or official awards for outstanding teachers haven't been routinely given." (Interview, October 24, 2025).

Observations showed that the principal did indeed commend history teachers several times, particularly those who assisted with school administration. However, this commendation was not distributed evenly to all history teachers. Furthermore, during the study, the researchers did not find any awards, certificates, or official announcements regarding outstanding teachers.

This finding is reinforced by documentation of the principal's work program, which does not include a specific program for awarding outstanding teachers. This indicates that teacher appreciation has not been systematically planned and remains incidental.

Based on interviews, observations, and documentation, it can be concluded that the principal has provided motivation to teachers through verbal praise, but this has not been supported by a structured and sustainable formal reward system. This situation indicates that the strategy for providing appreciation to history teachers at SMA Negeri 1 Banawa is still suboptimal.

4. Providing Learning Support Facilities

Based on an interview with the principal, Malik, S.Pd. , it was discovered that the school has provided adequate facilities and infrastructure to support the history teacher's learning process. The principal stated that the learning support facilities are available and can be used optimally in teaching and learning activities. Malik, S.Pd. , stated:

"The provision of facilities and infrastructure is sufficient to support the learning process for history teachers. All facilities related to supporting learning are sufficient." (Interview, October 21, 2025).

This statement was reinforced by Dirzan, S.Pd., who explained that the school has provided various learning facilities, such as projectors, computers for each teacher, history textbooks, and Wi-Fi internet access to support the learning process. Dirzan, S.Pd. stated:

"The facilities and infrastructure are adequate, including projectors, computers for each teacher, history books, and internet access, including Wi-Fi." (Interview, October 18, 2025).

Vice Principal Erwinsah, S.Pd., expressed a similar sentiment , explaining that the availability of these facilities greatly assists teachers in designing and implementing classroom learning. Erwinsah, S.Pd. , stated:

"The facilities are adequate, such as network access and computers for each teacher, making it easier for teachers to design and implement learning." (Interview, October 19, 2025).

Observations indicate that teachers have optimally utilized the school's learning facilities. Computers are used to develop learning materials, create presentation materials, prepare exam questions, and process student grades. Furthermore, teachers utilize Wi-Fi access to search for reference materials and access digital learning resources.

The school also provides five projectors for rotational use during classroom activities. The availability of these projectors is considered sufficient to support technology-based learning, making the learning process more varied and interactive, and helping teachers convey material more clearly to students.

These observational findings are supported by documentation of computer and projector use by teachers at SMA Negeri 1 Banawa. Documentation shows that all history teachers have used computers to support instructional administration and the teaching and learning process in their classrooms.

Based on interviews, observations, and documentation, it can be concluded that the learning facilities and infrastructure at SMA Negeri 1 Banawa are adequate and support the learning process, particularly in history. Facilities such as computers, projectors, textbooks, and Wi-Fi access have been optimally utilized, positively contributing to the effectiveness and quality of learning.

5. Give additional assignments to history teachers

Based on an interview with the principal, Malik, S.Pd. , it was discovered that history teachers are involved in decision-making and given additional responsibilities in school activities and school administration. Malik, S.Pd. , stated:

"I always involve history teachers in decision-making regarding school activities and managing administration, such as Mr. Dirzan, I give the responsibility to accompany the vice principal in the field of facilities and infrastructure and Silfia Nurmaya as the FLS2N Supervisor." (Interview, October 13, 2025).

This statement was reinforced by Dirzan, S.Pd. , a history teacher, who stated that the principal provides space for history teachers to be involved in various school activities and administrative management. Dirzan, S.Pd., stated:

"The principal always gives space to history teachers to make every mutually agreed decision regarding school activities and managing administration." (Interview, October 14, 2025).

S.Pd., echoed this sentiment , explaining that she had been given the responsibility of being a secretary during new student admissions. Latifah, S.Pd., said:

"I was once given responsibility for managing school activities such as accepting new students, namely as secretary." (Interview, October 14, 2025).

Observations showed that the principal assigned additional tasks to several history teachers outside of classroom activities. Dirzan, S.Pd.Gr. , was listed as the assistant to the vice principal for facilities and infrastructure, while Silfian Nurmaya, S.Pd., was appointed as the school's FLS2N Supervisor. Furthermore, Latifah, S.Pd., was also involved as secretary in new student admissions activities.

Documentation in the form of a Decree on the distribution of duties shows that history teachers have been given additional responsibilities in supporting the management of school programs. These additional duties relate not only to school administration but also to developing students' non-academic potential.

Based on interviews, observations, and documentation, it can be concluded that the principal implements a participatory leadership style by involving history teachers in decision-making and assigning additional tasks outside of classroom

activities. Thus, history teachers not only play a role as instructors in the classroom but also actively contribute to supporting the management and development of school programs.

B. Obstacles from the Principal

1. Development of History Teacher Competence is Less Than Optimal

Based on the results of an interview with Dirzan, S. Pd.Gr , it was discovered that the history teacher competency development program through the Subject Teacher Conference (MGMP) activities had not been running optimally because the MGMP management was still in the process of being improved. Dirzan, S. Pd.Gr stated:

"For the history teacher competency development program, there is a subject teacher meeting, but it hasn't been running optimally yet, because the management is still being improved." (Interview, October 10, 2025).

This statement was reinforced by Latifah, S.Pd., who explained that MGMP activities had not been implemented again due to several obstacles, so history teachers were more likely to hold internal discussions with fellow subject teachers. Latifah, S.Pd., explained:

"The MGMP activities have not been running again, because they are no longer held due to several obstacles, so usually history teachers hold discussions to share information related to the learning process." (Interview, October 12, 2025).

S.Pd., echoed this sentiment , explaining that MGMP activities have not been running optimally, even though teachers still provide discussion spaces for sharing learning experiences. Erwinsah, S.Pd. , stated:

"The subject teacher discussion program has not been running optimally, but subject teachers still provide discussion space for sharing experiences." (Interview, October 13, 2025).

Observations showed that during the research, history teachers were not seen participating in training activities, seminars, workshops, or MGMP forums related to developing teacher professional competence. Furthermore, researchers did not find any specific school programs that planned to support the development of history teacher competence.

Documentation of the principal's work program indicates that school activities focus primarily on administrative management and routine school programs. The document does not contain any specific training, workshops, or MGMP activities for history teachers.

Based on interviews, observations, and documentation, it can be concluded that the development of history teacher competencies at SMA Negeri 1 Banawa has not been optimal. This is evident in the suboptimal implementation of the MGMP (National Teachers' Group Meeting) and the absence of a specifically planned teacher professional development program by the school.

2. Principal's Administrative Burden

Based on the results of an interview with Dirzan, S.Pd , it was found that the principal spends most of his time on school administration, such as compiling school reports, compiling the school budget (RKAS), and managing incoming and outgoing mail. Dirzan, S.Pd revealed:

"The principal is more involved in school administration, such as compiling school reports, preparing the School Activity and Budget Plan (RKAS), and managing incoming and outgoing mail." (Interview, October 12, 2025).

This statement was reinforced by Vice Principal Erwinsah, S.Pd., who explained that the majority of the principal's time is consumed by administrative work and coordination with various parties. Erwinsah, S.Pd., stated:

"The principal reviews and signs various school documents, coordinates with educational staff, and follows up on various administrative needs." (Interview, October 12, 2025).

Ibnu, an administrative staff member, echoed this sentiment, explaining that the principal frequently reviews various school administrative documents and coordinates archiving and reporting to the education office. Ibnu stated:

"The principal often checks and signs various documents, such as incoming and outgoing letters, school reports, personnel files, and school planning documents." (Interview, October 12, 2025).

Observations showed that principals spent more time in their offices than directly monitoring classroom learning activities. Throughout the study, principals were seen carrying out administrative activities such as processing school reports, receiving visitors, and coordinating with educational staff.

Documentation in the form of the principal's work program also shows that the principal has quite a large responsibility in managing school administration, starting from personnel administration, finance, facilities and infrastructure, to compiling school reports.

Based on interviews, observations, and documentation, it can be concluded that the high administrative burden on principals is one of the obstacles to implementing academic supervision and direct teacher development. This condition causes principals to focus more on administrative tasks than on monitoring the learning process in the classroom.

DISCUSSION

A. Principal Leadership in Increasing Work Motivation of History Teachers at SMA Negeri 1 Banawa

a. *Implementation of Learning Supervision*

The implementation of learning supervision at SMA Negeri 1 Banawa was essentially planned in the principal's work program as a form of guidance for history teachers. However, its implementation has not been optimal because supervision has not been consistent according to schedule and has not been

supported by systematic documentation of supervision results. This condition indicates that the principal's function as a supervisor has not been optimally implemented in providing guidance, evaluation, and feedback on the teacher's learning process. According to Mulyasa in Setiyadi and Rosalina (2021), the principal as a supervisor is tasked with providing guidance and evaluation of learning to improve teacher professionalism. When analyzed using Herzberg's Two Factor Theory (Zasri, 2022), suboptimal supervision indicates that extrinsic factors in the form of guidance and job security and intrinsic factors in the form of teacher motivation and self-development have not been optimally met, resulting in less than optimal work motivation for history teachers.

b. The Principal's Exemplary Discipline

The principal of SMA Negeri 1 Banawa demonstrates exemplary discipline through punctual attendance, orderly execution of duties, and direct guidance to teachers and students. This exemplary behavior is an effective leadership strategy because teachers and students can internalize the value of discipline through concrete examples in daily school life. According to Mulyasa in Setiyadi and Rosalina (2021), the principal plays a role in building a productive school culture and providing motivation to the school community. When analyzed using Herzberg's Two-Factor Theory (Zasri, 2022), the implementation of discipline and the principal's exemplary behavior include extrinsic factors such as the creation of an orderly and conducive work environment and intrinsic factors such as the growth of teacher responsibility and work commitment. Thus, the principal's exemplary behavior contributes to increasing the motivation and professionalism of history teachers in schools.

c. Giving Appreciation and Awards

Appreciation for history teachers at SMA Negeri 1 Banawa is still dominated by verbal praise or recognition during meetings and school activities, while formal awards such as certificates or certificates have not been systematically implemented. According to Mulyasa in Setiyadi and Rosalina (2021), the principal, as a motivator, has the responsibility to provide appreciation and encouragement to teachers to improve their performance. Based on Herzberg's Two-Factor Theory (Zasri, 2022), verbal praise is a motivating factor related to recognizing teacher contributions. However, because awards have not been given formally and evenly, teacher motivation has not developed optimally. This condition indicates that the principal's appreciation strategy still needs to be developed through a more structured and sustainable reward system to increase history teachers' job satisfaction and motivation.

d. Provision of Learning Facilities

The availability of learning facilities at SMA Negeri 1 Banawa, such as computers, projectors, textbooks, and internet access, demonstrates the school's support for history teachers' learning processes. These facilities assist teachers in developing learning materials, accessing digital learning resources, and implementing technology-based learning more effectively and interactively. According to Mulyasa in Setiyadi and Rosalina (2021), the principal, as a manager, is responsible for creating a conducive school environment through effective

management of educational facilities and infrastructure. From the perspective of Herzberg's Two-Factor Theory (Zasri, 2022), the availability of facilities is an extrinsic factor that can prevent teacher job dissatisfaction because it supports the comfort and smoothness of the learning process. Thus, the provision of adequate learning facilities contributes to increasing the motivation and effectiveness of history teachers in schools.

e. Providing Additional Assignments to History Teachers

The principal of SMA Negeri 1 Banawa assigned additional duties to history teachers, such as being extracurricular activity supervisors, school activity secretaries, and facilities and infrastructure assistants, as a form of professional trust and active involvement in school management. The assignment of these additional duties demonstrates recognition of the history teacher's competence while also opening up opportunities for professional development outside of classroom learning activities. According to Mulyasa in Setiyadi and Rosalina (2021), the principal, as a motivator, plays a role in creating a participatory work climate and empowering teachers. When analyzed using Herzberg's Two-Factor Theory (Zasri, 2022), the assignment of additional responsibilities is an intrinsic motivator related to recognition, responsibility, and self-actualization. Therefore, the assignment of additional duties can increase history teachers' self-confidence, job satisfaction, and motivation in carrying out their professional duties.

B. Obstacles for School Principals in Increasing History Teachers' Work Motivation

a. History Teacher Competency Development Program

The history teacher competency development program at SMA Negeri 1 Banawa has not been implemented optimally because it has not been designed in a structured and sustainable manner, while the MGMP (National Teachers' Group) activities, which serve as a forum for teacher professional development, have also not been actively implemented. This situation has limited space for history teachers to develop pedagogical insights, reflect, and collaborate to improve the quality of learning. According to Mulyasa in Setiyadi and Rosalina (2021), the principal, as a manager, is responsible for systematically designing teacher professional development programs. From the perspective of Herzberg's Two-Factor Theory (Zasri, 2022), opportunities to participate in training and competency development are intrinsic factors related to self-actualization and professional development. Therefore, the suboptimal teacher competency development program has resulted in weakened intrinsic motivation and professionalism of history teachers.

b. Principal's Administrative Burden

The high administrative burden that principals must handle results in the majority of their time and attention being focused on completing administrative matters such as preparing school reports, the school budget (RKAS), administering correspondence, and coordinating with various parties. This situation has resulted in suboptimal implementation of academic supervision and direct motivational development for history teachers. According to Mulyasa in Setiyadi and Rosalina (2021), principals function not only as administrators but also as leaders and

motivators responsible for providing guidance to teachers. From the perspective of Herzberg's Two Factor Theory (Zasri, 2022), principals tend to focus more on extrinsic factors such as school administration and policies, while intrinsic factors such as rewards, coaching, and teacher professional development have not received equal attention. Thus, the high administrative burden is one of the obstacles to optimizing the work motivation of history teachers at SMA Negeri 1 Banawa.

CONCLUSION

Based on the results of the discussion, it can be concluded that the leadership of the principal at SMA Negeri 1 Banawa in increasing the work motivation of history teachers has been implemented through several strategic roles, but has not been fully optimal.

First, in terms of instructional supervision, the principal has a plan, but its implementation is inconsistent and not supported by systematic follow-up. This indicates that the supervisory function as a tool for professional development is not functioning optimally.

Second, the principal's exemplary discipline has been effective and has created a positive school culture. This exemplary behavior has proven effective in increasing teacher work motivation, both intrinsically and extrinsically.

Third, teacher appreciation is still limited to verbal recognition and is not supported by formal awards. This situation results in teacher motivation not developing evenly.

Fourth, the provision of learning facilities is considered adequate and able to support a smooth learning process. These facilities act as an extrinsic factor that prevents teacher job dissatisfaction.

Fifth, giving additional tasks to teachers shows the principal's trust, which has a positive impact on increasing intrinsic motivation, especially in the aspects of responsibility and recognition.

However, several obstacles to improving teacher motivation exist, including the lack of structured teacher competency development programs and the high administrative burden on principals. These two factors contribute to the principal's role as a motivator and professional developer of teachers not functioning optimally.

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