

Management Leadership Head Schools in Improving Teacher Performance in School Base Country 1 Palembang

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Article Info	ABSTRACT
Keywords: Management, Leadership, Principal, Performance, Teacher.	Principal leadership management and teacher performance are two important elements for the success of education in schools, so research was conducted with the research objective of describing and analyzing principal leadership management in improving teacher performance at Palembang 1 State Elementary School. The results of the research concluded 1) the principal's leadership management had been implemented well in improving performance at SD Negeri 1 Palembang; 2) the principal's leadership management which is carried out includes: a) planning: the principal prepares an activity plan involving teachers and stakeholders such as supervisors, school committees and elements of the Education Service, b) Organizing: the principal organizes school resources such as infrastructure and facilities resources , financial resources, and human resources. c) mobilization: the principal provides opportunities for teachers to develop competencies according to teacher needs and d) supervision: the principal supervises technology-based teacher performance and supervision twice in one academic year; 3) the principal applies participatory, collaborative, teamwork leadership, provides examples of positive behavior and actions, motivates and encourages teachers to develop their competencies, is honest and open to communicating with teachers and other school members. The obstacles to principal leadership management in improving teacher performance at SD Negeri 1 Palembang are 1) lack of time and opportunity to directly develop teachers, 2) not optimal utilization of educational infrastructure, financing and supervision. Efforts to overcome obstacles are 1) encouraging teachers to utilize technology-based learning media, 2) planning the provision of facilities in stages and sustainably according to the school's financing capacity. 3) assigning one of the teachers to accompany every activity at the school as deputy principal.
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INTRODUCTION

Education is a cornerstone in the development of a nation's civilization, not only for Indonesia but for any country. It plays a crucial role in shaping abilities, character, and the identity of a nation. Law Number 20 of 2003 on the National Education System states that the purpose of national education is to develop students' potential, making them devout, morally sound, knowledgeable, capable, creative, independent, and responsible citizens.

Education must be conducted democratically, equitably, and non-discriminatorily, while upholding human rights, religious values, cultural values, and national diversity. It should be a lifelong process that fosters literacy, numeracy, and the development of character. The implementation of education must adapt to the times while preserving local wisdom, enabling students to navigate global changes effectively.

The success of education largely depends on the competence of school principals and teachers. Principals are responsible for managing resources and creating an environment conducive to learning, while teachers are tasked with delivering quality education and motivating students. However, challenges persist, such as inadequate leadership, lack of teacher training, and monotonous teaching methods, which can hinder student engagement and learning outcomes.

This study focuses on the management and leadership of school principals in improving teacher performance at SD Negeri 1 Palembang. It examines the effectiveness of leadership in planning, organizing, and supervising educational activities, as well as the impact of teacher performance on student motivation and learning outcomes. The research aims to identify the challenges faced in educational leadership and propose solutions to enhance the quality of education.

Ultimately, the study seeks to provide insights into how effective leadership and teacher performance can contribute to better educational outcomes, offering practical recommendations for improving the management of educational institutions and the professional development of teachers.

METHOD

Research Location

This research is conducted at the Elementary School in Cluster IV of Sub-District IV, Ilir Barat 1 District, Palembang, specifically at SD 1 Palembang.

Research Time

This research is conducted over a period of 4 (four) months, from January 2024 to April 2024.

Research Method

This research employs a qualitative approach, as data analysis is presented verbally to obtain comprehensive information. Components in the qualitative research method include the rationale for using the qualitative method, the location of the research, research instruments, informants and sources of data, data collection techniques, data analysis techniques, and the plan for testing the validity of the data (Sugiyono, 2010:145). Sugiyono further states that qualitative research methods are often referred to as naturalistic research methods because the research is conducted in natural conditions. This indicates that the research is indeed conducted naturally, as it is, in a normal, non-manipulated situation, focusing on naturalistic description.

On the other hand, Moleong (2007:6) defines qualitative research as research aimed at understanding phenomena concerning what is experienced by the research subjects, such as behaviors, perceptions, motivations, actions, etc., in a holistic manner and through descriptive means using words and language, within a specific natural context, and utilizing various natural methods. Moleong (2011:6) also states that qualitative research is research intended to understand various phenomena related to perceptions, motivations, actions, and more, holistically and descriptively in words or language, within a specific natural context and using various scientific methods.

In other words, qualitative methods prioritize the researcher's ability to delve deeply into the focus of the research problem. The choice of this approach is based on the consideration that it will provide data that reflects the management of school leadership and teacher performance in improving student learning motivation.

RESULTS AND DISCUSSION

Research Results

Description of Research Data

Management of School Leadership in Improving Teacher Performance at SD Negeri 1 Palembang

Profile of SD Negeri 1 Palembang

SD Negeri 1 Palembang is one of the schools under the supervision of the Palembang City Government through the Palembang City Education and Culture Department with NPSN number 10603448 and status as a state school. SD Negeri 1 Palembang was established in 1980 with the school establishment decree Number 002/SDN/IB.I/1990 dated April 12, 1980, and was later extended with the Operational License Decree number 006/BKD/XI/2010 dated November 15, 2010. It operates as an elementary school with government ownership. In carrying out the education process, SD Negeri 1 Palembang receives financial support through the BOS (School Operational Assistance) fund.

Vision and Mission

Vision of SD Negeri 1 Palembang

“To create students who are faithful and devoted, high-achieving, and intelligent with character based on the Pancasila Student Profile, possessing global awareness, critical thinking, and independence.”

Indicators of Vision Achievement:

1. Adherence to religious practices according to one's faith.
2. Exemplary behavior at home, school, and in the community.
3. Motivation for continuous learning and self-development.
4. Excellence in academic and non-academic achievements.
5. Reflection of local wisdom.
6. Achievement as an outcome of a process, encompassing not only cognitive abilities but also personal development, talent, and life skills.
7. Implementation of the Pancasila Student Profile and critical thinking in the global era.
8. Achievement of school digital transformation.

Mission of SD Negeri 1 Palembang

To implement the school's vision focusing on the Pancasila Student Profile, SD Negeri 1 Palembang outlines its mission as follows:

1. To develop habits of disciplined religious practice, routine religious studies, and the 5S (Smile, Greet, Salute, Polite, Courteous) among students.
2. To provide active, student-centered learning through the use of information technology.
3. To conduct learning that incorporates local wisdom.
4. To enhance students' digital literacy skills.
5. To implement Pancasila values in daily life.
6. To optimize students' potential through extracurricular activities.

Objectives:

Short-Term (1 year):

1. To have students with noble character and disciplined in religious practices.
2. To foster nationalism and pride in local culture through ceremonies, singing national and regional songs, intramural learning, Pancasila Profile projects, and extracurricular activities.
3. To meet students' learning needs through diagnostic assessments (for those who need it) and differentiated learning.
4. To develop empathy through social activities.
5. To improve students' ability to use computers for learning.
6. To enhance learning quality through activity-based learning, peer tutoring, and cooperation with parents.

Medium-Term (4 years):

1. To develop higher-order thinking skills (4C: Critical Thinking, Collaboration, Creativity, Communication) and basic literacy through intramural activities, Pancasila Profile projects, extracurricular activities, and planned literacy practices.
2. To improve students' ability to memorize Quranic verses.
3. To promote cleanliness as part of faith.
4. To conduct optimal extracurricular activities that enhance students' achievements according to their talents and interests.

Long-Term (8 years):

1. To develop self-learning materials to foster love for local culture.
2. To produce graduates ready to continue education at higher levels and excel.
3. To produce graduates with critical thinking, creativity, technological proficiency, and development of their interests and talents.
4. To form students with noble character, global citizenship, and social care with religious tolerance.
5. To establish partnerships with external entities (community organizations, higher education institutions, and industries) to enhance school programs and cater to diverse student potentials, interests, and talents.
6. To create an innovative and responsive learning environment.

Educators and Educational Staff

The condition of educators and educational staff at SD Negeri 1 Palembang is described in the following table.

Table 1. Number of Educators and Educational Staff at SD Negeri 1 Palembang

No	Description	Status		Je nis To lamin	
		Civil servants	PPPK	L	P
1	Go to pala During	1			1
2	Teacher To weld	6	14	2	18
3	Teacher PIE	2	1		3
4	Teacher Pe njaske s	1	2	2	1
5	Keep guard During school		1		1
6	Library custodian		1		1
7	Ope l rator During school		1		1
8	Administration		1		1
	Amount	10	21	4	27

Source: SD Negeri 1 Palembang

Students

Based on the results of the document review at SD Negeri 1 Palembang, an overview of the student conditions is provided as shown in the following table.

Table 1. Number of Students at SD Negeri 1 Palembang for the Academic Years 2019/2020 to 2022/2023

To weld	Year Lessons											
	2019/2020			2020/2021			2021/2022			2022/2023		
	L	P	Qty	L	P	Qty	L	P	Qty	L	P	Qty
I	51	58	109	43	42	85	55	38	93	49	61	110
II	48	57	105	55	55	110	46	42	88	48	39	87
III	56	60	116	46	53	99	52	49	101	40	42	82
IV	54	45	99	60	52	112	47	54	101	51	52	103
V	66	47	113	53	47	100	52	56	108	44	51	95
VI	67	57	124	64	44	108	54	50	104	55	51	106
Qty	342	324	666	321	293	614	306	289	595	287	296	583

Source: SD Negeri 1 Palembang

Facilities and Infrastructure

Based on the document review at SD Negeri 1 Palembang, an overview of the facilities and infrastructure conditions is provided in the following table.

Type Room	Need	Which There is	Good
Room To weld	12	12	12
Room Teacher	1	1	1
Room Go to pala During	1	1	1
Room P ibrary	1	1	1
WC / Room bathe	4	4	4
Type Room	Amount	Size	Ket
Warehouse	3		
Kitchen	1		
Room computer r	1		
Prayer room/te four worship	1		
Name Room	Need	Which There is	Good
Student Me	336	336	336

Chair Student	336	336	336
Me ja Teacher in to welding	12	12	12
Chair Teacher in to welding	12	12	12
Me ja Teacher in room Teacher	32	32	32
Chair Teacher in room Teacher	32	32	32
Board Write	12	12	12
Cupboard To las	24	24	14
Office Cupboard	12	12	12
Bookshelf	8	8	8

Source: SD Negeri 1 Palembang

Description of Research Data on School Leadership Management in Improving Teacher Performance

a. Planning

As the leader of an educational unit, the principal is responsible for managing the school, including overseeing the teachers. Improving teacher performance is a key duty of the principal to ensure the educational process aligns with learning standards and to guarantee that students receive quality instruction. The principal develops a plan for managing school education in the short term (one academic year), medium term (four years), and long term (eight years). This plan helps measure success in implementing school education. The concrete form of this plan is realized through the school's program.

According to "RD", the principal of SD Negeri 1 Palembang, every school must have a program as a basis for carrying out activities. This includes planning, organizing, implementing, monitoring, and evaluating. The goal is to improve the quality of the school. (Interview, April 29, 2024).

RD further explained that the school's program aims to enhance educational quality at SD Negeri 1 Palembang. The program includes conducting supervision twice a year, such as administrative and academic supervision. Additionally, teacher performance evaluations (PK Guru) are used to improve teacher performance. (Interview, April 29, 2024).

A teacher, “J”, emphasized the importance of the school program as a reference for educational activities, especially in improving teacher quality. “Our school develops programs to improve the quality of education, particularly focusing on teachers, as they directly interact with students.” (Interview, April 30, 2024).

The school program is developed based on input from all parties involved, as noted by “NS”, a teacher at SD Negeri 1 Palembang. The program, including improving teacher performance, is designed collaboratively by the principal, teachers, and the school committee. The aim is to continuously enhance performance. (Interview, April 30, 2024).

Observations indicate that the planning of the school program involves all stakeholders to gain support and foster a sense of responsibility for improving teacher performance, as RD stated. “I personally hope that all teachers improve their performance so that our students can graduate with quality. I involve them in planning school activities, such as development programs for teachers through seminars and workshops, to improve their skills.” (Interview, April 29, 2024).

According to “FN”, a teacher at SD Negeri 1 Palembang, the principal consistently involves both PNS (civil servant teachers) and PPPK (non-civil servant contract teachers) in program planning. The principal is active and open to receiving suggestions, which supports school progress. (Interview, April 30, 2024).

“BR”, another teacher, noted that the principal’s efforts reflect their commitment to improving teacher performance. “The principal continually works on developing school programs that support our performance, even if simple, addressing our needs and supporting RD’s commitment.” (Interview, April 30, 2024).

“SNR” added that all teachers are involved in program planning, regardless of their employment status, and the principal aims for all teachers to perform well and enhance the learning process for students. (Interview, April 30, 2024).

Organization

Improving teacher performance at SD Negeri 1 Palembang involves collaboration with various stakeholders, including the school committee and the Education Office. The principal, “RD,” highlights the importance of this collaboration: “We involve external parties like the Education Office and supervisors in developing our programs to enhance teacher performance.” (Interview, April 29, 2024).

Teacher “BR” supports this approach, stating, “Involving external parties is beneficial as they understand the teachers’ conditions and can provide necessary support and resources.” (Interview, April 30, 2024).

Observations reveal that supervisors conduct teacher development activities in a supportive manner. Teacher “DF” noted, “Supervisors regularly visit and help with various aspects like competency development and administrative issues, which is supported by the principal.” (Interview, May 3, 2024). Teacher “IS” added that the principal facilitates meetings with supervisors to discuss teacher needs and improve performance. “The principal effectively uses available resources, including supervisors, to support teacher development.” (Interview, May 3, 2024).

In addition to external support, the school provides facilities such as laptops and projectors to assist teachers. “RD” confirmed, “We ensure that our facilities support teaching and learning processes.” (Interview, April 30, 2024).

Teacher “IS” emphasized that these facilities aid in effective teaching by helping visualize lesson materials. “Facilities like projectors and laptops enhance teaching and engage students.” (Interview, May 3, 2024).

The school also allocates BOS funds for teacher competency development. “RD” explained, “We use BOS funds to support teacher participation in development activities, aiming to improve their performance and share new knowledge with colleagues.” (Interview, April 29, 2024).

Funding details for these activities are included in the school’s RKAS (School Activity and Budget Plan).

Implementation

At SD Negeri 1 Palembang, improving teacher performance involves evaluating administrative documents, monitoring activities on the Learning Platform, and classroom engagement. Principal “RD” conducts regular observations and provides evaluation forms to assess teacher performance, aligning these activities with the annual plan, though schedules may vary. (Interview, April 30, 2024).

Scheduling changes can occur due to unscheduled Education Office meetings. Teacher “IS” values the principal’s support for seminars and workshops, noting the provision of financial aid. (Interview, April 29, 2024)

Teacher “J” emphasizes the importance of tailored competency development and effective communication with the principal and supervisors. (Interview, May 4, 2024)

Teacher “MH” reports that performance improvements are effective, aided by collaboration, detailed

planning, and supervisor support. (Interview, April 30, 2024).

Supervision

At SD Negeri 1 Palembang, teacher performance is key to educational quality. Principal “RD” oversees this through direct observations and online attendance systems, with support from vice principals. Teacher “SW” highlights the effectiveness of the online system in ensuring discipline.

Supervision responsibilities are shared with the vice principals, and biannual evaluations are conducted, including district supervisor observations. Teacher “WO” confirms that these evaluations occur twice a year. Additionally, Teacher “DF” notes that the principal reviews administrative documents and addresses issues with teachers before each academic year.

Teacher Performance :

Lesson Planning

At SD Negeri 1 Palembang, teachers develop lesson plans following guidelines. Principal “RD” supports this by reviewing plans annually and ensuring they align with curriculum stages and class levels. Teacher “WO” confirms these plans are checked by the principal at the start of each year. Teacher “RD” highlights that the completeness of lesson plans is a key performance indicator, with any issues addressed directly.

Instructional Implementation

At SD Negeri 1 Palembang, teachers follow their schedules. Principal “RD” ensures this by organizing meetings at the start of the year to discuss and assign tasks. (Interview, April 30, 2024)

Teacher “MH” confirms that lessons are delivered as planned, with lesson plans prepared and reviewed at the year’s start. (Interview, May 4, 2024)

Teacher “J” notes that diverse teaching methods, including differentiated instruction, are used to engage and motivate students. (Interview, May 4, 2024)

Teacher “IS” values the principal’s support, which helps align instruction with student needs. (Interview, May 5, 2024)

Teacher “NS” emphasizes the use of varied teaching methods and student participation. (Interview, May 4, 2024)

Assessment of Teaching

Teacher performance is also evaluated through their assessment processes. Principal “RD” confirms that teachers have set assessment schedules, which are reviewed monthly. (Interview, April 30, 2024)

Teacher “SNR” states that all teachers create assessment tools to measure teaching effectiveness. (Interview, May 4, 2024)

Teacher “BR” notes that each teacher uses specific assessment tools tailored to student ability and behavior. (Interview, May 3, 2024)

Teacher “FN” adds that teachers review student learning outcomes to gauge effectiveness. (Interview, May 3, 2024)

Principal “RD” emphasizes that assessment tools are reviewed for completeness before approval. (Interview, April 30, 2024)

Guidance

Guidance involves supporting students in both academic and personal development. At SD Negeri 1 Palembang, teachers provide guidance to enhance academic performance and nurture students' interests and talents.

Teacher “SW” and “NS” describe their roles: “In addition to teaching, I guide students, such as mentoring one interested in poetry by creating a special schedule for them. For academic support, I plan specific guidance sessions.” (Interview, May 3, 2024)

Principal “RD” emphasizes that guiding students is a crucial part of a teacher's responsibilities, including addressing learning difficulties and fostering student interests. “I remind teachers to support students, especially those with learning challenges or low motivation.” (Interview, April 30, 2024)

Teachers “FN” and “IS” coordinate with class advisors to manage guidance activities, such as creating plans and schedules, to ensure joint responsibility for student support. (Interview, May 3, 2024)

Follow-up on Assessment Results

At SD Negeri 1 Palembang, follow-up on assessment results is crucial for enhancing teaching and addressing student needs.

Principal “RD” emphasizes that teachers should use assessment results for improving teaching and developing follow-up plans. (Interview, April 30, 2024)

Teacher “BR” manages individual learning issues and consults with peers and class advisors for significant difficulties. (Interview, May 4, 2024)

Teachers “DF” and “MH” note that remedial support is provided for students scoring below the minimum standard, while those above receive enrichment. (Interview, May 3, 2024)

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Data Analysis of Research Results

Principal Leadership Management in Enhancing Teacher Performance at SD Negeri 1 Palembang

Planning and Implementation: The principal of SD Negeri 1 Palembang develops school programs and activities involving teachers and stakeholders such as supervisors and the Education Office. This planning is structured for short-term (one academic year), medium-term (4 years), and long-term (8 years) goals, focusing on improving educational quality and teacher performance through evaluations and programs.

Organization: The principal organizes resources, including human resources and stakeholder involvement, to optimize school performance. This includes managing infrastructure and funding for teacher development, such as using BOS funds for enhancing teacher competencies.

Execution: Teachers prepare lesson plans at the beginning of the academic year, ensuring that lessons are delivered according to the schedule. Various teaching methods are employed, and follow-up is carried out based on assessment results. Principal “RD” supports and motivates teachers, emphasizing the importance of adhering to the lesson plan and evaluation schedule.

Supervision: The principal oversees teacher performance through several methods: reviewing lesson

plan documentation, conducting supervision activities at the start and middle of the academic year, and using technology for monitoring, such as fingerprint systems. Teachers are evaluated based on their adherence to lesson plans, classroom teaching, and use of diverse teaching methods.

Teacher Performance Indicators:

1. Lesson Planning: Teachers submit and align lesson plans with curriculum stages.
2. Instructional Delivery: Teachers follow the class schedule and use varied teaching methods.
3. Assessment and Evaluation: Teachers create and use assessment tools, conduct formative and summative evaluations, and collaborate with peers and supervisors.
4. Guidance and Mentoring: Teachers provide guidance on material reinforcement, address learning difficulties, and support students' interests and talents.
5. Follow-up Actions: Teachers develop plans for remedial and enrichment activities based on assessment results, using them for reflective practice and continuous improvement.

Challenges and Solutions in Principal Leadership Management at SD Negeri 1 Palembang

At SD Negeri 1 Palembang, several challenges in principal leadership management have been identified, along with solutions to address them.

Time Management Issues: The principal appointed a deputy principal for student affairs and curriculum to improve planning and execution.

Resource and Funding Constraints: BOS funds are used for teacher development, and resources like Chromebooks are optimized to enhance education.

Supervision Difficulties: The principal coordinates with the deputy principal and communicates effectively with teachers, conducting evaluations at the start and middle of the year to address issues and ensure continuous improvement.

Discussion

School Principal Leadership Management in Enhancing Teacher Performance

Effective school management requires the principal to be a proficient leader in education. The principal is responsible for organizing, managing, implementing, and overseeing educational activities within the school. The success or failure of a school largely depends on the principal, as their role is crucial for the development and empowerment of school components. A principal must understand the

comprehensive management of the school and set clear targets for its advancement. As a manager, the principal should handle conditions according to individual programs, especially in leveraging teachers as key assets within the educational organization. The principal's responsibility includes ensuring smooth educational activities and enhancing teacher performance, which significantly impacts the quality of teaching and learning outcomes.

Mulyasa (2011) emphasizes that teachers are the most influential component in achieving quality educational processes and outcomes. Educational reforms, such as curriculum updates and new teaching methods, ultimately depend on the teachers. If teachers do not master the subject matter and effective teaching strategies or cannot motivate students to achieve high performance, efforts to improve educational quality will fall short.

High teacher performance is reflected in their professionalism, which encompasses four competencies: professional, pedagogical, personal, and social. Professionalism in teachers plays a crucial role in achieving educational goals effectively.

The principal, as an educational leader, plays a vital role in improving teacher performance. This is supported by research conducted by Bukman Lian (2017), which found a significant impact of leadership on employee performance in the public sector in Palembang. The study highlighted that leadership behavior and managerial capability were the dominant dimensions influencing performance.

The quality of principal leadership is determined by the management practices applied in the educational process. Effective leadership management in enhancing teacher performance can be viewed through various managerial functions:

1. Planning

Planning is the core of management, involving all organizational activities based on a plan. With effective planning, decision-makers can use resources efficiently and effectively. In the context of improving teacher performance, school principals must be able to plan, implement, and control programs effectively. Principals are responsible for the smooth operation of educational activities and must influence the environment through dynamic leadership and identify the talents and capabilities of human resources in the educational institution.

Organizing

As managers, school principals must have the skills to manage the organization wisely and make high-quality decisions. The ability to create good policies is crucial for the effectiveness of programs and the quality of education. Principals need to manage data related to educational implementation, ensure flexible and dynamic quality management, and develop programs that enhance the quality of education and educational staff.

Implementation

Implementation involves all efforts, methods, techniques, and strategies to encourage organizational members to work effectively towards achieving organizational goals. Principals must build effective work teams, foster a positive school culture, and utilize access to information to enhance the school's independence. Good leadership should create a conducive climate to achieve shared goals.

Supervision

Teacher performance supervision aims to understand the level of teacher performance compared to established standards. Performance assessment includes planning, implementation, evaluation, and follow-up. Principals should ensure that educational activities are carried out according to the plan, utilize school resources effectively, and optimize activities focused on improving teacher performance. Supervision should be conducted periodically through supervision and coaching to continuously improve teacher performance.

Teacher Performance

Teacher performance encompasses the skills and abilities required to effectively plan, execute, and assess teaching. Teachers must exhibit professional qualities such as understanding learning theories, employing diverse teaching methods, and effectively using teaching tools and media. They are responsible for fostering students' intellectual and ethical growth.

Challenges and Solutions

At SD Negeri 1 Palembang, while teacher performance management is generally effective, challenges include limited time, resources, and funding. Solutions involve appointing a deputy headmaster to assist with administrative tasks and using BOS funds for teacher development. Effective supervision and adequate facilities are essential for improving teacher performance, along with providing motivation and resources to support teaching activities.

CONCLUSION

Based on the analysis of the data and discussion on school leadership management in improving teacher performance, it can be concluded that effective school leadership involves the headmaster's efforts in planning, organizing, implementing, and supervising to enhance teacher performance. At SD Negeri 1 Palembang, the implementation of school leadership management has been carried out effectively.

The headmaster has developed a comprehensive school program aimed at improving teacher performance, involving teachers and stakeholders such as supervisors, school committees, and the education office. In terms of organization, the headmaster has managed resources, including educational facilities, financial resources, and human resources, and provided opportunities for teachers to develop their competencies according to needs.

Supervision of teacher performance is conducted through technology-based monitoring and biannual supervisory activities. The headmaster employs participative, collaborative, and team-oriented leadership styles, sets a positive example, and motivates teachers in their professional development while maintaining open communication.

However, challenges such as limited time and opportunities for direct involvement, suboptimal use of educational facilities, funding issues, and supervision still exist. These challenges are being addressed by the headmaster through various solutions.

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