

Principal's Leadership in Improving Teacher's Performance in Elementary Schools

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Abstract: This study aims at analyzing principal's leadership in improving teacher's performance. Leadership is the ability to encourage a group to achieve a specific goal. Leadership has a great influence on the progress of the organization, and the qualities shown by the leaders. Leaders are often considered the most important element that determines the success of an organization. This study uses qualitative descriptive that aims to analyze the circumstances, conditions, or other things, and the results are documented in the research report. The results stated that the principal has a leadership function as an educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). Based on observations in schools, the problem found by the researcher is that the principal's efforts to improve teacher's performance have not been fully resolved. For example, it still looks low in attendance. Teachers face difficulties in preparing learning plans.

Keywords: Leadership, Principal, Teacher's Performance

A. Introduction

The purpose of education is to humanize human beings into complete human beings, both physically and mentally, and to grow and develop spiritually and physically. Education is a world that will change people from the ignorant to the knowable, from the unskilled to the intelligent, from the bad to the good, and from the unskilled to the noble.

The duties and functions of the leadership of teachers and principals are very important to determine the generation (output) of schools with character and quality. Leadership is the ability to encourage a group to achieve a specific goal. Leadership has a great influence on the progress of an organization, and the qualities shown by leaders are often considered the most important elements that determine the success of an organization. This means that every leader must go to great lengths to build, mobilize, and direct all the potential of employees in their workplace so that they can improve organizational stability and improve the performance of employees who focus on organizational goals.

Oktarina, (2022) said the principal has a special responsibility to help achieve educational goals as a school leader. Effective leadership means that leaders do what they say. To determine effective principal's leadership, there are many factors to consider, including employee performance, employee satisfaction, and job service, as well as the results of that performance.

The principal is a source of enthusiasm for teachers, staff, and students, so the principal must always inspire and trust in all school residents so that they are enthusiastic about accepting and understanding the school's goals and working responsibly to achieve them Setiyadi & Rosalina (2021). To improve the quality of education, school principals are responsible for guiding teachers, education staff, students, and keeping up with technological developments and setting a good example. Because teacher's performance is also a determinant of the high or low quality of education, good principal's leadership must be able to strive to improve teacher's performance. Therefore, school principals bear great responsibilities in the education system, including leading the operations of their organizations. The principal has the role of educator, educator, manager, administrator, supervisor, leader, innovator, motivator (EMASLIM) (Mulyati, 2022).

Good learning does not depend on who manages the school. The principal must have the ability to direct school residents to achieve goals in accordance with the school's vision and mission. The principal must be able to motivate every school resident. Therefore, the principal must get to know the school residents more closely so that it is easier to do their duties well, such as communicating with others. Therefore, the role of school principals is very important to improve teachers' performance as they perform their duties and obligations.

Based on observations in schools, the problem found by the researcher is that the principal's efforts to improve teacher's performance have not been fully resolved. For example, there are still teachers who arrive at school late. Teachers face problems in preparing lesson plans, and teachers are still lacking in managing the classroom.

From the problems raised, the researcher is interested in examining the efforts made by school principals in improving teacher's performance in schools. The purpose of this study is to describe the leadership of school principals in improving teacher's performance in public elementary schools 200 Palembang and to find out the supporting factors of school principals' leadership in improving teacher's performance in public elementary schools 200 Palembang.

B. Methods

This study uses qualitative descriptive aims to study the circumstances, conditions, or other things mentioned, and the results are documented in the research report. Data were collected, compiled, and analyzed before being interpreted. Basically, qualitative descriptive research is a method to study the status of a group of people

or objects with the aim of creating a systematic, factual, and accurate description, picture, or painting of the phenomenon or fact being investigated.

The subject of this study involves school principals and teachers known as informants. The data sources used in this study are primary data and secondary data. Primary data is data collected directly from the subject of field research. The researcher immediately made observations and also collected information from the principal and teachers of SD Negeri 200 Palembang. While secondary data is data sourced from literature research. The author tries to obtain data by using sources from several literature, journal articles, magazines and reading books related to the problems to be discussed in the research.

The data collection techniques used in this study are observation, interviews and documentation. Research observations were used to obtain data on the leadership of school principals in improving teacher's performance. The goal is to find out how the leadership of the principal is. Furthermore, the interview used is a structured and open interview. This interview focused on the principal's leadership in improving teacher's performance at SD Negeri 200 Palembang. The document is intended to collect data related to teacher's performance in the learning process, student lists, school rules, and documents that are considered relevant to the necessary data.

The data validity technique used in this study is the Triangulation technique. Data triangulation means reviewing data from different sources in different ways and at different times. The triangulation technique is carried out as follows: 1) source triangulation. 2) triangulation techniques. 3) time triangulation, time triangulation is used to determine the suitability of data from two similar problems collected at different times. The results of the interview are evaluated by considering the teacher's performance indicators. Therefore, all data is expected to corroborate each other and provide a deeper understanding of how school principals can help improve teacher's performance. They should also take notes for each stage of the research and provide thorough documentation. Data analysis techniques are used in this study, interview data analysis (qualitative) in this study is analyzed using analysis techniques which include: 1) data collection, 2) data reduction, 3) data presentation, 4) and conclusion.

C. Results and Discussion

Principal's Leadership

According to Mohammed et al., (2014) leadership is the ability to influence others, both individuals and groups, the ability to control the actions of employees or others and to achieve the goals of the group or organization. Kadarsih, (2020) the function and purpose of national education depends on the leadership of school principals. School principals are the determinants of success in the world of education because

they are considered the people responsible for organizing education and ensuring that the teaching and learning process runs smoothly in schools. Therefore, school principals must have extensive knowledge of education. Leadership is a person's ability to motivate, inspire, and supervise a group or individual under his or her leadership (Wati, 2022). Based on some of the above definitions, researchers can conclude that the definition of leadership is a person's ability to influence others or groups to control, motivate, and inspire to achieve the expected goals.

Putri, (2023) said there are several requirements that must be met by a leader in order for them to lead the organization well: a) Have a high enough intelligence to think and find wise solutions to every problem that arises. b) Have stable emotions or are not easily affected by environmental changes and can distinguish between personal, domestic, and organizational problems. c) Have the ability to interact with others and be able to make employees feel happy, satisfied, and at home at work. d) Understand how to organize and move staff wisely to achieve organizational goals, as well as know when and to whom duties and authority will be given.

Teacher's Performance

In the Great Dictionary of the Indonesian Language, the achievements shown are defined as performance, the results of work can also be considered performance. According to Hasdiana, (2020) Performance is the quantitative and qualitative results that a person achieves in a given period of time through activities or experiences. Teacher's performance is also the ability possessed by teachers to carry out their duties, obligations, and responsibilities, including educating, developing knowledge, becoming a second parent to students, and growing good students. The same is said Hardono, (2017) teacher's performance is the result that has been achieved by teachers during learning in accordance with the regulations set by the authorities in Indonesia. Teacher's performance is what teachers do to teach, guide, and train students to become beneficial people for their country, nation, and religion (Herlina, 2020). In the world of education, teachers have many roles as follows: a) as educators; b) as a teacher; c) as a supervisor, d) as a trainer, e) as an advisor; f) as examples and examples; g) as a proofreader, h) as an organizer; i) as a motivator; j) as a facilitator; k) as a class manager; l) as a mediator, and m) as an assessor.

Principal's Leadership Indicators

According to Sudrajat, (2023) The following are indicators of effective principal's leadership: 1) Emphasizing the importance of teachers and all school members to meet learning standards with high discipline; 2) willing to help proportionately and professionally, and assist and direct teachers in solving problems in the workplace; 3) providing support to teachers in maintaining student discipline; 4) show good actions and attitudes that can be role models for educators, students, and all school

residents; 5) active, creative, and productive work groups; and 6) provide space for the empowerment of each member of the school staff.

Qistiyah & Karwanto, (2020) said to produce professional teachers, school principals should consider their leadership role to improve teacher's performance. The principal must know how to implement its functions to be able to maximize school resources to achieve goals.

As the leader of an educational institution, the principal must thoroughly understand how to manage his managerial abilities to transform the school he leads into a school that is able to compete in the era of globalization but remains cultural. Because educational institutions produce high-quality human resources, who will be responsible for the implementation of national development (Harmendi, 2021).

The leadership of school principals in improving teacher's performance includes: educators, managers, administrators, supervisors, leaders, innovators, and motivators.

Principal as an educator

Based on the results of observations, the principal of SD Negeri 200 Palembang as an educator has shown an exemplary attitude. This can be seen through the arrival of the principal who is always early and goes home last. In addition, discipline is also applied by the principal to the teacher's performance. This is evidenced by the principal always controlling the classroom during learning.

Vienty & Ajepri, (2022) said in his duties as an educator, school principals should strive to instill, improve, and improve mental, moral, physical, and artistic coaching for teachers and staff in their leadership environment. According to Hadi, (2018) The role of the principal as an educator is to provide coaching and guidance to educators during the learning process, provide mental and moral guidance and guidance to educators, and provide encouragement and incentives to educators. This coaching and training are carried out both in a structured and formal manner, such as in meetings, as well as spontaneously, such as when conducting supervision and evaluation in the classroom. As a teacher, the principal is responsible for teaching students, education staff, teachers and following technological advances and setting a good example. The principal is responsible for creating a good school climate, but also a harmonious relationship between all school residents (Mulyati, 2022).

Principal as manager

Based on observations, and interviews with the principal of SD Negeri 200 Palembang as the principal's manager, he has carried out his functions well starting from planning, implementation, and supervision. It can be seen from the beginning

of the school year that the principal makes a program, the division of teacher duties and school activities, such as school structure, additional tasks. The additional duties in question are: deputy principal, BOS treasurer, library section, and UKS section.

The principal as a manager has the ability to plan school work programs, organize teacher activity plans in schools, and collaborate with the school committee team Siregar, (2023). The same is said Sutikno, (2022) the principal carries out his or her management responsibilities, which include planning, organizing, implementing, supervising, and evaluating. By doing so, the principal will ensure that the management he performs will contribute to the success of the school he leads.

Principal as administrator

Based on observations, the principal of SD Negeri 200 Palembang carries out his duties as an administrator through manpower management, human resource development management, learning administration management, administrative management and even student administration management. As administrators, school principals must be able to provide guidance and direction to teachers about the curriculum, students, equipment, staffing, and the school's relationship with the community (Julkifli, 2021). In their role as administrators, they are responsible for creating administrative systems and establishing programs and policies. The formation of organizations and teams is important for its implementation. Like all teachers, the original lesson plan must be made and submitted to the curriculum coordinator (Minsih, 2019). The same is true according to Gani, (2020) the duties of the principal are related to various school administration activities, both functionally and substantially. Recording, compiling, and documenting all school programs are the administrative activities in question. The principal must be able to manage the curriculum, archives, and finances. To increase school productivity, these activities must be carried out effectively and efficiently.

Principal as supervisor

Based on the results of interviews with teachers of SD Negeri 200 Palembang to improve teacher's performance, some of the things that the principal does as a supervisor include: visiting classrooms, checking learning administration, teaching and learning activity processes and others. Classroom visits are carried out by notifying in advance and sometimes without notifying the teacher concerned in accordance with the needs of the teacher concerned. As the highest leadership in an educational institution, the principal is responsible for monitoring, fostering, and improving the teaching and learning process in the school (Fitri, 2019). Meanwhile, according to Sari, (2015) the principal must visit the classroom, supervise extracurricular activities, check the administration of the KBM, and others to help improve the performance of teachers.

The principal as a leader

Based on an interview with the principal of SD Negeri 200 Palembang to improve teacher's performance, several things that the principal does as a leader include: holding training and workshops to improve teacher competence and encouraging teachers to participate in seminars or webinars outside of school. Based on the results of interviews with teachers of SD Negeri 200 Palembang, the role of the principal as a leader is to provide support to teachers to continue learning, participate in trainings and workshops that can improve teacher competence and encourage teachers to continue higher education.

Ismayani, (2015) said that as a leader, the principal must be able to manage the school effectively, provide direction and supervision, communicate with subordinates and leaders, increase the motivation of educators in the learning process, and assign tasks to talented and enthusiastic subordinates. In their role as leaders, principals must have the ability to provide guidance and supervision, enable two-way communication, and increase employee motivation (Chervony & Mahmudah, 2023).

Amaliyah & Suwanda, (2018) As a leader, a school principal can apply two leadership styles: task-oriented leadership and people-oriented leadership. To improve teachers' abilities, a school principal can apply both leadership styles in an appropriate and flexible way, according to the current situation and needs. It is closely related to a person's personality, and the following traits will reflect the personality of a school principal as a leader: (1) honest, (2) confident, (3) responsibility, (4) daring to take risks and make decisions, (5) having a big spirit, (6) stable emotions, and (7) role models.

Principal as an innovator

Based on the interview, the principal of SD Negeri 200 Palembang carried out his duties as an innovator as follows: encouraging teachers to use technology in learning, developing a curriculum that is in line with the times, and building a culture of collaboration where teachers feel comfortable sharing ideas and working together. Based on interviews with teachers of SD Negeri 200 Palembang, the role of the principal as an innovator is as follows: the application of new learning methods, encouraging the improvement of teacher quality through training, workshops, and seminars. conduct periodic evaluations of the programs that have been implemented and always look for opportunities for further development. According to Zahroh, (2017) The role of the principal as an innovator is as follows: a) Participate in the teacher in the training. b) providing opportunities for teachers to continue higher education. c) try to encourage the team to assess learning outcomes. d) Effective use of time for learning. e) supervising and developing teachers. f) guiding education personnel. g) guide students. h) observing developments in the fields of art, science,

and technology. i) provide a good example for counseling guidance and learning models.

Principal as a motivator

Based on the interview, the principal of SD Negeri 200 Palembang carried out his duties as a motivator as follows: providing clear support and direction, building a positive work environment where teachers feel valued, heard and supported in their efforts to improve their performance, and rewarding teachers for their achievements and dedication.

The principal functions as a motivator for teachers by creating a good learning environment, setting the work atmosphere, instilling discipline, providing encouragement and motivation, providing rewards, and providing a variety of learning resources to help students succeed (Muhammad Rizal & Bakhri, 2023). The principal must have the right strategy in place to encourage his employees to perform their duties and functions. Some examples of the role and indicators of the principal as a teacher motivator are as follows: regulating the physical environment, regulating the work atmosphere, applying discipline, providing encouragement, giving awards, and providing learning resources (Saefudin, 2023).

Supporting Factors for School Principals in Improving Teacher's Performance

From the results of observations and interviews, it is shown that the principal of SD Negeri 200 Palembang can help teachers in improving their performance, such as providing encouragement and support to teachers to continue their education, and teachers who are always motivated to take part in training, both inside and outside the school both online and offline, so that they can teach better. Furthermore, the fulfillment of the facilities and infrastructure in schools, because these facilities and infrastructure are very important for the success of the teaching and learning process. And every teacher must be able to provide variety in learning approaches so that students do not get bored. In addition, school principals must have strong motivation and give awards to outstanding teachers.

According to Syahputra, (2023) the factors that affect teacher's performance are as follows: 1) personality; 2) development of the teaching profession; 3) learning associated with the term "teaching"; 4) the formation of relationships and communication in the school environment; 5) the relationship of school mutualism with the community; 6) welfare; and 7) the school environment. Meanwhile, according to Hanim, (2020) some factors that affect good teacher's performance: 1) Different factors for each teacher, where teachers should improve their knowledge, skills, confidence, and work motivation in doing their work; 2) the quality factor of the manager in providing direction and encouragement that motivates teachers to work harder and be enthusiastic; 3) The factor of a supportive and collaborative

work team in the teacher's work, which helps them when they face problems in their work; 4) School leaders create a good work culture by supervising and providing facilities for teachers; 5) Contextual factors are related to internal and external changes that must be paid attention to by teachers.

Factors Inhibit School's Principals in Improving Teacher's Performance

From the results of observations and interviews with the principal of SD Negeri 200 Palembang, it shows that the inhibiting factor for the principal of SD Negeri 200 Palembang in improving teacher's performance is that there are still teachers with honorary status, this can affect the performance of their teachers. Teachers who are close to retirement or retirement, this affects the performance of the teacher. The lack of infrastructure in the learning process is in the form of limited LCD projectors to support learning. There are still teachers who cannot use technology in learning. Furthermore, there are still teachers who are not disciplined such as coming to school and entering class, and the results of the interview of SD Negeri 200 Palembang the principal's inhibition in improving teacher's performance are as follows: 1) Budget limitations: lack of funds to support professional development, equipment, and teaching materials; 2) Inadequate facilities: Inadequate infrastructure, such as classrooms; 3) teachers with honorary status, and teachers who are close to retirement. There are also still teachers who cannot use technology in learning.

Conclusions

Based on the results of research and discussion of the principal's leadership in improving teacher's performance at SD Negeri 200 Palembang, both through interviews, observations and documentation, it can be concluded as follows:

1. The principal's leadership in improving teachers' performance as educators has shown an exemplary attitude through the arrival of the principal who is always early and the last to go home, besides that discipline is also applied by the principal to performance;
2. The leadership of the principal in improving the performance of teachers as managers has carried out its functions well starting from planning, implementation, and supervision. It can be seen from the beginning of the school year that the principal makes a program and division of teacher duties and school activities, such as school structure, additional tasks;
3. The leadership of school principals in improving teacher's performance as administrators has carried out their duties through manpower management, human resource development management, learning administration management, administrative management and even student administration management;
4. The principal's leadership in improving teachers' performance as supervisors includes: visiting classrooms, checking learning administration, teaching and

- learning activity processes and others. Classroom visits are carried out by notifying in advance and sometimes without notifying the teacher concerned in accordance with the needs of the teacher concerned;
5. The leadership of school principals in improving teacher's performance as leaders, which is carried out by school principals as leaders, includes: holding training and workshops to improve teacher competence and encouraging teachers to participate in seminars or webinars outside of school;
 6. The principal's leadership in improving teachers' performance as innovators is as follows: encouraging teachers to use technology in learning, developing curricula that are in line with the times, and building a culture of collaboration where teachers feel comfortable sharing ideas and working together. As well as the application of new learning methods, encouraging the improvement of teacher quality through training, workshops, and seminars. conduct periodic evaluations of the programs that have been implemented and always look for opportunities for further development;
 7. The principal's leadership in improving teacher's performance as a motivator is as follows: providing clear support and direction, building a positive work environment where teachers feel valued, heard and supported in their efforts to improve their performance, and rewarding teachers for their achievements and dedication;
 8. Factors that support school principals in improving teacher's performance can help teachers in improving their performance, such as providing encouragement and support to teachers to continue their education, and teachers who are always motivated to participate in training, both inside and outside the school both online and offline, so that they can teach better. Factors that hinder school principals in improving teacher's performance can help teachers in improving their performance, such as providing encouragement and support to teachers to continue their education, and teachers who are always motivated to participate in training, both inside and outside the school both online and offline, so that they can teach better; and
 9. The inhibiting factor for school principals in improving teacher's performance is that there are still teachers with honorary status, this can affect the performance of their teachers. Teachers who are close to retirement, this affects the performance of the teacher. Lack of infrastructure in the learning process. There are still teachers who cannot use technology in learning. Furthermore, there are still teachers who are not disciplined such as coming to school and entering class.

Based on the conclusion above, the leadership of the principal has a very important role in improving teacher's performance where the principal must have a clear vision and mission, good communication to teachers, create a supportive work environment for open communication, cooperation between teachers, and as a leader the principal must be an example in terms of work ethics, discipline, and dedication. In addition, the principal also provides most of his time to allocate finances, provide supporting facilities, provide quality training programs for teachers, and provide

high motivation for teachers. By meeting the needs and paying more attention to teachers, it can be ensured that teacher's performance will be carried out properly and the principal's goal of improving teacher's performance can be achieved.

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