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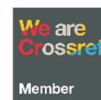
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# Principal's managerial strategy in strengthening teacher performance at elementary school

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## ABSTRACT

Low teacher performance in elementary schools is often related to weak managerial practices of principals, particularly in planning, supervision, and communication. Challenges such as assigning teachers who do not match their competencies and ineffective coordination contribute to the deterioration of teaching quality. This study aims to analyze principals' managerial strategies in improving teacher performance, focusing on aspects of program planning, instructional supervision, and leadership communication. This study uses a qualitative descriptive approach with data collection techniques through observation, in-depth interviews, and documentation studies. Research informants included principals, teachers, vice principals, and supervisors from three public elementary schools in the Pisang Cluster, Meuraxa District, Banda Aceh. Data were analyzed using the Miles and Huberman interactive model through the stages of data reduction, data presentation, and conclusion drawing. The results show that principals implement strategies to improve teacher performance through training programs, regular supervision, open dialogue, and teacher involvement in decision-making. Key supporting factors include the availability of learning facilities and conducive communication support. This study contributes to the development of educational leadership practices based on structured and contextual managerial strategies. The implication is that improving the managerial capacity of school principals needs to be a primary focus in strengthening the quality of teaching at the elementary school level.



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## Introduction

The principal holds the highest position in formal educational institutions, carrying significant responsibility for implementing educational programs as an extension of the central government. The principal's primary role is to execute educational programs to support the achievement of national educational goals. Therefore, principals are required to possess adequate competencies to perform their duties and functions accurately, effectively, and efficiently. According to the Ministry of Education and Culture Regulation No. 6 of 2018 on Assigning Teachers as Principals, Chapter 1, Article 1,

Paragraph 1, a principal is defined as a teacher assigned to lead and manage an educational institution (Ministry of Education and Culture Regulation, 2018). In other words, a principal is a teacher given additional responsibilities to lead and manage the institution. This role is vital in supporting the school's success in achieving educational objectives.

As a leader, the principal also serves as a manager within the school environment. This managerial role, as stated by Hanafi and Halik (Djafry, 2020), involves performing essential management functions, such as planning, organizing, directing, and controlling. By effectively executing these functions, the principal can optimize the use of school resources to achieve the institution's vision and mission. A principal's ability to manage these resources efficiently plays a crucial role in ensuring the smooth operation of educational programs. Moreover, the effectiveness of this management significantly influences the overall quality of education provided by the school. It also directly impacts the students' learning outcomes, fostering better academic and personal growth. Ultimately, a principal's leadership as a manager is integral to creating an environment conducive to achieving educational goals (Kosilah, 2022).

The explanation above highlights that a principal must possess technical competencies, including effective planning, organization, coordination, supervision, and control. Additionally, principals need humanistic competencies, enabling them to build strong relationships with stakeholders, excel in motivating others, and foster a positive and effective work ethic. Furthermore, principals are required to have conceptual competencies, such as mastery of knowledge aimed at improving services for stakeholders. These competencies ensure that the principal can manage the school effectively while addressing the needs of the educational community. By integrating these skills, principals can create a productive learning environment and contribute to the school's overall success. Their ability to balance technical, humanistic, and conceptual skills is critical for achieving educational objectives and maintaining stakeholder satisfaction. This combination of competencies also supports the development of innovative strategies to enhance school performance.

The issue of managerial competence of the principal in improving the performance of teachers at SD Negeri in Gugus Pisang, Meuraxa District, Banda Aceh, shows that the teaching and learning process is not optimal. In addition to the ineffective teaching process, other challenges faced by the principal in improving the performance of teachers include difficulties in assigning teacher duties, such as giving class responsibilities to teachers who are not certified, which leads to less effective performance. Moreover, coordination between teachers and the principal sometimes results in differing opinions, causing discomfort in carrying out tasks. If this issue is left unaddressed and does not receive attention from the principal, it will affect the school's quality. The lack of effective managerial implementation by the principal leads to lower teacher performance in delivering lessons. The principal must be willing to manage the school effectively, as improvements in managerial practices will significantly assist teachers in enhancing their performance. If the principal's management is inadequate, likely, teacher performance in teaching will likely also suffer.

The problems outlined above often create significant obstacles for principals in improving teacher performance during teaching activities. This situation cannot be allowed to persist, as it significantly hinders efforts to improve the overall quality of teaching and will seriously impact the learning process. These challenges include difficulties in teacher placement, such as assigning classroom responsibilities to uncertified teachers, which impacts their ability to perform optimally. Furthermore, disagreements between principals and teachers sometimes create discomfort, further hampering school functioning. These obstacles not only hinder teacher performance improvement but also negatively impact student learning outcomes. Therefore, principals need strong managerial competencies to effectively address these issues.

Several previous studies have highlighted the relationship between principal leadership and improved teacher performance. Alwi & Mumtahana (2023) and Zainal Abidin (2023) found that principal strategies including character development, teacher training, and ongoing supervision were proven to improve the quality of learning in Islamic elementary schools. Another study by Basuni et al., (2025) emphasized the importance of the four managerial functions—planning, organizing, implementing, and supervising—in improving teacher performance and the overall quality of education. Meanwhile, Undiadi & Muhammad (2025) highlighted that principals' managerial skills

directly contribute to improving the quality of lesson planning, implementation, and evaluation by teachers.

However, most previous studies have used a quantitative approach that tends to focus on the relationships between variables without in-depth explanations of the processes and dynamics of principal-teacher leadership interactions. Furthermore, there is a gap in understanding how principals address practical challenges in the field, such as assigning teachers who do not match their competencies or communication conflicts within school work teams, particularly in the context of public elementary schools in urban areas like Banda Aceh. Research by Safrizal et al., (2024) does demonstrate the importance of open communication and the use of social media as part of principals' strategies, but it has not explicitly addressed the impact of these strategies on resolving structural conflicts in teacher assignments.

Considering this gap, this study aims to analyze principals' managerial competencies in improving teacher performance in Gugus Pisang Public Elementary School, Banda Aceh. This study emphasizes the importance of integrating humanistic, technical, and conceptual approaches in principal management, while also uncovering structural barriers and solution strategies that have not been widely discussed in previous research. The contribution of this research is expected to provide new insights for the development of educational policies based on adaptive and contextual leadership practices.

## Method

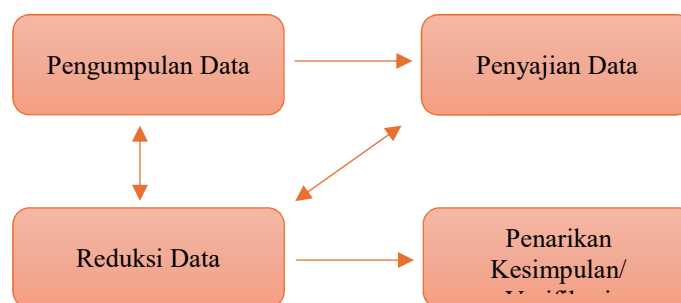
This study uses a qualitative approach with an intrinsic case study design because the focus of this study is to understand in-depth and contextually the managerial competence of the principal in improving teacher performance at Gugus Pisang Public Elementary School, Meuraxa District, Banda Aceh. This approach was chosen to capture the dynamics of interactions between the principal and teachers in the context of real school management and is inseparable from local factors. The qualitative approach is based on data expressed by informants either orally or in writing, as well as observable behaviors, which are studied holistically based on facts found in the field. The aim is to understand the managerial competencies of the principal in improving the performance of teachers at SD Negeri in Gugus Pisang, Meuraxa District, Banda Aceh. The data collected are not numerical but consist of interview transcripts, field notes, and documents. The goal of this qualitative research is to provide a deep, detailed, and comprehensive description of the empirical reality behind the phenomenon. According to Arikunto (Arikunto, 2020), descriptive research is aimed at investigating the state, condition, or other matters that have been mentioned, and the results are presented in the form of a research report. Sugiyono (Sugiyono, 2020) explains that descriptive research is conducted to understand the values of independent variables, either one or more, without making comparisons or relating them to other variables. The main objective of descriptive research is to systematically describe the facts and characteristics of the objects or subjects being studied accurately.

This research was conducted at SDN 2, SDN 7, and SDN 13 in the Gugus Pisang area, Meuraxa District, Banda Aceh, between July 20, 2024, and September 20, 2024. The location selection was based on academic considerations, specifically indications of significant managerial issues, such as low frequency of academic supervision and a lack of teacher involvement in school decision-making. Data from the Banda Aceh Education Office in 2023 indicates that this cluster has a lower level of school leadership effectiveness than other areas. Therefore, this location is considered representative for describing real-life cases of principal managerial challenges in the context of urban primary education. Research informants were selected using a purposive sampling technique, considering the relevance and depth of the information provided. The informants consisted of 12 people: three principals, three vice principals (curriculum or student affairs), three senior teachers, two junior teachers, and one school supervisor. Selection criteria included work experience, structural position in the school, involvement in decision-making, and mastery of school management dynamics. According to Creswell (2020), qualitative researchers aim to provide a complex description of the issues being studied by capturing various perspectives and identifying factors related to the situation. Arikunto (2020) highlights the importance of the research subject, as it is where data related to the research variables

are observed. In this study, these subjects were selected for their ability to provide detailed and accurate information on school leadership and teacher performance.

Data collection techniques are crucial in research as the primary goal is to obtain relevant data. According to Sugiyono (Sugiyono, 2020), data can be collected through observation, interviews, and documentation. In this study on the principal's managerial competencies in improving teacher performance at SDN 2, SDN 7, and SDN 13 Banda Aceh, the following methods were employed: First, observation, where the researcher directly observed the objects of study, as described by Anto et al. (2024), who stated that observation involves using all senses to capture factual events at the observation site. Second, interviews, both in-depth and semi-structured, were conducted to gather detailed insights into the planning, implementation, and supervision of the principal's managerial competencies. During the interview process, the researcher carefully planned the interview steps, including selecting participants, preparing questions, conducting, and concluding the interview while confirming the findings. Finally, documentation was used to analyze relevant documents, such as plans and records related to the principal's managerial competencies and teacher performance. This method involved reviewing and objectively analyzing these documents to gather the necessary data for the research focus.

The data analysis technique used in this study is descriptive analysis, which according to Moleong (2021) involves organizing and sorting data into patterns and categories to identify themes and formulate working hypotheses based on the data collected. The data gathered through interviews, observations, and documentation is then analyzed using the steps outlined (Anto et al., 2024), namely data collection, data reduction, data presentation, and drawing conclusions. Data collection is conducted by gathering information relevant to the research focus. Data reduction is the process of selecting and focusing on important information from the data obtained in the field. Data presentation is carried out by summarizing the results of observations, interviews, and documentation in narrative or diagrammatic form. The presented data is coded to facilitate analysis and interpretation. Conclusions or verification are made after the reduction and presentation processes, aimed at discovering new, in-depth findings relevant to the research issues. These conclusions are supported by strong evidence obtained from the analyzed data.



**Figure 1** The steps of interactive data analysis model

To maintain the validity and credibility of the data, this study employed source triangulation strategies (comparing information from principals, teachers, and supervisors), method triangulation (interviews, observation, documentation), and member checking, which involved confirming the data interpretation results with informants to ensure accuracy. Furthermore, an audit trail was conducted by systematically recording the entire data collection and analysis process as a form of transparency and accountability in the research.

## Results and Discussions

### The Principals' Program in Improving Teacher Performance at Public Elementary Schools in Gugus Pisang

The principal plays a crucial role as a manager in improving teacher performance. Abdullah (2021) states that "The leadership of the principal is expected to influence the interpretation of external events by all school components, the goals and strategies the school aims to achieve, the motivation of school



members to reach shared objectives, the learning and distribution of new knowledge to all school members, and the sense of mutual trust and cooperation." Mulyasa (2020) adds that "The principal is the driving force, the decision-maker for school policies, and the one who determines the school's goals to be realized." Furthermore, Summiati (2020) emphasizes that "The principal's role is to enhance teachers' professionalism, as the effectiveness of the school organization is greatly influenced by the leadership of the principal." The success of a conducive and comfortable school organization depends on the principal's ability to plan, control, and guide teachers and staff within the school, which is the principal's primary responsibility.

The principal's managerial leadership program aimed at improving teacher performance is planned at the beginning of each new academic year and is implemented as per the existing plans. This program is developed by the principal, supervisors, vice principals, and all teachers. The planning of the program involves annual work meetings and monthly performance evaluation meetings conducted at the three schools. The programs planned and implemented to enhance teacher performance in Gugus Pisang, Meuraxa District, Banda Aceh City include teacher training, educational seminars, workshops, MGMP (teacher professional groups), awards for high-achieving teachers, additional incentives, and providing teachers with opportunities to use IT tools in teaching. All these planned and implemented programs are expected to improve teachers' skills, positively impact teacher quality, and enhance teacher motivation to work maximally, which in turn is expected to boost overall teacher performance. A principal must possess strong managerial skills to provide optimal service to all school members, including teachers, students, staff, parents, and other partners. Teacher performance is crucial to the success of the institution; when teachers perform well, the institution can progress and improve.

To ensure that educational institutions can compete and adapt, teachers need to be directed and involved in enhancing the school's performance. Teachers must be empowered, and the school should embody a true organizational culture. The principal's program in Gugus Pisang, Meuraxa District, Banda Aceh City, focuses on improving teacher performance through the strengthening of soft skills. Soft skills refer to knowledge that resides within a person's mind, which is highly individual and difficult to articulate or transfer naturally, requiring personal interaction for transformation. These skills are deeply rooted in an individual's actions and experiences, including their ideals, values, and emotions. Therefore, the school implements rules that govern all teacher activities and creates work reports to assess teachers' abilities and skills in communication, proficiency, and academics. This report also serves as motivation and recognition of the teacher's performance for the year in teaching.

All actions taken have been deemed effective, with continuous improvements implemented over time. In addition, the principals of the SDN in Gugus Pisang, Meuraxa District, Banda Aceh City, apply strategic steps in executing professional development programs for teachers. This involves coordination with all grade-level coordinators to improve collaboration in executing the agreed-upon programs. The coordination ensures that material is standardized, fostering harmony among teachers, and managing learning and teacher performance data. Regular evaluations are conducted to ensure ongoing improvements. In preparing plans and programs, the SDN in Gugus Pisang makes strategic decisions based on a clear sequence of actions, responding to or anticipating problems and opportunities in a structured manner. This aligns with what Abdullah (2021) states the selection and connection of facts and actions, as well as the use of projections for the future, by describing and formulating the necessary activities to achieve the desired results. Therefore, without a well-thought-out plan and clear projections, programs cannot run effectively, and the set goals will be difficult to achieve.

The programs planned by the school to enhance teacher capabilities include several activities. First, a "leadership learning for manager" program is held, aimed at developing leadership skills in teachers. The school principal believes that each teacher is a leader for their students, so at the end of every month, meetings attended by all teachers are led by the teachers themselves, not the principal. The purpose of this program is to boost the teachers' confidence in forums, enhance their communication skills, and train them to use clear and understandable language. Second, an annual family gathering activity is organized, where all teachers are invited to participate in a trip and engage in a tahfiz competition and recreational games. The goal of this program is to strengthen the relationship among teachers and staff, foster a sense of family, and create a cohesive work team.

In addition, teacher capability development programs are carried out through training such as Musyawarah Guru Mata Pelajaran (MGMP), which serves as a forum for subject teachers to exchange experiences and improve their professionalism in teaching. MGMP functions as a platform for communication, consultation, and exchange of experiences, aiming to enhance teachers' skills in preparing learning materials as well as their understanding of the content being taught (Syafar, 2020). This program provides teachers with the freedom to express themselves through discussions with fellow teachers or competent instructors, to update their knowledge and improve their creativity in teaching. The school principal also encourages teachers to join the KKG community, where they can develop their professional competencies through activities such as scientific discussions, writing scientific papers, action research, and learning about child psychology. All these activities are designed to enhance the quality and professional skills of the teachers (Hamka, 2023).

The school also mandates that all teachers attend seminars, educational training, and workshops, either organized by the school or other institutions. In these seminars, teachers can learn from colleagues at other schools and share experiences, which helps them generate new ideas that can be applied in teaching activities. Additionally, teachers are encouraged to participate in various competitions at the city, provincial, or national level. This participation has a positive impact on teachers, as it allows them to gain new experiences and connect with other teachers from larger schools, enhancing their professional development as educators. These programs require careful planning and strategy to ensure that the school's objectives are met effectively.

In the planning process, the determination of strategies, policies, programs, projects, methods, budgeting systems, and standards is essential to achieving the goals. Therefore, to manage the planning effectively, a structured program plan needs to be developed, with clear objectives to ensure successful realization. The planning and setting of these programs significantly support teachers in improving their performance and enhancing educational quality, as the planning process involves several stages and optimal procedures. The programs set by the school leadership, including the principal and vice-principals, are designed and implemented routinely to develop teachers' professional capabilities and improve their performance as expected at SDN Gugus Pisang, Meuraxa district, Banda Aceh city.

The principal conducts supervision for each class teacher and subject teacher to assess their development and teaching competencies. Teachers must possess professional competence in their roles, and the purpose of supervision is to evaluate the teacher's ability to manage the classroom, employ teaching strategies, and utilize appropriate methods and media for delivering lessons. Strategies provide guidance and direction for achieving the programs set by the principal, teachers, and staff. The principal must foster good cooperation with educators, staff, and relevant stakeholders in implementing activities. The strategy for developing teachers' professional competence to improve education quality includes implementing school regulations that govern all teacher activities and creating teacher performance reports (Haryaka, 2024; Prasetyono et al., 2023). These reports aim to assess teachers' abilities in communication, skills, and academics, providing motivation and recognition for their achievements over the past year. All actions are considered effective, with continuous improvements being made.

The principal, in leading an educational institution, must implement strategic steps in developing supporting competencies for teachers. The strategic steps applied at SDN 2 Banda Aceh, SDN 7 Banda Aceh, and SDN 13 Banda Aceh include coordination between the principal and school supervisors, vice principals, and all class teachers to enhance collaboration in executing the agreed-upon programs for achieving quality education. To meet learning objectives and foster harmony among teachers, it is essential to manage learning data or teacher performance, formulate strategies, and conduct evaluations for continuous improvement. To enhance teacher performance through strengthening their skills, the school at SDN Gugus Pisang, Meuraxa district, and Banda Aceh has developed various training programs aimed at improving teachers' competencies.

The implementation of these programs aims to enhance the quality of teachers' performance, which is expected to contribute to producing graduates of high quality in line with the vision and mission of SDN 2 Banda Aceh, SDN 7 Banda Aceh, and SDN 13 Banda Aceh. The principal believes that teachers who possess strong skills and professionalism have a significant impact on improving the quality of learning in the school. The principals at SDN Gugus Pisang, Meuraxa district, Banda Aceh City also

support activities that foster teacher development, such as reading educational literature, attending training on teaching processes and media, and exchanging information through KKG (Teacher Working Groups) or collaboration with peers to develop their professional competencies. These activities are regularly conducted by teachers at SDN Gugus Pisang to support the development of their teaching skills. As stated by Fransiska et al. (2020), individuals with good soft skills are those who consistently strive to meet ideal standards, enhance their professional image, and actively pursue professional development opportunities to improve their knowledge and skills.

Teachers with strong skills are instrumental in achieving productive work, which in turn supports the efficient management of education by the principals of SDN 2 Banda Aceh, SDN 7 Banda Aceh, and SDN 13 Banda Aceh. According to Suryosubroto (2020), "A productive work culture among teachers is closely linked to and influences the development of students and the overall quality of education in the school to achieve the desired goals." The principals at SDN Gugus Pisang, Meuraxa district, Banda Aceh city, have already implemented programs to improve teachers' performance and skills. Additionally, the principals conduct regular supervision and evaluations of the teaching process through teacher supervision programs. These evaluations are essential in assessing the development of teachers' teaching skills. The success of educational quality is measured by the improvement in student learning outcomes and the increasing trust of the community in the school. Therefore, the acquisition of soft skills by educators is crucial in achieving successful learning outcomes and maintaining high educational standards

### **The Principals' Strategy in Improving the Performance of Teachers at SD Negeri in Gugus Pisang**

The principal, as the leader of the school, has made significant efforts to improve the performance of teachers through their managerial competencies. The principal consistently supports and assists in the development and management of school programs, ensuring continuous coordination with all school personnel. In terms of school program planning, the principal has implemented a structured approach, enabling each staff member to clearly understand their roles and responsibilities. The management practices at SDN 2 Banda Aceh, SDN 7 Banda Aceh, and SDN 13 Banda Aceh are characterized by a structured, effective, and efficient strategy aimed at enhancing teacher performance. The principals' proactive involvement ensures that the schools' programs are well-organized, and the teachers are supported in fulfilling their duties effectively, contributing to the overall improvement of the school's educational quality through:

#### ***Motivation Booster***

The principal motivates teachers by requiring them to prepare and submit lesson plans for approval. By giving clear directions and encouragement, the principal ensures that teachers can develop well-structured plans. For those whose plans are less than satisfactory, the principal takes proactive steps by calling them in for guidance. This approach aims to ensure that teachers are not only motivated but also given the support they need to improve their planning and teaching. Through this process, the principal encourages a continuous improvement culture, where feedback and constructive advice help teachers to grow professionally and enhance the overall quality of education at the school.

#### ***Organizing and involving teachers in academic forums (education and training or upgrading/in-service training), as well as seminars***

The principal allows teachers to attend training, workshops, or seminars organized by external institutions such as the local education office or occasionally by the school itself. These activities are designed to improve teachers' competencies, especially in lesson planning. Typically, these events are held four times a year, depending on availability and the school's budget. The principal motivates teachers' performance by closely monitoring the teaching process in each class, ensuring that teachers feel supported and observed, which ultimately enhances their performance. Teaching is both an academic and professional task, requiring a deep understanding of the subject matter, as well as knowledge in supporting fields like psychology to effectively engage with students. The success of teaching is not determined solely by the number of hours spent, but by the teacher's competencies. These competencies include professional, pedagogical, social, and personal skills. Despite challenges such as inadequate facilities, the principal works closely with the school supervisor, committee members, and staff to resolve these issues through effective management, which involves planning, organizing, and supervising.



### ***Planning***

Planning is the initial step that a manager must undertake before performing any task. According to Fadhlī (2021), planning involves "carefully and intelligently determining what will be done in the future to achieve goals, as well as preparing a set of decisions for future actions." Planning is closely related to the objectives and goals to be achieved, but a manager's role extends beyond just being a planner, as they are also the implementer. Effective planning helps build coordinated efforts, providing direction to educators on what they need to do. When everyone understands their tasks and responsibilities, it enhances coordination and collaboration within the team. At SDN Gugus Pisang, Meuraxa District, Banda Aceh, planning is carried out through annual and monthly meetings aimed at evaluating past performance to achieve better results in the next academic year and exchanging solutions planned by the school head, supervisors, teachers, and other stakeholders to improve teacher performance.

Abdullah (2021) states that "performance refers to the results achieved by an individual or group within an organization, according to their authority and responsibilities, to achieve the organization's goals legally, ethically, and in compliance with moral standards." The headmasters of the three schools have developed a clear vision and mission to guide the School Work Plan (RKS) program, teacher performance improvement training, and the implementation of other programs such as KKG. Additionally, the school heads have prepared evaluation plans to assess the implementation and success of these programs. A key aspect of their role is also to create a positive school culture and climate conducive to learning and professional development.

### ***Organizing***

The next management function is organizing, which involves dividing work into smaller tasks, assigning these tasks to individuals based on their abilities, allocating resources, and coordinating efforts to achieve organizational goals effectively. According to Hamiyah (2020), "Organizing is the process of creating effective relationships among people so they can work together efficiently and achieve personal satisfaction while performing specific tasks in a given environment to reach set goals or objectives." The school's organizational structure plays a crucial role in ensuring that each educational staff member can carry out their responsibilities according to their position. This structure also helps external stakeholders, such as the community, understand the responsibility of each area within the school. In turn, it supports the school head in overseeing and managing the school, especially regarding the managerial tasks aimed at enhancing teacher performance in the schools of SDN in the Gugus Pisang Cluster, Meuraxa District, Banda Aceh.

### ***Supervising***

Supervision is a critical aspect of management, as it ensures that all organizational activities align with the established plans. Fadhlī (2021) explains, "Supervision is the process of monitoring all activities within an organization to ensure that the work being performed follows the pre-established plans." Effective education can only be achieved if educational management plays a pivotal role. In the three schools, the management processes are well-supported, preventing any disorganization. Specifically, SDN 2 Banda Aceh stands out due to its clear and concrete planning and implementation, while SDN 7 and SDN 13 Banda Aceh have shown improvement but still have room for enhancement in management.

The school leaders in these schools have effectively mobilized and motivated all staff to continually improve their performance and consistently conduct ongoing supervision. As such, supervision, evaluation, and reporting are crucial for achieving quality learning. Based on the findings, the managerial strategies at SDN 2 Banda Aceh, SDN 7 Banda Aceh, and SDN 13 Banda Aceh to improve teacher performance have been effective, as evidenced by interviews, observations, and supporting documents. The structured strategies in providing facilities, resources, and human resources have been carried out in collaboration with the school teams. These well-executed strategies are expected to support the school leadership's program to enhance teacher performance in the SDN schools in the Gugus Pisang Cluster, Meuraxa District, Banda Aceh.

### **The Communication of School Principals in Improving the Performance of Teachers**

Communication, widely used by various groups, including communication and organizational behavior experts, is the process of delivering a message from one individual to another, either directly or

indirectly, through various means such as verbal, written, or nonverbal language. Usman (2023) explains that the communicator is the party delivering the message, while the recipient is the one receiving it. Communication is a fundamental activity in human life, and it is also crucial in the organizational context. According to Muhammad (2021), effective communication plays a vital role in every organization, and therefore, leaders and communicators within organizations must continuously improve and refine their communication skills to achieve organizational goals.

Failures in communication within an organization can be measured by several indicators, such as whether the message's goal is achieved, whether the communication tools are effective in conveying the message, and whether the recipient of the message understands its content (Purba et al., 2021). In the educational context, communication often takes place in a planned manner within face-to-face classroom settings. While it is group communication, the interaction between the teacher and students can shift into interpersonal communication depending on the situation. Effective communication in the classroom significantly influences the learning process, where the teacher can easily adapt to ensure student understanding and engagement, both in group discussions and individual interactions (Achmad Wahyudi, 2021; Istikomah, 2018).

In the field of education, teachers who possess abundant information are often admired by their students compared to those with limited social interaction. Information that is consistently updated becomes something eagerly awaited by the school community. Communication, at its core, is the process of conveying thoughts or feelings from one person (communicator) to another (communicant). These thoughts may include ideas, information, or opinions, while feelings can encompass beliefs, certainty, doubts, worries, anger, courage, enthusiasm, and other emotions (Syafarina et al., 2021). Communication succeeds when thoughts are shared with controlled feelings, whereas it fails if emotions are uncontrolled during the delivery of the message. To understand the essence of communication, it is important to recognize the principles underlying it. According to Muhammad (2021), there are four fundamental principles of communication: it is a process, a system, an interaction and a transaction, whether intentional or unintentional. These principles highlight the importance of conveying messages effectively, ensuring they attract attention, are accompanied by tools, are understood by the recipient, can be revisited, provide benefits, and may not always be comprehended by others.

Building effective communication is not an easy task, as many factors must be considered by the communicator to achieve communication goals accurately. There are four types of communication to be discussed: intrapersonal communication, interpersonal communication, public communication, and mass communication. A model is created to help identify, describe, or categorize relevant components of a process. In the context of school management, the principal serves as a key source of information for teachers, enabling the effective transmission of information for the development of both teachers and students. The communication process in schools plays a significant role in conveying messages from the principal to the teachers, who, in turn, deliver the information to the students.

The principal's communication skills are expected to enhance the quality of task execution, gather and address various opinions and complaints, and foster better relationships through mutual giving, receiving, and maintaining good family-like ties. Open communication is essential for this relationship to thrive, especially in terms of teacher discipline during teaching activities (Rahman et al., 2020). The teacher's primary responsibility is to conduct high-quality learning processes aimed at improving student academic performance. This responsibility, which includes teaching, guiding, classroom management, curriculum development, professional development, and community relations, is the core duty of the teaching profession.

The communication of the school principal plays a key role in enhancing teacher discipline by conveying essential information that teachers need to implement. According to Rahmatullaillia (2020), "communication is the process of delivering and receiving information, which serves as a resource for maintaining, nurturing, advancing, and developing an organization dynamically in line with its objectives." This communication is a mutual process, where interactions take place from the heart to the heart in specific moments and settings, in addition to regular weekly meetings. Teachers are primarily responsible for carrying out high-quality teaching processes aimed at improving students'

academic achievements. This responsibility encompasses teaching, guiding, classroom administration, curriculum development, professional development, and fostering community relations.

To enhance teacher accountability in designing lesson plans (RPP), implementing lessons, and evaluating the learning process and outcomes, community participation is encouraged through the school committee. The committee serves as a platform for gathering the aspirations and needs of school stakeholders, as well as assisting the school in improving its performance to achieve quality education and student outcomes. The school committee consists of representatives from parents, teachers, the principal, community leaders, business owners/industries, local government, and educational authorities. According to Law No. 13 of 2003 on the National Education System ([Undang-Undang Republik Indonesia, 2003](#)), Article 53, Paragraph (1), "community participation in education includes individual, group, family, professional organization, business, and social organization roles in managing and controlling quality at the education unit level." The role and position of the community in school management are crucial for advancing the quality of education.

### Supporting Factors for School Principals in Enhancing Teacher Performance

The supporting factors of school principals in improving the performance of teachers at SD Negeri in the Pisang Cluster, Meuraxa District, Banda Aceh City are crucial for achieving optimal educational quality. Based on the research conducted, one of the main supporting factors for enhancing teacher performance is the provision of adequate facilities and infrastructure at the school. With sufficient facilities, teachers can carry out teaching and learning activities more effectively. These facilities include teaching aids, comfortable classrooms, and technologies that support the teaching process. This will enrich the learning experience for students and make it easier for teachers to deliver lessons.

In addition, careful planning by the principal is also an important supporting factor. Rahmatullaillia (2020) states that planning is a process of making intelligent and careful decisions on what actions to take in the future to achieve goals. In this context, good planning can include the procurement of learning facilities, organizing teacher training, and managing available resources in the school. With proper planning, the principal can ensure that every teacher has the necessary support to improve their competencies.

Another factor that supports teacher performance is the provision of regular training. A principal who actively organizes training sessions provides opportunities for teachers to enhance their professional skills. This training also serves to update teachers' knowledge of more effective teaching methods and techniques. In addition, through training, teachers are motivated to continue learning and developing, which will ultimately have a positive impact on the quality of teaching provided to students. The continuous improvement in teachers' performance will directly contribute to students' academic achievements.

Lastly, support in the form of adequate technological facilities is also a key factor in supporting teacher performance. The principal provides teachers with access to teaching devices such as laptops and projectors to improve the quality of teaching. With these devices, teachers can design more engaging and interactive lesson materials, as well as use technology in teaching that enhances students' understanding. These facilities also allow teachers to apply more varied and technology-aligned teaching methods, making the learning process more effective and enjoyable.

## Conclusions

This study shows that the principal's managerial competence plays a crucial role in improving teacher performance at Gugus Pisang Public Elementary School in Banda Aceh. Principals who are able to design work programs in a participatory manner, consistently implement academic supervision, and maintain open communication with teachers have been shown to create a professional environment conducive to improving the quality of learning. Field findings indicate that teachers who receive direct coaching and regular feedback from the principal demonstrate progress in lesson planning, teaching implementation, and reflection on student learning outcomes. Conversely, teacher performance tends to stagnate in schools with administrative leadership and minimal coaching interaction.

However, this study also identified several obstacles, such as the high administrative burden on principals, weak advanced leadership training programs, and the persistence of teacher placements that do not align with competencies. Therefore, strategic steps are needed to continuously and contextually improve principals' managerial capacity.

Based on these findings, this study recommends that principals prioritize a collaborative leadership approach by increasing dialogue forums with teachers, improving the quality of academic supervision, and creating a participatory school culture. The Banda Aceh City Education Office and related authorities are advised to conduct practical field-based principal training that emphasizes strategic decision-making, leadership communication, and conflict management. Furthermore, teacher rotation and assignment policies should be aligned with competency and professional track records to avoid workload imbalances or disproportionate assignments. At the national level, the Ministry of Education and Culture needs to redesign principal training standards, emphasizing leadership simulations based on real-world cases, rather than simply administrative theory.

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