

Management Of Principal's Strategy In Improving Teacher Performance At Senior High Schoool 2 Gowa

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Abstract

This study aims to describe and analyze the strategic management implemented by the principal in improving teacher performance at Senior High School 2 Gowa. The focus of this study includes strategic planning, strategic implementation, and strategic evaluation carried out by the principal. The approach used is a qualitative approach with a case study method. Data collection techniques are carried out through observation, in-depth interviews, and documentation. Informants in this study include the principal, vice principal, and teachers. The results of the study indicate that the principal of SMAN 2 Gowa applies a managerial strategy consisting of planning that includes determining the vision, mission, goals, strategies and policies. In the implementation stage, the principal involves all elements of the school through a participatory and collaborative approach. Furthermore, at the strategy evaluation stage, it is carried out periodically through academic supervision and teacher performance assessment. These strategies have proven effective in improving teacher performance, which is reflected in increased professionalism, discipline, and student learning outcomes. This study concludes that effective and participatory strategic management by the principal has a significant contribution to improving teacher performance.

Keywords: Strategic Management, Principal, Teacher Performance, SMAN 2 Gowa.

INTRODUCTION

Background of the problem

Education is one of the main pillars in developing quality human resources. Education plays

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a significant role in improving the quality of human resources and has an impact on the development of a country. National Education is based on Pancasila and the 1945 Constitution. National Education functions to develop abilities and improve the quality of life and dignity of the Indonesian people in order to realize the national goal of educating the nation and developing the Indonesian people as a whole (Kusumawati, 2023).

Successful decentralization of education is not only related to the transfer of authority and funding from the Central Government to local governments, but must also include the granting of broader authority to schools to set various policies. This includes the organization and learning process, management of teaching staff, school planning and structure, and funding sources (Subijanto, 2010).

In the current era of decentralization, the education sector is managed autonomously by local governments, so education needs to be improved to be more relevant to regional and national needs. To achieve success in decentralization and autonomy of education, empowerment of principal leadership is very important. Principals play a significant role in determining policies in schools to maximize the achievement of educational quality. In this case, schools have a central position in the educational process, and teacher performance is one of the main factors influencing the quality of education. As the leader of an educational institution, the principal is responsible for directing and motivating teachers in achieving high educational standards. Therefore, the implementation of effective strategic management by the principal is the key to improving teacher performance (Subijanto, 2010).

Strategic management in the school environment includes planning, organizing, implementing, and evaluating various policies and programs aimed at optimizing human resources and other resources. Principals who are able to implement good management strategies can create a conducive work environment, motivate teachers, and encourage them to achieve higher achievements. Improved teacher performance will have a direct impact on student learning outcomes, as well as improving the overall reputation of the school (Faujiah et al., 2023).

Based on Law Number 20 of 2003 concerning the National Education System (Sisdiknas), Article 51 paragraph 1 reads: "Management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with the principle of school/madrasah-based management". Government Regulation Number 19 of 2005 concerning National Education Standards states that national education standards that must be met by each education unit, including the quality of teachers and education personnel. This Government Regulation indirectly regulates the duties of the principal. The principal is responsible for ensuring



that his school meets the eight national education standards that are used as a reference in organizing education, including standards for educators and education personnel. The principal in managing the school, ensuring the quality of education, and improving teacher performance as part of improving the quality of education in schools.

In Government Regulation Number 19 of 2005 concerning National Education Standards, it is also explicitly stated that every school in all units, types and levels of education including schools must meet the National Education Standards. One of the efforts to achieve the National Education Standards, every school is required to create a School Activity Plan (RKS). More clearly, in the Minister of Education and Culture Regulation Number 19 of 2007 concerning Education Management Standards, it is stated that schools create: 1) A Medium-Term Work Plan that describes the objectives to be achieved over a period of 4 years related to the quality of graduates to be achieved and improvements to components that support the improvement of graduate quality; and 2) An Annual Work Plan stated in the Medium-Term Work Plan.

Education is currently the main indicator of a nation's progress, where the human resources owned are intelligent, qualified, and competent individuals. In general, the quality of a nation can be seen from the quality of its education. The quality of education in Indonesia has recently become a serious topic of discussion among the government, private sector, educational institutions, and the wider community. This is because the quality of education greatly affects the quality of graduates produced. If the quality of education is low, it is unlikely to produce quality human resources. Therefore, government policies related to education and factors that support improving the quality of education continue to be studied and considered (Alifah, 2021).

The success of education and students is closely related to the quality of teacher performance, so educational institutions must continue to strive to develop and improve the performance of their teachers. Performance refers to the results or work performance demonstrated by a teacher. Therefore, teacher performance can be assessed based on work results, completion of tasks, or achievements within a certain time frame. The purpose of teacher performance assessment is to determine whether the education, teaching, or training program has been mastered by students or not (Sunarsi, 2020).

Teacher performance is the work results achieved by teachers in schools in accordance with the authority and responsibility given by the school, in order to realize the vision, mission, and goals of the school legally, without violating the law, and in accordance with moral and ethical norms. Teacher performance is reflected in the responsibility in carrying out their profession, the mandate they carry, and the morals they possess. In simple terms, teacher performance includes



work results that are manifested through knowledge, skills, values, and attitudes in carrying out their duties, which can be seen from the actions, appearance, and achievements achieved (Joel, 2022).

The principal plays a role in improving the quality of the school institution led in the community. In accordance with Government Regulation Number 6 of 2018 "The principal is responsible for organizing educational activities, school administration, coaching other educational staff and the utilization and maintenance of facilities and infrastructure". Therefore, the principal's strategy is very much needed in education or institutions to build a good communication pattern between the principal and teachers and the use of clear methods and procedures in schools. So that teachers and employees can carry out school activities effectively.

In previous research conducted by Okta Vienty (2022), it was shown that the principal as an educational manager in the school has a very important role in determining or bringing the school he leads to obtain good quality learning. This condition can certainly be realized well, if the principal is able to create strategies that are relevant to the conditions in improving the quality of learning. The role of an effective principal will certainly affect teacher performance, so that teachers become enthusiastic in carrying out their duties.

The principal's strategy in improving teacher performance is carried out by: Coaching teacher performance, namely involving teachers in seminars and training held by the government, Supervision or supervision of teacher performance in the form of direct or indirect class visits, Coaching the discipline of educational staff, namely by supervising teacher attendance directly or through teacher attendance lists (presence), Providing motivation that builds the spirit of teachers, Awards, the school has given the first award certificate to the favorite teacher chosen by students.

Furthermore, previous research conducted by Shopie (2024) showed that the principal has a major influence in providing quality learning for students. Providing quality learning requires teachers with good performance. Teacher performance is a school need and obligation that must be continuously improved and maintained in accordance with the times.

The low quality of education is a phenomenon that arises due to the low performance of teachers. Many schools face various challenges, such as limited resources, lack of managerial training for principals, and resistance from teachers to policy changes. Therefore, there needs to be an in-depth study of how principals implement effective strategic management and how this affects the improvement of teacher performance and other aspects that influence it.

From the initial observation results, it was obtained that SMA Negeri 2 Gowa is one of the



senior high schools in Gowa Regency, South Sulawesi, which has A accreditation with a commitment to providing quality education to students. SMA Negeri 2 Gowa also has a vision, namely "Intellectually, emotionally, and spiritually intelligent with a national perspective based on local wisdom values". The principal at SMAN 2 Gowa plays a central role in leading and managing the school, including in improving teacher performance which ultimately contributes to student achievement. This school is faced with various challenges, such as improving the quality of education, curriculum updates, and adaptation to educational technology. Based on data from the previous semester, teacher performance at SMA Negeri 2 Gowa also has a good performance predicate, not only that, this school also has a good reputation in academic and non-academic achievements. This is interesting because it can be an indication that there is an effective strategy implemented by the principal, so that this study can explore these success factors. Based on the above, the author is interested in conducting a study entitled Principal Strategy Management in Improving Teacher Performance at SMA Negeri 2 Gowa.

Formulation of the problem

The formulation of the problem in this study is as follows:

1. How is the principal's strategy planning in improving teacher performance at SMA Negeri 2 Gowa?
2. How is the implementation of the principal's strategy in improving teacher performance at SMA Negeri 2 Gowa?
3. How is the evaluation of the principal's strategy in improving teacher performance at SMA Negeri 2 Gowa?

LITERATURE REVIEW

Understanding Strategy

Strategy is the process of determining the long-term goals of an institution along with the activities needed to achieve them, by optimally utilizing existing resources so that the results are effective and efficient. Determination of these goals and activities takes into account the current situation and projections of future conditions as targets. Therefore, in educational institutions, good coordination is needed between the principal, teachers, and other educational staff (Rahmawati et al., 2024).

Etymologically, in Indonesian, "Strategy" means a carefully prepared plan related to an activity to achieve a certain goal. In English, the word "Strategy" has a similar meaning to



"approach" or "procedure" (stages of activity). According to McLeod, strategy is the art of implementing stratagem, namely tactics or plans. The word "Strategy" itself comes from Greek, which means a plan of action involving a series of steps to solve a problem or achieve a goal (Muhibbi, 2011)

Based on the opinions of the experts above, it can be concluded that the principal's strategy is steps related to various activities aimed at increasing the productivity of the school or institution in order to achieve the school's vision and mission effectively and efficiently.

Form a Strategy

According to (Rangkuti, 2005) who explained that strategies can be grouped into 3 types including:

1. Management Strategy, namely a strategy that can be carried out by management with a macro strategy development orientation, for example: product development strategy, pricing, acquisition, and market development
2. Investment Strategy, namely a strategy that is oriented towards investment, for example whether the company wants to carry out an aggressive growth strategy or try to penetrate the market, a defensive strategy, a strategy to rebuild a new division
3. Business Strategy, often also called a functional business strategy because this strategy is oriented towards the function of management activities, for example marketing strategy, production or operational strategy, and distribution strategy.

Based on the above opinion, it can be concluded that the type of strategy can be applied according to certain conditions and situations. One type of strategy, namely the resource support strategy, which includes human resources. These human resources need to be considered and improved to improve the quality of organizational or company performance.

Definition of Principal

Pragmatically, principals and educational leaders are problem solvers and facilitators. In particular, principals play a very important role in improving teacher performance in private secondary schools. Hamilton stated that school leaders have a significant influence on school performance. Principals directly or indirectly influence teacher performance through their leadership style. Maintaining curricular standards, assessing teaching methods, monitoring student achievement, facilitating teachers, and making arrangements to create an encouraging and achievement-oriented environment to achieve challenging goals are some of the main roles



and functions of principal leadership. Removing obstacles and clarifying pathways for teachers to do their jobs are important aspects of PGT effectiveness and effective leadership (Saleem et al., 2020).

In Michael Fullan's book *The Principal 2.0: Three Keys to Maximizing Impact* (2023), the author develops the idea of the principal's role in maximizing their impact on schools and the quality of education through three key elements: Instructional Leadership, Organizational Leadership, and Systemic Leadership. Fullan focuses on how principals can transform schools into dynamic learning environments and significantly improve teacher performance. This book expands on the previous version (*The Principal*), providing strategies that are more relevant to today's education world.

Principal Strategic Management

The development and achievement of educational quality at the elementary school level will be realized if the important components of the quality aspect are empowered as part of the prominent character. To achieve this goal, the role and strategic position of the principal in designing, implementing, organizing, and evaluating character education programs have an important role in ensuring the implementation of a quality education system and services at the elementary education level (Dike & Parida, 2020).

Principal management is a step taken by a superior that includes the process of planning, organizing, directing, and supervising the efforts of the members of the organization and the use of other organizational resources in order to achieve the goals of the organization that have been set. The process of achieving organizational goals by carrying out activities from the four main functions put forward by (George., 2010), includes:

1) Planning

Planning is nothing more than an activity to determine the goals to be achieved along with the ways to achieve those goals. As stated by T. Hani Handoko that Planning is the selection or determination of organizational goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve the goals.

2) Organizing

The next management function is organizing. George R. Terry stated that Organizing is the act of establishing effective behavioral relationships between people, so that they can work together efficiently, and gain personal satisfaction in carrying out certain tasks, in certain environmental conditions in order to achieve certain goals or targets.



3) Implementation

Of the entire series of management processes, implementation (actuating) is the most important management function. In the planning and organizing function, it is more related to the abstract aspects of the management process, while the actuating function emphasizes activities that are directly related to people in the organization

4) Supervision

Supervision (controlling) is a management function that is no less important in an organization. All previous functions will not be effective without the supervision function. In this case, Louis E. Boone and David L. Kurtz in the Rhein Writing Center provide a formulation of supervision as: "the process by which managers determine whether actual operations are consistent with plans"

The principal's strategic management can be manifested creatively through strengthening and empowering micro-strategy management. However, it should be understood that on the one hand, micro-strategies can turn into excessive intervention by the principal when micro-strategies are not handled properly. However, on the other hand, micro-strategies can turn into stimuli for interaction, communication, collaboration, and network strengthening to realize transformative and empowering leadership management. A balanced integration between micro-strategies and macro-strategies in principal leadership management can facilitate the achievement of character education idealism in schools (Dike & Parida, 2020).

The principal as an instructional leader is responsible for matters relating to the implementation of the school curriculum, and ensuring the smooth running of the school to achieve high productivity from the staff, in terms of effective teaching and learning. Tasks in the school environment are directed to produce well-educated students through efficient and effective leadership strategies from the principal who coordinates all school activities to ensure productivity and task achievement (Nwankwo et al., 2020).

Based on the experts above, it can be concluded that the principal's strategic management includes a series of planned and directed steps taken by the principal to increase the effectiveness and productivity of the school. This strategic management includes planning, organizing, implementing, and evaluating various activities aimed at achieving the school's vision and mission. In its implementation, the principal needs to integrate various aspects, such as resource management, curriculum development, learning quality, and support from staff and the school community, in order to create an optimal educational environment and achieve institutional goals effectively and efficiently.

Principal's Strategy in Improving Teacher Performance



The world of education is closely related to the role of the principal in improving teacher performance, which is an important factor for work success and productivity. The principal needs to demonstrate leadership behavior that can motivate teachers, by establishing friendly relationships, being close to the school community, and considering individual and group needs. The principal's attitude must be directed directly to support the role and responsibilities of teachers (Ageng Satria Pamungkas et al., 2023).

Principal strategic management is very important to improve teacher performance. As a result, high-performing teachers will improve student learning outcomes. To improve teacher performance, the principal as a leader must have certain behaviors to accommodate a goal-oriented teaching and learning environment. Unfortunately, the successful and effective leadership behaviors of principals that can motivate teachers to improve their performance are still unknown (Pardosi & Utari, 2021).

As a school leader, the principal has a challenging task to improve the quality of the school. As one of the important components in education, teachers are required to be professional teachers, especially in overcoming various problems related to improving the quality of education. Teacher professionalism will not exist or run smoothly without the efforts made by the principal because one way for teachers to become professional teachers is through the principal's efforts to improve teacher quality. The success of an educational institution depends on the leadership of the principal (Amelia et al., 2022).

According to Fred R. David in his book Strategic Management 12th edition, strategic management is defined as the art and science of formulating, implementing, and evaluating decisions involving various functions, thus enabling an organization to achieve its goals. In its application, strategic management emphasizes the integration of various fields, such as management, marketing, finance/accounting, production/operations, research and development, and information systems and technology, in order to achieve organizational success (David, 2009).

From the explanations of the experts, it can be concluded that the principal's strategy in improving teacher performance is a structured and sustainable approach, which includes efforts to plan, supervise, and develop teacher professionalism. The principal plays a key role in creating a supportive work environment, providing training and mentoring, and providing motivation and rewards that can encourage teachers to achieve optimal performance. With this strategy, the principal seeks to improve the overall competence and dedication of teachers, which will ultimately improve the quality of learning in schools and support the achievement of educational goals.



Teacher Performance

Every individual who is given a task or trust to work in a particular organization is expected to be able to demonstrate satisfactory performance and provide maximum contribution to achieving the goals of the organization. Performance is the level of success of a person or group of people in carrying out tasks and responsibilities and the ability to achieve the goals and standards that have been set (Sulistiyorini, 2001).

Teacher performance is defined as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period in order to achieve educational goals. Teachers are one of the factors that determine student success, teachers play a very important role in improving the teaching and learning process, so teachers are required to have various basic competencies in the teaching and learning process (Arifin & Barnawi, 2014)

Teacher performance evaluation is very important because it can provide benefits in understanding the improvement of work performance, competency adjustment, placement decisions, training and development needs, career planning and development, staff process management, information accuracy, job design improvements, fair employment opportunities, and external challenges. In order for teacher performance assessment to be easy to implement and bring benefits, a guideline is needed in performance assessment. The following teacher assessment guidelines:

- 1) Ability to understand the subject matter of the field of study that is his responsibility
- 2) Methodological skills are skills whose achievement is subject matter with varied learning methods
- 3) Ability to interact with students so that a conducive learning atmosphere is created.
- 4) Professional attitude that also determines the success of a teacher in carrying out learning activities according to the calling of a teacher.

Teacher performance assessment can be done by measuring competencies: Pedagogical, Professional, social and personality. Measuring teacher performance within a predetermined time frame, a teacher must carry out his performance, namely comparing the results of his performance with those planned. In other words, these targets must be examined one by one, and which have been fully achieved or above the target standard and which have not reached the target. This assessment must be carried out by the teacher concerned. Performance is a translation of the word performance (English) which means work, action (Arifin & Barnawi, 2014).

Teacher performance is the teacher's effort to improve student learning achievement



through teaching. In addition, teacher performance is the ability demonstrated by the teacher regarding the roles, duties, and responsibilities he/she carries out based on his/her professional abilities. Teacher teaching performance is defined as the teacher's performance in learning as a manifestation of the competencies he/she has to obtain optimal student learning outcomes. Related to teacher performance, the manifestation of behavior or indicators in question are planning learning, carrying out learning activities, evaluating learning, and analyzing and following up on the results of learning evaluations. If relating better to students is related to performance, then how do teachers learn to change their delivery methods so that they can encourage better results (Amtu et al., 2020)

Performance assessment requirements must meet certain measurements or standards. This means that performance is carried out in accordance with the performance of performance indicators as a measuring tool. The areas (indicators) of performance assessment are the quality of work results, timeliness in completing work, initiative/initiative in completing work, ability to complete work, and communication/ability to foster cooperation with other parties. Assessment of a teacher's performance is an important part of the overall performance process of the teacher concerned. Some sources of assessment for education personnel are: (1) self-assessment; (2) assessment by students; (3) peer assessment; and (4) assessment by direct superiors (Setyaningsih & Suchyadi, 2021).

RESEARCH METHOD

Research Approach

The research approach used in this study is qualitative research with the main objective to understand the phenomenon in depth based on the data that has been obtained, According to (Moleong, 2005) qualitative research intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, action, etc. holistically, and by means of description in the form of words and language, in a specific natural context and by utilizing various natural methods. The data that has been collected in this study are in the form of statements from informants which are then described in narrative form from the results of the informants' oral statements.

Research Design

This study uses a qualitative approach with a case study type. The qualitative approach was chosen because the researcher wanted to understand in depth the strategic management



process carried out by the principal in improving teacher performance, including aspects of planning, implementation, and evaluation. According to Bogdan and Taylor (1992), a qualitative approach aims to understand phenomena in a natural context holistically, prioritizing the subjective meaning of the actions and experiences of the individuals involved. Thus, this design is appropriate for studying the principal's managerial practices in the context of educational institutions as a whole.

Research Focus

The focus of the research is in accordance with the problems of this research, namely as follows:

- 1) Description of the principal's strategic planning in improving teacher performance at SMAN 2 Gowa
- 2) Description of the implementation of the principal's strategy in improving teacher performance at SMAN 2 Gowa
- 3) Description of the evaluation of the principal's strategy in improving teacher performance at SMAN 2 Gowa

Research Data and Data Sources

The data and data sources in this study consist of:

1. Primary Data Source

The primary data sources in this study are the principal of SMAN 2 Gowa as the party who designs and implements the managerial strategy, teachers of SMAN 2 Gowa who act as implementers of educational tasks and parties directly affected by the principal's strategy, vice principals as parties who support and complete information about the managerial process.

2. Secondary Data Source

The secondary data sources in this study are the school's vision and mission, annual work program, principal's strategic plan, supervision reports, teacher performance evaluations, meeting minutes, work assessment results, attendance lists, and teacher professional development activities.

Data collection technique

Instrument data collection is a tool for obtaining data in the field, either in the form of a test instrument, an interview instrument, an observation instrument, or a documentation instrument (Sahir, 2022).



In this study, the data collection technique functions to obtain valid data and produce data source findings in this study. used in research at SMAN 2 Gowa, namely:

1. Observation

The observations carried out in this study were to directly observe what happened in the field and record what was stated in the field to obtain data related to the research. The things that will be observed are facilities and infrastructure and school documents related to research on the implementation of the principal's strategy in improving teacher performance at SMAN 2 Gowa.

2. Interview

In this interview activity, the researcher will first prepare a draft of questions which will then be submitted to the resource person. Furthermore, the researcher conducted direct interviews with the principal, vice principal, and 1 teacher. The things that will be interviewed are related to how the principal's strategy is implemented in improving teacher performance and what are the supporting and inhibiting factors of the strategy.

3. Documentation

Documentation in the study in the form of pictures which are then used to support the information to be obtained, including various descriptions about the school, and other supporting data related to the implementation of the principal's strategy in improving teacher performance at SMAN 2 Gowa.

Data Validity Techniques

Data validity checks using triangulation techniques, namely checking the validity of data that utilizes something other than the data for checking purposes or as a comparison to the data. Data that has been validated through triangulation will increase the researcher's confidence in the validity of the data, making it easier for researchers to draw conclusions. Triangulation in presenting this credibility is interpreted as checking data from various sources used are source triangulation and method triangulation (Sugiono, 2013).

1. Source triangulation

Source triangulation means comparing and checking information from data sources to ensure that the data obtained from the research results are unbiased and reliable. In this study, the source triangulation in question is the Principal, Vice Principal for Curriculum, Vice Principal for Student Affairs, Vice Principal for Facilities and Infrastructure, and 1 teacher who is then described and categorized as the same and different.



2. Method triangulation

Method triangulation is carried out to check the reliability of research findings with various data collection techniques, such as interview methods supported by observation and documentation so that the data obtained is more accurate.

Data Analysis Techniques

The data obtained were then analyzed with the aim of filtering and processing all information related to the principal's strategy in improving teacher performance at SMAN 2 Gowa. Qualitative data analysis according to Miles and Huberman was carried out interactively through three processes, namely data reduction, data presentation, and verification (Hardani, 2020).

1. Data Reduction

Data reduction is the initial stage in the qualitative data analysis process, where the data that has been collected is simplified, selected, and focused to only include information that is relevant to the research objectives. This process involves selecting important parts of the data, organizing, and rearranging the data so that it is easier to analyze. The purpose of data reduction is to eliminate irrelevant or excessive information and maintain focus on the core of the research. This process helps to see the data more clearly and systematically before drawing conclusions.

2. Data Presentation

Data presentation is the process of organizing and presenting the results of data reduction in a more organized form, so that researchers can easily understand and analyze them.

3. Drawing Conclusions and Verification

Drawing conclusions and verification is the final stage in qualitative data analysis. At this stage, the data that has been reduced and presented to identify patterns, relationships, or meanings that support the research objectives. Conclusions are drawn based on the results of the overall analysis, with the aim of finding answers to research questions.

RESULT

Principal's Strategic Planning in Improving Teacher Performance at SMAN 2 Gowa

The formulation of strategic management in an effort to improve teacher performance at SMAN 2 Gowa is carried out by determining the vision, mission, and objectives, and designing strategies that include targets, programs, and activities to be carried out by the school, accompanied by the preparation of policies to achieve predetermined targets by considering



environmental conditions, opportunities and threats. This finding is in line with Mintzberg's theory which states that strategic management starts from targeted planning. The principal also involves teachers in annual planning meetings, which have a positive impact on teachers' sense of ownership and commitment to school programs.

From the results of the study, information was obtained that the principal of SMAN 2 Gowa had designed a systematic planning strategy by referring to the school's vision and mission, school goals, strategies, and policy steps. This is supported by the documentation data obtained, such as the School Work Plan (RKS) document, teacher quality improvement programs, and supervision reports, supporting the principal's statement. The document shows that annual planning has indeed been carried out containing teacher professional development programs, including training based on the Independent Curriculum and improving digital competence.

And from direct observation at school, it can be seen that there are teacher activities that support performance development, such as routine learning evaluation meetings, internal training activities, and teacher involvement in designing teaching tools. In addition, the interaction between the principal and teachers also shows a cooperative relationship, which reflects the involvement of teachers in the planned strategic process.

Implementation of Principal's Strategy in Improving Teacher Performance at SMAN 2 Gowa

The principal also emphasized the importance of the role of teachers in shaping students' character. Therefore, the strategies implemented not only emphasize improving pedagogical competence, but also strengthening moral and ethical values in the learning process. Effective communication between school management and teachers is the main key to the successful implementation of this strategy. By creating a conducive, collaborative, and open work environment for change, it is hoped that teachers can continue to improve their performance optimally for the progress of the school. The implementation of the principal's strategy is a very important activity in advancing the school. The principal implements the planned programs directly to find out the implementation of the activities. Implementation activities are mandatory activities carried out by the principal.

In the implementation stage, the principal involves all elements of the school through a participatory and collaborative approach. The principal uses a participatory approach, namely by involving the vice principal, senior teachers. Implementation is carried out with a communicative and persuasive approach, not an instructive one. This creates a conducive working atmosphere and supports the improvement of teacher performance. Teachers feel appreciated and



empowered.

According to Keith Davis as quoted by Mangkunegara (2016), there are several factors that influence performance, namely: 1) Motivation factors, which come from employee attitudes in responding to work conditions. This motivation becomes an internal drive that directs employees to achieve organizational goals. 2) Ability factors, which psychologically include potential abilities (IQ) and actual abilities (knowledge and skills). Employees with above-average IQ levels, have an educational background that is in accordance with their duties, and are skilled in carrying out daily tasks, tend to achieve optimal performance more easily.

This statement is in line with the results of research which reveals that teacher performance improvement strategies are implemented through various activities so that improving teacher performance not only affects the quality of the learning process, but also has a positive impact on the career development of the teacher itself. Based on observations and document studies that there is a School Activity and Budget Plan (RKAS), teacher supervision schedule, training activity reports, and meeting minutes indicate that these programs have indeed been implemented. There is evidence that teachers participate in training and workshops designed to improve their teaching competencies, including the use of digital media and innovative learning approaches. This shows that the implementation of the strategy carried out by the principal at SMAN 2 Gowa is effective and has a positive impact on improving teacher performance, both in terms of responsibility, pedagogical competence, and innovation in learning.

Evaluation of Principal's Strategy in Improving Teacher Performance at SMAN 2 Gowa

After the programs designed by the school to improve teacher performance are implemented, an evaluation of their success is carried out by looking at the extent to which teachers are able to implement the program in the learning process. Evaluation of teacher performance is carried out through supervision activities. This supervision is carried out routinely, usually once every semester, by a supervision team consisting of the principal, vice principal for curriculum, and senior teachers who are considered to have good performance and are competent in carrying out supervision tasks.

In the implementation of supervision, there are a number of aspects that are the focus of the assessment, one of which is the learning planning tool. In addition, supervision is also carried out directly in the classroom to assess teacher creativity in teaching, as well as the learning methods or strategies applied, which of course are adjusted to the diverse class conditions. After class observations are carried out, the next stage is an evaluation of the various deficiencies found,



in order to be used as a basis for improvement in order to improve the quality of the learning process.

Evaluation is an important part of the strategic management cycle that functions to measure the effectiveness of strategy implementation and identify areas that need improvement. At SMAN 2 Gowa, evaluation of teacher performance improvement strategies is carried out periodically and systematically by the principal through various approaches. Based on the results of interviews and field data, the principal conducts evaluations through academic and managerial supervision carried out every semester.

This supervision is used to assess the extent to which teachers carry out learning in accordance with the plans that have been prepared, including the use of varied methods, utilization of learning media, and mastery of the material. In addition, evaluations are carried out through teacher reflection forums, such as Subject Teacher Deliberations (MGMP), and learning evaluation meetings. In this forum, teachers are given space to convey obstacles, share good practices, and receive input from colleagues and school leaders. The principal also assesses teacher performance through certain indicators such as attendance, work discipline, participation in school activities, and student learning outcomes.

The documentation obtained shows that the school has teacher performance evaluation instruments, both formal (such as supervision and performance assessment instruments) and informal (such as direct observation and feedback from students). This evaluation is not only for supervision, but also as a basis for compiling a follow-up coaching program. The principal uses the evaluation results to carry out follow-up actions, such as assigning mentors for new teachers, further training for teachers who are still less than optimal, and giving awards to teachers who show improved performance. The evaluations carried out also become the basis for designing the school's work program for the following year, so that the strategies implemented are always adaptive to actual needs.

From the entire evaluation process carried out, it can be concluded that the principal at SMAN 2 Gowa has implemented a comprehensive strategy evaluation and is oriented towards continuous improvement. Evaluation is not only a control tool, but also a means of coaching that supports the creation of a professional work culture among teachers.

CONCLUSION

Based on the results of the research and discussion that has been carried out, the following conclusions can be drawn:



1. The strategic planning carried out by the principal of SMAN 2 Gowa is structured and involves the participation of various parties. In designing strategies to improve teacher performance, the principal involves the vice principal, teachers and staff, and is guided by the school's vision and mission, so that the direction of the policies and strategies set are in line with the goals to be achieved.
2. The implementation of the strategy carried out by the principal at SMAN 2 Gowa is effective and has a positive impact on improving teacher performance, both in terms of responsibility, pedagogical competence, and innovation in learning. which is reflected in the increase in professionalism, discipline, and student learning outcomes.
3. The evaluation carried out by the principal at SMAN 2 Gowa is a comprehensive strategic evaluation and is oriented towards continuous improvement. Evaluation is not only a control tool, but also a means of coaching that supports the creation of a professional work culture among teachers.

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