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The Role Of The Principal's Leadership And Interpersonal Communication To Maximize Teacher Performance At Sdn 1 Pulau Gemantung Ulu, Tanjung Lubuk District

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Abstract

This study aims to describe the role of leadership and interpersonal communication of the principal in maximizing teacher performance at SDN 1 Pulau Gemantung Ulu, Tanjung Lubuk District. This study uses a qualitative approach with descriptive methods. The research subjects were the principal, the school treasurer, and five teachers. Data collection techniques were carried out through observation, interviews, and documentation. The results of the study indicate that the principal has played a good role in maximizing teacher performance through his role as an educator, innovator, and motivator, leader, manager, administrator, and supervisor. The principal's interpersonal communication has been implemented very well through openness, empathy, support, positive attitudes, and equality, so that it is effectively able to maximize teacher performance. The influencing factors are the principal's personality factor, professional competence and experience factor, school social and cultural relations factor, facilities, infrastructure, and technological infrastructure factor, work climate factor and school psychological environment factor, as well as teacher motivation and readiness factor to develop.

Keywords: Leadership, Communication, Teacher Performance.

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INTRODUCTION

School is one of the institution education that has role important in reach objective education national through activity Study planned and systematic teaching . Success something school in carrying out the educational process is greatly influenced by the fulfillment of various component supporters , such as adequate facilities and infrastructure , manpower competent educators , structure clear organization , as well as role head school as leaders and supervisors in manage the course of the educational process . If all over component the walk in accordance with their respective functions , then activity learning can ongoing in a way effective and objective expected education can achieved (Fadilah Istighfara & Ahmad Zaki, 2022).

Besides component said , availability source Power quality human beings also become factor important in support success education in schools . Source Power man in environment school covering head school , teachers, participants educate , energy administration , as well as power education others who have their respective roles in support the educational process (Amin, 2022). Among various source Power said , the teacher is elements that have very important role Because relate direct with the learning and development process participant educate .

A teacher has not quite enough big answer in educate and teach students . In In general , teachers have two roles main , namely as educators and as teacher . As educator , teacher on duty implant moral values , become role model , and give motivation to students to develop become moral individuals good , have knowledge , skills , and responsible attitude answer . Meanwhile that , as teacher , teacher on duty convey material learning , instilling knowledge , as well as give skills to participant educate (Ayuningtyas , 2020). Therefore that , teacher performance becomes very important aspect in management source Power people at school Because in a way direct influential to quality education produced .

Teacher performance is influenced by various factors, both internal and external. Internal factors include personality, dedication, teaching ability, motivation, and discipline. Meanwhile, external factors include the physical school environment, salary or incentives, and policies implemented by the school (Munawir et al., 2022). In addition to these factors, the principal's leadership is also a crucial factor that can influence teacher performance in carrying out their duties and responsibilities.

The principal plays a strategic role as a leader within the school organization. In carrying out their duties, the principal not only acts as a leader but also as an administrator, facilitator, and supervisor responsible for managing and developing existing school resources (Alhabsyi et al., 2022). A principal who is able to exercise effective leadership can improve teacher performance

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and job satisfaction. This can occur if the principal is able to understand teachers' needs, provide support, and provide opportunities for teachers to contribute to educational development at the school (Dahirin, 2023).

Besides leadership, communication is also a crucial factor in creating harmonious working relationships within a school. Effective communication between the principal and teachers can foster effective coordination in task implementation and improve teacher performance. Communication within a school organization can occur both formally and informally. Formal communication typically involves conveying instructions or official policies related to school activities, while informal communication relates to interpersonal relationships that develop during daily interactions between the principal and teachers (Syahputra et al., 2024). Effective interpersonal communication between the principal and teachers can foster more harmonious working relationships, enhance collaboration, and encourage improved teacher performance (Alfiyanto et al., 2022).

Based on initial observations conducted at SDN 1 Pulau Gemantung Ulu, Tanjung Lubuk District, several conditions were found related to the principal's leadership and communication between educators. This school is one of the elementary schools with a strategic location, making it popular with the surrounding community. In addition, this school also serves as the parent school in Cluster 3 in Tanjung Lubuk District. However, in its implementation, several problems were still found, such as the principal's lack of firmness in enforcing teacher discipline, the teachers' still low ability to prepare lesson plans, and the limited mastery of information technology by some teachers, which impacts the effectiveness of learning. In addition, communication between the principal and teachers, as well as between teachers, is still not running optimally, which is indicated by the lack of meetings or deliberations, which often lead to misunderstandings in carrying out tasks at school.

Numerous studies have been conducted on principal leadership and interpersonal communication. However, most of these studies examine these two aspects separately and generally use a quantitative approach. Suprihana's (2020) study examined the principal's role in improving teacher performance, while Aryanti's (2021) study examined the influence of interpersonal communication on teacher performance and motivation. Unlike previous research, this study examines in more depth the relationship between principal leadership and interpersonal communication in maximizing teacher performance using a descriptive qualitative approach.

Therefore, this study aims to describe and analyze the role of principal leadership and

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interpersonal communication in maximizing teacher performance at SDN 1 Pulau Gemantung Ulu, Tanjung Lubuk District, and to identify the factors that influence both aspects. The results of this study are expected to provide both theoretical and practical contributions in developing effective principal leadership and interpersonal communication in improving teacher performance in elementary schools.

RESEARCH METHODOLOGY

Method research used in study This is study qualitative which produces descriptive data . Then study qualitative used in study This describe role leadership and interpersonal communication applied by the head SDN 1 Pulau Gemantung Ulu School , Tanjung Lubuk District For can increase performance his teacher .

In study qualitative load three stage that is :

1. researchers describe what they saw, heard, and felt. only take notes in a way at a glance the information they get .
2. Stage reduction . At this stage this , researcher reduce or filter all information received at the stage First For more centralize attention to the issue or problem certain .

Stage selection . At this stage this , researcher to describe the focus that has been determined and carried out analysis deep to problem The results of this process is built theme based on the data that has been collected which produces knowledge new

RESEARCH RESULT

Based on results interviews and observations at SDN 1 Pulau Gemantung Ulu, Tanjung Lubuk District , can concluded that role head school as *administrator* has implemented Enough Good in matter management and control completeness teacher administration , in particular related document implementation learning like teaching module . Head school in a way active remind teachers to complete document administration learning as form not quite enough answer professional teachers. In addition that , management administration finance school is also done in a way orderly with report written and archived records tidy in the room head school .

CONCLUSION

Based on results study regarding the Role of Leadership and Interpersonal Communication of the Head School For Maximizing Teacher Performance at SDN 1 Pulau Gemantung Ulu , Tanjung Lubuk District , then conclusion study This is :

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1. Head school has play a role with Good in maximize teacher performance including head school play a role as educator , innovator , motivator , leader *(leader)* , organizer *(manager)* administrator (*administrator*) supervisor (*supervisor*).
2. Head interpersonal communication school has implemented very well . Communication This implemented through approach openness , empathy , supportiveness , positive feelings , and equality (*equality*). Implementation positive interpersonal communication This in a way effective has capable maximize teacher performance .
3. Factors that influence role leadership and interpersonal communication of the head school in maximize Teacher performance at SDN 1 Pulau Gemantung Ulu includes : factor personality head school , factors competence and experience professional , factors connection social and cultural school , factors facilities , infrastructure and infrastructure technology , factors climate work and environment psychological school , and factor teacher motivation and readiness to develop .

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