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Principal's Strategy To Improve Teachers' Teaching Performance At State Elementary School 2 Gelumbang, Muara Enim District

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Abstract

This study aims to describe the principal's strategy in improving teachers' teaching performance at SD Negeri 2 Gelumbang , the obstacles encountered in implementing the strategy, and the solutions applied to overcome these obstacles. This research employed a qualitative approach. Data were collected through observation, interviews, and documentation. The data were analyzed using descriptive qualitative analysis, which included data reduction, data presentation, and drawing conclusions. The results of the study indicate that the principal's strategy in improving teachers' teaching performance was implemented through planning, implementation, and evaluation stages. These strategies were realized through continuous teacher development, instructional supervision, the provision of training programs, and the creation of a supportive and conducive school environment. The main obstacles faced included teachers' limited competence in adopting modern teaching methods, resistance to change, varying levels of teacher motivation, limited facilities and infrastructure, high administrative workload, limited funding, and insufficient external support from students' parents. To address these challenges, the principal implemented several solutions, including providing training to enhance teachers' competencies, encouraging collaboration among teachers, offering rewards to increase motivation, improving learning facilities, strengthening parental involvement, and delegating administrative tasks to improve management efficiency. These efforts are expected to enhance the quality of teaching and learning on a sustainable basis at SD Negeri 2 Gelumbang .

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Keywords: Principal, Teaching Performance, Teacher.

INTRODUCTION

Teachers are a crucial component in an educational institution because they are directly involved in the core activities of the institution, namely the teaching and learning process. Therefore, improving teacher performance is a topic that is always urgently needed for research, particularly in the field of educational management.

Regarding teacher performance, the Regulation of the Minister of National Education Number 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Points states that teacher activities, particularly in carrying out teaching, are: (1) compiling a learning curriculum in educational units; (2) compiling a learning syllabus; (3) compiling a learning implementation plan; (4) implementing learning activities; (5) compiling measuring tools/questions according to the subject; (6) assessing and evaluating the learning process and results in the subjects in their class; (7) analyzing the results of learning assessments; (8) implementing learning/improvement and enrichment by utilizing the results of assessments and evaluations; (9) implementing guidance and counseling in classes that are their responsibility (specifically for class teachers); (10) supervising the assessment and evaluation of the learning process and results at the school/madrasah and national levels; (11) guiding novice teachers in induction programs; (12) guiding students in extracurricular activities in the learning process; (13) implementing self-development; (14) implementing scientific publications and/or innovative works; and (15) scientific presentations.

However, many issues remain related to teacher performance, particularly in managing learning. The current issue with teacher performance concerns the ability of teachers to stimulate students during learning. The stimulation provided by teachers must be creative and innovative to inspire students' enthusiasm for learning and foster critical thinking (Romdoni, 2022). To address these issues, principals are responsible and play a crucial role in addressing these issues by improving teacher performance.

Principals must have effective strategies to enable teachers to improve their teaching performance, thereby achieving effective and high-quality learning. With a well-thought-out strategy, principals, as *leaders,* can mobilize all elements of the school to support effective and high-quality learning. This is especially true for teachers, who are directly involved in the learning process. This is because teachers play a strategic role in determining students' success in achieving the expected competency standards. Teachers are the ones who determine the depth and breadth

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of the subject matter, the evaluation tools, and the learning resources presented to the class. These tasks are outlined in the learning materials in the form of syllabi and lesson plans (RPP). Teachers' ability to plan, create, and implement learning is inseparable from the principal's guidance and direction in guiding and directing academic teachers (Saragih, 2016: 115).

The principal as the head of an educational institution must have an effective strategy so that teachers can improve their teaching performance so that effective and quality learning can be achieved. Mangkunegara (2016: 12) states that in order to improve performance, there are at least several steps that can be taken, namely 1) knowing the shortcomings in performance; 2) regarding the shortcomings and their level of seriousness; 3) identifying things that may be the cause of the shortcomings, both those related to the employees themselves; 4) developing an action plan; 5) conducting an evaluation of whether the problem has been resolved or not.

Teacher development is one of the principal's responsibilities. Usman (2017: 42) states that efforts to improve the quality of learning in educational institutions are carried out by increasing the participation of principals and teachers. Research conducted by Prahara et al . (2022) found that there is an influence .

Related to the principal's strategy, to create quality learning, the principal can do this by encouraging the implementation of three core activities of teacher teaching activities in classroom management by creating an appropriate learning climate including warmth and enthusiasm, challenges, variety, flexibility, emphasis on positive things, and instilling self-discipline. Organizing the learning space includes arranging student seating, arranging educational media and managing teaching and learning activities including skills in opening and closing lessons, explaining skills, asking skills, providing reinforcement skills, skills in using learning media, skills in guiding small group discussions, classroom management skills, skills in holding variations and individual and small group teaching skills (Wiyani, 2017: 65).

This research was conducted at SD Negeri 2 Gelumbang. Based on the results of initial observations conducted by researchers on March 19, 2025 to March 23, 2025, researchers found indicators stating that the teaching performance of teachers at SD Negeri 2 Gelumbang was not optimal based on the findings stating that teachers were able to apply the independent curriculum into the overall learning process. The results of the researcher's observations concluded that the difficulty of teachers in implementing the independent curriculum in its entirety was because teachers had been developing it to adapt to the learning needs and characteristics of students at SD Negeri 2 Gelumbang, which could not be implemented in the independent curriculum where the independent curriculum was prepared in one package with the syllabus, making teachers have

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to prepare the learning process according to the established syllabus. The problem that emerged was the limited ability of teachers to use learning facilities and infrastructure that were dominantly required in the learning process using the independent curriculum.

Regarding strategies to improve teacher teaching performance, the principal of Gelumbang 2 Elementary School has attempted to organize training programs at the school. However, the training program has not been implemented sustainably and is not yet attended by all teachers. This certainly impacts efforts to improve teacher teaching performance. From the results of initial observations, it can be seen that some teachers have not been able to fully implement the Merdeka curriculum in the learning process. Furthermore, teachers who have designed lesson plans using the Merdeka curriculum, however, in the teaching and learning process, some of these teachers still use semi-conventional methods, where the teacher appears more active than the students, although occasionally students are given the opportunity to ask and answer questions. Researchers assess that this learning process is not in accordance with the Merdeka curriculum learning process, where teachers strive to facilitate and learning that must be student-centered.

Based on these initial observations, it can be concluded that the principal's strategy to improve teacher performance remains ineffective because teachers have not been able to optimally implement the independent curriculum in the learning process. This is in line with the research conducted by Yaelasari and Astuti (2022), which stated that the implementation of the independent curriculum makes students less effective, their social skills become more limited, and individual attitudes are emphasized. In their research, Setiawan and Sofyan (2022) stated that the independent learning curriculum policy is still in the development and field testing stages before being fully implemented by the government in all schools at all levels.

From the results of initial observations conducted by the researcher, it can be seen that the principal of SD Negeri 2 Gelumbang has a strategy in an effort to improve teacher teaching performance, one of which is by providing guidance to participate in training conducted by the Education Office or outside it. However, the researcher assessed that the training activities were not effective in improving teacher teaching performance. This is because the training activities were not attended by all teachers but were represented by only one or two teachers. Then the teacher who represented was expected to share *with* other teachers about the material that had been learned. However, this did not go well, where the teachers who participated in the training also still did not fully master what had been learned during the training. Therefore, the principal's strategy is needed to improve the quality of learning, especially learning that is able to implement

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teaching and learning activities optimally.

RESEARCH METHODS

In this study, the researcher used a qualitative approach and descriptive qualitative methodology and selected informants who were able to provide accurate information about the problem being studied, often referred to as *key persons* . The informants or *key persons* chosen by the researcher were 1 principal and 2 teachers of Gelumbang 2 Elementary School who could provide accurate information about this study. In this study, the researcher will describe the results of the researcher's findings related to the principal's strategy to improve teacher teaching performance at Gelumbang 2 Elementary School.

Qualitative research procedures produce descriptive data in the form of written or spoken words from people and observed behavior. Data collection techniques used through interviews, observation, and documentation. For data analysis techniques, researchers apply a qualitative data analysis model. The data obtained will be processed using qualitative research, then conduct domain analysis to obtain a general and comprehensive picture of the research object through the process of data reduction, *display* and *verification* (Miles and Huberman, 2013:218).

RESULTS AND DISCUSSION

The Principal's Strategy to Improve Teacher Teaching Performance at Gelumbang 2 Public Elementary School

Based on the research results, the principal's strategy in improving teacher teaching performance at SD Negeri 2 Gelumbang was carried out through three main stages, namely (1) planning a program to improve teacher teaching performance, (2) implementing the program, and (3) evaluating the teacher performance improvement program.

1. Teacher Teaching Performance Improvement Program Planning

During the planning stage, the principal establishes a teacher performance improvement program aligned with the school's vision and mission. The principal formulates a program to improve the quality of learning, establishes the desired graduate standards, and communicates strategic learning programs to all teachers. This effort ensures that all school components share the same perception and goals regarding improving the quality of learning. Throughout the process, the principal also organizes learning activities according to established targets and ensures that learning evaluations are conducted objectively and continuously.

2. Implementation of the Teacher Performance Improvement Program

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During the implementation phase, the principal encourages teachers to improve their competencies through ongoing coaching. The principal also involves several teachers in the coaching program to ensure its effectiveness. This strategy encompasses improving teachers' pedagogical, professional, social, and personal competencies.

In addition to improving individual competencies, principals also encourage collaboration between teachers as part of a performance improvement strategy. This collaboration includes participation in teacher meetings, collaboration in school program development, and involvement in teacher working group (KKG) activities. This aligns with the findings of Hanum et al. (2020) that collegial collaboration and open communication between teachers can improve learning effectiveness.

Teacher performance improvement programs also include individual and collective training, such as technology training, active learning, project-based learning, and other professional workshops. A teacher's ability to manage active learning also determines the quality of instruction.

3. Evaluation of Teacher Performance Improvement Program

Stage evaluation done through evaluation weekly and evaluation end of semester. Evaluation implemented in a way objective , familial , and communicative For ensure existence repair Sustainable . This evaluation includes assessment of teacher competency, the learning process, and the impact on student learning outcomes. Assessment of student learning outcomes is used as an indicator of the effectiveness of teacher teaching performance, including examination of test results, portfolios, and other assessments.

Overall, the principal's strategy for improving teacher performance at Gelumbang 2 Public Elementary School encompasses three interrelated strategic aspects: planning, implementation, and evaluation. These three aspects are supported by various previous studies that emphasize the importance of instructional leadership, academic supervision, teacher professional development, and collegial collaboration in improving learning quality. These findings demonstrate that the principal's role is crucial in creating a high-quality, sustainable learning process that directly impacts student learning outcomes.

Obstacles to Implementing the Principal's Strategy to Improve Teacher Teaching Performance at Gelumbang 2 Public Elementary School

The implementation of the principal's strategy to improve teacher teaching performance at SD Negeri 2 Gelumbang faces a number of obstacles including teacher competence, resistance

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to change, motivation, facilities, administrative burden, and external support.

First, the lack of teacher competency in implementing modern learning methods and technology emphasizes the need for teachers to master both the material and how to deliver it. Furthermore, the *Technological Pedagogical Content Knowledge (TPACK) framework* states that integrating technology into learning requires a harmonious understanding of technology, content, and pedagogy. Teachers' inability to master these three aspects results in the principal's strategy not being implemented optimally. Recommendations concrete : implement training based practice (microteaching) with focus on implementation TPACK directly in class accompanied by weekly coaching .

Constraint second is teacher resistance to changes , which can analyzed use theory *Diffusion of Innovations* adoption innovation influenced by perception benefits , level complexity , and suitability innovation with old habits . Many teachers are in the " *late majority* " category so that need example real before willing changed . Besides that , the change model *Unfreeze Change Refreeze* that change effective need stage disbursement old habits , change processes , and reinforcement back . Recommendations concrete : implementing a pilot teaching program through teachers who are willing to become "early adopters" for show impact real innovation in the classroom .

Furthermore, varying teacher motivations can be a barrier. Professional development is effective when it is relevant to teacher needs, fosters active engagement, is ongoing, and aligns with the curriculum and school policies. When training doesn't demonstrate immediate benefits, teachers' motivation to implement strategies declines. A concrete recommendation: establish a measurable, performance-based reward system, such as a monthly award for innovative teachers or a reduction in workload for teachers with the best implementation.

obstacle is the limited availability of facilities and infrastructure, such as technological devices, internet access, and flexible learning spaces. is component it is important that the learning strategy based technology can implemented with good . Without support adequate equipment , teachers do not Possible develop digital competence . Recommendations concrete : prioritize procurement device main like projectors , shared laptops , and upgrades quality school internet network with utilize BOS funds and support party external .

Besides that , the burden administrative head high school hinder implementation his role as leader instructional . That leadership instructional effective need involvement head school in coaching , supervision and monitoring quality Teaching . Excessive focus on administration results in principals being less present in mentoring teachers. A concrete recommendation: delegate

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administrative tasks to vice principals or staff so that principals can focus on improving the quality of learning.

The final obstacle is limited funding and minimal external support, including from parents and the community. Collaboration between schools, families, and the community has a significant impact on the success of quality improvement programs . parental involvement cause school strategy difficult walk maximum . Recommendation concrete : forming a Partnership Forum Parents' School (FKSO) which discusses funding alternatives , CSR support , and parental participation in improvement programs quality .

In a way overall , constraints This show that success of the head strategy school need approach comprehensively supported theory education , leadership , and development professional teacher. Combination training sustainable , strengthening leadership instructional , repair facilities , as well as support external become key improvement performance teaching teachers in a sustainable .

Besides that , teacher motivation is classified as low , visible from lack of participation they in activity development professional . Obstacles next is limitations facilities and infrastructure schools that have not adequate so that limit teachers in apply method more learning Innovative . External support was also deemed weak, as parental and community participation was suboptimal. These findings support the findings of this study, which found that obstacles to implementing principals' strategies stem not only from internal factors within teachers but also from aspects of leadership, infrastructure, and the role of stakeholders.

The main obstacles include limited human resource availability (number of teachers, competency requirements), limited learning support facilities and infrastructure (including ICT resources), and time constraints due to teacher workloads. This combination of factors makes it difficult to fully implement several strategic programs and impacts the quality of learning in the schools studied.

Solutions Used to Face Obstacles in Implementing the Principal's Strategy to Improve Teacher Teaching Performance at Gelumbang 2 Public Elementary School

Based on the research results, it can be concluded that the primary solution adopted by school principals is to provide training and professional development for teachers. This training is conducted periodically, involving external experts with competencies in education. The training material focuses not only on pedagogical skills but also on the use of modern learning technology.

School principals also implement technology-based learning as a solution to improve the

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quality of learning. Despite limited facilities, efforts to integrate technology, pedagogy, and content (TPACK) by teachers are crucial to the effectiveness of digital learning. Training is provided to improve teachers' skills in using learning applications, *e-learning platforms* , and interactive media.

In addition, the principal encourages collaboration between teachers as a mechanism to improve the quality of teaching . This refers to the concept of Professional Learning Community (PLC) where teachers support each other share practice , do reflection , and mutual give bait back . Activities like *peer observation* and groups teacher's work is proven capable speed up improvement competence , as concluded that collaboration between teachers in PLC has an impact positive to practice teaching and results Study student .

In aspect facilities and infrastructure , head school try maximize use available devices while look for help from government or institution external .

Head schools also realize importance parental involvement in support success learning . about *School-Family-Community Partnership* , which emphasizes that parental involvement can increase motivation students , discipline , and results learning . Steps like regular meetings , involvement in activity school and communication active is form real implementation theory the.

Next , the head school apply delegation task administrative For reduce burden disturbing work focus on supervision academic . This is in line with principle distribution leadership that emphasizes that delegation task allows leader school more focus on improvement instructional , which is the core of leadership learning .

In a way Overall , the solution taken head school For increase performance teaching teacher at Gelumbang 2 Public Elementary School Already in harmony with theory improvement quality learning and leadership education . Through training professional , integration technology , improvement teacher motivation , collaboration , improvement facilities , and improvements parental involvement , principal school make an effort maximize all over source existing power . Although face limitations facilities and funds, the approach taken in accordance with practice best leadership modern education , so that expected capable bring improvement quality learning in term long .

CONCLUSION

From the research results and discussion, it can be concluded that the principal's strategy in improving the performance of teachers at SD Negeri 2 Gelumbang is carried out through planning, implementing, and evaluating the implementation of improving the teaching

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performance of teachers at SD Negeri 2 Gelumbang. Some of the main obstacles include the lack of teacher competence in adopting modern learning methods, resistance to change, varying teacher motivation, limited facilities and infrastructure, and high administrative burdens. In addition, limited funds and a lack of external support from parents are also significant obstacles. However, with efforts to improve training, better management of change, improved facilities, and providing awards to teachers, it is hoped that these strategies can be implemented more effectively to improve the quality of learning at SD Negeri 2 Gelumbang.

The solutions implemented included providing training to improve teacher competency, encouraging collaboration between teachers, providing rewards to increase motivation, and improving learning facilities. Furthermore, the principal strengthened parent involvement and delegated administrative tasks to improve management efficiency. These measures aimed to improve teaching quality despite various challenges, such as limited facilities.

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