

Managerial Competence of School Principals in Improving Teacher Performance

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Abstract

In the midst of an educational paradigm that increasingly gives schools autonomy to develop their unique potentials, a significant increase in the managerial abilities of school principals is needed in various aspects. This is important so that the school principal is able to achieve the goals that have been set in accordance with the vision and mission which is the basis for the development of his school. This research aims to examine the managerial competence of school principals in improving teacher performance at SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan. The research method used is multisite qualitative. The research results show several findings: 1. The school principal has the ability to prepare integrated school plans through deliberation with all school staff, which includes daily to annual programs. 2. The school principal is able to develop the school organization by placing personnel according to their abilities and fields, and is active in developing programs determined by the relevant ministry. 3. The principal is effective in leading and forming close relationships between teachers and staff through regular meetings and scheduled meetings. 4. The school principal is able to manage teachers and staff by carrying out training, guidance and counseling, as well as providing the latest information that is relevant to current developments. 5. School principals are aware of the importance of facilities and infrastructure in improving teacher performance, and strive to meet these needs in accordance with developments in science and technology.

Kata Kunci:

Manajerial, Kepala Sekolah, Kinerja Guru

Abstrak

Di tengah paradigma pendidikan yang semakin memberikan otonomi kepada sekolah untuk mengembangkan potensi uniknya, diperlukan peningkatan kemampuan manajerial kepala sekolah secara signifikan dalam berbagai aspek. Hal ini penting agar kepala sekolah mampu mencapai tujuan yang telah ditetapkan sesuai dengan visi dan misi yang menjadi dasar pengembangan sekolahnya. Penelitian ini bertujuan untuk mengkaji kompetensi manajerial kepala sekolah dalam meningkatkan kinerja guru di SMA Negeri 1 Rantau Utara dan SMA Negeri 1 Rantau Selatan. Metode penelitian yang digunakan adalah kualitatif multisitus. Hasil penelitian menunjukkan beberapa temuan: 1. Kepala sekolah memiliki kemampuan menyusun rencana sekolah terpadu melalui musyawarah dengan seluruh staf sekolah, yang meliputi program harian hingga tahunan. 2. Kepala sekolah mampu mengembangkan organisasi sekolah dengan menempatkan personil sesuai kemampuan dan bidangnya, serta aktif dalam menyusun program yang ditetapkan oleh kementerian terkait. 3. Kepala sekolah efektif dalam memimpin dan membentuk kedekatan antara guru dan staf melalui rapat rutin dan rapat terjadwal. 4. Kepala sekolah mampu mengelola guru dan staf dengan melaksanakan pelatihan, bimbingan dan penyuluhan, serta memberikan informasi terkini yang relevan dengan perkembangan terkini. 5. Kepala sekolah menyadari pentingnya sarana dan prasarana dalam meningkatkan kinerja guru, dan berupaya memenuhi kebutuhan tersebut sesuai dengan perkembangan ilmu pengetahuan dan teknologi.

INTRODUCTION

The position of principal is a career stage that is usually achieved by individuals after having years of experience as a teacher. The position of principal requires an individual who not only has strong leadership abilities, but also has professional expertise in the field of education. Therefore, the position of principal is designed as a position that prepares individuals to have adequate professional competence to lead a school (Zhahira, Jamilah, & Shalahudin, 2022). Generally, management is a process that involves planning, organizing, implementing and evaluating activities carried out by members of an organization (Sutarman, 2013). This process requires that managers use their skills and wisdom to manage and utilize all organizational resources effectively to achieve stated goals (Siahaan et al., 2023). In carrying out the role and function as an education manager, school principals must design and implement effective strategies to mobilize educational staff through strong collaboration, providing opportunities for educational staff to develop their professional skills. (Ismuha, Khairudin, & AR, 2016), as well as encouraging active involvement of all education staff in various activities that support the achievement of school education goals and programs.

In carrying out the role and function as an education manager, the school principal must use the right strategy in mobilizing the human resources available in his school through effective collaboration. (Muspawi, 2020), provides opportunities for school personnel to develop their professional abilities (Syafarina, E.Mulyasa, & Koswara, 2021), as well as encouraging the active participation of all school members in various activities that support the achievement of school educational goals and programs (Julaiha, 2019). The managerial competence of the school principal is a key aspect that must be mastered by every school leader (Iqlima, Harun, & Yusrizal, 2023), where school principals are required to continue to hone and develop their abilities in managing all educational institutions they lead (Tanjung, Hanafiah, Arifudin, & Mulyadi, 2021). In the midst of an educational paradigm that increasingly gives schools autonomy to develop their unique potentials, a significant increase in the managerial abilities of school principals is needed in various aspects. This is important so that the school principal is able to achieve the goals that have been set in accordance with the vision and mission which is the basis for the development of his school (Solikhulhadi, 2021).

There are 5 indicators that can reflect key aspects of the managerial competence desired from a school principal to achieve increased teacher performance including planning ability which emphasizes the managerial competence of the school principal which includes strategies, programs and policies that can support increased teacher performance (Sriwahyuni, 2019; Sum & Taran, 2020). Then there is the development of the school organization which is able to develop the school organization including the development of school culture, reward systems, and effective management of human resources. The next indicator is the principal's leadership abilities such as motivation, commitment and teacher performance in the school (Fadla, Akmalia, Hasri, Putri, & Situmorang, 2022; Napis & Noor, 2021). As for human resource management includes development, performance appraisal, coaching, and conflict management which can directly influence teacher performance. Meanwhile, the final indicator is management of facilities and infrastructure to create optimal conditions for teacher performance. Based on the results of observations that have been carried out, it shows that the principal's managerial competence in improving the performance of teachers at SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan, seen from a managerial perspective, should reflect the key aspects of managerial competence desired from a principal. to achieve increased teacher performance. Apart from that,

it was found that the Principal was able to maintain his position to lead SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan for approximately 25 years, he was also able to work together with the sub-district to involve students from SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan in every MTQ (Musabaqah Tilawatil Qur'an) competition at sub-district level.

Several research results also reveal that the principal's competency in improving teacher performance is in planning the school's annual work plan (RKTS) which includes 8 educational standards (Tanjung et al., 2021). Supporting factors for school principals in carrying out their role in improving teacher performance are meeting teacher needs, adequate facilities and infrastructure, a conducive school environment, and the establishment of synergistic communication relationships between school components (Zhahira et al., 2022). The obstacle for school principals in improving teacher performance is the mismatch between lessons and interests, so that teachers experience difficulties in teaching (Nurussalami, 2015). Training to strengthen school principals has an impact on improving teacher performance, where this managerial strategy helps school principals to plan, organize, implement and monitor teacher performance (Syafarina et al., 2021). Programs to improve teacher performance are developing learning planning tools, planning and utilizing learning media, using ICT in learning, developing teaching and education staff according to needs, improving services to support learning activities, planning and carrying out further follow-up on the results of implementation evaluations. learning activities (Ismuha et al., 2016).

Based on the results of the observations and relevant research mentioned above, this research directly addresses key issues relevant to the role of school principals in improving teacher performance in the two designated schools. This will ensure that research results have a significant impact and can provide valuable insights for educational practitioners. The main aim of this research is to comprehensively analyze and find exemplary leadership of school principals in improving teacher performance at SMA Negeri 1 Rantau Utara and SMA Negeri Rantau Selatan.

RESEARCH METHODS

This research is based on qualitative methods. The research design used in this research is multisite. A multisite study was chosen to conduct this study because it is a type of qualitative research that can be used to develop theory based on several similar studies, resulting in a larger, broader, and transferable theory. In this research, researchers act as instruments and data collectors. Therefore, in qualitative research, researchers must participate as researchers. In addition, the researcher's involvement must be clearly described in the research report and it must be explained whether the researcher's role is full participant or full observer. The data collection method for this research can be explained as follows through observation and interviews. The research was carried out from April to November 2023. To support data collection from field sources, researchers used data loggers, notebooks, paper and office supplies such as pencils and pens as data recording tools. The presence of a researcher at the research location can support the validity of the data so that the data obtained is in accordance with the original source. That is why researchers always take the time to make observations at their research locations with very high intensity.

In this research, the research subjects as informants were: Principals of North Rantau 1 State High School and South Rantau State High School, as well as Teachers and Education Personnel of North Rantau 1 State High School and South Rantau State High School. There are two ways to analyze data from this research, namely individual site data analysis such as data reduction, data

display, and Plot Overview/Inspection (Sugiyono, 2017) and cross-site data analysis. The flow components are explained in stages, namely data reduction, data display, concluding drawing/verification (Miles, M.B. & Huberman, 1984). To strengthen the validity of the data findings and the authenticity of the research, researchers refer to the four validation standards suggested by (Moleong, 2018), which consists of: 1) Trustworthiness, 2) Transferability, 3) Dependability, 4) Confirmability.

RESULTS AND DISCUSSION

Results

The principal's ability to prepare school plans

As a leader, the principal must also have the ability to prepare school plans so that the school also has good programs to improve teacher performance. As stated by the Principal of SMA Negeri 1 Rantau Utara that:

"The school planning process is carried out in the form of a deliberation involving all school officials, including the principal, WKM, TU and teacher council. And the programs formulated in school planning are in the form of daily, weekly, monthly, semester and annual programs . "

A similar thing was expressed by the Indonesian Language Study Teacher at SMA Negeri 1 Rantau Utara that:

"The process of preparing school plans is in accordance with the programs given to the Education Department, involving WKM I, WKM II, WKM III and the teacher council, the matters formulated are usually regarding lesson plans, syllabus, learning media, and equalizing teaching materials or which the teacher will convey to students in each class."

In carrying out his role as a planner for managing an educational institution, the head of SMA Negeri 1 Rantau Selatan has carried out this function well. This is based on the results of the author's research findings through interviews with Mr. SL who said that:

In relation to the role of the principal in the field of planning, I, as the principal at SMA Negeri 1 Rantau Selatan, have done several things, including; make an annual activity plan at the beginning of each school year. And for the plan to be effective, the step taken is to create a time schedule, in the time schedule various types of activities and the planned implementation time are included. And then to find out whether the planned activities were carried out according to the time contained in the time schedule, a checklist was also made. The results of the research findings are in line with Mr. UD's explanation, where:

"At the beginning of every school year, the school committee schedules a meeting to discuss activity plans for the current year. "During the meeting, long-term, medium-term and short-term school programs were discussed."

The results of direct observations and interviews with the principal, WKM and Indonesian language study teachers at SMA Negeri 1 Rantau Utara, it was found that the principal's ability to prepare school plans to improve teacher performance at SMA Negeri 1 Rantau Utara had gone well, namely in the form of deliberation, involving all school officials, including WKM, TU, and teachers, but it is not yet completely perfect. To create a good formulation, the role of the principal as a controller in a school is needed.

The findings at SMA Negeri 1 Rantau Selatan show that the Principal has also carried out his role in making strategic planning, namely for school development, and this has been stated in the school work plan. Likewise, with the annual plans and school income and expenditure budget

plans, all work plans have been prepared in either the School Work and Budget Plan (RKAS-1) or the Four Year Intermediate Plan. Overall, the planning carried out by the school team can indirectly influence the performance of teachers at SMA Negeri 1 Rantau Selatan, because planning, especially those related to the curriculum, automatically influences teacher performance, especially for strategic steps to improve learning, apart from that it is based on Based on observations and documentation, the researchers found that the principal had carried out the design of the activities contained in the program planning at SMA Negeri 1 Rantau Selatan.

The principal's ability to develop the school organization

Developing a school organization is also one of the abilities within the managerial competencies that school principals must have. Developing the organization must also be in accordance with the need to improve teacher performance. Based on direct observations and interviews with Mr M T , he revealed that:

“Organizational development begins with the placement of school personnel through deliberation, looking at credibility (quality of work) and indeed being competent in the field being addressed. The form of organizational development carried out is by collaborating with the community, creating the MGMP (Subject Teachers' Conference) organization. As well as providing counseling or direction to teachers regarding their main duties.”

also expressed the same thing that:

“The form of organizational development is MGMP (Subject Teachers' Conference) which not only occurs internally at the school, but also occurs externally at the school. Principals also collaborate with those who provide training and workshops to teachers.”

One of the important things that school principals need to do is provide motivation for teachers to grow and increase their work enthusiasm for achievement. As the results of an interview with the head of SMA Negeri 1 Rantau Selatan said:

“In an effort to improve teacher performance, we always encourage every teacher to excel so that other teachers can emulate it, and the most important thing for us is to always provide motivation and encouragement to all teachers so that they are always motivated in carrying out every task assigned to them. Apart from motivating, what is always done is to provide reasonable value and of course appreciation in the form of prizes.”

Based on the results of observations and interviews, researchers with the principal of SMA Negeri 1 Rantau Selatan revealed that:

“The management applied at SMA Negeri 1 Rantau Selatan is essentially to improve the performance of educational staff in the school, especially in the aspect of teacher performance, because in the principal's managerial ability there is a learning process that develops from year to year, by improving teacher performance, and coaching with conducive and pleasant atmosphere.”

Based on the expressions from the interview above , the ability of the head of the mdrasah to develop the school organization at SMA Negeri 1 Rantau Utara as well as SMA Negeri 1 Rantau Selatan, one of which is by placing personnel according to their abilities and before selecting personnel, he consults with the WKM whether they are whether they are worthy or not to be placed in the position needed. Whether or not the principal's ability to develop a school organization in improving teacher performance is influenced by the principal's ability to collaborate with other parties so that the school can improve its quality and develop well. From the results of interviews at SMA Negeri 1 Rantau Utara and Rantau Selatan, it can be concluded

that the principal's ability to develop school organization in improving teacher performance at SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan is quite good because the principal can collaborate with other parties. others well, and can mobilize all school personnel to work together in following all programs planned by the school principal or other parties that are useful for improving their performance.

The principal's ability to lead teachers and staff

The principal is a leader in the school he leads, so he should have the ability to lead teachers and staff in the school. Leading the school in order to utilize school resources optimally, having the right strategy to improve the performance of educational staff in the school. Creating a conducive school climate, providing advice to school residents, providing encouragement to all teachers, and implementing interesting learning models.

As stated by the Principal, he stated that:

"The principal is a leader who is a role model for the teachers and staff at his school. So I lead starting from myself, by continuing to try to remain disciplined and taking approaches to teachers and staff if there are obstacles faced in the teaching and learning process. Reprimand not with harsh words and reprimand with a smile . After that, manage teachers and staff by holding training, guidance, counseling and informing the main duties of each school personnel accompanied by higher education stakeholders ."

This is also in line with the opinion of the Indonesian Language Study Teacher who stated that:

"The principal has become a good example for teachers, he leads by providing motivation and does not hesitate to give rewards to teachers who have achievements and sometimes we are embarrassed by our own mistakes because the principal reprimands him with soft words and with a smile ”.

The principal of SMA Negeri 1 Rantau Selatan as teacher and staff leader, has made various efforts to optimally empower all human resources in his environment. This is in line with Mr S L's explanation that :

" In relation to my capacity as principal, leader of teachers and staff at SMA Negeri 1 Rantau Selatan, there are several things that have been done, including; provide direction to teachers and staff to carry out their respective main functions and tasks according to their responsibilities, build good cooperation between the internal components of the school (teachers and staff)."

Based on the expression above, the ability to lead teachers and staff at SMA Negeri 1 Rantau Utara is built with discipline and approaches to teachers and staff. From the results of interviews at SMA Negeri 1 Rantau Utara, the principal's ability to lead teachers and staff at SMA Negeri 1 Rantau Utara was quite good, starting from the principal's self-discipline and being a good role model. So that it can instill in teachers to improve their performance by sincerely giving charity. As for the results of observations at SMA Negeri 1 Rantau Selatan, the Principal always provides guidance to the teacher council and staff through regular meetings every month, especially work motivation, this is done every last week of the month. The principal's direction has a very big influence on motivating teachers to carry out their duties, especially those related to learning activities. The principal also always provides direction to the teacher council and staff through regular meetings every month, especially work motivation, this is done every last week of the

month. The principal's direction has a very big influence on motivating teachers to carry out their duties, especially those related to learning activities.

The school principal's ability to manage facilities and infrastructure

Facilities and infrastructure are one of the most important things in improving teacher performance, because if learning facilities and infrastructure are met, it is likely that teachers can maximize their performance in teaching.

As stated by the principal **Rantau Utara 1 Public High School**, he revealed that:

"Instill in all school personnel that the facilities and infrastructure in this school belong to us and we ourselves must maintain them. Facilities and infrastructure are an important part of improving teacher performance and I try to fulfill all the facilities and infrastructure needed by teachers in carrying out the teaching and learning process."

This is also in line with the opinion of **WKM II SMA Negeri 1 Rantau Utara**, revealed that:

"The principal tries to manage the facilities and infrastructure well, he always supervises and evaluates the facilities and infrastructure, especially in learning media, he also tries to meet the needs for facilities and infrastructure to support teaching and learning activities."

At **SMA Negeri 1 Rantau Selatan**, there are several teaching materials that require learning aids, including the science and social studies fields of study. This is in line with **Ushendri Dalimunthe's** explanation:

Aids in learning activities are really needed, for example for the science field of study, the tools needed are a science laboratory, this is needed in the practicum process.

Based on the results of research findings through interviews with one of the teachers at **SMA Negeri 1 Rantau Selatan**, he said:

It is true that the head of **SMA Negeri 1 Rantau Selatan** really pays attention to the educational facilities and infrastructure in the school, this is proven if there is learning equipment that is damaged, it is immediately repaired or replaced, even at every meeting with the teacher council he always asks for input about what is needed. by teachers related to their field of study and then included in the procurement plan.

From the results of interviews at **SMA Negeri 1 Rantau Utara**, the principal's ability to manage facilities and infrastructure at **SMA Negeri 1 Rantau Utara** is not perfect but is quite good, because the principal continues to try to meet the needs of the facilities and infrastructure needed by teachers to support activities. teaching and learning in accordance with the times. School principals continue to monitor and evaluate facilities and infrastructure so that existing facilities and infrastructure are maintained and add facilities and infrastructure needed to improve teacher performance. The maximum performance of teachers created in the school cannot be separated from the managerial competence of the school principal, this can be created by the school's ability to prepare school plans, develop school organizations, lead teachers and staff, manage teachers and staff and manage facilities and infrastructure.

Based on direct interviews, there are objectives and benefits of the principal's managerial competence in improving teacher performance at **SMA Negeri 1 Rantau Utara**, namely so that there is good cooperation with all school personnel. With good cooperation, the vision, mission, goals and **Rantau Utara 1 State High School** program can be achieved well. As expected, **Mr. Principal**, in the future, the managerial competence of the principal will improve the performance

of teachers at SMA Negeri 1 Rantau Utara, so that it will be better and continue to improve managerial competence and continue to improve discipline, because the key to success is discipline.

Based on the results of observations and observations on existing documents, the procurement of facilities and infrastructure that has been prepared in the RKAS or four-year intermediate plan as prepared by the Rantau Selatan 1 High School team is very appropriate, because no matter how good the facilities are if not being used for learning activities is meaningless, therefore the suggestions and suggestions given by each teacher need to be taken into account. From observing the existing documentation, there is construction of a Science Laboratory but its status is not yet complete. The availability of adequate facilities and infrastructure related to science learning is a supporting factor for the head of SMA Negeri 1 Rantau Selatan to improve teacher performance.

Table 1. Display of Research Findings

Principal Ability	North Rantau 1 Public High School	South Rantau 1 Public High School
Preparing School Plans	<ol style="list-style-type: none"> 1. Mastering educational planning and policy theory 2. Prepare strategic, operational, annual and budget plans 3. Prepare activity programs and proposals 4. Deliberation with all school staff 5. Daily, weekly, monthly, semester and yearly programs 	<ol style="list-style-type: none"> 1. Strategic and annual planning 2. RKAS-1 and Four Year Intermediate Plan 3. The influence of planning on teacher performance 4. Design of learning activities
Development of school organization	<ol style="list-style-type: none"> 1. Develop the organization according to needs 2. Formal organizational structure and job descriptions 3. Appropriate personnel placement 6. Informal organizational development (MGMP) 	<ol style="list-style-type: none"> 1. Arranging the physical environment 2. Create a comfortable and beautiful atmosphere 3. Creating a healthy work atmosphere and climate
Managing Facilities and Infrastructure	<ol style="list-style-type: none"> 1. Plan facility needs 2. Procurement, maintenance and inventory of facilities 3. Manage relationships with the community 	<ol style="list-style-type: none"> 1. Plan for procurement of facilities and infrastructure 2. Science laboratories and learning needs 3. Supervise school principals to improve teacher performance

Leading Teachers and Staff	<ol style="list-style-type: none"> 1. Communicate vision, mission and goals 2. Coordinate teachers and staff 3. Building cooperation and teams 4. Lead aspirational and persuasive meetings 	<ol style="list-style-type: none"> 1. Direction, coordination and motivation 2. Educational report cards as an evaluation of teacher performance 3. Monitoring progress and policy development
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DISCUSSION

The managerial competence of school principals in improving teacher performance must be implemented in accordance with the stages of management properly. The ability to prepare school plans for various levels can be done by preparing strategic plans for school development based on national education policies (Litchka & Shapira-Lishchinsky, 2016; Siahaan, 2023). Apart from that, the school principal should be able to prepare an annual school development plan as well as a school expenditure budget plan based on the annual work plan (S. & Cosner S., 2017; Siburian, 2014). In this case, the principal of SMA Negeri 1 Rantau Utara already has sufficient ability to prepare school plans. This can be seen from the school planning process being carried out in the form of deliberations involving all school officials, including the principal, WKM, TU and the teacher council. And the programs formulated in school planning are in the form of daily, weekly, monthly, semester and annual programs. The head of SMA Negeri 1 Rantau Selatan has also played his role in making strategic planning, namely for school development, and this has been stated in the school's work plan. Likewise, with the annual plan and school income and expenditure budget plans, all work plans have been prepared in either the School Work and Budget Plan (RKAS-1) or the Four Year Intermediate Plan.

Schools that have unique characteristics definitely have unique learning and teaching processes that take place within them (Fusarelli, Fusarelli, & Riddick, 2018). This indicates its importance as a place to cultivate a moral life based on religious values (Nilda, Hifza, & Ubabuddin, 2020). Because of this complexity and uniqueness, schools as organizations require a high level of coordination in managing various aspects of educational activities and programs (Savitri et al., 2022). The success of a school is often measured by the success of the principal in leading it. Successful school principals are those who have a deep understanding of the complexity and uniqueness of the school as an organization, and are able to carry out their role as school leaders effectively (Anggraini, Armanila, Nasution, Maghfirah, & Siregar, 2023; Dewi, 2012). This includes the ability to coordinate various activities, motivate staff, create a conducive learning environment, and maintain a balance between educational goals and practical daily demands.

As a leader, the principal must have the ability to be a role model, that is why leaders must have noble morals and must have a strong desire to develop themselves, be open, create innovation, work hard, have a strong motivation to succeed, never give up and always looking for solutions and having social sensitivity (Firdaus, 2022; Zakiah, 2019). The principal's ability to lead teachers and staff at SMA Negeri 1 Rantau Utara has been seen by him being a role model for other school personnel, increasing closeness and forming work teams. The principal leads every meeting and meetings held. The principal of SMA Negeri 1 Rantau Selatan provides direction, coordination and provides motivation to teachers and staff, as stated in the minutes and documentation in the form of photos in the program planning document report for SMA Negeri

1 Rantau Selatan. Both schools also improved teacher performance by referring to education report cards. Education report cards are official documents that contain information regarding students' academic development and achievements during a certain period in the education process. This report card is usually issued by educational institutions, such as schools or other educational institutions, to students and their parents or guardians as a form of monitoring and evaluating student learning progress. SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan use education report cards as an instrument to improve teacher performance by managing teachers and staff.

The school principal's managerial implementation in terms of supervision can be said to have gone well if the school principal always carries out his main duties (Ndapaloka, Hardyanto, & Prihatin, 2016; Syafarina et al., 2021). To be able to find out whether activities have been carried out and to what extent they have been implemented, the school principal always carries out supervision (Suhardan, 2017). When deviations occur or things do not comply with the previous plan, through this deliberation the school principal and the entire school community try to find a way out and make improvements (Indajang, Jufrizen, & Juliandi, 2020). The school principal as a leader is able to display his personality as having a vision/mission and being able to communicate and make decisions (Siahaan, Akmalia, Suhartono, Andriani, & Hasibuan, 2021). The communication pattern developed is open and reciprocal in accordance with mutually agreed norms when they were at SMA Negeri 1 Rantau Selatan and SMA Negeri 1 Rantau Utara.

The main findings from this research show that the preparation of school plans was carried out through deliberations involving all school officials (WKM, TU, teacher council). This approach emphasizes the importance of collaboration and participation of all parties in formulating school plans. The novelty of this approach lies in the integration of all school elements in the planning process, which is different from the traditional top-down approach. This creates a sense of shared ownership and responsibility, which can ultimately increase the effectiveness of plan implementation. Another novelty is that innovation in school management by utilizing external resources to increase internal capacity can be used as an approach that can become a model for other schools to build collaborative networks that can enrich teacher professional development programs. In addition, this research provides new insights into how school principals can develop effective managerial competencies through a collaborative approach, the use of systematic management techniques, the development of external collaboration, a focus on a conducive work environment, and the involvement of stakeholders in school planning. These innovations can be adapted and applied in various other school contexts to improve teacher performance and the overall quality of education. For the future regarding the managerial competence of school principals, this research provides a significant contribution to the understanding of how the managerial leadership of school principals can effectively improve teacher performance through a personal, collaborative and competency-based approach.

CONCLUSION

The principal's ability to prepare school plans to improve teacher performance at SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan can be seen in the form of deliberations involving all school officials, including the principal, WKM, TU and the teachers' council. And the programs formulated in school planning are in the form of daily, weekly, monthly, semester and annual programs. In developing the school organization, SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan can be seen from the principal being able to place school personnel

according to their abilities and fields, being able to try to develop the school organization formed in the MGMP (Subject Teachers' Conference), and running and developing programs provided by the ministry of religion. In managing teachers and staff, improving teacher performance at SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan can be seen by carrying out training, guidance, counseling, informing the main tasks of each school personnel accompanied by higher education stakeholders and conveying information. the latest to keep up with the times.

The principal's ability to lead teachers and staff in improving teacher performance at SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan can be seen by increasing closeness and forming work teams. The principal leads every meeting and meetings held. For facilities and infrastructure in improving teacher performance at SMA Negeri 1 Rantau Utara and SMA Negeri 1 Rantau Selatan, it is proven by awareness of facilities and infrastructure which is an important part of improving teacher performance and I try to fulfill all the needs for facilities and infrastructure that teachers need in carry out teaching and learning processes that are in line with developments in science and technology. This research proposes further, more in-depth research to understand other factors that can influence the managerial competence of school principals and teacher performance, such as organizational culture factors, support from related parties, or the dynamics of interpersonal relationships in schools. Conduct comparative studies between schools in different contexts to broaden the generalizability of findings and support the development of best practices in educational management.

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