

## Principal's Leadership Style In Improving Teacher Performance At SMK Negeri 1 Kutalimbaru

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### ABSTRACT

This research was conducted so that principals are able to make a habit of providing guidance to teachers related to all the problems faced so that teachers are able to maximally and professionally carry out their performance professionally, in the sense of being good but must be firm in carrying out their duties as principals. This research is a qualitative research method with a descriptive study This research includes field research with a phenomenological approach. In this case, the data collection techniques used are interviews, observations and documentation studies. The data analysis techniques used in this research are 1) Data Reduction 2) Presentation of Data (Data Display); 3) Conclusion Drawing. The results showed that the performance of teachers at SMK Negeri 1 Kutalimbaru included: 1). Teacher performance in planning the learning process. 2). Teacher performance in learning implementation. 3). Teacher performance in learning evaluation. 4). Efforts to improve teacher performance made by principals are by conducting training, workshops and also motivational seminars. The leadership styles applied by the principal of SMK Negeri 1 Kutalimbaru are: 1). Democratic leadership type. 2). Visionary leadership type. 3). Transformational leadership type. The driving factors of the principal's leadership in improving the performance of teachers at SMK Negeri 1 Kutalimbaru include: 1).The principal's ability to manage planning. 2).Synergistic relationship among school members. The factors that hinder the principal's leadership in improving teacher performance include: 1). Inadequate facilities and infrastructure. 2). The low ability of teachers to utilize technology. 3). Lack of support from parents

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## INTRODUCTION

The involvement of all components of school human resources requires adequate human resource management in coordinating the various roles and functions of each component of human resources needed in schools (Sandi, Q., Syukri, A., Anwar, 2019). One of the keys to the success and success of school management is the implementation of good teacher teaching performance. For schools with high teacher teaching performance and discipline must be an image for the school itself, especially for students and teachers (Sujianto, Syahril, S., Setyaningsih, R., Hartati, 2022).

The performance achieved by a person is said to be actual performance or job performance which is commonly referred to as achievement (Syarnubi, 2022). A worker who makes his duties match the responsibilities assigned and is also successful in quality and quantity is also called performance (Kamaruddin, I., et al. 2024). A person's work achievement based on quantity and quality that has been agreed upon is the definition of performance in general (Safitri, 2022). Teacher

performance can be seen when he applies teaching and learning interactions in the classroom including preparation both in the form of semester programs and teaching preparation (Dewi, 2020). In connection with the need to assess teacher work, the Georgia Bureau of Education has developed a teacher performance assessment instrument which was later modified by the Ministry of Education to become the Teacher Ability Assessment Tool (APKG). The teacher ability assessment tool includes: 1) Teaching plans and materials, also known as lesson plans; 2) classroom procedures; and 3) interpersonal skills (Sari, N., Syahputra, M. R., Muklasin, A., Siregar, 2022).

The views of the community and the school will be imaging (image) with good teacher teaching performance will bring positive feedback on school development, especially in the context of maintaining school management (Eliza, 2019). In achieving the principal's management objectives, one of them is influenced by the good teaching performance of all education implementers (Anggraeni, I. Komariah, A., Kurniatun, 2016). Good teacher teaching performance needs to be done to fulfill three objectives, namely, the formation of positive control traits, the formation of work, and the improvement of the teacher's life (Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, 2023).

A teacher who has positive control over himself is very desirable and useful for the benefit of society, without having to have regulations from the agency. A teacher will try to discipline himself (Musri., 2020). will have the awareness to produce quality work without the need to be ordered much by the leadership. In fulfilling the purpose of performance formation. Good teacher teaching performance factors as a solid capital for the creation of a reliable performance system (Yulianingsih, L T., Sobandi, 2017). The quality of teacher work that will be created is the presence of expertise in the work section (Syarnubi, 2019b). A teacher who has a quality teacher performance capacity will try to organize his life planning as well as possible in the community area and certainly in the school area (Musriyah., 2019). As a result, this is certainly with the aim of helping to achieve the quality of existing school management with high work standards.

Government Regulation (PP) Number 19 of 2005 concerning the National Education Standards Agency (BSNP) emphasizes that educators (teachers) must have competencies as learning agents at the primary and secondary education levels and early childhood education (Hasnawati., 2020). This normative directive which states that teachers are learning agents shows the expectation that teachers are the first party most responsible for transferring knowledge to students (Ismail, 2010). Teachers must also master pedagogical, personality, professional and social competencies.

Pedagogical competence is a skill in managing students, including understanding the teacher's knowledge of the foundation and ideology of learning, understanding the abilities and diversity of students (Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024). Personality competence, the teacher as a role model for his students should have a complete behavior and character that can be used as a favorite role model in all departments of his life (Syarnubi, 2019). Professional competence, the fundamental obligation to train, guide, guide, direct, train, assess and survey students. Social competence, the ability of teachers to speak and mingle in an efficient way with students, fellow teachers, education personnel, parents / guardians of students and the surrounding community. Quality teachers are certainly able to carry out efficient and appropriate learning, teaching and training (Syarnubi, S., Alimron, A., & Muhammad, 2022). They are believed to be able to motivate students to grow their potential within the framework of achieving predetermined learning standards. Teachers' guiding skills that are similar to the standard requirements of their obligations have a positive impact on the results to be achieved such as changes in student academic results, student behavior, student knowledge, and changes in teacher work patterns that are increasing.

Leadership is a system that is engaged by a person in managing his group personnel in order to reach organizational goals. This technique of influence is certainly not by the path of pressure, but what kind of a leader can interict and inspire the work of his subordinates by implementing techniques in accordance with the atmosphere and conditions as a result of what is intended can be achieved with fruitful results. Leadership in learning conditions is the ability to mobilize the application of learning, as a result of which the learning objectives that have been formalized can be touched in an efficient and efficient manner.

The success of the leader lies in how much he understands and understands the scheme of leadership. With the aim of avoiding wrong activities in leading (Syarnubi., 2024). This principle is the mixing of one theory to another theory as a result of being able to create a system. or in other words, the scheme is in accordance with logic and correct in an empirical way. In the other direction, the leadership scheme was not born just like that, but was born from the discoveries of experts through in-depth study.

Leadership is an integral part of administration, school principals are leaders at the school level, have the main position of fixing managing the implementation of educational and learning activities in schools (Syarnubi, 2023). More operationally, the principal's main position covers the activities of exploring and empowering all elements of the school as structured in the framework of achieving efficient and realistic school goals.

A leader in the leadership function will basically always be related to two important things, namely relationships with subordinates and relationships related to tasks. Attention is the degree to which a leader acts in a polite and supportive manner, showing concern for their welfare. Suppose doing good to subordinates, consulting with subordinates or on subordinates and paying attention by fighting for the interests of subordinates. Consideration as subordinate-oriented leadership behavior is often characterized by the behavior of leaders who tend to fight for the interests of subordinates, pay attention to their welfare by providing salaries on time, providing allowances, and providing the best possible facilities for their subordinates.

The Regulation of the Minister of National Learning No. 13/2007 on School/Madrasah Principal Standards stipulates that there are five dimensions of principal competencies, but if it is related to principal coaching, principal competencies can actually be grouped into two, namely principals as managers and leaders. Successful school leaders, who are achievement-oriented, support all members of the school community, provide opportunities for people to excel, and try their best to contribute to the quality of education and learning for the entire school community and empower people to achieve a shared vision.

A principal as a leader of learning has a heavy responsibility, for that he needs to have proper planning, both psychologically and intellectually in carrying out his duties, especially in facing all the cases and challenges that are passed to create and provide comfort for teachers and students at school. For Soetopo and Soemanto, "the important use of the principal as a learning leader is to create an atmosphere of learning situations so that teachers can teach and students can train themselves well". The skills of a principal in leading really influence in adding to the function of teachers or adding and creating a learning process that is right for (efficient) and right on target.

The principal's leadership attitude in carrying out his duties is not determined by his skills in the field of leadership schemes and procedures alone, but is more determined by his ability to select and use leadership attitudes that are appropriate to the situation and conditions of the people he guides.

The leadership shown by the principal ensures the quality of learning in the classroom carried out by teachers or not. Each principal has a different attitude that contradicts and does not appear to be the least efficient or least capable leadership attitude, because entirely on the atmosphere and conditions of each subordinate. As stated by Suharsaputra, which suggests that if a leader is able to achieve goals with various techniques and styles of leaders in managing, similar to the internal conditions and external challenges he faces, then efficient leadership cannot be correlated with specific assessments alone from the leader or the environmental conditions that surround him. Wahjosumidjo asserts leadership can be divided into four approaches, namely: (1) psychological approach; (2) situational approach; (3) behavioral approach; and (4) contingency approach. This shows that school leadership is an important component in addition to teachers who determine the spearhead of learning. Likewise, the principal as an educational leader in schools is an important component as a manager of his leadership behavior to influence the quality of education in schools.

Teachers' diverse assessments and their complex behaviors require principals to adopt multi-frame leadership or multiple leadership to meet different situations and conditions. The benchmarks of leadership behavior comparison and the theoretical basis of leadership behavior come from the team approach to instructional leadership, multiple leadership (including adaptive leadership and

delegative leadership), and diverse leadership (including structure-oriented leadership, human resource leadership, political-oriented leadership, and symbol-oriented leadership), which are emphasized in the thesis, future school leadership.

One of the Principal's strategies in advancing the school to have positive capabilities is to carry out coaching for teachers. The coaching is carried out so that teachers improve the performance of teachers, especially pedagogically, namely through the Subject Teacher Forum (MGMP), appropriate environmental arrangements, contributive activity situations, orderly, appreciation and sanctions as efficient and the provision of various learning resources to familiarize and various other trainings that are positive in terms of their respective research or other things so that teachers are able to elevate their performance as professional work honestly, responsibly, efficiently, and effectively (Anwar, 2020).

Based on preliminary studies that researchers conducted at SMK Negeri 1 Kutalimbaru in the form of an interview with one of the teachers regarding how the Principal's leadership was on Friday, March 1, 2024 at 09.15 WIB, the teacher said that the principal had not been maximized in trying to improve the quality and knowledge of teaching teachers. Then the researchers interviewed about the responsibilities of teachers, namely in the preparation of learning tools, teachers have difficulty in utilizing learning technology, teachers do not use learning media, teaching models and patterns that are followed as usual are still conventional which emphasizes the use of teaching methods. Monotonous, the design of learning strategies, teaching materials and learning evaluations is also not optimal. Actually, the principal has provided examples, enthusiasm and support to teachers as well as friends in carrying out work and the principal is very responsible for all actions taken by educators.

Based on these problems, it is highly expected that school principals are able to make a habit of providing guidance to teachers related to all the problems faced so that teachers are able to maximally and professionally carry out their professional performance, in the sense that they are good but must be firm in carrying out their duties as school principals. In addition, the principal is also expected to be able to bring something new or something that has a positive impact on the progress of the school, such as training for teachers related to methods or methods of classroom management, then making progress reports or developments from students in each learning material, through leadership behavior patterns from the principal.

This research will be a combination of various disciplines such as education, psychology, and management. For example, utilizing psychological theories on motivation and management theories on leadership to analyze the principal's leadership style. As well as analyzing various leadership styles (transformational, transactional, democratic, autocratic) and seeing which style is most effective in a particular context. The research is interesting if it focuses on less common or controversial leadership styles and how principals' use of technology, such as digital communication platforms or technology-based management tools, can affect teacher performance. By emphasizing these aspects, research on "Principal's Leadership Style in Improving Teacher Performance of SMK Negeri 1 Kutalimbaru" can provide more in-depth and relevant insights, and contribute significantly to educational practice and leadership development in schools.

Based on the above background, the researcher is interested in conducting research related to how the principal's leadership behavior pattern in improving the work quality of education personnel at SMK Negeri 1 Kutalimbaru, especially for all teachers who work at the school.

## METHODS

This research is a qualitative research method with a descriptive study, namely a study to see the existence of variables consisting of 1 or more without making a link that connects to existing variables. This research includes field research with a phenomenological approach. In this case, the data collection techniques used are interviews, observations and documentation studies (Syarnubi et al., 2021). The data analysis techniques used in this research are 1) Data Reduction 2) Presentation of Data (Data Display); 3) Drawing Conclusions. Determination of the validity of this research data by utilizing data observation procedures sourced from 4 benchmarks: the level of confidence (credibility), transferability (transferability), dependability (dependability), and confidence

(confirmability). the legality of research results is a way of obtaining a level of confidence in the research results.

## FINDINGS AND DISCUSSION

### 1. Teacher Performance at SMK Negeri 1 Kutalimbaru

#### a. Teacher Performance in Planning the Learning Process

Teachers must make lesson plans first. This is done to ensure that learning activities run well and in accordance with school goals (Syarnubi, S., Syarifuddin, A., & Sukirman, 2023). teachers do not immediately provide material. Everything must be adjusted to the learning device. The direction regarding the preparation of learning process planning was first delivered by the principal in a meeting with the teachers. The process of direction in the preparation of learning plans as well as what goals to achieve and what must be done to achieve them.

Preparation of lesson plans (RPP) or modules in terms of the independent curriculum. Then to improve the quality, ability or enthusiasm of teachers, there are various activity programs, including seminars or some kind of training by bringing in resource persons. All of these activities are directly controlled by the vice principal for curriculum. This was conveyed by the math teacher, who was one of the participants in this study. However, in the preparation of lesson plans, actually implemented in learning activities, teachers must understand them. Lesson planning is made to unify and channel teachers' abilities in preparing subject matter, building strategies, and planning the evaluation of learning outcomes.

The results of the interview above are supported by the results of field observations conducted by researchers. In field observations, researchers saw and observed lesson plans as well as teaching modules and all learning tools used by teachers as learning guidelines. Researchers saw the teacher's attendance list, lesson roster and teacher work hours/loads. In addition, through documentation studies, researchers also traced the social media of SMK Negeri 1 Kutalimbaru, namely the facebook of SMK Negeri 1 Kutalimbaru. Researchers conducted a search to see documentation of seminars and workshops conducted by SMK Negeri 1 Kutalimbaru as an effort to improve teacher performance.

From the results of interviews, observations and documentation studies above, the researcher can conclude that all teachers at SMK Negeri 1 Kutalimbaru realize the importance of lesson preparation plans. This is evidenced by the fact that every teacher makes lesson plans before learning activities actually begin. As for improving teacher performance, the principal conducts several activities, including seminars, workshops or training guided by competent resource persons in their fields. This is evidenced by a search through the social media of SMK Negeri Kutalimbaru.

In line with the mandate of Permendikbud No 22 of 2016 and the opinions of the experts described above, the performance of SMK Negeri 1 Kutalimbaru teachers has fulfilled the mandate of Permendikbud No 22 of 2016 in planning the learning process. The performance of SMK Negeri 1 Kutalimbaru teachers when planning the learning process begins with the preparation of lesson plans, taking into account the identity of the subject, competency standards (SK), basic competencies (KD), indicators of achievement of competencies, learning objectives, teaching materials, time allocations, learning methods, learning activities, assessment of learning outcomes, and learning resources.

#### b. Teacher Performance in Learning Implementation

Learning implementation is the basis of education, and consists of learning activities, classroom management, learning media, learning strategies, and learning achievements (Syarnubi, 2016). The implementation process consists of initial implementation, implementation, and final implementation. Initial implementation includes preparation before the activity is carried out, and implementation is the technical part of the activity. Final implementation is the final part of the activity, which includes results and reports. All teachers

at SMK Negeri 1 Kutalimbaru conduct classroom management and carry out learning activities in accordance with job demands.

In carrying out their role in the classroom as presenters, teachers must prepare the material well, and must use learning methods that support and use media as a means of learning. The implementation of learning must also be carried out according to the procedures listed on the learning tool. For example, English teachers carry out learning activities in the classroom by bringing lesson plans or modules as a guide. If in the lesson plan or module, learning is carried out using group learning methods, then in its implementation, learning must take place by applying group learning methods. Likewise with learning media.

The implementation of learning is directly controlled/supervised by the vice principal for curriculum. And the results of the supervision will be submitted to the principal, as an evaluation material for further improvement and improvement (Matondang, N. P. Butarbutar, M. I., Br Sinulingga, S. A., Marpaung, J. R., Harahap, 2023). Supervise the learning process in accordance with each teacher's lesson plan or teaching module. So teachers cannot just do learning. Must be in accordance with the guidelines, namely the lesson plan / module. This is done so that teachers really implement what has been compiled in the learning tool.

Teachers must be able to choose material that is strong and easily understood by students so that school goals can be achieved with the best quality. The level of student understanding of the subjects taught by the teacher is very influential, and the weight of the teaching material can also determine the standard of student competence in achieving learning. All teachers of SMK Negeri 1 Kutalimbaru always evaluate students' abilities before delivering lessons. We do this to ensure that students understand the subject matter well. And the obstacle lies in the learning resources to be used in learning activities. Teachers usually only use books as learning resources because there are not many other sources studied by teachers besides books.

The results of the interview above are supported by field observations conducted by researchers. In the field observation, the researcher joined the vice principal for curriculum to observe the learning activities in the classroom. The researcher saw that the English teacher had carried out the planning that was previously compiled in the lesson plan/teaching module. Teachers use methods, strategies and media as written in the lesson plans/teaching modules.

From the results of interviews and field observations conducted, it can be concluded that the performance of teachers in the implementation of learning is carried out in accordance with the guidelines for learning devices and is directly supervised by the vice principal for curriculum. Teachers use methods, strategies and learning media in accordance with what has been compiled in each lesson plan/teaching module. Meanwhile, in choosing material, teachers always evaluate the ability of students. The teaching materials used in delivering the material are still focused on textbooks only.

However, there are still teachers who are not maximized in using electronic-based learning media. This can be seen from some teachers who cannot use laptops, speakers or projectors at school. So that these teachers have to ask for help from other teachers who understand better. This certainly slows down the learning process in class, because the time to deliver the material will be reduced. So it can be concluded that teachers have not been maximized in carrying out their responsibilities because there are still teachers at SMK Negeri 1 Kutalimbaru who have not been able to develop science and technology in accordance with the expert opinion above. So it is clear that the performance of SMK Negeri 1 Kutalimbaru teachers in carrying out learning has not fulfilled all of the performance indicators, namely in the third indicator of learning media and resources.

### **c. Teacher Performance in Learning Evaluation**

Assessment of learning outcomes is the process of assessing students' understanding and success in learning activities using numbers or values after the teacher assesses activities from preparation to assessment (Syarnubi, 2020). The principal of SMK Negeri 1 Kutalimbaru said that in evaluating learning, teachers conduct assessments by paying attention to

cognitive, affective and psychomotor aspects. Subject teachers assess student learning outcomes as a whole and must be objective. It is not allowed to give high scores to students who may be relatives of the teacher, if the student does not deserve it. Learning assessment results are not only obtained from semester exam scores. However, it is obtained from daily grades, test scores, adab and morals in students' daily lives, attendance, craftsmanship in doing assignments and homework (homework) and also semester and end-of-semester exam scores.

In addition to interviews, researchers also conducted field observations of student learning outcomes, including daily grades, test scores, and midterm and end-of-semester test scores. The results of these observations show that teachers have rules and physical evidence that can help them assess students. Schools should have complete documentation of learning activities so that students can learn better. The results of the learning assessment noted that some students have not reached the full or less than maximum level in learning. Teachers are responsible for their students' learning activities and should do remedial work to meet the standards.

From the results of the interviews and observations above, the researcher can conclude that all teachers of SMK Negeri 1 Kutalimbaru have fully understood the requirements of learning assessment. Therefore, it is clear that all teachers strive to conduct objective learning assessments that are based on students' abilities. The purpose of teacher learning assessment can be used as an indicator of student success and understanding of what is taught by the teacher.

By conducting evaluations, teachers' strengths and weaknesses can be identified, allowing for desired professional development. Student achievement is directly correlated with improvements in the quality of teacher teaching, which creates an inevitable link between teacher evaluation and learning outcomes. In addition, these evaluations will help teachers deal with challenges and changes in education, aid better school management, and provide useful information for designing better education policies. In the long run, it also builds accountability and responsibility for their teaching practices, and supports better school management.

So it can be understood that teachers at SMK Negeri 1 Kutalimbaru have a good understanding of the responsibilities, objectives and functions that must be completed. With this understanding, teachers can do their jobs well. Teachers understand that learning evaluation is able to provide an accurate and comprehensive picture of the teacher's contribution to student learning and development. Thus, teachers will understand their weaknesses and shortcomings in learning, and make it easier for them to make improvements and also improve towards a better direction.

#### **d. Efforts to Improve Teacher Performance at SMK Negeri 1 Kutalimbaru**

To improve teacher performance, the principal has planned several activities, which of course also have several objectives. The objectives of this program are to first, improve teachers' abilities and their motivation to work; second, create an environment of strong cooperation and harmony throughout the school environment; and third, create a sense of openness for each individual, because the principal is easier to manage and arrange according to individual characteristics. eighth and innovative. All programs that will be carried out by the principal of SMK Negeri 1 Kutalimbaru in an effort to improve teacher performance are delivered in a meeting with the teachers.

There are several activities programmed by the principal to improve the performance of teachers at SMK Negeri Kutalimbaru. Among them are training, workshops, and also motivational seminars. Schools can send teachers to participate in training activities, or they can organize training activities for teachers themselves. In addition to training, and workshops by inviting resource persons, the English subject teacher said that there were other efforts made by the principal in improving teacher performance, namely motivational seminars. Teachers feel the benefits, especially for me as a math teacher. I understand how to write math

formulas in the preparation of lesson plans on a laptop. I can access the internet about the materials that I will teach.

The results of the interview above are supported by documentation studies conducted by researchers. In the documentation, the researcher saw that the principal of SMK Negeri 1 Kutalimbaru actually conducted training activities, workshops and also motivational seminars to improve the performance of the teachers of SMK Negeri 1 Kutalimbaru. The results of the documentation can also be seen through the facebook of SMK Negeri 1 Kutalimbaru, so from the results of these interviews and documentation studies, the researcher concludes that the efforts made by the principal of SMK Negeri 1 Kutalimbaru are training, workshops by bringing in resource persons and also conducting motivational seminars whose ultimate goal is to improve teacher performance. With the improvement of teacher performance, it will certainly facilitate the achievement of the vision, mission and goals of the school.

As a follow-up step, referring to the research results in general, it shows that the principal of SMK Negeri 1 Kutalimbaru has made efforts to improve the performance of teachers. The efforts made by the principal of SMK Negeri 1 Kutalimbaru are training, workshops by bringing in resource persons and also conducting motivational seminars whose ultimate goal is to improve teacher performance. Improving teacher performance will certainly facilitate the achievement of the vision, mission and goals of the school. All of these improvement efforts have a positive impact on all teachers of SMK Negeri 1 Kutalimbaru.

#### **e. Leadership Style Applied by the Principal of SMK Negeri 1 Kutalimbaru**

All leaders have a unique leadership style. Leadership style is the way a person leads an educational institution in organizing, directing, and guiding subordinates to work together to achieve school goals (Fauzi, M., Lestari, A.R.S., & Ali, n.d.). To be a good leader, a principal must have attributes such as personality, basic expertise, experience, knowledge, skills, administrative knowledge, and supervisory expertise (Lumbangaol, 2017).

The principal of SMK Negeri 1 Kutalimbaru applies several types of leadership styles based on certain conditions and situations. One type of leadership applied by the principal of SMK Negeri 1 Kutalimbaru is the democratic type. Where a leader who applies this leadership style must always collaborate with his employees. The principal as a leader at SMK Negeri 1 Kutalimbaru has good managerial skills, good administration, good management, good supervision, and good evaluation. In addition, the principal has good learning ability, so he can lead, supervise, and evaluate his subordinates to ensure that the expected goals are achieved. If the leader does not have them, he or she will most likely not be able to manage the school standard.

From the results of the interview above, it can be concluded that the leadership style applied by the principal of SMK Negeri 1 Kutalimbaru is the democratic leadership type. This type of leadership is a leadership style that places humans as the main factor. Each subordinate must be valued and respected according to their portion because each has unique abilities, will, thoughts, interests, and concerns.

In addition to the democratic leadership style, the principal of SMK Negeri 1 Kutalimbaru also applies a visionary leadership style. This type of leadership can see what will happen in the future or read what will happen in the future and can encourage its team members by providing motivation (Lestari, et al., 2023). He reads in the future or before a problem occurs he has thought about it first and conducts good interactions from superiors to subordinates in general can directly accommodate all what the teacher council or subordinates want.

The next leadership style applied by the principal of SMK Negeri 1 Kutalimbaru is the transformational leadership type. Transformational leadership refers to how to make commitments and provide confidence to subordinates to achieve predetermined goals. Transformational leadership is characterized as a leader who is centered on accepting the transformation of values, beliefs, behaviors, attitudes, sentiments, and desires of subordinates into a better transformation in the future. This was conveyed by the principal of SMK Negeri



1 Kutalimbaru. As the nature of the application of transformational leadership carried out by the principal of SMK Negeri Kutalimbaru, has its own influence on its subordinates.

The results of the interview above are supported by field observations made by researchers. In field observations, researchers saw and observed during a meeting with the teachers' council, the principal gave instructions to all school stakeholders to be enthusiastic in carrying out their respective duties. The principal provides a strong role model for followers, charismatic behavior, providing motivation, inspirational, and giving attention to teachers for their performance.

From the results of interviews and field observations above, it can be understood that the principal of SMK Negeri 1 Kutalimbaru applies a type of transformational leadership in an effort to improve teacher performance. A transformational leader is a transformation agent who is steadfast and unyielding. Leaders who apply the transformation type of leadership will obtain maximum achievements in the future. The principal always fosters a sense of camaraderie and cooperation among his subordinates. Principals encourage teamwork, cooperation and mutual respect, and they create a positive and supportive work environment.

Among the three leadership styles applied by the principal of SMK Negeri 1 Kutalimbaru, there is one type that dominates, namely the transformational leadership type. This can be proven by the results of interviews with the principal and vice principal for curriculum, not only that, researchers also prove it with field observations. In field observations, researchers saw and observed during a meeting with the teachers' council, the principal gave instructions to all school stakeholders to be enthusiastic in carrying out their respective duties. The principal provides a strong role model for followers, charismatic behavior, providing motivation, inspirational, and giving attention to teachers for their performance. So it is clear that the principal of SMK Negeri 1 Kutalimbaru applies several types of leadership styles, adjusting to conditions and situations. But of the several types of leadership, the principal of SMK Negeri 1 Kutalimbaru dominates the type of transformational leadership specifically in efforts to improve teacher performance.

#### **f. Supporting and Hindering Factors of Principal Leadership in Improving Teacher Performance at SMK Negeri 1 Kutalimbaru**

##### **1) Supporting Factor**

- a) Principal's Ability to Manage Planning. Therefore, the principal must be able to work together with various groups to find out how the principal's leadership can improve school quality.
- b) Synergistic Relationship Between the Principal and School Members. Of course, this relationship will foster a positive work spirit for school members.

##### **2) Inhibiting Factor**

- a) Inadequate Facilities and Infrastructure. One of them is the internet network that is not installed. The internet is certainly considered very important for teachers and education personnel.
- b) Low Ability of Teachers to Utilize Technology. Some teachers are less able to develop learning methods and media in the classroom related to electronics.
- c) Lack of Support from Parents or Student Guardians. Regarding minimal parental support, it was conveyed directly by the principal.

Based on the results of the study, it was found that the inhibiting factor also came from outside, namely the lack of support from parents / guardians of students for school progress (Basri, H., & Tambunan, 2023). This phenomenon is an obstacle for teachers in carrying out their duties. The lack of communication and cooperation between schools and parents has hampered the principal's leadership process in improving teacher performance. Teachers will not be able to complete their duties if they are not supported by the role of parents. The success of a student will not be obtained only with the support of the teacher. Parents have an important role in supervising students at home.

## CONCLUSION

The performance of teachers at SMK Negeri 1 Kutalimbaru includes: 1). Teacher performance in planning the learning process. 2). Teacher performance in learning implementation. 3). Teacher performance in learning evaluation. 4). Efforts to improve teacher performance made by principals are by conducting training, workshops and also motivational seminars. The leadership styles applied by the principal of SMK Negeri 1 Kutalimbaru are: 1). Democratic leadership type. 2). Visionary leadership type. 3). Transformational leadership type. The driving factors of the principal's leadership in improving the performance of teachers at SMK Negeri 1 Kutalimbaru include: 1). Principal's ability to manage planning. 2). Synergistic relationships among school members. The factors that hinder the principal's leadership in improving teacher performance include: 1). Inadequate facilities and infrastructure. 2). The low ability of teachers to utilize technology. 3). Lack of support from parents.

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