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PRINCIPAL'S STRATEGY IN IMPROVING TEACHER PERFORMANCE AT SMK NEGERI 1 BANYUDONO BOYOLALI

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Kata Kunci:	ABSTRACT
Strategy; Principal; Teacher Performance	This study aims to describe the leadership of school principals in improving teacher performance at SMK Negeri 1 Banyudono Boyolali. The methodology of this research uses a descriptive qualitative approach, namely information in the form of letters rather than numbers. The key to this research is the principal and the teacher. This is because the principal and teachers are directly involved in the learning process at SMK Negeri 1 Banyudono Boyolali. The data collection techniques are observation, interviews and document studies. The leadership of the principal is expected to have the ability to move, influence, motivate, direct, and nurture teachers, so that a high work ethic, creativity and productivity are born in achieving goals. Teacher performance is the result of teachers' work that is reflected in how to plan, implement, and assess the teaching and learning process. The results of the study show that the leadership of school principals in improving teacher performance is good, namely the commitment to enforce the discipline of teachers' working time in schools and provide motivation for teachers and empower teachers by paying attention to their achievements in improving their work ethic. Teachers' performance improved with the enforcement of discipline and teachers' work motivation at school, both including their presence at school and class, discipline in presenting subject matter and punctuality when leaving the classroom after completing the subject matter. Motivation and Empowerment of teachers by paying attention to their achievements in improving their work ethic and providing awards, congratulations, and appreciation either in the form of charters or incentives for outstanding teachers. Thus, it was concluded that the leadership of the principal in improving the performance of teachers at SMK N 1 Banyudono Boyolali greatly contributes to the progress of learning quality so that it can encourage the quality of education and success in the world of education, especially at SMK N 1 Banyudono Boyolali.

A. INTRODUCTION

Education today is a vital necessity. Education is an effort to expand educational knowledge associated with shaping behavior, values, and attitudes. Education can also have a significant impact on human life because it increases the knowledge gained in both formal and informal education, which can help the process of change to achieve the expected quality. Education that is well managed, organized, and effective can produce a welfare state and educate the lives of its people in accordance with the objectives of education (Anwar Chairul, 2014). Education is a learning process that aims to develop the potential and ability of individuals to function optimally in society (Abas, 2020)

All people in Indonesia have the right and obligation to receive education, because education is the basis for the development of a nation, and without it the nation will be stupid. Therefore, based on the 1945 Constitution of the Republic of Indonesia and Law No. 20 of 2003, which stipulates that every Indonesian citizen has the right to education.

Education is very important for the development of human resources, so educators have a great responsibility in carrying out their duties, so the standards of education and education personnel must be improved.

For an educational institution, leadership is very important because the school needs a captain or driving force for teachers and students, who is consistently expected to improve the school. Since principals have an important role in fostering and improving teacher performance, their leadership attitude becomes one of the indicators that can show how well teachers perform.

Principals as leaders in schools have a lot to do, this will be seen from a variety of leadership models and styles that can be applied and modified by principals in carrying out managerial activities. The role of the principal in leading the school will have an impact on every element in the in an effort to carry out the main tasks and functions of each. Principals are successful if they understand the school as a complex and unique organization and are able to carry out the duties of the principal. Thus, the formulation shows how important the role of the principal is in organizing school life to achieve goals.

One way to determine teacher performance is to conduct an assessment of teacher performance. The results of this assessment allow schools to obtain information about teacher performance that can be used to improve teacher performance, encourage them to develop, and use it as a basis for planning and decision-making.

Performance can generally be influenced by management behavior, environment, leadership, job design, performance appraisal, feedback, and wage administration. However, according to Kompelmen (Author's name) in Supardi, organizational performance is determined by four factors: the environment, individual traits, organizational traits, and job traits (Supardi, 2013).

Patricia King, cited by Hamzah B. Uno in his book "Performance Theory and Measurement", says that teacher performance is how well someone performs the important tasks assigned to them. Based on what has been mentioned earlier, there is a relationship between teacher performance and their routine work. Suppose as a teacher, you have to carry out your responsibilities by teaching students at school. The learning outcomes are called teacher performance (Uno Hamzah B. & Lametenggo Nina, 2012).

Teachers play an important role in improving education in schools. Therefore, teachers must have the ability to evaluate their performance and carry out their responsibilities and duties. Because education in the future requires the ability and professionalism of teachers. because talented teachers can be a breath of fresh air and success in the world of education. Professional training and education are needed to improve teacher performance in schools. Improving the overall quality of education depends on teacher performance, so all parties should pay serious attention to improving teacher performance. Efforts to improve teacher performance include principals' leadership and work motivation.

Performance, according to Prawiro, is the result of work produced or achieved by individuals or groups in an organization in accordance with their authority and responsibility to achieve organizational goals legally, not against the law, and in accordance with morals and ethics (Susanto Ahmad, 2016) .

Teacher performance is a condition that shows the ability of teachers to carry out their duties and responsibilities at school during learning activities and can provide encouragement and influence to students so that learning objectives can be achieved and run well and as expected, which is shown in their appearance, actions, and work achievements (Muspawi, 2021).

Teacher performance must be improved because teachers must have the ability to teach and guide students to grow and develop in accordance with expectations. To achieve this goal, teacher coaching and professional development must be provided continuously and supervised by the principal as a coach. The more often the improvement of teacher performance is combined with various activities by the principal, the closer the teacher will be to achieving achievements in carrying out his duties to achieve the expectations of professional or good teacher performance (Purwanti, 2016) .

Education in schools is said to be successful if the principal has the ability to manage existing educational resources. Principals are also very influential in improving teacher performance. Becoming a four-competent teacher is not an easy thing, and it takes tremendous effort to achieve it. Therefore, the way principals interact with their subordinates also greatly affects the success of the school.

Based on research conducted previously by Nasir Usman, on "Principal Leadership Strategies and Styles on Teacher Performance" (Ar and Usman, 2021) . Focusing on the principal's leadership in improving teacher performance through leadership strategies and styles, as well as the obstacles encountered by principals in elementary schools in Banda Aceh city. Whereas in this study the authors discuss the Principal's Strategy in Improving Teacher Performance at SMK Negeri 1 Banyudono Boyolali.

The results of an interview conducted by the author with the head of the school SMK Negeri 1 Banyudono Boyolali (Suprihono, 2024) . The author concluded that teachers still face a number of problems, one of which is the different abilities of teachers, such as discipline, teachers are busy in carrying out their main duties and functions, and some teachers still have low motivation to improve their abilities.

The explanation above, it can be concluded that teacher performance is strongly influenced by the principal's leadership. Good leadership behavior can encourage, direct, and motivate teachers to achieve the vision and mission of the school. The author conducted research based on this problem with the aim of determining how much the

principal's leadership in improving teacher performance at SMK Negeri 1 Banyudono Boyolali.

B. METHOD

The approach used in this research is to use a qualitative descriptive approach with a case study research type. Qualitative methods are methods to express and understand the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems. While a case study is a research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals. Cases are limited by time and activity, and researchers collect complete information using various data collection procedures based on a predetermined time (Creswell John W, 2013) . This case study aims to reveal events or facts, circumstances, phenomena, variables and circumstances that occur when research takes place by presenting what actually happens.

The data sources used consist of primary data and secondary data. Primary data, namely data obtained directly from informants in the field, namely through observation and in-depth interviews with the principal and several teachers regarding the principal's leadership in improving teacher performance at SMK Negeri 1 Banyudono Boyolali. While secondary data, namely data taken from written documents obtained from SMK Negeri 1 Banyudono Boyolali such as books, photos, documents about the school profile. As well as data from articles/journals obtained from websites related to this research.

The data collection techniques used in this research are observation, interview and document study. Observation in this study was used to obtain data on the principal's leadership in improving teacher performance at SMK Negeri 1 Banyudono Boyolali. The goal is to find out how the leadership of the principal. While the interviews used were structured and open interviews. This interview focused on the Principal's Leadership in Improving Teacher Performance at SMK Negeri 1 Banyudono Boyolali. While the document study is intended to collect data related to teacher performance in the learning process, student lists, school rules, student attendance, student score data, and documents that are considered to have relevance to the required data.

The data analysis technique used in this research Interview data analysis (qualitative) in this study was analyzed using analysis techniques which include (1) data reduction, (2) data presentation, (3) conclusion drawing and verification.

C. RESULT AND DISCUSSION

Principal's Strategy

In conducting this interview, the researcher involved some components of officers at SMK Negeri 1 Banyudono Boyolali school, related to this strategy the principal will build and enforce teacher discipline, and motivate them. Some of the results of researchers' interviews with the principal of SMK Negeri 1 Banyudono Boyolali and teachers about understanding teacher performance. According to the principal of SMK Negeri 1 Banyudono Boyolali, teacher performance is the maximum ability to carry out a task and responsibility in the learning process, namely how teachers plan learning, carry out activities, and evaluate learning outcomes so that what is desired can be realized (Suprihono, 20 .24)

The Principal also supports all teachers and employees who will develop their competence either by continuing higher education, supporting KKG / MGMP activities,

supporting teachers or employees who take part in training online or offline (Suprihono, 2020).24)

Researchers observed from the principal's statement above that the ability of a teacher can be seen from the actions or learning activities carried out by the teacher in the classroom. Teacher performance in learning activities is the ability or ability of teachers to create an educative communication atmosphere between teachers and students which includes a cognitive, affective, and psychomotor atmosphere as an effort to learn something based on planning up to the evaluation and follow-up stages in order to achieve teaching objectives. Therefore, teachers are one of the components of education that plays an important role in the success of education, teachers are expected to carry out and know about their duties and functions so that they are able to play the role of an ideal teacher. Placement of teachers according to their expertise absolutely must be done by the principal.

This is reinforced by explanations from vice principals and teachers. According to the deputy head of SMK Negeri 1 Banyudono Boyolali in the field of curriculum said that teacher performance is the efforts or tips made by teachers in the teaching and learning process (Murniningsih Sriyati, 2024) . According to Mutiara teachers, teacher performance is the implementation that can be achieved by a teacher in carrying out his duties or work (Sholihah Fauziah Mutiara, 2024)

Some explanations from the results of the interviews above can be concluded that teacher performance is defined as the result of a job or work performance carried out by a teacher based on the ability to manage teaching and learning activities.

Based on the results of interviews and observations above, it appears that teachers are aware of their duties and functions to carry out the teaching and learning process must be on time and disciplined so that educational and teaching objectives will be achieved. The purpose of discipline coaching for teachers of SMK Negeri 1 Banyudono Boyolali is to be able to improve teacher performance, improve the quality of education and school quality, to achieve educational and teaching goals and to direct the school towards a better and perfect direction.

Furthermore, in a work routine that often causes boredom so that it can reduce teacher performance motivation, the most appropriate treatment is to increase performance motivation. Researchers say this because motivation is an effort to provide encouragement to teachers to work according to or even exceed the performance standards that have been set.

The principal of SMK Negeri 1 Banyudono Boyolali, that as the principal I must try to motivate teachers by taking an approach so that their performance will increase and improve in order to improve the quality of education better not decline, by providing comfortable facilities, providing administrative support, giving awards and recognition to outstanding teachers and employees, supporting continuous professional development, open communication with teachers and employees, giving workloads according to ability and not too heavy. and building a collaborative work culture (Suprihono, 2024) .

Based on the information in the interview above, the principal of SMK Negeri 1 Banyudono Boyolali always develops the work enthusiasm of teachers, by providing support and motivation in doing their work so that teachers feel satisfied with their work when there is motivation from superiors. Motivation is a fairly dominant factor that can move other factors towards work effectiveness. In addition, principals also give

awards to teachers to motivate them to improve positive and productive performance. Awards are given to outstanding teachers openly so that every teacher has the opportunity to achieve it. This award is done appropriately, effectively, and efficiently so as not to cause negative impacts.

The above statement is in accordance with what was conveyed by the head of curriculum, and Islamic religious education teachers at SMK Negeri 1 Banyudono Boyolali in interviews. The results of the interview with the Head of Curriculum Sriyati Murniningsih, S.Pd, stated that teachers must be motivated so that they are enthusiastic and maintain a good relationship with the principal, better performance and can provide encouragement to students so that the learning process can be effective and efficient and improve the quality of education even better (Murniningsih Sriyati, 2024).

The explanation and information from the interview above illustrates that the principal of SMK Negeri 1 Banyudono Boyolali always motivates teachers and employees and always approaches teachers to improve their performance. In addition to motivating teachers, another step taken by the principal is to focus on improving the teaching and learning process, which is the responsibility of teachers to guide and provide assistance to create a better and more meaningful teaching and learning atmosphere. So that the goals of education can be realized, and the principal can measure teacher performance well.

Constraints Faced by the Principal

Data on factors that become obstacles to the implementation of improving teacher performance at SMK Negeri 1 Banyudono Boyolali come from teachers, from schools. The results of the interview with the principal Suprihono, S.Pd, M.M, stated that the different abilities of teachers, such as discipline, teachers are busy in carrying out their main duties and functions, and some teachers still have low motivation to improve their abilities (Suprihono, 2024) .

According to the vice principal for curriculum Sriyati Murniningsih, S.Pd stated that the obstacles faced by the principal are the lack of teacher motivation, because not all teachers are motivated to follow the development of innovative education, as a professional teacher demands (Murniningsih Sriyati, 2024) . According to teacher Fauziah Mutiara, the obstacle faced by the principal is facing a variety of diverse teacher characters (Sholihah Fauziah Mutiara, 2024)

Listening to the results of interviews about the obstacles that occur in the implementation of the principal's leadership strategy in improving teacher performance at SMK Negeri 1 Banyudono Boyolali, both the principal, teacher Fauziah Mutiara, S.Pd, vice principal for curriculum Sriyati Murniningsih, S.Pd, who basically thinks that although on the one hand SMK Negeri 1 Banyudono Boyolali has advantages, on the other hand there are still shortcomings that need to be addressed, starting from the principal's management, teacher creativity in teaching.

In addition to the explanation of the interview above, the results of observations of other factors that hinder the principal in improving teacher performance are factors that come from the teachers themselves, one of which is that there are delays made by teachers attending school due to certain conditions.

DISCUSSION

Principal's Plan

Strategy can be interpreted as a way or technique applied by a leader to achieve the desired goal. Strategy can also be interpreted as a leader's trick to achieve goals. So what is meant by strategy in this writing is a certain method or tips applied by the principal to achieve the goals of the school organization (Waliudin, Chotimah, and Sulistiyorini, 2023) . Meanwhile, according to Sondang, Strategy is a series of fundamental decisions and actions made by top management and implemented by all levels in an organization in order to achieve the organization's goals (Ajepri, Vienti and Rusmiyati, 2022) . Related to this, a leader in leading an institutional organization that he leads must be required to have intelligence in mastering the situation and conditions owned by the organization. So that it is able to implement a development program in mobilizing the resources of the organization it leads, because this is one of the factors that determine the effectiveness of the implementation of performance improvement programs is the accuracy of the use of strategies.

Understanding teacher performance at SMK Negeri 1 Banyudono Boyolali that teacher performance is the maximum ability to carry out duties and responsibilities in the learning process, such as planning, implementing and evaluating learning outcomes in order to be realized. Teacher performance is the work achieved by a teacher or educator in an educational institution in accordance with the authority, vision, mission and goals that have been determined previously (Hotima and Sa'diyah, 2022) . As for something that can be achieved by a teacher in carrying out his duties and achieving his goals in teaching and educating. If it is connected with Supardi that at this level of performance, he emphasized that performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set (Supardi, 2013) .

After looking at Supardi's opinion above, that teacher performance, starting from a leader should have a strategy to be able to influence subordinates to be able to achieve goals and objectives. Researchers say so because it is in the hands of the leader who determines the direction and objectives, provides guidance and creates a work climate that supports the implementation process of the organization as a whole.

Regarding the strategy implemented at SMK Negeri 1 Banyudono Boyolali, it is related to the thoughts of Sunarto and Jajuk Herawati, there are three types of general strategies, namely Growth strategy, this strategy can be carried out by conducting internal development or external development. Withdrawal strategy, this strategy is carried out through the preparation of operations, by cutting or eliminating unprofitable activities. Stability strategy, this strategy is carried out to maintain the current situation (Sunarto & Herawati Jajuk, 2002) then the strategy implemented by the head of SMK Negeri 1 Banyudono Boyolali in the researcher's analysis of the action is a combination of growth strategy, withdrawal strategy and stability strategy.

To observe the three growth strategies, withdrawal strategies, stability strategies in the analysis study, the researchers connect them with the characteristics of the strategy according to Stoner and Sirait in Hasan Basri's quote that there are five, namely time insight, covering a far future horizon, namely the time needed to carry out these activities and the time needed to observe their impact. If it is related to the strategy of the principal of SMK Negeri 1 Banyudono Boyolali. According to the researcher's analysis, the principal's actions are strategic efforts in the future so that the

school he leads can become an example of a school that is dedicated to providing the best education to the community in the Boyolali area.

In determining an organization's strategy and policy, the first step is setting goals, the second step is determining strategies to achieve these goals and the third or final step is controlling strategies that provide feedback on the progress achieved by identifying supporting factors in accordance with the principles of implementing ideas rationally, efficiently in funding, and having tactics to achieve goals effectively. This is what the principal should address to add insight into strategies to improve the school SMK Negeri 1 Banyudono Boyolali.

Researchers found that the strategy of the principal of SMK Negeri 1 Banyudono Boyolali, as described above, includes.

1. Discipline Improvement

Regarding the discipline applied by the head of SMK Negeri 1 Banyudono Boyolali, the researcher found that the application of discipline in this school is always a top priority by the principal, this is because discipline is the first step towards achieving education and teaching that has been programmed, it is impossible for education and teaching to run well if the discipline in the school is not running effectively, teaching can be said to be advanced if students can learn effectively, with good learning effectiveness and running continuously, students will get a good educational experience, this can be achieved if the teachers who teach carry out the values of discipline properly and perfectly.

This strategy was chosen by the head of SMK Negeri 1 Banyudono Boyolali to direct, guide and foster all elements in the school, including teachers, students and other parties. By obeying and following the proper discipline, the teaching and learning process can easily be achieved, because all elements already know their respective rights and obligations and can improve the quality or quality of education in schools. One of the indicators of high teacher performance is conceptually characterized by the enforcement of teacher work discipline at school, both including attendance at school, presence in class, discipline in presenting subject matter and on time when leaving class after completing the lesson.

Listening to the phenomenon of the principal's leadership in improving teacher discipline as described by Raihani is an effort to realize improved teacher performance, the principal sets a preconditional strategy that includes themes of enforcing discipline, providing motivation, and building trust (Raihani, 2010). On the other hand, the researcher observed that the principal did not put pressure or scold the teachers who did not obey the rules set by the school in implementing the discipline of teaching and learning activities as the concept of coercion strategies (power strategies) (Sa'ud Udin Saefudin, 2014). Because this can have an impact on the disharmony of communication relations between leaders and subordinates, because these coercive actions in addition to having an uncommunicative impact can also exacerbate the problem and not wise the authority of the principal in enforcing.

2. Providing Motivation

In motivating teacher performance, the principal applies open leadership in various ways to increase confidence in all teachers and employees. Related to that, the principal must be able to provide motivation to work as optimally as possible so that the performance of teachers feels motivated and can run well, this is what researchers mean if the superiors do not provide motivation it is feared that it can have a negative

impact on their subordinates, for example if there are subordinates (teachers) whose performance decreases, the principal must motivate them to work hard. related to the motivation of teacher work discipline can be measured from: arriving on time, working in accordance with their main duties and functions and returning to work must be on time according to the end of working hours.

Thus good work motivation is the key to the success of an organization in achieving goals and increasing work productivity, besides that good motivation allows the creation of harmonious cooperation in building group pride. to achieve the expected target, the application of regulations must be applied fairly as a basis for providing protection for both individuals and groups, because without clear rules it is certain that cooperation in the organization will be chaotic.

Conversely, without good teacher motivation, it is difficult for an institution to achieve optimal results from the goals that have been set. Good motivation reflects a person's sense of responsibility for the tasks assigned to them. This will bring enthusiasm for someone with work discipline and support the realization of institutional goals. Therefore, every principal always tries to motivate and empower teachers by paying attention to their achievements in improving their work ethic and giving awards in the form of congratulations and appreciation in the form of awards or incentives for outstanding teachers. This phenomenon is in accordance with Wibowo's opinion that in essence job satisfaction is the level of a person's feelings of pleasure as a positive assessment of his work and the environment in which he works (Wibowo, 2014).

Barriers Faced by the Principal

In any management that is managed, it is certain that it will come into contact with obstacles in the field in implementing leadership strategies, including the leadership of the principal of SMK Negeri 1 Banyudono is also not free from the problems faced, to analyze the formulation of this second problem that in reality, the leadership of the principal of SMK Negeri 1 Banyudono is not free from problems faced.

Organizational management has many factors that affect performance, therefore all performance is largely influenced by two things, namely individual factors themselves such as discipline, motivation, skills, and education and situational factors, such as work climate, salary level, achievement opportunities, and so on. According to Kapelman that organizational performance is determined by four factors, among others, the environment, individual characteristics, organizational characteristics and job characteristics (Supardi, 2013).

Related to this description, associated with the performance of employees or teachers in schools led by principals, basically their performance is strongly influenced by their respective characteristics consisting of knowledge, skills, abilities, motivation, beliefs, values, and attitudes.

But then individual characteristics are strongly influenced by organizational characteristics in this case the character of the leader and the characteristics of the job. The meaning of the leader's character here is that if the leader is not careful, intelligent and creative, then in general the subordinates will follow the rhythm brought by the leader, on the contrary, if the leader is aggressively careful and idealistic to advance the institution he leads by encouraging his staff or subordinates to realize the expectations of the institution he manages, then the subordinates will try to move and innovate to carry out the orders and directions of their leaders. In the discussion and analysis of this

researcher, it is connected to the views of Anwar Prabu Mangkunegara, the factors that affect performance, among others, are described in stages as follows:

First, motivational factors, in this factor that motivation is basically formed from the attitude of an employee in dealing with work situations. besides that motivation is a condition that moves to be directed in achieving organizational goals. It is said that considering that mental attitude is a condition that is able to encourage employees (subordinates) by being motivated by superiors (principals) to achieve maximum work performance. according to researchers, besides employees having high motivation, they will not be able to achieve maximum performance if they are not balanced with their principals who must also have high motivation, and vice versa, principals who have high motivation are unable to accelerate the progress of the schools they lead if their subordinates do not have the same mental motivation as what their leaders want.

Second, the ability factor, which psychologically the ability (Ability) of employees consists of potential ability (IQ) and reality ability (Knowledge + Skill). This means that employees who have IQ above average (IQ 110-120) with adequate education for their position and are skilled in doing their daily work, it will be easier for them to achieve the expected performance. Therefore, employees need to be placed in jobs that are in accordance with their expertise (Suharsaputra Uhar, 2013) .

Based on the above opinion, the ability factor can affect performance because with high ability, employee performance will be achieved. Conversely, if the employee's ability is low or not in accordance with his expertise, performance will not be achieved. Likewise, the motivation factor is a condition that moves employees to try to achieve maximum work performance.

Furthermore, in reviewing and discussing all the problems of the above obstacles, in connection with the theoretical study, according to the researcher, there are several alternative problem solving in an effort to improve teacher performance in order to achieve quality education, including teachers and staff at SMK Negeri 1 Banyudono Boyolali always following important moments in fostering the performance of teachers and education personnel from related institutions such as the Ministry of National Education. Thus, it is hoped that teachers will receive continuous guidance on matters relating to their performance. In addition, this institution is a place for teachers to ask and consult about the obstacles faced in carrying out their profession so that they get guidance. The institution could be a kind of "counseling and performance guidance" institution for teachers.

Thus, alternative solutions to these problems are expected to improve teacher performance in the world of education, so that teachers can provide quality education, and schools are expected to produce quality graduates.

D. CONCLUSION

Summary

From the results of the research that has been conducted related to the principal's strategy in improving teacher performance at SMK Negeri 1 Banyudono Boyolali, namely by increasing discipline, providing motivation, being a role model by giving the best example in all actions at school, and the principal also supports all teachers and employees who will develop their competence either by continuing higher education, supporting KKG / MGMP activities, supporting teachers / employees who

take part in online and offline training. The obstacles that occur in the principal's strategy in improving teacher performance at SMK Negeri 1 Banyudono are the different abilities of teachers, such as discipline, teachers are busy in carrying out their main duties and functions, and some teachers still have low motivation to improve their abilities.

Advice

Based on the results of the study, the researcher suggested that the principal improve performance by considering individual approach patterns, so that the strategies applied can touch the teachers and staff in improving their performance. Principals should identify problems at SMK Negeri 1 Banyudono earlier so that they can prevent problems that arise from developing widely. In overcoming obstacles in improving teacher performance at SMK Negeri 1 Banyudono, the researcher suggests that the principal should be able to use appropriate approaches or strategies according to the situation and conditions of the school. To future researchers, the results of this research can be used as information and reference material for future researchers who will examine the principal's strategy in improving teacher performance towards a better direction.

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