

The Principal's Managerial Leadership Role in Improving Teacher Performance at SDN 2 Lembak

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Abstrak

Prinsip ini sangat penting dalam meningkatkan standar pendidikan karena kepala sekolah merupakan pengelola utama semua sumber daya sekolah, terutama sumber daya manusia. Tujuan penelitian ini adalah untuk mengkaji dan menggambarkan fungsi manajerial kepala sekolah dalam meningkatkan kinerja guru di Sekolah Dasar Negeri 2 Lembak. Penelitian ini menggunakan desain studi kasus dan metodologi kualitatif. Sampling purposif digunakan untuk memilih informan, yang meliputi empat guru (mewakili staf senior dan junior), wakil kepala sekolah bidang kurikulum, dan kepala sekolah. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Metode analisis data (pengurangan data, penyajian data, dan penarikan kesimpulan/verifikasi) didasarkan pada model interaktif Miles, Huberman, dan Saldaña. Hasil menunjukkan bahwa kepala sekolah melaksanakan semua tugas manajerial dasar (POAC) secara efisien. Pembuatan Rencana Kerja Sekolah (RKS) dan analisis kebutuhan berbasis data secara kolaboratif untuk pengembangan profesional guru (KKG) merupakan contoh fungsi perencanaan. Organisasi tugas yang jelas, distribusi waktu pengajaran yang adil, dan pengelolaan sumber daya yang efektif merupakan contoh penerapan fungsi organisasi. Menciptakan lingkungan kerja yang baik, secara konsisten memotivasi karyawan, dan menunjukkan kepemimpinan demokratis adalah cara-cara untuk melaksanakan peran Aktuasi. Pengawasan akademik yang sistematis, diikuti dengan tindak lanjut dan kritik konstruktif, adalah cara pelaksanaan fungsi pengendalian. Disiplin profesional yang lebih tinggi, manajemen kelas yang lebih baik, dan perencanaan pembelajaran yang ditingkatkan (RPP) adalah indikator peningkatan kinerja guru yang secara langsung terkait dengan inisiatif manajerial terintegrasi ini.

Kata kunci: Pembelajaran Berbasis Masalah, Pasar Modal, Pendidikan Ekonomi, Berpikir Kritis.

Abstract

The principle is essential to improving educational standards since it is the primary manager of all school resources, especially human resources. The purpose of this study was to examine and characterize the managerial function of the principal in raising teacher performance at Sekolah Dasar Negeri 2 Lembak. This study used a case study design and a qualitative methodology. Purposive sampling was used to choose informants, who included four teachers (representing senior and junior staff), the vice-principal for curriculum, and the principal of the school. In-depth interviews, participant observation, and documentation analysis were used to gather data. Data analysis methods (data reduction, data display, and conclusion drawing/verification) were based on the interactive model of Miles, Huberman, and Saldaña. The results show that the principal carries out all fundamental managerial duties (POAC) in an efficient manner. The creation of the School Work Plan (RKS) and collaborative, data-driven needs analysis for teacher professional development (KKG) serve as examples of the planning function. Clear task organization, equitable instructional time distribution, and effective resource management are all examples of the organizing function in action. Creating a great work environment, consistently motivating employees, and exhibiting democratic leadership are all ways to carry out the Actuating role. Systematic academic supervision, followed by follow-up and constructive criticism, is how the controlling function is carried out. Higher professional discipline, better classroom management, and enhanced instructional planning (RPP) are all indicators of increased teacher performance that are directly correlated with these integrated managerial initiatives.

Keywords: Problem-Based Learning, Capital Market, Economics Education, Critical Thinking.

1. INTRODUCTION

The quality of education within a school is a direct reflection of the performance of its teachers. Teachers are the frontline facilitators of learning, and their effectiveness is the most significant school-based factor influencing student achievement (Puspita & Andriani, 2021).

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However, teacher performance does not exist in a vacuum; it is cultivated and sustained by a supportive and well-managed school environment. The school principal, as the chief executive and manager, is the key figure responsible for creating this environment (Ariani et al., 2024). While the principal's role as an instructional leader is widely discussed, their *managerial* role provides the necessary foundation for instructional leadership to be effective. The managerial function involves the effective orchestration of all school components human, financial, and material to achieve organizational goals. In the Indonesian educational context, this role is often defined by the classic management functions: Planning, Organizing, Actuating, and Controlling (POAC) (Kustyarini & Umamy, 2024).

A principal must plan programs, organize resources, actuate or motivate staff, and control or supervise activities to ensure goals are met (González Del Campo et al., 2020). When these functions are poorly executed, teachers may suffer from ambiguity, lack of resources, low morale, and insufficient feedback, all of which inhibit performance (Malik et al., 2020). Sekolah Dasar Negeri 2 Lembak presents an interesting case, demonstrating consistent student outcomes and a well-regarded staff. This study seeks to understand the specific mechanisms behind this (Berkovich & Hassan, 2024). Therefore, this research focuses on analyzing *how* the principal of SDN 2 Lembak implements these four managerial functions and *how* these actions are perceived by teachers to influence their professional performance (Goos et al., 2023).

The quality of education within a school is a direct reflection of the performance of its teachers (Safitri et al., 2022). Teachers are the frontline facilitators of learning, and their effectiveness is the most significant school-based factor influencing student achievement (Novak et al., 2023). However, teacher performance does not exist in a vacuum; it is cultivated and sustained by a supportive and well-managed school environment. The school principal, as the chief executive and manager, is the key figure responsible for creating this environment (Williyan et al., 2024). While the principal's role as an instructional leader is widely discussed, their *managerial* role provides the necessary foundation for instructional leadership to be effective (Bates, 2022). The managerial function involves the effective orchestration of all school components human, financial, and material to achieve organizational goals. In the Indonesian educational context, this role is often defined by the classic management functions: Planning, Organizing, Actuating, and Controlling (POAC) (Su'udah, 2021).

A principal must plan programs, organize resources, actuate or motivate staff, and control or supervise activities to ensure goals are met (Wulogening & Timan, 2020). When these functions are poorly executed, teachers may suffer from ambiguity, lack of resources, low morale, and insufficient feedback, all of which inhibit performance (Malik et al., 2020). Sekolah Dasar Negeri 2 Lembak presents an interesting case, demonstrating consistent student outcomes and a well-regarded staff. This study seeks to understand the specific mechanisms behind this (Yang et al., 2024). Therefore, this research focuses on analyzing *how* the principal of SDN 2 Lembak implements these four managerial functions and *how* these actions are perceived by teachers to influence their professional performance (Doz et al., 2024).

In the broader landscape of Indonesian primary education, strengthening school-based management has become an essential strategy for improving educational quality and accountability (Revniuk & Bátyi, 2023). The implementation of effective managerial practices at the school level is expected to empower teachers, optimize resource utilization, and ensure that institutional goals are aligned with national education standards (Saptiany &

Prabowo, 2024). Within this framework, the principal's managerial competence is not merely administrative in nature but strategic, as it directly influences organizational climate, professional collaboration, and the sustainability of school improvement efforts. Therefore, examining how managerial functions are operationalized in daily practice provides valuable insight into the dynamics between leadership and teacher performance (Malik et al., 2020). Furthermore, Sekolah Dasar Negeri 2 Lembak offers a relevant context for exploring this issue due to its stable institutional performance and positive professional culture. Understanding how the principal integrates planning, organizing, actuating, and controlling into coherent managerial practices may reveal practical strategies that can be replicated in similar school settings. By focusing on teachers' perceptions of these managerial actions, this study aims to bridge the gap between theoretical management functions and their tangible impact on professional performance in primary education (Antonopoulou et al., 2025).

2. METHOD

This study employed a qualitative approach with a case study design. This design was chosen to gain an in-depth, detailed, and holistic understanding of the principal's managerial phenomenon within the specific, "bounded" context of SDN 2 Lembak (Kholid et al., 2022). The research was conducted at SDN 2 Lembak over a four-month period. Informants were selected using purposive sampling based on their knowledge and experience relevant to the research topic. The key informant was the Principal of SDN 2 Lembak. Supporting informants included the Vice-Principal for Curriculum and four teachers, selected to represent a mix of senior and junior staff to ensure a triangulation of perspectives (Anwar, 2023).

Data collection was conducted using three primary techniques:

1. **In-depth Interviews:** Semi-structured interviews were held with the principal to understand their managerial strategies and with teachers to explore their perceptions of those strategies' impact.
2. **Participant Observation:** The researcher observed the principal's managerial activities, such as leading school meetings, conducting academic supervision, and daily interactions with staff.
3. **Documentation:** Relevant documents were analyzed, including the School Work Plan (RKS), teacher lesson plans (RPP), attendance records, and academic supervision instruments.

Data analysis followed the interactive model of Miles, Huberman, and (Kusmaryono et al., 2024), involving three concurrent flows: data reduction, data display, and conclusion drawing/verification. Data trustworthiness was ensured through the triangulation of sources (comparing data from the principal, vice-principal, and teachers) and techniques (comparing interview data with observation and document analysis) (Manurung et al., 2021). The data analysis process was carried out continuously and iteratively throughout the research. After conducting interviews and observations, the researcher transcribed the recorded data and organized field notes systematically. Coding was then applied to identify key themes related to managerial planning, organizing, implementation, supervision, and evaluation carried out by the principal. These themes were categorized and interpreted to reveal patterns and relationships between the principal's managerial practices and their influence on teacher performance. This analytical process enabled the researcher to construct a comprehensive narrative describing the managerial role of the principal within the institutional context of SDN 2 Lembak.

To maintain research ethics, informed consent was obtained from all participants prior to data collection. Participants were assured that their identities and responses would remain confidential and used solely for academic purposes. The researcher also maintained objectivity and reflexivity by carefully considering potential biases during data interpretation. Through systematic procedures and ethical considerations, the study aimed to produce credible and academically accountable findings regarding the principal's managerial role in improving teacher performance (Xu, 2024).

3. RESULT AND DISCUSSION

The findings reveal that the principal of SDN 2 Lembak effectively implements all four managerial functions, which collectively create a system that supports and enhances teacher performance.

3.1 Planning (*Perencanaan*)

The planning function was found to be collaborative and data-driven. The principal does not plan in isolation. Evidence from interviews and document analysis of the School Work Plan (RKS) showed that the principal actively involves teachers and the vice-principal in the planning process (Revniuk & Bányi, 2023).

Furthermore, planning for human resource improvement was strategic. The principal stated, "Our training (KKG) schedule is not arbitrary. I plan it based on the results of my academic supervision. If I find weaknesses in, for example, assessment methods, then that becomes our next training topic." This approach ensures that professional development is relevant and directly addresses identified performance gaps, making it more effective than generic, top-down training (Isnawati et al., 2020).

3.2 Organizing (*Pengorganisasian*)

The organizing function was characterized by clarity and fairness. The principal established a clear organizational structure with well-defined roles and responsibilities (Akkaya & Polat, 2022). Teachers reported a high degree of clarity regarding their tasks, minimizing role conflict (Puripunyanich, 2025). This function also extended to resource management. The principal organized teaching schedules to be balanced and fair, preventing teacher burnout. Moreover, the allocation of school operational funds (BOS) was transparent and prioritized the procurement of learning media and resources requested by teachers. As one senior teacher noted, "We feel supported because when we request media for teaching, it is organized and provided quickly. This allows us to be more creative (Festiawan et al., 2024)."

3.3 Actuating (*Pelaksanaan/Penggerakan*)

The actuating function was identified as a significant strength. The principal actively motivates staff and fosters a positive work climate (Nabella et al., 2022). This is achieved not only through formal means but also through informal, personal interactions. The principal maintains an "open-door policy," making teachers feel heard and valued (Bereczki & Kárpáti, 2021).

Motivation was provided both intrinsically (praise, recognition, trust) and extrinsically (ensuring welfare, providing opportunities for advancement) (Alharbi, 2023). This created a conducive, "family-like" (*kekeluargaan*) atmosphere, which in turn increased teacher discipline and commitment. Teachers reported feeling a high sense of belonging and morale, which directly motivated them to perform their best for the school (Van Maanen, 2025; Zhang, 2022).

3.4 Controlling (Pengawasan)

The controlling function was executed through a systematic and constructive supervision program. The principal conducts regular academic supervision (classroom observation) for all teachers (Pollock et al., 2023; Kaforina et al., 2023). Crucially, this supervision is not perceived as punitive but as developmental. Following each observation, the principal provides a one-on-one feedback session. A junior teacher explained, "After [the principal] observes my class, we always discuss it. He points out what was good and which areas I can still improve (Song et al., 2024). It feels like coaching, not judging." This systematic feedback loop is the primary mechanism for continuous improvement. The principal uses supervision data to evaluate teacher performance (PKG) objectively, which then feeds back into the *planning* function for the next cycle (Cheng & Wei, 2021).

Impact on Teacher Performance

The integrated implementation of these four functions showed a clear, positive impact on teacher performance. Teachers demonstrated:

- Improved Instructional Planning: Lesson plans (RPP) were more complete, innovative, and aligned with supervision feedback.
- Enhanced Classroom Management: Teachers, feeling supported and motivated, exhibited better control and engagement in their classrooms.
- Increased Professional Discipline: Teacher attendance and on-time task completion were reportedly high, driven by the positive work climate and clear expectations (Prasetyo et al., 2024; Doz et al., 2024).

4. CONCLUSION

This study concludes that the principal of Sekolah Dasar Negeri 2 Lembak successfully improves teacher performance by effectively implementing the four key managerial functions: Planning, Organizing, Actuating, and Controlling. The principal's success lies in the integration of these functions: planning is based on control (supervision data), organizing provides the resources to execute the plan, and actuating provides the motivation to do so. The principal's hands-on, supportive, and data-driven management style creates a professional environment where teachers are held accountable, motivated, and continuously supported in their professional growth. This study reinforces that a principal's effectiveness as a manager is a critical and indispensable component of school improvement and teacher quality.

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