
THE ROLE OF LEADERSHIP PRINCIPLES IN INCREASING TEACHER PERFORMANCE AT TSANAWIYAH NEGERI 1 MADRASAH, KUTAI KARTANEGARA REGENCY

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ABSTRACT

Introduction: Efforts to improve teacher performance are influenced by the leadership of school principals in carrying out their duties and responsibilities as leaders in schools. The principal is responsible for managing school resources, especially those related to human resources, such as education staff. Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency. **Methods:** The method used in this research is a qualitative field research method. Data collection tools using documentation, interviews, and observations. The technique of guaranteeing the validity of the data uses triangulation. **Results:** Based on the results of the study, it is known that the leadership role of the principal in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency is carried out in the form of responding to the school's vision and mission, instructions or information regarding teacher duties, giving encouragement and commitment to teaching duties, increasing professionalism teachers, supervision in improving teacher performance. Madrasah teachers show good performance in aspects of learning planning and aspects of classroom management. While in the aspect of using methods, media, and learning resources, teachers' performance, in this case, still needs to improve because they are less creative in using learning methods and media that encourage students to learn actively. **Conclusion:** Based on the results of the research and discussion that have been described, it can be concluded as follows: The role of principal leadership in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency, teacher performance, inhibiting factors, and supporting factors for the role of principal leadership in improving teacher performance at Madrasah Tsanawiyah Negeri

Keywords: Role, Leadership, and Performance

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INTRODUCTION

The quality of education is closely related to the achievement and effectiveness of teacher performance in providing education in schools. In this regard, efforts to improve the quality of education continue to be carried out. One of the factors that measure school success is teacher performance (Wahyuni & Satiman, 2021). The teacher's performance in question is "the ability of a teacher to carry out learning tasks in schools/madrasas and be responsible for students under his guidance by increasing student learning achievements." Based on this understanding, teacher performance is the work achieved by a teacher in carrying out learning tasks in schools/madrasas as educators in an effort to achieve educational goals. (Puspitasari et al., 2020).

Classroom management, discipline is one of the things that must be done by the teacher, but it turns out that it often becomes an obstacle. The task of the teacher as an educator is certainly not easy to do, if the teacher does not have good performance and good coordination from the principal (Juniarti et al., 2020) . From this it can also be said that the relationship between the leadership role of the principal is very closely related to teacher performance.

Efforts to improve the ability of teachers in carrying out the teaching and learning process need to continuously get the attention of the person in charge of the education system. This improvement will be more successful if it is carried out by teachers with their own abilities and efforts. However, teachers often still need help from other people, because they do not know or understand the types, procedures, and mechanisms for obtaining various resources that are needed in an effort to improve their abilities.

One of the elements that determine the performance of good and quality teachers is the leadership of the principal. Leadership in question is "the ability to influence, encourage, invite and mobilize others to achieve certain goals". Based on this understanding, the task of leadership is to influence, encourage, invite and mobilize others for the progress of the school, especially for the development of teacher performance.

Principal leadership provides assistance to teachers in improving teacher performance, in accordance with the principal's own function. Thus, teacher performance activities in carrying out their duties are still influenced by the leadership role of the principal. Therefore, the principal's leadership role is very important in encouraging and maintaining high teacher performance.

Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency as an educational institution in which there are teacher personnel whose performance needs to be improved (Faisal, 2017) . This can be seen from the lack of teacher discipline in starting the teaching and learning process, and there are still some teachers who come late. Of course, this is very unfortunate, as we know that the teacher's obligation is not only to provide knowledge but also to be able to provide examples to their students. One of these problems certainly needs attention from the school, here the principal as an educational leader has a big role in encouraging the creation of teachers who have a high sense of responsibility, quality in order to achieve school goals.

Based on the results of interviews with teachers at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency, information was obtained that there were several teachers who had not carried out their duties as professional teachers including several teachers who:

1. Less creative in using teaching methods that can develop the creativity of students.
2. Lack of teacher discipline in the teaching and learning process.

Based on the problems above, the writer can explain that the performance of some teachers in Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency, has not been as expected due to the lack of care and discipline of teachers in carrying out their duties. Based on this, the authors are interested in conducting a study entitled "The Role of Principal Leadership in Improving Teacher Performance at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency".

METHOD

In this study, the writer uses qualitative research, namely what is meant by qualitative research according to Bogdan and Taylor, namely "research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior".

This research is carried out by collecting data in a reasonable condition, using a systematic, directed and accountable way of working, so that it does not lose its scientific nature or a series of activities or processes to collect data/information that is reasonable.

Data is the result of the author's recording, either in the form of facts or figures. "The main data sources in qualitative research are words and actions, the rest are additional data such as documents and others". The sources that the author uses in compiling this proposal are grouped into two namely primary sources and secondary sources.

RESULTS AND DISCUSSION

1. RESULTS

Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara is a middle-level madrasa equivalent to junior high school under the auspices of the Ministry of Religion (YULIA, 2022). This madrasa has been designated as one of several leading MTsN in Indonesia as evidenced by the election of MTCN 1 as a State Madrasah Tsanawiyah and Accredited A by the BAN-SM of East Kalimantan Province in 2018.

Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara continuously strives to improve the quality of services and implementation of education, so that it has now become one of the favorite Madrasahs in Kutai Kartanegara Regency, East Kalimantan Province. This can be seen through the various achievements that have been achieved by MTsN 1 Kutai Kartanegara both in the academic and non-academic fields.

Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara is a junior high school with Islamic characteristics equivalent to a junior high school under the auspices of the Ministry of Religion of the Republic of Indonesia, and refers to the same curriculum as junior high school plus religious subjects, namely, Qur'an Hadith, Aqidah Akhlak, Fiqh, History of Islamic Culture and Arabic.

MTs Negeri 1 Kutai Kartanegara was established on January 5, 1978 on a land area of 4,961 m² belonging to the Regional Government of Kutai Kartanegara Regency, but the building itself is located at Jalan Danau Murung No.1 Kelurahan Melayu, Tenggarong District. This madrasa is quite strategic because it is located in the middle of Kota Raja so it is easily accessible, but because the land is not too wide and is in the middle of a densely populated residential area, this madrasa feels cramped and the arrangement is not optimal.

In recent years, public interest in sending their children to MTs Negeri 1 Kutai Kartanegara has continued to increase, as evidenced by the number of new student registrants who were not accommodated this year, reaching 155.45% of all registrants.

In the 2020/2021 Academic Year MTs Negeri 1 Kutai Kartanegara has 698 students with 20 groups consisting of 7 class VII groups, 8 class VIII groups, 5 class IX students, and even then the number of class IX students in each class is an average of 45 students / class exceeding the

provisions SNP. In addition, MTs.Negeri 1 Kutai Kartanegara has one room that is designated as a computer laboratory.

The existing facilities and infrastructure as well as supporting teaching and learning activities are still very limited if it is associated with the minimum need for the implementation of educational services that is still being and continues to be pursued (Indrawan, 2015) several new rooms and buildings such as RKB room, lab. Language, BP/BK room, prayer room, and multi-purpose building. Furthermore, in the form of greening the environment, installing Having Blocks in the front yard of the Madrasah, complete with supporting infrastructure for extracurricular activities and so on.

Student learning activities run in an orderly and smooth manner even though the instruments that can be used to support learning activities and educational media such as space and Lab Equipment. Science and the prayer room are inadequate, but in this case, with the student's willingness to learn and the strong enthusiasm of the educators, teaching and learning activities can be carried out properly.

The condition of teachers and Madrasah administrative staff is quite good in quality and quantity. Likewise, the spirit and commitment to carrying out the task is very high, full of dedication and responsibility.

The reform process is rolling; it also has an impact on secondary education levels, especially Madrasah Tsanawiyah. The government provides wider competition to Madrasah Tsanawiyah to prepare a generation of Muslims who are responsive to the development of science and technology based on faith and piety. (Azis, 2019) . This policy is the beginning of madrasahs that are capable and ready in the global era to support the understanding and contextual application of Islam in society.

The success of MTs Negeri 1 Kutai Kartanegara is not only determined by the quality of its students, but the success of MTs Negeri 1 Kutai Kartanegara is obtained through a learning process that cannot be separated from the role of educators who have educated, taught, and trained and evaluated. MTs Negeri 1 Kutai Kartanegara has succeeded in proving its existence and achievements both at the Kutai Kartanegara Regency, East Kalimantan Province, and at the national level.

MTs Negeri 1 Kutai Kartanegara is an educational institution at the junior high school level, organized by the Ministry of Religion which has advantages in the field of understanding the religion of Islam. Physically, the image displayed is Islamic, so that it seems authoritative, cool, neat and beautiful. The main reflection displayed by MTs Negeri 1 Kutai Kartanegara is Islamic, populist and quality and is inhabited by people who are close to Allah SWT. Friendly to others, polite, always smiling, and cares about the environment.

In terms of institutions, MTsN 1 Kutai Kartanegara has academic staff who are reliable in thought, have management that is able to mobilize all potentials to develop the creativity of the academic community of MTCN 1 Kutai Kartanegara, and have the ability to anticipate the future and be proactive. In addition, MTCN 1 Kutai Kartanegara has a leader who is able to accommodate all of its potential into a driving force for the institution as a whole Vision and mission

"The Realization of Islamic, Quality, Competitive Human Resources, Mastering Science and Technology, and Environmentally Cultured".

The missions of Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara are:

1. Building religious madrasahs by instilling faith, piety and the formation of noble character through religious activities
2. Improving the attitude of honesty, discipline, caring, polite, confident, in interacting with the social and natural environment
3. Build quality madrasahs through curriculum development which includes 8 National Education Standards
4. Implement programs that are clear, detailed, systematic, transparent and managed professionally and can be accounted for
5. Realizing the implementation of Active, Innovative, Creative, Effective and Fun learning with a SCIENTIFIC approach and based on science and technology
6. Improving academic and non-academic achievements at national and international levels
7. Realizing Character through Literacy and Numeration Movement
8. Organizing self-development, so that students can develop according to their respective talents and interests.
9. Realizing learning and self-development that is integrated with Environmental Education and P3N (Prevention, Eradication, and Drug Abuse)
10. Building conducive cooperation with related parties in the implementation of education
11. Creating Safe, Healthy, Neat and Beautiful Madrasahs (ASRI)

2. DISCUSSION

The discussion in the study is in the form of a description of the results of research in the field about the role of principals' leadership in improving the performance of Madrasah Teachers and the supporting and inhibiting factors of the role of principals' leadership in improving teacher performance.

a. **Principal's Leadership Role in Improving Teacher Performance**

The principal as a manager as well as an educator, has the task of developing the performance of his personnel, especially improving the professional competence of teachers.

Principals play an important role in improving teacher performance, this is inseparable from the principal's responsibility as a leader of educational institutions. The success of the school is the success of the principal. The main key for the principal as an effective leader is to be able to influence and move teachers to participate in every school activity in order to realize the school's vision and mission. (Nasution, 2016) . However, in Madrasah Tsanawiyah Negeri 1 the teacher councils still need to be continuously encouraged so that their performance is better.

- **Directing Teachers to Formulate Learning Objectives**

The formulation of learning objectives must be able to provide a clear description of the forms of behavior and knowledge that students are expected to

possess after the learning process is complete. The formulation of learning objectives can be used as a reference for teachers in delivering students to learn, as a guide in choosing subject matter (Noor, 2018), determining learning strategies and choosing learning tools to be used, as well as a basis for compiling learning outcomes assessment tools.

The researcher conducted an interview with W.03/F/G.2, as quoted in the following quote: Usually principals send teachers to upgrading forums, or government-run education and training. Actually, teachers are used to making lesson plans and syllabi, but because there is a change in the curriculum, it is necessary to give directions back to the teacher.

The researcher also conducted an interview with W.02/F/G.1, who provided the following information: Usually, the principal asked the teacher about the syllabus and lesson plans towards the beginning of the semester, but not in detail about the learning objectives. Maybe because it is already covered in the syllabus and lesson plans. In addition, the learning objectives of each subject are different, so that the direction is more general.

W.04/F/G.3, gave almost the same information: There are programs from schools to improve teacher skills, including in formulating learning objectives. Program forms such as sending teachers to KKG, seminars, and training.

Understanding the results of the interviews above, it can be stated that the principal's efforts in helping teachers formulate learning objectives are carried out by increasing teacher knowledge by sending teachers to KKG, upgrading, or training forums held by the government. By participating in KKG activities, classroom teachers can improve their knowledge and teaching skills (Mulyana, 2014). The materials and practices provided in the KKG can increase the knowledge and experience of teachers, in developing learning programs, managing learning and evaluating learning outcomes.

- **Giving Instructions or Information Regarding Teacher Assignments**

As for the instructions or information on the problems of the tasks that must be carried out by the teacher, the researcher conducted interviews with W.02/F/G.1, as quoted in the following quote:

Regarding the distribution of instructions and information about the duties of a teacher, it is the responsibility of the principal, if there is new information, the principal is not bored to collect the teacher council even though the meeting schedule is held once a month. However, if there is information or things that need to be discussed at any time, a meeting can be held to inform all educators. After being collected and socialized, the principal gives instructions and each task that must be carried out by each teacher.

The researcher also conducted interviews with W.03/F/G.2, with the following quote: The principal in giving us the workload according to the existing technical instructions and we just have to carry it out according to the technical instructions

through meetings. After the program was assigned to us, the principal helped and accompanied the work we were doing and at the same time provided input that the principal said there were shortcomings.

To strengthen the results of the interview above, the researcher conducted an interview with W.04/F/G.3, with the following quote: Regarding information on teacher assignments, the principal always holds a meeting. Usually, the meeting is held at break time by gathering all the teachers in the office, then the principal conveys the tasks that must be carried out by the teachers. It didn't stop there, the school principal helped and supervised the work assigned to us. For example, regarding the division of classes using the K-13 curriculum and KTSP, the principal delivered classes I and IV using K-13. In practice, the principal accompanies the teachers.

Based on the results of the interview, it can be revealed that the efforts made by the principal are very attentive to their duties and responsibilities in providing direction and guidance on how to do the work assigned to the teachers (Syukri et al., 2019), and even the principal is always at the forefront in starting every activity as a leader. In addition, the principal provides an explanation in accordance with the existing technical instructions on the workload to be carried out.

- **Teacher Professionalism Improvement**

The principal as a leader must be able to provide guidance, direction, supervision and be able to improve the ability of education personnel to improve teacher professionalism (Kurnianingsih, 2018). Leadership is an effort made by someone with all the abilities he has to influence, encourage, direct and move the people he leads so that they want to work to achieve organizational goals.

Regarding the principal's efforts to improve teacher professionalism as a supporter of the formation of good teacher performance, the researcher has conducted interviews with W.02/F/G.1, as explained in the interview excerpt as follows: Efforts made include providing direction and supervision, and improve teacher discipline in teaching. Briefing is done when interacting together in the office, or when there is a teacher meeting. Meanwhile, supervision is carried out by recording teacher attendance and conducting class visits.

To strengthen the results of the interview above, the researcher conducted an interview with W.03/F/G.2, with the following quote: The principal often gives directions to the teacher when sitting together, if from the side of the teacher friends, I think they already know the task and obligations. So the principal only reminds the teachers. Unless there is a semester evaluation meeting or grade promotion, there is indeed a kind of reprimand to teachers who are less disciplined in teaching or less active in teaching, judging from the teacher's attendance book.

The researcher also conducted interviews with W.04/F.4/G.3, as in the interview excerpt as follows: Teachers are now recorded with a list of attendance at

school, at the end of each semester each teacher is given a copy of the teacher's attendance list for one semester as material for evaluating the teacher concerned. .

Indeed, there is no electronic absence, but the teacher's presence can be seen. If there is supervision and direction from the principal, it is more indirect (Ahyadi, 2017) . Only things that need to be improved are learning facilities and facilities, such as media and learning aids.

Based on the results of the interviews above, it can be stated that the efforts made by school principals in improving teacher professionalism are by providing direction and supervision, as well as increasing teacher discipline in teaching. Supervision and direction are the principal duties of the principal to realize a good school management order, direction is a guiding activity by giving orders, instructions, encouraging work morale, enforcing discipline, and providing various other efforts so that they do their work following the directions set out in the instructions. established rules or guidelines.

- **Supervise the Smoothness of Activities**

As for the role of the principal's leadership in supervising or supervising education in improving teacher performance, the researcher conducted interviews with W.04/F/G.3, as quoted as follows: Regarding supervision of teachers in the learning process in the classroom, supervision is what the principal does is by occasionally entering the classroom to see the learning process directly, but what is often done is by going around the class observing the teachers who are carrying out teaching and learning activities, in this way the teacher does not feel awkward and the principal can find out the strengths and weaknesses of the teacher they. From the observations of the teaching and learning process, the principal knows more or less the strengths and weaknesses of the teacher. During recess the principal calls the teacher to the office with congratulations and thanks for teaching well, maintain and continue to improve to teachers who are masters in the learning process, and the principal communicates are invited to work together to fix deficiencies while offering solutions regarding methods teaching and classroom management to teachers who lack mastery in the teaching and learning process.

Based on the results of these interviews, we can clearly see that to find out the performance of teachers in the class, the principal always supervises or directs supervision by going around the class to see the teacher, and even the principal enters the class to see firsthand what the teacher has done in his class. -each. Thus the role of the principal, one of which is as a supervisor of learning, has been implemented by the principal of Madrasah Tsanawiyah Negeri 1 well, this will have implications for improving teacher performance in the school.

In line with the principal's statement above, it turned out to be about supervision, corroborating the results of the interview above, the researcher conducted an interview with W.02/F/G.1, with the following quote: Regarding the supervision that the principal's mother did, the principal made a class visit. By walking

around or visiting classes where the teacher is doing the learning process, the principal sees the teacher's activities in the classroom. There the principal assesses the performance of the teacher, if there are things that are not good the principal provides assistance to the teacher.

To strengthen the results of the interview above, the researcher conducted an interview with W.03/F/G.2, with the following quote: Supervision that the principal does every day, the principal in carrying out supervision does not have a class visit schedule. The principal only goes around the classes to see and observe the state of the teaching and learning process from outside the classroom. If there are teachers who, according to the principal, are not as expected, the principal will give a warning after the learning process is complete. Then the break time is used by the principal to give a warning in the form of family guidance and the principal always provides a good solution, so the principal does not just reprimand but also provides solutions to the teacher. The teachers here are happy with what the principal is doing, the principal's supervision will provide assistance to the teachers in this school. So that if there are errors or problems in the teaching and learning process, teachers can find solutions with the principal to improve teacher performance in this school.

Based on the results of the narrative, it turns out that in the process of supervising learning, the principal also takes direct action. In the sense that if a teacher is found who is still not correct in carrying out the learning process in class, the principal immediately gives a warning and a solution at break time arrives.

- **Directing the Implementation of Activities**

Principals with experience in the field of education can help teachers overcome various learning management problems they face. Regarding the role of the principal in directing teachers to manage learning, the researchers conducted interviews with W.02/F/G.1, as in the interview excerpt as follows: The principal gives direction, and provides motivation so that teachers can do their work effectively, and are guided by in the school work program. The form of direction does not have to be in the capacity of superiors and subordinates, but can also be in the form of exchanging experiences and sharing, in managing learning.

To strengthen the information above, the researcher conducted interviews with other information, W.03/F/G.2 with the following excerpts from the interview: Yes, there is direction from the principal, such as the use of K-13 in the teaching and learning process. Usually the principal discusses with the teacher how to deal with classes where students often skip classes, or those teachers complain a lot about because they are often noisy and difficult to manage.

W.04/F/G.3 gave a similar explanation as follows: If there is direction from the principal, of course there is. But it's more like sharing or exchanging opinions with teachers, because school principals also teach, so they know exactly how the conditions are experienced by teachers in teaching and encourage teachers' enthusiasm to continue teaching well.

Based on the results of the interviews above, it is known that the principal provides direction, and provides motivation so that teachers can do their work effectively, and are guided by the school work program. Forms of direction such as the use of K-13 in the teaching and learning process and controlling noisy classes.

- **Assessing Activity Implementation**

Regarding the role of the principal in directing and assisting teachers in terms of assessing learning outcomes, the researchers conducted interviews with W.02/F/G.1, as explained in the interview excerpts as follows: Teachers are accustomed to assessing learning outcomes both in the form of daily tests, midterm exams and after the semester exams. The role of the principal is more to coordinate with the teacher about the minimum completeness criteria that need to be set by the teacher. In addition, it also coordinates related to policies for implementing mid-semester exams, distribution of report cards and year-end evaluation meetings.

The researcher also conducted interviews with W.03/F/G.2, who gave the following statement: Each teacher at the beginning of the school year was given a teacher report activity book in one semester. The book reports on teacher activities when taking daily test scores and assignments given to students after they have finished delivering material on certain basic competencies. Teachers who do daily tests will be seen from the activity reports as evidenced by student score data.

To strengthen the results of the interview above, the researcher conducted an interview with W.04/F/G.3 which stated that: Ahead of the midterm and semester exams an examination committee was formed consisting of teachers appointed by the principal. The committee includes a chairperson, secretary and treasurer. The task of the exam committee is to prepare the needs for exam questions, administer semester exams and provide reports to the principal.

Based on the results of the research above, it is known that the principal's role in directing teachers to assess learning outcomes is carried out through coordination related to policies for implementing mid-semester exams, distributing report cards and end-of-semester evaluation meetings. The school principal also forms an examination committee that is responsible for the implementation of school exams.

b. Teacher Performance

The teacher's performance in this presentation is the result of research in the field from the results of interviews with school principals and teachers. The description of teacher performance at Madrasah Tsanawiyah Negeri 1 is explained based on the following aspects:

- **Learning Program Planning**

Planning of learning programs is one aspect that must be done by teachers before carrying out learning activities in the classroom. Through planning, the teacher designs learning objectives, materials, media, methods and learning resources that will be used.

According to W.01/F.6/KS in the aspect of learning planning, the general condition of the teacher, with the following quote: The teacher has paid attention to the learning program plan (RPP) and syllabus, this is proven by the teacher's awareness of the good and bad performance of the teacher depends on the administration. So that in teaching and learning activities, teachers teach according to competency standards and basic competencies. Teachers also generally have prepared by completing the lesson plans and syllabus. At the beginning of the lesson objectives, the teacher is reminded to immediately prepare the lesson plans and syllabus which are then submitted to the Curriculum Waka and signed by the principal.

W.03/F.6/G.2 provides almost the same information, with the following quote: Every teacher is required to prepare lesson plans based on the latest curriculum, namely K-13. The preparation of lesson plans is based on the direction of the principal, and usually towards the beginning of the school year, there is training and guidance for teachers in preparing lesson plans according to government curriculum policies.

To corroborate the results of the above interview, the researcher also conducted an interview proposed by W.04/F.6/G.3, with the following quote: Preparation of lesson plans is mandatory for every teacher, the principal always reminds teachers to make lesson plans. However, there are teachers who have not compiled the lesson plans, not because the teacher can't prepare them. Actually, I have compiled the RPP but it hasn't been printed yet because the printer at school is broken, especially since the K-13 RPP is very thick. If the principal always reminds to prepare RPP, it may be because of the lack of facilities and infrastructure, so there are still teachers who have not prepared RPP.

Understanding the results of the interview above, the teacher's performance in the aspect of learning planning is quite good. The only thing that needs to be improved is the ability of teachers to prepare lesson plans in accordance with changes in the K-13 curriculum, with changes in core competencies, basic competencies, preparation of indicators and learning objectives.

Learning planning predicts actions or activities that will be carried out during learning, considering planning as a projection of activities, then its position in the learning system becomes strategic (Primaningtyas, 2017) . The planning of the learning process includes the syllabus and the Learning Implementation Plan (RPP) which contains at least the learning objectives, teaching materials, teaching methods, learning resources and assessment of learning outcomes. The role of a teacher is very important in the learning process.

In planning learning, the teacher must determine the steps of learning well so as to create a pleasant learning atmosphere for students. In order for the implementation of the learning process to run effectively and efficiently, a systematic plan is needed. Planning lessons will help determine the efficient use of learning material resources and learning time in class.

- **Use of Learning Methods, Media and Resources**

Methods, media and learning resources are an integral part of the learning process. The method used should be in accordance with the material and learning objectives. Likewise, the media used should attract students to learn and be able to clarify the material being taught.

Regarding the use of methods, media, and learning resources by Madrasah teachers, the researchers conducted interviews with W.01/F.7/KS, with the following quote: In terms of the use of methods, learning media, teacher performance is still lacking. This is due to the teacher's lack of creativity in choosing interactive and interesting methods and media. In addition, due to the lack of information about the development of new learning methods, teachers still often use traditional methods in delivering material, such as lectures and assignments. In addition, the availability of media and learning resources is still lacking, this causes teacher difficulties in using interesting learning media and learning resources that are still lacking to support the process of teaching and learning activities.

W.02/F.7/G.1 said the same information, with the following quote: The availability of media and learning resources is still lacking, and this causes teacher difficulties in using interesting learning media. There is no LCD projector at this school. So that teachers often use the lecture method and assign assignments.

Strengthening the results of the interviews above, related to methods, media, and learning resources. The researcher also conducted an interview proposed by W.04/F.7/G.3, with the following quote: Regarding learning resources, there are still teachers who complain about available learning resources. There are still very few books for teachers, especially teachers who teach using K-13. The teacher only uses a photocopy of the book, usually the book is obtained from one of the photocopying places there. Then the teacher prints, for teacher guidelines in the learning process.

Understanding the results of the interviews above, it is known that several aspects indicate the lack of teacher performance in using methods, media and learning resources. These aspects are the teacher's lack of creativity in choosing varied and interactive methods and media that attract students to be actively involved in the learning process. Learning resources owned by educators are still lacking, especially teachers who use K-13 still use photocopied books. The use of varied and interactive methods and media is needed to maintain students' enthusiasm in learning and so that students' motivation remains high in learning.

Teachers also cannot impose less-than-ideal strategies or lesson plans to be set. Teachers must be willing to change learning methods that are not desired by students, such as teachers want lectures, while students prefer discussion. Likewise, teachers may not impose daily tests, if on the same day students have done daily tests on other subjects. Student refusal can cause a less conducive classroom atmosphere, so that learning messages are difficult for students to accept.

- **Class management**

The ability of teachers to manage the classroom is one indicator of teacher performance. Classroom management is a teacher's skill to create and maintain optimal learning conditions and restore them if there are disturbances in the teaching and learning process. Classroom management refers to activities to create and maintain optimal conditions for the teaching and learning process.

According to the explanation W.01/F.8/KS, with the following quote: In classroom management, each teacher has their own style and strategy. So far the classroom management carried out by the teacher is quite good, the approach taken by the teacher is also quite good although sometimes it needs to be improved by understanding the character of the students, so that they can be invited to study well. Indeed, there are still some students who are noisy, playing and not paying attention to the teacher's explanations during learning activities. Here a teacher must be good at mastering students, giving more attention to their students.

W.02/F.8/G.1 gave almost the same information, with the following quote: Learning in the classroom is conducive and orderly, there are indeed some classes that are sometimes noisy. But in general it is still under control, if there is a class that is difficult to control, the teacher will consult with the principal to advise the students concerned.

To strengthen the results of the interviews above, the researchers conducted interviews with W.03/F.8/G.2, with the following quote: Classroom management with an approach that emphasizes an enthusiastic and friendly attitude in relationships with students, teachers use words, actions, ways of working or challenges that increase students' enthusiasm for learning so as to reduce the possibility of deviant behavior.

Based on the interview above, the teacher has shown a conducive classroom management with a friendly and enthusiastic approach in the teaching and learning process. Classroom management is an effort made by the teacher in order to realize effective teaching and learning activities in the classroom and the handling carried out in controlling various disorders of the teaching and learning process.

Classroom management is part of an effort to create effective learning, which is related to the arrangement of classrooms, interactions between teachers and students in the classroom, the application of learning methods and media, and other steps needed to control the classroom atmosphere so that it remains conducive.

Teachers who are warm and familiar with students always show enthusiasm for their duties or activities will be successful in managing the class. The attitude and attention shown by the teacher will facilitate communication between teachers and students, so that the learning messages conveyed by the teacher will be easily accepted by students

- c. **Inhibiting Factors and Supporting Factors The Role of Principal Leadership in Improving Teacher Performance**
 - **Obstacle factor**

The efforts of principals in carrying out their duties, managing the educational process in schools are often hampered by several factors, such as the skills of teachers, facilities and infrastructure in schools. These inhibiting factors are obstacles in the principal's efforts to carry out his duties as leaders and implementers of the education process in schools.

Regarding the factors that hinder the role of the principal's leadership in improving teacher performance at Madrasah Tsanawiyah Negeri 1, the researchers conducted interviews with W.01/F.9/KS as follows: very far from optimal, less appropriate for learning tools and cannot even be used in the learning process. This of course hinders the improvement of the quality of education. Not to mention the increasing number of educational institutions in the neighborhood, which makes it increasingly difficult to get students. This is evidenced by the last three years the number of student acquisitions has decreased compared to previous years.

The researcher also conducted an interview with W.02/F.9/G.1, with the following quote: Actually, the program planned by the principal has been good, but we are constrained by the lack of facilities and infrastructure. For example, regarding learning by using a lap top tool, again, there are no LCD projector facilities yet. In addition, learning resources are still lacking, especially when using K-13 teacher manuals are still lacking.

The researcher also obtained information from W.03/F.9/G.2, who gave the following statement: Indeed, the culture of quality education is not fully attached to teachers, financial factors are often the reason teachers teach. There is an assumption that teachers' honorariums are still lacking, especially those of teachers who are still honorary. This can be seen from some of the teachers who finished teaching, if there were no more hours, they went straight home.²⁷

To strengthen the results of the interview above, an interview was conducted with W.04/F.9/G.3 with the following quote: It is undeniable that one of the motivations for teaching teachers is to receive honoraria, this makes teachers pay less attention to performance in carrying out their duties and obligations. .

Based on the results of the interviews above, it is known that the factors that hinder the role of the principal's leadership in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency are the condition of school facilities and facilities that are still lacking, a culture of quality education that is still not inherent in teachers, and motivation teaching teachers based on rewards in the form of honorariums received by teachers.

Lack of educational facilities and infrastructure such as libraries, learning resources. The lack of facilities and infrastructure is an inhibiting factor, because the demands of education are growing with an emphasis on complete learning facilities and facilities. Educational institutions are now increasingly required to adopt various technological and information developments as learning support tools. In learning, teacher performance will be supported by internet facilities in schools, electronic and

audio-visual-based media and other media that facilitate the teacher's task in teaching. Therefore, the lack of learning facilities and facilities is a limiting factor for teacher tasks that can have an impact on teacher performance.

- **Supporting factors**

Schools are educational institutions, the creation of educational goals in schools requires a synergistic relationship between principals and teachers. Both are the main components in schools that play an important role in all educational activities in schools. Regarding the factors supporting the leadership role of the principal in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency, the researcher conducted interviews with W.01/F.10/KS, as follows: The fate of teachers now is actually much better than in the past. Now there is government concern about teacher welfare through certification policies, and incentives for honorary teachers. In addition, training programs for teachers are also often carried out so that teachers can improve their teaching abilities.

The researcher also obtained information from W.02/F.10/G.1, with the following quote: In improving their performance, teachers can participate in KKG activities, attend training, training, seminars and workshops, both held in school and outside of school. Usually every year there is training in schools, and sometimes there are also invitations, for teacher improvement programs.

Other information was presented by W.03/F.10/G.2, with excerpts from the interview as follows: There is now a lot of support for improving teacher performance, in addition to participating in the KKG activities, incentives from the government are also very helpful for the growth of good teacher performance, especially for students. certified teacher. In addition, the attitude of kinship in social relations between teachers, who are generally honorary teachers, is the capital of fostering a conducive work environment.

From the results of the interviews above, it can be understood that the supporting factors for the role of the principal's leadership in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency are the existence of various training programs for teachers, forums for teacher associations, such as the KKG and government policies on teacher certification.

Teachers participating in training programs, both at school and outside of school, can obtain information and experience that will equip teachers to teach in schools. Likewise, through activities at the KKG as a forum for subject teacher associations, teachers can share knowledge and experience. Teachers can share experiences about various problems encountered in teaching, and the possibility of finding solutions that can be applied.

The knowledge and experience gained by teachers from KKG training and activities, is a provision for teachers in improving their performance. KKG is an association of subject teachers that serves as a means to communicate with each other, learn, exchange ideas and experiences in order to improve teacher

performance. Teachers can also discuss with their colleagues to overcome the problems faced in their schools, and take examples from the success of teachers who overcome the same problems (Sanjaya, 2016) . Teacher working groups can add insight for teachers, because in groups, there will be an exchange of ideas and inputs from other teacher friends.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded as follows: 1.) The role of principal leadership in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency is as follows: Directing teachers to formulate learning objectives, carried out by increasing teacher knowledge by sending teacher to the KKG forum, upgrading, or training held by the government. Provide instructions or information on the problems of the tasks that must be carried out by the teacher, the efforts made by the principal by collecting the teacher council and then socializing the respective tasks that must be carried out by the teacher. By increasing the professionalism of teachers, it is done by providing direction and supervision by recording teacher attendance and conducting class visits. Supervise the smooth running of activities, conduct direct supervision or supervision by visiting each class to see the teacher in the learning process. Directing the implementation of activities, by providing direction, providing motivation to teachers. Assessing the implementation of activities, in terms of learning assessment, the principal forms a learning outcomes evaluation committee consisting of teachers and school staff. 2.) Teacher performance at Madrasah Tsanawiyah Negeri 1 Kutai Kartanegara Regency is as follows: In the aspect of learning planning, the principal always requires teachers to be guided by the lesson plans and syllabus. Likewise, in the aspect of classroom management, the teacher has shown a conducive class with a friendly and enthusiastic approach in the teaching and learning process. Meanwhile, in the aspect of using methods, media, and learning resources, teacher performance in this case is still lacking, because it emphasizes the use of conventional methods and media, and is less creative in using learning methods and media that encourage students to learn actively. 3.) Inhibiting factors and supporting factors for the role of the principal's leadership in improving teacher performance in Madrasah Tsanawiyah Negeri 1. Inhibiting Factors: The condition of school facilities and facilities is still lacking, a culture of quality education that is still not inherent in teachers, teacher teaching motivation based on on rewards in the form of honorariums received by teachers. Supporting Factors: The existence of various training programs for teachers, the existence of a forum for teacher associations, such as the KKG.

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