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## Principal Leadership in Improving Teacher Performance at Al-Misbah Senior High School Banda Aceh

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**Abstract:** The principal is a leader who has great influence and can determine the progress or failure of the school he leads and has administrative skills, has a fixed stance, and has the right to carry out each of his duties. To become a good school leader, one must make efforts to improve teacher performance through several programs that can foster educators. Therefore, to lead a school, the principal is required to have a good personality or character and have the ability to lead an educational institution. The formulation of the problem of this research is First, How is the responsibility of the principal at Al-Misbah High School in Banda Aceh. Second, What are the obstacles to teacher performance at Al-Misbah High School in Banda Aceh. The method used in this study is a qualitative approach. The informants in the study were the Vice Principal, School Committee, School Teachers, Parents. Data collection techniques, observation, research, and documentation. Websites that can be accessed via the internet, books and other written journals. The results of the research that has been conducted indicate that the personality of the principal in carrying out his function must have ethics in developing and advancing the school through teachers, knowledge but it needs to be emphasized, it does not mean that someone with low education is absolutely low in knowledge, the principal must work harder to be able to build the intelligence and skills of teachers to be able to produce educators, and motivation for teachers so that their performance can be improved and accounted for so that it becomes quality and students can improve their learning achievements. The conclusion from the results of the research above is that the leadership of the principal in improving teacher performance in order to be able to improve the qualities of teacher performance and knowledge, personality, and skills of teachers to be able to produce intelligent students.

**Keywords:** Leadership, Principal, Performance, Teacher.

## INTRODUCTION

The principal is a leader who has great influence and can determine the progress or failure of the school he leads and has administrative skills, has a fixed stance, and has the right to carry out all his duties. To become a good school leader, one must make efforts to improve teacher performance through several programs that can develop educators. Therefore, to lead a school, the principal is required to have a good personality or character and have the ability to lead an educational institution. Law Number. 20 of 2003 concerning the National Education System, which states that: National education aims to develop students' abilities to become human beings who have faith and piety to God Almighty, have noble morals, and become a democratic and responsible society. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in Article 20 states that planning learning, implementing a quality learning process and assessing and evaluating learning outcomes.

One of the fundamental things in this regulation is the existence of teacher performance assessment which was previously more administrative in nature to be more practical, quantitative, and qualitatively oriented, so that it is expected that teachers will be more enthusiastic to improve their performance and professionalism. Efforts in developing teacher performance are greatly influenced by the principal if the principal is able to provide supervision and is able to control and align educational resources then it will improve teacher performance successfully. Based on the Minister of Education and Culture Regulation Number 41 of 2007 concerning Education Process Standards concerning the main activities (1) planning learning (2) implementing learning (3) guiding and training students. Leadership is a collection of a series of abilities and personality traits, in which authority, to be immortalized as a means in order to convince those he leads so that they are willing and able to carry out the tasks assigned to him willingly, enthusiastically, there is inner joy, and feel not forced.

Education in schools will be successful when the principal is able to manage the educational staff in the school. The principal is one of the educational staff who has an influence on improving teacher performance. The responsibility of a principal is to be able to organize educational activities, administrative systems, and foster educators. Teacher performance is closely related to the low quality of education. Teachers as social beings also need other needs to be able to work well. To be able to think and work optimally in their work, teachers are greatly influenced by the work environment in which they are located and a professional principal. Seeing the results of research from several researchers, it is very desirable to research the leadership of the principal on teacher performance at SMA AI-Misbah Banda Aceh.

Al-Misbah High School is one of the private schools in Banda Aceh, however, the development of this high school is considered lacking in students, four years ago this high school conducted a UNBK exam which was conducted at SMP Negeri 17, due to the lack of computer facilities and did not meet the requirements for the exam at school. There are several things that are phenomena in the world of education that hinder the achievement of educational goals as expected. From the results of initial observations conducted by researchers, the phenomena that occurred include; related to (the personality of the principal; honesty, self-confidence of the principal has not fully fixed the performance of teachers) it turns out that in the field it is also hampered by knowledge from the results of the survey, it is still seen that almost all education at Al-Misbah High School with a level of education (S1) will make it difficult to develop knowledge or school progress. The performance of honorary teachers who are still weak is caused by the lack of a principal control system, and there are several teachers who tend to be passive, where they lack initiative in developing themselves related to their duties at school.

Expectations from Internal factors: skills are the first ability that of course must be possessed by every teacher and other educators is communication. As a teacher, the teacher's

job is to teach new material to students. With good communication skills, you will be able to convey good material, both verbally and nonverbally, smoothly. Teacher intelligence must have character. Professional future teachers must improve the quality of teaching. External factors: Motivation to learn means encouragement from teachers to improve the quality of students who understand learning materials. The quality of teacher work is to participate in training that supports the quality of learning for the future. Leadership towards teacher performance will be reviewed from various aspects of State Administration science, especially in organizational studies by analyzing a number of aspects of leadership towards teacher performance. Facilities are also very much needed by students to develop their potential so that it is realized optimally, one of the causes of problems such as those that occurred at Al-Misbah High School in Banda Aceh with 30 students is of course very limited facilities so that the learning and teaching process and the quality of student education are not in accordance with expectations

## **THEORITICAL REVIEW**

### **Leadership**

The principal is a leader who is the main determinant in empowering teachers and improving the teaching materials in the school. A leader who has great responsibility towards teachers and schools. According to Sutrisno (2014: 213) A leadership process (a) Has a strong personality. (b) Knows the situation of teachers and students well. (c) Has goals and understands the school's targets. (d) Ability to make decisions. (e) Ability to communicate.

Against the three elements of the dominance mode, the person who influences, the method of influencing, the person who is influenced. If the person who influences can influence the influenced to behave or act in a way or agree with certain attitudes and opinions, then the person has the influence of "power" over the influenced or the person who influences can control the influenced. According to Mulyasa (2013: 115) the principal as a leader must have special characters, namely personality, basic skills, professional experience and knowledge, and administrative knowledge. Another opinion regarding the principal, namely regarding the abilities that must be possessed in the leadership of the principal is the ability that must be realized by the principal as a leader can be analyzed from personality, knowledge of educational staff, the principal's vision and mission, decision-making ability, and communication skills.

The following are details of aspects and indicators of leaders in the context of principal leadership: (a) Personality: honest, self-confident, responsible, dare to take risks and decisions, magnanimous, stable emotions, and role models; (b) Knowledge: Understand the condition of educational staff, understand the condition and characteristics of students, prepare educational staff development programs, accept input, suggestions, and criticism from various parties to improve their abilities; (c) Understanding the school's vision and mission: Develop the school's vision, develop the school's mission and implement programs to realize the school's vision and mission into action; (d) Decision-making ability: Make joint decisions with educational staff at school, make decisions for the internal interests of the school, and make decisions for the external interests of the school; (e) Communication skills: Communicate verbally with educational staff at school, express ideas in writing, communicate directly with students and communicate verbally with parents and the surrounding community.

Based on the aspects or dimensions of the bankan in the leader or principal leadership indicators found by experts in quite large quantities, meanwhile for researchers there are only 2 aspects or dimensions that researchers study, because these two aspects or dimensions are in accordance with the conditions in the field of Al-Misbah High School.

## 1. Personality

According to Kotler (2011: 171), personality is a differentiated human psychological trait that produces relatively consistent and enduring responses to environmental stimuli. Personality is usually described in behavioral characteristics such as self-confidence, dominance, sociability, autonomy, self-defense, adaptability, and aggressiveness. Things related to personality are self-concepts. Self-concept is an individual's view and attitude towards themselves. Self-views are related to physical dimensions, individual characteristics, and self-motivation. Self-concept is the core of an individual's personality. The core of personality plays an important role in determining and directing the development of personality and positive individual behavior. Personality is one of the psychological studies that was born based on the thoughts, studies or findings (results of case handling practices) of experts, the object of personality study is "human behavior", human behavior whose discussion is related to the existence, why, and how of the behavior. Personality is a trait in oneself or the psyche, namely the quality of innate traits, the ability to influence people and special temperaments that distinguish one individual from another.

According to (Koswara 2013: 35) it is emphasized that the definition of personality is a term that refers to certain social images received by individuals from their groups or society, then the individual is expected to behave based on or in accordance with the social image (role) that he received. Personality is also often interpreted or associated with certain characteristics that stand out in an individual. Therefore, the definition of personality according to everyday understanding refers to how an individual appears or makes an impression on other individuals. In general, personality is a pattern of social behavior consisting of patterns of strength, drive, desire, opinion, and attitude that are inherent in a person when interacting with other people or responding to a situation. The term personality is a broad concept so that it may make the definition applicable to everyone. Personality is the background of a person's behavioral pattern. Effendi (2016: 286) states that personality is a composition of elements of reason and soul that determine the differences in behavior or actions of each individual. The term personality also means the characteristics of an individual's consistent character, which gives him an identity as a special individual. So, it can be concluded that personality is a complete combination of attitudes, traits, mindsets, emotions, and also values that influence the individual to do something right according to their environment. Personality is a human way of thinking about reality. Personality is also a tendency towards reality. And in another sense, human personality is a mindset and a soul pattern.

## 2. Knowledge

According to Notoatmodjo (2012: 15). Knowledge is the result of "knowing" and this occurs after a person senses a particular object. Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste. Knowledge is closely related to education, where it is expected that with higher education, the person's knowledge will be broader. However, it should be emphasized that it does not mean that someone with low education absolutely has low knowledge. A person's knowledge of an object contains two aspects, namely positive and negative aspects. These two aspects will determine a person's attitude, the more positive aspects and objects are known, the more positive attitudes will arise towards a particular object. According to Notoatmodjo (2012: 40), knowledge is "the result of knowing and this occurs after a person senses an object. Sensing occurs through the five human senses, namely, the senses of hearing, sight, smell, feeling and touch. Some human knowledge is obtained through the eyes and ears". According to Notoatmodjo in Kholid (2012: 21) that what is covered in the level of knowledge is: (a) Know (know) Know is the lowest level of knowledge. Know is defined as remembering a material that has been

studied previously. Verbs to measure that people know about what is studied include mentioning, describing, defining, and stating; (b) Understanding (comprehension) Understanding is the ability to explain correctly about a known object and can interpret the material correctly. (c) Application (application) Application is the ability to use material that has been studied in real (actual) situations or conditions; (d) Analysis (analysis) Analysis is the ability to describe material or an object into components, but still within one organizational structure, and still related to each other; (e) Synthesis (synthesis) Synthesis is the ability to compile a new formulation from an existing formulation. For example, being able to compile, plan, summarize, and adjust to a theory or existing formulations; and (f) Evaluation Evaluation is the ability to make an assessment of a material. These assessments are based on self-determined criteria, or using existing criteria.

Based on several opinions above, it can be concluded that knowledge is everything that is seen, known, understood about a particular object that is captured through the five senses, namely, the sense of hearing, sight, smell, feeling and touch.

## **Performance**

In general, the definition of performance is the quality and quantity results that can be achieved by an employee in carrying out the main tasks and functions as an employee in accordance with the responsibilities assigned or given to him. Performance can basically be seen from the aspects of, namely employee performance (per individual) and organizational performance. Employee performance is the result of individual work in an organization. While organizational performance is the totality of work results achieved by an organization. The term performance comes from the word job performance or actual performance (work achievement or actual achievement achieved by someone). In the big Indonesian dictionary it is stated that performance means: 1) something that is achieved. 2) achievement that is shown. 3) work ability. The definition of performance (work achievement) is the work results in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara 2013: 67).

Performance is the result of a person's or group's work function/activity in an organization that is influenced by various factors to achieve organizational goals within a certain period of time. The function of work or activity referred to here is the implementation of the results of a person's or group's work or activities that are their authority and responsibility in an organization. "For factors that influence the results of work/work performance of a person or group consist of internal and external factors. Internal and external factors that influence employee/group performance consist of intelligence, work quality, initiative in work, skills, stability, emotions, motivation, role perception, family conditions, a person's physical condition". Tika (2013: 121). According to Sutrisno (2010: 46), performance is a person's success in carrying out tasks, work results that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities or about how a person is expected to function and behave in accordance with the tasks that have been assigned to him and the quantity, quality and time used in carrying out tasks.

Meanwhile, according to Wilson Bangun (2012: 230) explains that improving performance is something that is desired by both employers and workers. Employers want their employees to perform well for the sake of improving work results and company profits. On the other hand, workers are interested in self-development and job promotion. In general, it can be said that good employee performance aims to increase productivity. Therefore, improvements to the work system are carried out by every component in the company. For this purpose, a good performance management system will be needed. According to Rue (2011: 376), Performance is defined as the level of achievement of results or "The degree of accomplishment" or in other words, performance is the level of achievement of organizational

goals. This definition implies that through performance, the level of organizational achievement can be known. Achievement of the goals of the organization is used as a benchmark to assess the good or bad performance of the organization.

The concept of performance based on Presidential Instruction of the Republic of Indonesia Number 7 of 1999 concerning Accountability of Government Agency Performance, which in its implementation is followed up by Decree of the Head of the State Administration Agency Number 589/IX/6/Y/1999 concerning Guidelines for the Preparation of Government Agency Performance Accountability Reports, performance is a description of the level of achievement of the implementation of an activity/program/activity in realizing the targets, objectives, missions and visions of the organization as stated in the formulation of strategic planning of an organization. The meaning of this definition is that with performance there is a description of the level of achievement of the implementation of the vision, mission, and objectives of the organization that have been formulated in strategic planning. In other words, performance can be seen from the level of achievement of the implementation of programs from the vision, mission, and objectives of the organization.

The conclusion of the performance concept based on the opinions of the experts above, it can be concluded that performance is a measurement of the level of achievement of organizational goals as a function of the interaction between employee ability, motivation, and desire. In this study, performance is a work result achieved by employees in carrying out work tasks based on predetermined measurements and times in order to realize organizational goals. Performance is the result obtained by an organization, whether the organization is profit-oriented or non-profit-oriented, which is produced during a period of time. Meanwhile, Pasolong (2011: 5) said that performance has several elements, namely: (1) Individual or institutional work results, which means that performance is the final result obtained individually or in groups; (2) In carrying out tasks, people or institutions are given authority and responsibility, which means that people or institutions are given the right and power to be followed up, so that their work can be done properly; (3) Work must be done legally, which means that in carrying out tasks, individuals or institutions must of course follow the rules that have been set; (4) Work does not conflict with morals or ethics, meaning that in addition to following the rules that have been set, of course the work must be in accordance with generally applicable morals and ethics. Meanwhile, performance according to Armstrong in Dharma (2011:324-326) "reveals that performance criteria are expressed as aspects of performance that include both attributes (methods) and competencies. This is the knowledge, expertise and experience needed to complete work with certain results and skills that can be demonstrated by staff (competencies)".

Teachers as people whose jobs or professions are related to teaching have a very meaningful task in the world of education. Teachers are reliable teachers in carrying out the process of guiding, forming, guiding, organizing, calculating, and assessing students. Teacher performance is the expertise and success in carrying out the obligations of the teaching process which are indicated by dimensions or aspects. According to Darmadi (2018: 37) there are aspects assessed in teacher performance including (a) Ability to prepare learning plans; (b) Ability to carry out learning; (c) Ability to carry out interpersonal relationships; (d) Ability to carry out learning outcome assessments; (e) Ability to carry out enrichment programs; (f) Dimension of ability to carry out remedial programs.

Teacher performance in implementing learning cannot be separated from supporting factors and problem solving that cause obstacles to good and correct teaching and learning activities in order to achieve the goals expected by teachers in teaching. Mc Clelland in Mangkunegara (2012: 67) stated that there are six characteristics of employees who have high achievement motivation, namely 1) Having high individual responsibility; 2) Dare to take risks; 3) Having realistic goals; 4) Having a complete work program and trying to realize its goals;

5) Using concrete feedback in all work activities carried out; 6) Giving hope in order to realize the planned agenda.

Teacher performance is not created by itself, but is influenced by its own components. According to Robbins in Dessertation (2010: 15) formulated aspects of performance that can be observed in internal and external factors, as follows (a) Internal Factors, namely related to personal behavior. For example, a person's good performance is a hard worker type with high abilities, conversely poor performance is not having an effort to improve their abilities; and (b) External Factors, namely aspects that have an impact on individual performance, which start from the environment. Such as personality, behavior, and activities of coworkers, subordinates or leaders, work infrastructure and organizational conditions. These internal and external factors are types of attributes that affect a person's performance. The types of attributes made by employees have a number of psychological consequences and are based on actions.

## **METHOD**

This research is a type of qualitative research, which according to Moleong (2012: 17), is "research that emphasizes more on revealing meaning and process, natural setting and is used as a source of direct data from the researcher himself as a key instrument". This qualitative research does not only reveal real events, but more than that, the results are expected to reveal hidden values. In addition, this research will be more sensitive to information that is qualitatively descriptive by relatively trying to maintain the integrity of the object being studied. According to Patton in Poerwandari, (2012: 35) explains that in qualitative research it is necessary to emphasize the importance of closeness to people and research situations, so that researchers gain a clear understanding of the reality and conditions of real life. The characteristics of qualitative research are: (1) Qualitative is a natural setting as a direct source of data and the researcher is the main instrument, (2) Qualitative research is descriptive. The data collected is in the form of words and pictures, not numbers, (3) Qualitative research is concerned with the process rather than merely the results or products, (4) Qualitative research prioritizes general data processing first, (5) Meaning is the main concern in qualitative research. Qualitative research procedures do not have a standard pattern. Qualitative research collects and records data in detail from various problems related to the research object.

According to Suyanto (2011: 21), in every research, determining the focus is an important step that must be taken. If this is not done, the researcher will most likely be too tempted to continue digging for data that is actually less related to the objectives and core problems of the research. The focus of this research is related to the leadership responsibilities of the Principal at Al-Misbah High School in Banda Aceh and the obstacles to teacher performance.

According to Sugiono (2012: 162), data collection techniques are the most important step in research, because the main purpose of research is to obtain data. To obtain complete information or data that is in accordance with the focus of the research, the data collection techniques that will be used are:

1. Observation (Observation), Observation is the implementation of direct observation of phenomena related to the focus of research. In qualitative research, observation and research in collecting data in the field, the observations made consist of two parts, namely participatory observation and non-participatory observation.
2. Interview, interview is a data collection technique by asking direct questions to the parties related to the research, namely the Principal's Leadership in Improving Teacher Performance at Al-Misbah High School, Banda Aceh. According to Estenberg in Sugiyono (2012: 231) states that "an interview is a meeting of two people to exchange information and ideas through questions and answers, so that the meaning can be reconstructed in a particular topic". The problem above, the researcher asked the informant directly. Meanwhile, the recording of research data, the researcher did it using a tool through a tape

recorder and through direct recording of the informant's answers. Thus, the notes are intended to help researchers to make it very easy, in order to get maximum results.

3. Documentation, Documents are data obtained through recording of documents found at the research location. Document data is a type of data in the form of literature books, regulations, laws, journals, websites and other scientific readings related to the main problem of the research. This documentation is needed to compare the results of the research with the contents of a document related to whether or not a fact in the field is appropriate. According to Sugiono (2012: 240) Says that "Documentation is written objects such as books, magazines, documents, regulations, in qualitative research, this documentation technique is used to collect various data containing certain information sourced from written documents".

As stated by Milles and Huberman as conveyed by Saldana (2014: 14), after the validity of the data has been fulfilled, the next step is to conduct data analysis. Data analysis is carried out by:

1. Data collection, Data collection in this case is in the form of raw data from research results, such as: research results, documentation, field notes and so on.
2. Data reduction, after data is collected from observations, research, field notes, and other data materials found in the field are collected and classified by making summary notes, coding to adjust according to the research results.
3. Data presentation, Data that has been grouped and adjusted to its code, is then presented in the form of descriptive writing so that it is easy to understand as a whole and can also draw conclusions for further analysis and research.
4. Conclusion or verification, The research results that have been collected and summarized must be repeated by matching the data reduction and data display, so that the conclusions that have been studied can be agreed to be written as a report that has the correct level of confidence.

## **RESULTS AND DISCUSSION**

### **Leadership responsibilities of the principal at Al-Misbah High School in Banda Aceh.**

#### **1. Personality**

Based on the results of the study above, it can be discussed the dimensions of personality, basic skills, professional experience and knowledge, and administrative knowledge. Another opinion regarding the principal, namely regarding the abilities that must be possessed in the leadership of the principal is as an ability that must be realized by the principal as a leader can be analyzed from personality, knowledge of educational staff, the principal's vision and mission, decision-making skills, and communication skills. According to Kotler (2011: 171), personality is a differentiated human psychological trait that produces a relatively consistent and lasting response to environmental stimuli. Personality is usually described in behavioral characteristics such as self-confidence, dominance, social skills, autonomy, self-defense, adaptability, and aggressiveness. Things related to personality are self-concepts. Self-concept is an individual's view and attitude towards themselves. Self-views are related to physical dimensions, individual characteristics, and self-motivation. Self-concept is the core of an individual's personality. The core of personality plays an important role in determining and directing the development of personality and positive individual behavior. Personality is one of the psychological studies that was born based on the thoughts, studies or findings (results of case handling practices) of experts, the object of personality study is "human behavior", human behavior whose discussion is related to the existence, why, and how of the behavior. Personality is a trait in oneself or the psyche, namely the quality of the innate nature of the

ability to influence people and special temperaments that distinguish one individual from another.

According to (Koswara 2013: 35) it is emphasized that the definition of personality is a term that refers to certain social images received by individuals from their groups or society, then the individual is expected to behave based on or in accordance with the social image (role) that he received. Personality is also often interpreted or associated with certain characteristics that stand out in an individual. Therefore, the definition of personality according to everyday understanding refers to how an individual appears or makes an impression on other individuals. In general, personality is a pattern of social behavior consisting of patterns of strength, drive, desire, opinion, and attitude that are inherent in a person when interacting with other people or responding to a situation. The term personality is a broad concept so that it may make the definition applicable to everyone. Personality is the background of a person's behavioral pattern. Effendi (2016: 286) states that personality is a composition of elements of reason and soul that determine the differences in behavior or actions of each individual. The term personality also means the characteristics of an individual's consistent character, which gives him an identity as a special individual. So, it can be concluded that personality is a complete combination of attitudes, traits, mindsets, emotions, and also values that influence the individual to do something right according to their environment. Personality is a human way of thinking about reality. Personality is also a tendency towards reality. And in another sense, human personality is a mindset and a soul pattern.

**Finding 1:** The personality of the principal has not been able to improve teacher performance. While the conclusion of the theory expressed by Effendi (2016: 286) is that "Personality is a composition of elements of reason and soul that determine the differences in behavior or actions of each individual. The term personality also means the characteristics of an individual's consistent character, which gives him an identity as a special individual.

Based on the findings and conclusions of the theory, the relevant research, the lack of conformity stated by Rabadi (2019) in the results of his research shows progress in the quality of learning so that it can encourage the quality of education where the performance of educational staff is the key to success in the world of education.

## 2. Knowledge

Based on the results of the study above, the dimensions of knowledge can be discussed, but it should be emphasized that it does not mean that someone with low education absolutely has low knowledge. A person's knowledge of an object contains two aspects, namely positive and negative aspects. These two aspects will determine a person's attitude, the more positive aspects and objects are known, the more positive attitudes will arise towards a particular object. According to Notoatmodjo (2012: 15). Knowledge is the result of "knowing" and this occurs after a person senses a particular object. Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste. Knowledge is closely related to education, where it is expected that with higher education, the person's knowledge will be broader. However, it should be emphasized that it does not mean that someone with low education absolutely has low knowledge. A person's knowledge of an object contains two aspects, namely positive and negative aspects. These two aspects will determine a person's attitude, the more positive aspects and objects are known, the more positive attitudes will arise towards a particular object. According to Notoatmodjo (2012: 40), knowledge is "the result of knowing and this occurs after someone senses an object. Sensing occurs through the five human senses, namely, the sense of hearing, sight, smell, feeling and touch. Some human knowledge is obtained through

the eyes and ears". Based on several opinions above, it can be concluded that knowledge is everything that is seen, known, understood about a particular object that is captured through the five senses, namely, the sense of hearing, sight, smell, feeling and touch.

***Finding 2:*** The Principal's knowledge does not yet fully encompass responsibility.

There is no conformity with the concept explained by Notoatmodjo (2012: 40), knowledge is "the result of knowing and this occurs after someone senses an object. Sensing occurs through the five human senses, namely, the sense of hearing, sight, smell, feeling and touch. Some human knowledge is obtained through the eyes and ears". Meanwhile, according to the research results of Ningsih (2021), the results of her research show that in order for the principal to continue to improve teacher performance to achieve the quality of education which is the goal of education, one of which is through training, and placing teachers according to their competencies.

### **Barriers to teacher performance at Al-Misbah High School in Banda Aceh.**

#### **1. Internal factors**

Based on the results of the study above, it can be discussed that the dimensions of the internal factors of the principal must work harder to be able to build the intelligence and skills of teachers to be able to produce better educators and be able to build schools into schools that have very good skills and intelligence and can motivate schools. According to Robbins (2010: 15). Internal factors are related to personal behavior. For example, a person's good performance is a hard worker type with high abilities, conversely poor performance is not having an effort to improve their abilities. The ability and skills of teachers in teaching are also internal factors that can affect their performance. If a teacher lacks the knowledge or skills needed in a particular teaching field, this can hinder their ability to provide effective teaching to students. A teacher's physical and mental health can also affect their performance. If a teacher experiences serious health problems or experiences excessive stress, this can interfere with their concentration and ability to teach well.

***Finding 3:*** Internal factors are not entirely as the principal had hoped.

Based on the findings above, the researcher concludes that this study cannot support the theory put forward by According to Robbins (2010: 15). Internal factors are related to personal behavior. For example, a person's good performance is a hard worker type with high abilities, conversely poor performance is not having an effort to improve their abilities, The ability and skills of teachers in teaching are also internal factors that can affect their performance.

#### **2. External factors**

Based on the results of the study above, it can be discussed the dimensions of external factors Learning motivation means encouragement from teachers to improve the quality of students who understand the learning material. motivation for teachers so that their performance can be improved and accounted for so that it becomes quality and students can improve their learning achievements. And also encourage teachers for everyone to have quality work. According to Robbins (2010: 98). External factors are aspects that have an impact on individual performance, which start from the environment. Such as personality, behavior, and education affect a person's self-confidence. Low levels of education tend to make individuals feel under more power, conversely individuals with higher education tend to be independent and do not need to depend on other individuals. These individuals will be able to meet their life needs with self-confidence and strength by considering the situation from a realistic

perspective. The environment here is the family and community environment, good support received from the family environment such as family members who interact well with each other will provide a sense of comfort and high self-confidence. Likewise, the community environment is increasingly able to meet norms and is accepted by society, the smoother self-esteem develops. The school environment can have a major impact on teacher performance. The curriculum can also be a barrier to teacher performance. If the curriculum is too rigid or outdated, it will be difficult for teachers to be creative and interesting.

**Finding 4:** *External factors that motivate teachers to improve student quality have not been implemented properly.*

Based on the findings above, the researcher concludes that this study cannot support the theory put forward by According to Robbins (2010: 98). External factors are aspects that impact individual performance, which originate from the environment. Such as personality, behavior, and education affect a person's self-confidence. Low levels of education tend to make individuals feel under more power, conversely individuals with higher education tend to be independent and do not need to depend on other individuals.

## CONCLUSION

Based on the results of research and researchers in the field, the conclusions of this study are:

1. The personality of the principal in carrying out his function must have ethics in developing and advancing the school through teachers. Teachers must have honest, confident, responsible, dare to take risks and decisions, be magnanimous, stable emotions, and be role models.
2. Knowledge, however, needs to be emphasized, does not mean that someone with low education absolutely has low knowledge. A person's knowledge of an object contains two aspects, namely positive and negative aspects. These two aspects will determine a person's attitude, the more positive aspects and objects are known, the more positive attitudes will arise towards certain objects.
3. Internal factors: The principal must work harder to be able to build the intelligence and skills of teachers to be able to produce better educators and be able to build the school into a school that has excellent skills and intelligence and can motivate other schools.
4. External factors Motivation to learn means encouragement from teachers to improve the quality of students who understand the learning material. motivation for teachers so that their performance can be improved and accounted for so that it becomes quality and students can improve their learning achievements. And also encourage teachers for everyone to have quality work.

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