



**Principal Administration In Improving Teacher Performance
(Case study at SMPN 2 Cilaku, Purwakarta Regency)**

Ayi Najmul Hidayat^{1✉}, Rahmat Hidayat², Fatmawati³, Cynthia Rizki Fitrianti Yahya⁴,
Delfi Dwinanda Kardiwan⁵, Aini Insani Dangiangsari⁶

Universitas Islam Nusantara

Email : 1ayinajmulhidayat@uninus.ac.id

Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

ABSTRACT

Principal administration plays a strategic role in improving teacher performance and ensuring the effective management of educational institutions. This study aims to analyze the implementation of principal administration and its contribution to improving teacher performance at SMP Negeri 2 Cilaku, Purwakarta Regency. The research employed a qualitative approach using a case study method to obtain an in-depth understanding of administrative practices in a real school context. Data were collected through observations, semi-structured interviews with the principal and teachers, and documentation studies of school administrative records, including work plans, supervision reports, and teacher performance assessments. The findings indicate that the principal's administration has been implemented systematically through the functions of planning, organizing, implementing and directing, as well as supervising and evaluating teacher performance. Administrative planning provides clarity of tasks and work standards for teachers, while organizational arrangements help define roles and responsibilities within the school structure. Furthermore, implementation and direction through meetings and academic supervision contribute to improved teacher discipline and administrative readiness. However, the study also reveals that administrative practices are still predominantly procedural and document-oriented. Follow-up actions from supervision and performance evaluations have not been fully integrated into continuous professional development programs for teachers. As a result, improvements in teacher performance tend to be administrative rather than substantive, particularly in pedagogical innovation and instructional quality. This study concludes that principal administration has a significant influence on teacher performance through mechanisms of task clarity, discipline, motivation, and supervision. Nevertheless, to achieve sustainable and substantive improvement in teacher performance, principal administration must be strengthened by integrating administrative functions with systematic professional development and reflective supervision practices.

Keywords: *Principal Administration, Improving, Teacher Performance*

INTRODUCTION

Principal administration plays a crucial role in ensuring an effective, efficient, and goal-oriented educational process. Principal administration is not simply understood as administrative activities or document management, but encompasses the entire process of planning, organizing, mobilizing, and supervising all school resources. Through effective administration, principals are able to develop systematic work programs, coordinate teaching and learning staff, and ensure that all educational activities are aligned with the school's vision, mission, and goals.

The importance of principal administration is also evident in its role in creating a conducive work climate for teachers. Planned and transparent administration provides clarity on tasks, responsibilities, and performance standards that teachers must achieve. With an orderly administrative system, teachers can work more focused on their professional duties, as administrative support, schedules, task allocation, and evaluation mechanisms are clearly regulated. This environment fosters increased teacher motivation, a sense of job security, and a commitment to improving the quality of learning.

Furthermore, principal administration serves as an instrument for controlling and evaluating educational quality. Through systematic administration, principals can monitor teacher performance, curriculum implementation, and student learning outcomes. Accurate administrative data forms the basis for objective and rational decision-making, both regarding teacher professional development, academic supervision, and school program improvements. Thus, administration is not merely routine but also strategic in continuously improving the quality of education.

Principal administration also plays a crucial role in bridging education policy with practice in schools. Various government regulations and policies, such as national education standards and curriculum policies, require accurate translation into the school context. Through their administrative function, principals are responsible for implementing these policies into school programs, work procedures, and learning activities. Without effective administration, education policies have the potential to be under-implemented at the educational unit level.

Therefore, it can be concluded that principal administration is the primary foundation for professional school management. Good administration enables harmonious coordination, improved teacher performance, educational quality control, and effective policy implementation. Therefore, a school's success in achieving its educational goals is largely determined by the quality of administration carried out by the principal in a consistent, planned manner, and oriented towards improving educational quality.

Teacher performance, in the context of the title "Principal Administration for Improving Teacher Performance," can be understood as a reflection of the

implementation of teachers' professional duties, including lesson planning, implementation of the teaching and learning process, assessment of learning outcomes, and the implementation of additional tasks that support the educational function in schools. Ideally, teacher performance is characterized by the ability to systematically develop learning materials, manage classes effectively, use a variety of learning methods and media, and conduct continuous learning evaluations. Optimal teacher performance is also reflected in the teacher's discipline, responsibility, and commitment to carrying out their duties in accordance with established professional standards.

However, in empirical reality in many educational institutions, including junior high schools, teacher performance often shows significant variation. Some teachers have demonstrated good performance, while others still face various obstacles in carrying out their professional duties. These obstacles include suboptimal lesson planning, conventional learning implementation, limited use of learning media, and inadequate evaluation as a basis for learning improvement. This condition impacts the less than optimal quality of the learning process and outcomes received by students.

Teacher performance is also significantly influenced by the school administration system in place. Poorly organized principal administration can lead to unclear task allocation, disproportionate workloads, and a lack of academic guidance and supervision. In such situations, teachers tend to work solely in a routine and administrative manner, without a strong incentive to improve the quality and innovation of learning. Conversely, when principal administration is planned, coordinated, and oriented toward teacher professional development, teacher performance tends to show more significant improvement.

In addition to administrative factors, teacher performance is also influenced by work motivation, school culture, and the principal's leadership support. Teachers who work in a school environment with a clear administrative system, open communication, and appreciation for performance are more motivated to improve the quality of learning. Therefore, teacher performance cannot be separated from the principal's administrative role as the manager and director of all educational activities in the school.

Therefore, teacher performance, as reflected in the research title, demonstrates a close relationship between the quality of principal administration and teacher performance. Suboptimal teacher performance indicates the need to strengthen principal administration to create a work system that supports teacher professionalism, improves the quality of learning, and ultimately achieves educational goals effectively.

Several studies have examined the relationship between principal administration and teacher performance, emphasizing a deeper understanding of leadership practices, managerial practices, and teacher experience in schools.

Qualitative research conducted by Mulyasa (2013), using case studies in several secondary schools, demonstrated that effective principal administration, particularly in school program planning, human resource management, and academic supervision, plays a crucial role in fostering a disciplined and professional work culture for teachers. The results confirmed that teacher performance improves when principals consistently and participatively carry out administrative functions.

Another study by Wahjosumidjo (2011) highlighted principal administrative and leadership practices in improving teacher performance through a humanistic approach. Using in-depth interviews and observations, this study found that principals who foster open administrative communication, provide clarity of tasks, and involve teachers in administrative decision-making tend to improve teacher responsibility and performance in learning. These findings reinforce the view that principal administration is not merely technical but also relational.

Furthermore, a qualitative study conducted by Sagala (2013) revealed that integrated principal administration with academic supervision can encourage teachers to improve the quality of learning planning and implementation. Through a case study in a secondary school, Sagala found that teachers felt more nurtured and motivated when school administration included ongoing coaching, not just administrative supervision. This directly impacted teacher performance, particularly in pedagogical and professional aspects.

Qualitative research by Usman (2014) also showed that weak principal administration, such as irregular work programs and minimal performance evaluations, impacted low teacher performance. Through document analysis and teacher interviews, this study concluded that principal administration is a key factor in creating a work system that supports optimal teacher performance. Teachers tend to work routinely without innovation when school administration does not provide clear direction and support.

Based on these research results, it can be concluded that principal administration is closely related to teacher performance. Qualitative research provides a contextual and in-depth overview that the success of improving teacher performance is largely determined by how the principal carries out their administrative functions in planning, organizing, coaching, and supervising. These findings further emphasize the urgency of qualitative research on principal administration in improving teacher performance, particularly in the specific context of SMPN 2 Cibatu, Purwakarta Regency.

A preliminary study was conducted at SMP Negeri 2 Cibatu, Purwakarta Regency as an initial step to obtain an empirical overview of the extent of synchronization between principal administrative governance and teacher performance improvement. Through observations of school administrative documents and limited interviews with the principal and several subject teachers,

the researcher uncovered several factual findings reflecting the educational administration practices at the school. These findings served as the starting point for formulating the focus and urgency of the research, particularly regarding the principal's strategic role in managing administration, which directly impacts teacher performance.

From the aspect of teaching program administration, it was found that the school had administrative tools in place, including the division of teaching tasks, lesson schedules, and teacher workload analysis. These documents formally demonstrate efforts to systematically organize tasks. Furthermore, learning supervision was planned through a supervision program book and implemented through classroom supervision. However, based on interviews, follow-up on supervision results had not been consistently implemented to encourage improvements in learning quality. Regarding curriculum and evaluation, there was a book on target achievement or curriculum absorption, a recapitulation of grades, and a mechanism for submitting learning outcomes to students and parents. However, the use of evaluation data to improve teacher performance remained administrative in nature and not yet optimal as a source of professional reflection. Similarly, regarding teaching preparation administration, as demonstrated by the teacher learning tool review book, oversight of the quality of its content still needs to be strengthened. In terms of teacher personnel administration, schools already have relatively comprehensive teacher data, including employee master books, academic qualification data, teacher certificates, and other personnel files. Teacher attendance and discipline administration are also documented through attendance lists, case or violation books, and sanction records. However, field findings indicate that these records are primarily administrative in nature and have not been fully integrated with ongoing performance and discipline development efforts. In terms of career development, there is a teacher career development list and proposed promotions, but not all teachers receive adequate support in planning their professional development. Meanwhile, teacher welfare administration, such as recording awards for outstanding teachers, is available but has not been fully utilized as a motivational tool to improve performance.

In terms of general administration and public relations, the school maintains a meeting minutes book that records the results of teacher meetings, school committee meetings, and parent meetings. This document demonstrates formal communication in school decision-making. Furthermore, the public relations program is documented through the Public Relations program book and the school guest book, and is supported by the administration of incoming and outgoing mail. However, the effectiveness of this administration in building synergy between the school and external stakeholders still requires strengthening to have a more tangible impact on the teacher work climate and support the learning process.

Overall, the principal's role in teacher administration is evident through the

functions of planning, organizing, motivating, and supervising. The principal is involved in developing teaching work programs with teachers, grouping teacher tasks according to expertise, and motivating teachers through meetings, seminars, and providing reading materials. Supervision is carried out through monitoring learning activities and evaluating teacher performance. However, preliminary studies indicate that this role still tends to be administrative and not fully oriented towards systematic and sustainable teacher performance improvement. This situation emphasizes the importance of further research on the synergy between principal administrative governance and teacher performance improvement, so that administration becomes not merely a routine activity but also a strategic instrument in improving educational quality.

METHODOLOGY

Research Approach

1. This research uses a qualitative approach.
2. A qualitative approach was chosen because it aims to understand and explore in-depth the phenomenon of principal administrative governance and its relationship to teacher performance in a natural context.
3. This approach emphasizes the meaning, processes, and social interactions that occur in the school environment, rather than quantitatively measuring variables.

Research Method

1. The method used is a case study.
2. The case study focuses on one educational unit, SMP Negeri 2 Cibatu, Purwakarta Regency, as a case study that is studied in-depth and contextually.
3. This method allows researchers to comprehensively examine the principal's administrative practices and their implications for teacher performance based on real-world conditions.

Data Collection Techniques and Instruments

The data collection techniques used include:

1. Observation, to directly observe school administrative practices and learning activities.
2. Semi-structured interviews, to obtain in-depth information from the principal and teachers regarding administrative governance and teacher performance.
3. Documentation study, to examine school administrative documents such as work programs, teaching schedules, supervision books, learning materials, meeting minutes, and personnel documents.

The research instrument is the researcher as the primary instrument (human instrument), supported by observation guidelines, interview guidelines, and documentation checklists.

RESULT AND DISCUSSION

Principal Administrative Planning to Improve Teacher Performance

Administrative planning is the initial and fundamental stage in implementing the principal's administrative function. Interviews with the principal revealed that school program planning is systematically developed through evaluation of the previous year's program and analysis of school needs. The results of these evaluations are then incorporated into the RKS (Work Plan) and KSP (School Work Plan) documents, which serve as the primary reference for implementing school activities, including teacher performance management.

The principal revealed that all teacher performance improvement programs are designed in a well-planned and documented manner. This is reflected in the following statement:

"Our planning is not done on the spur of the moment. All programs, including the division of teacher tasks and supervision, are designed from the beginning of the year in the RKS (Work Plan) and KSP (School Work Plan) so that teacher performance can be directed." (KS/W/01).

This view was reinforced by a teacher who stated that the existence of planning documents provides clarity on the direction of teachers' work throughout the school year. The teacher stated: "In terms of planning, it's actually clear. From the beginning of the year, we know our teaching assignments, additional tasks, and the targets to be achieved." (GS/W/02)

However, interviews with other teachers indicated that despite well-formulated planning, not all teachers shared a common understanding of the document's content and implications. Another teacher revealed that assistance in understanding administrative documents was limited, resulting in planning often being understood merely as an administrative obligation, rather than as a guide to performance improvement.

Theoretically, this finding aligns with Mulyasa's assertion that the principal's planning must provide direction, clarity of objectives, and performance standards for teachers. However, in practice at SMP Negeri 2 Cibatu, administrative planning still tends to function as a formal instrument that has not been fully understood as a tool for teacher professional development.

The Principal's Administrative Organization to Improve Teacher Performance

Administrative organization is a crucial stage after planning, as it translates the plan into a clear division of roles, tasks, and responsibilities for all school members. Based on research findings, administrative organization at SMP Negeri 2 Cibatu is implemented through the development of the school's organizational structure, the issuance of a Decree (SK) on the division of teacher duties, and the grouping of additional tasks according to each teacher's competency and experience.

Document analysis indicates that the school has a relatively comprehensive and formal organizational structure, encompassing the principal, vice principal, field coordinator, homeroom teacher, and various committees supporting

academic and non-academic activities. This structure serves as the administrative basis for teachers in carrying out their professional duties. The principal explained that the organization is implemented to ensure there is no overlapping of tasks and that each teacher clearly understands their role. The principal stated:

"Organization is important so that teachers know their responsibilities. If the division of tasks is unclear, performance is difficult to measure." (KS/W/03)

Teachers assessed that the principal's organizational practice was quite helpful in creating order in the work. A teacher stated:

"With the decree and organizational structure, we now understand each other's roles. This facilitates coordination between teachers." (GS/W/04)

However, from another teacher's perspective, administrative organization has not been fully accompanied by adequate guidance. Another teacher stated that although tasks have been divided in writing, explanations regarding performance expectations and standards for carrying out additional tasks are still limited. This results in other teachers tending to carry out tasks administratively, without a deep understanding of how these tasks contribute to improving professional performance.

Theoretically, this finding aligns with Bush's (2003) view, which states that organization in school administration is not only related to the division of structures and tasks, but also to the creation of work systems that support the achievement of educational goals. Bush emphasized that effective organization must be accompanied by intensive coordination and communication so that all members of the organization understand their roles substantively.

In relation to Wahjosumidjo's thinking, the administrative organization implemented by the principal at SMP Negeri 2 Cibatu meets the formal-bureaucratic aspects, but still needs to be strengthened in terms of leadership development. Wahjosumidjo emphasized that the principal as an administrator and educational leader must be able to motivate and develop teachers through participatory organization, not just structural.

Principal Administrative Implementation and Direction in Improving Teacher Performance

Implementation and direction are crucial stages in a principal's administration because they serve as a bridge between planning and organizing and actual practice in the field. At this stage, the principal plays an active role in motivating teachers to carry out their professional duties in accordance with established plans and standards. Based on research findings, administrative implementation and direction at SMP Negeri 2 Cibatu are carried out through various mechanisms, including routine meetings, academic supervision, learning monitoring, and informal communication between the principal and teachers.

Observations indicate that the principal regularly holds teacher meetings to

provide direction regarding learning implementation, work discipline, and school programs. These meetings serve as a means of conveying administrative policies and strengthening teachers' commitment to their professional duties. The principal stated: "We provide these directions continuously, both through meetings and direct communication. The goal is to ensure teachers remain focused on their duties and responsibilities." (KS/W/06)

In the context of learning implementation, the principal also conducts classroom supervision as a form of direct direction to teachers. Based on pre-, during-, and post-learning observations, it was found that supervision was carried out according to the established schedule. During the pre-learning phase, the principal checked teachers' administrative readiness, such as lesson plans and learning materials. During the learning process, the principal observed the classroom learning process, including classroom management, the use of learning methods and media, and teacher-student interactions. After the learning session, a short meeting was held to provide feedback.

Teachers assessed that the principal's supervision encouraged them to be more disciplined in preparing for the lesson. One teacher stated:

"When there is supervision, we are more prepared. At the very least, the administration and implementation of the lesson are more organized." (GS/W/05)

However, another teacher revealed that the direction given after supervision was still general and did not address competency development aspects in depth. Another teacher stated:

"After supervision, there was direction, but it was more of a general note. We hope for more detailed follow-up support." (GJ/W/06)

This finding indicates that the principal's administrative implementation and direction were carried out according to procedure, but were not fully oriented towards ongoing teacher professional development. From Sagala's theoretical perspective, academic supervision should not only function as administrative control, but also as a coaching process that helps teachers reflect on their teaching practices and improve their competencies. Sagala emphasizes the importance of professional dialogue between principals and teachers so that supervision becomes a means of development, not just evaluation.

In relation to Mulyasa's perspective, principals, as instructional leaders, are required to be able to direct teachers through exemplary behavior, guidance, and ongoing motivation. The findings of this study indicate that this directive function has been implemented, but it remains predominantly administrative and instructional in nature, resulting in a procedural impact on improving teacher performance.

Thus, the principal's implementation and administrative direction at SMP Negeri 2 Cibatu have contributed to the order and discipline of teachers' work. However, they still need to be strengthened through a more reflective and

dialogical professional development approach to substantively improve teacher performance.

Teacher Performance Supervision and Evaluation by the Principal

Supervision and evaluation are administrative functions that play a crucial role in ensuring that teachers' duties are carried out according to established plans and standards. In the context of educational administration, supervision is not only interpreted as a control activity but also as a means of developing and improving the quality of teacher performance. Based on research findings, teacher performance supervision and evaluation at SMP Negeri 2 Cibatu is implemented through several administrative mechanisms, including Teacher Performance Assessment (PKG), academic supervision, attendance monitoring, and evaluation of learning outcomes.

Document analysis indicates that the school has a PKG tool that is routinely used to assess teacher performance. The PKG covers aspects of lesson planning, lesson implementation, assessment of learning outcomes, and teacher professional attitudes. The principal emphasized that the PKG is used as both an evaluation and development tool. The principal stated: "PKG is not intended to find fault with teachers, but to assess teacher performance and what needs to be improved." (KS/W/07)

In addition to PKG, the principal also conducts academic supervision as part of learning oversight. Supervision is conducted in a scheduled and documented manner, starting from supervision planning, conducting classroom observations, and recording supervision results. Teachers stated that supervision provided an objective picture of their classroom performance. One teacher stated: "With supervision, we learned about our strengths and weaknesses in teaching." (GS/W/06)

However, interviews with other teachers indicated that follow-up to the results of supervision and evaluation was not entirely consistent. Another teacher stated: "After PKG and supervision, there are usually only notes. There isn't always a follow-up program to address deficiencies." (GJ/W/07)

This finding indicates that supervision and evaluation have been carried out according to administrative procedures, but have not been fully integrated with teacher professional development programs. From Wahjosumidjo's theoretical perspective, effective supervision must be accompanied by systematic and ongoing follow-up to significantly improve teacher performance. Wahjosumidjo emphasized that principals, as administrators and supervisors, must be able to use evaluation results as a basis for making decisions regarding teacher development.

Mechanisms of the Influence of Principal Administration on Teacher Performance

Based on a synthesis of interview results, observations, and document analysis, this study found that principal administration does not directly influence teacher performance, but rather through a series of interrelated administrative

processes and organizational mechanisms. Principal administration functions as a system that regulates, directs, and controls teachers' professional behavior in carrying out their duties.

Empirically, the research findings indicate that when principal administration is implemented in a planned and consistent manner, teachers gain clarity of duties, certainty of roles, and achieve work standards. This condition results in increased work discipline and regular learning implementation. However, this influence will be more significant if administration does not stop at fulfilling procedures but is accompanied by ongoing professional development.

The principal stated that administration is intended as a means to direct and develop teachers. The principal stated: "Administration is actually a tool for developing teachers, not just filling out paperwork. But it does take time for all teachers to understand that." (KS/W/08)

Teachers assessed that principal administration has helped create a more orderly and controlled work climate. A teacher stated: "With organized administration, we are more disciplined and know what to do." (GS/W/07)

Meanwhile, another teacher revealed that the influence of administration on performance would be more pronounced if accompanied by intensive mentoring. Another teacher stated: "The administration is in place, but we still need more detailed guidance to improve the quality of teaching." (GJ/W/08)

Based on these findings, the mechanism of the principal's administrative influence on teacher performance can be formulated in a conceptual model that illustrates the relationship between administration, administrative processes, mechanisms of influence, and teacher performance.

Discussion of Findings: A Dialogue between Theory and Practice of Principal Administration

The discussion of the findings of this study aims to establish a dialogue between the empirical findings at SMP Negeri 2 Cibatu, Purwakarta Regency, and relevant theories of educational administration and leadership. This dialogue is crucial for positioning the research findings not only as descriptions of practice but also as part of the development of educational administration scholarship.

Principal Administration from Mulyasa's Theoretical Perspective

Mulyasa emphasized that the principal acts as both an administrator and a learning leader, responsible for managing planning, organizing, implementing, and supervising in an integrated manner. The research findings indicate that the principal at SMP Negeri 2 Cibatu has systematically implemented these four functions through the preparation of the School Work Plan (RKS) and School Work Plan (KSP), the division of teacher tasks, academic supervision, and teacher performance evaluation.

However, upon closer examination, the administrative practices still

emphasize orderliness and adherence to procedures. From Mulyasa's perspective, ideal administration should be able to encourage improvements in the quality of learning through continuous teacher professional development. Thus, the findings of this study indicate a partial alignment between Mulyasa's theory and practice, particularly in structural aspects. However, there is still room for improvement in the pedagogical development aspect.

Principal Administration from Bush's Theoretical Perspective

Bush views school administration as part of strategic leadership, emphasizing vision, organizational structure, and resource management to achieve educational goals. The research findings indicate that principals have implemented strategic administration principles through medium-term and annual planning and the establishment of a clear school organizational structure.

However, Bush also emphasized the importance of participatory and contextual leadership. In practice, the organization at SMP Negeri 2 Cibatu still tends to be top-down, resulting in suboptimal teacher participation in administrative decision-making. This indicates a discrepancy between the ideals of Bush's theory and the reality of administrative practice in schools.

Principal Administration and Supervision from Sagala's Perspective

Sagala emphasizes that academic supervision is an instrument for teacher professional development that must be dialogic, reflective, and sustainable. Research findings indicate that supervision at SMP Negeri 2 Cibatu has been implemented in a scheduled and documented manner, but follow-up is not yet fully systematic.

In this context, supervision is still understood as an administrative obligation, rather than a professional learning process for teachers. This demonstrates a gap between Sagala's theory, which emphasizes reflective development, and supervision practices, which are still administrative in nature.

Principal Administration from Wahjosumidjo's Perspective

Wahjosumidjo emphasized that principals, as educational leaders, must be able to integrate administrative and leadership functions. Research findings indicate that principals consistently carry out administrative functions, but the leadership and development function has not been fully integrated into daily administrative practices.

The administration implemented is more oriented towards control and compliance with regulations, while the humanistic approach that emphasizes relationships, motivation, and teacher empowerment still needs to be strengthened.

Gap Analysis between Theory and Practice

Based on the theoretical dialogue and research findings, several key gaps can be identified between educational administration theory and practice. First,

there is a gap between administration as an instrument for professional development and administration as a documentative obligation. Second, there is a gap between supervision as a reflective process and supervision as a purely evaluative activity.

These gaps indicate that the principal's administration at SMP Negeri 2 Cibatu has been implemented structurally and procedurally, but has not yet fully transformed into an administration oriented towards substantive improvement in the quality of learning.

Research Pattern and Proposition

Based on the overall findings and discussion, this study found a pattern that orderly and consistent principal administration can improve teacher discipline and work order, but does not optimally improve the quality of teacher pedagogical performance. This pattern indicates that administrative effectiveness is highly dependent on the extent to which it is integrated with teacher professional development.

Based on this pattern, the following research propositions are formulated:

1. Principal administration oriented toward procedural order results in improved administrative teacher performance.
2. Principal administration integrated with ongoing professional development results in substantive and sustainable improvements in teacher performance.

CONCLUSION

Based on the research results and discussion in Chapter IV, it can be concluded that the principal's administration at SMP Negeri 2 Cibatu, Purwakarta Regency, has been implemented systematically through the functions of planning, organizing, implementing and directing, as well as monitoring and evaluation. This administration is manifested in various formal documents such as the RKS (Work Plan), KSP (Work Plan for Teachers), teacher task allocation, academic supervision, and Teacher Performance Assessment (PKG).

First, in terms of planning, the principal has developed a structured and well-documented school work program. Administrative planning provides clear direction and work standards for teachers, thus contributing to the order and discipline of their professional duties. However, this planning has not been fully understood by all teachers as a tool for professional development, especially by other teachers.

Second, in terms of organization, the principal has established a formal organizational structure and division of teacher tasks through a Decree. This organization has had a positive impact on clarifying teacher roles and responsibilities, but still tends to be structural and administrative in nature.

Teacher participation in the organizational process and in interpreting tasks as part of professional development still needs to be strengthened.

Third, in terms of implementation and direction, the principal has provided direction through regular meetings, direct communication, and academic supervision. This implementation and direction have improved teacher administrative readiness and discipline in teaching. However, post-supervision direction has not been fully accompanied by ongoing professional mentoring, so teacher performance improvement remains procedural.

Fourth, in terms of supervision and evaluation, the principal has implemented PKG and academic supervision in a scheduled and documented manner. This supervision provides an objective picture of teacher performance, but follow-up on evaluation results has not been systematically integrated into the teacher development program.

Overall, this study concludes that principal administration influences teacher performance improvement through mechanisms such as task clarity, work discipline, motivation, and professional development. However, this influence remains predominantly administrative and has not yet fully resulted in substantive and sustainable teacher performance improvements.

REFERENCE

- Bush, T. (2003). *Theories of Educational Leadership and Management*. London: Sage Publications.
- Hasibuan, M. S. P. (2016). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Mangkunegara, A. A. A. P. (2017). *Evaluasi Kinerja Sumber Daya Manusia*. Bandung: Refika Aditama.
- Mulyasa, E. (2013). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Mulyasa, E. (2017). *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosdakarya.
- Robbins, S. P., & Coulter, M. (2017). *Management (13th ed.)*. New Jersey: Pearson Education.
- Rivai, V., & Basri, A. F. M. (2014). *Performance Appraisal: Sistem yang Tepat untuk Menilai Kinerja Karyawan dan Meningkatkan Daya Saing Perusahaan*. Jakarta: RajaGrafindo Persada.
- Sagala, S. (2013). *Supervisi Pembelajaran dalam Profesi Pendidikan*. Bandung: Alfabeta.
- Supardi. (2014). *Kinerja Guru*. Jakarta: RajaGrafindo Persada.
- Usman, H. (2014). *Manajemen: Teori, Praktik, dan Riset Pendidikan*. Jakarta: Bumi Aksara.
- Wahjosumidjo. (2011). *Kepemimpinan Kepala Sekolah: Tinjauan Teoretik dan Permasalahannya*. Jakarta: RajaGrafindo Persada.