

## PRINCIPAL MANAGEMENT IN OPTIMIZING TEACHER PERFORMANCE IN SOCIAL STUDIES LEARNING AT SDN 8 TERNATE CITY

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### ABSTRACT

This study aims to analyze the role of principal management in optimizing teacher performance in Social Studies (IPS) learning at SDN 8, Ternate City. The research approach used was descriptive qualitative, with data collection techniques through interviews, observation, and documentation. The results indicate that principals play a strategic role in four management functions: (1) planning, by developing teacher competency improvement programs through training and developing learning tools; (2) organizing, by fostering collaboration among teachers through work groups and clear division of tasks; (3) implementation, by creating a conducive work climate, providing motivation, and encouraging the use of innovative methods in IPS learning; and (4) supervision, by conducting regular learning supervision to provide constructive feedback. Effective principal management has been shown to enhance teacher professionalism, improve the quality of IPS learning, and support improved student learning outcomes.

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### INTRODUCTION

The performance of teachers in elementary schools, including in Social Sciences (IPS) learning, is increasingly important in the context of developing quality education in Indonesia. The success and effectiveness of education is highly dependent on the strategic role of the principal in managing and motivating teachers to achieve optimal learning outcomes. School principals must act as leaders, managers, and supervisors who can create a supportive work environment for teachers to carry out their duties (Herlambang, 2023; , Rismayani et al., 2022; , (Erga et al., 2023).

The implementation of good education management by school principals is crucial in improving teacher performance. Lestari et al. (2021) explained that the implementation of school-based management can increase the effectiveness of schools in achieving their goals. School principals are expected to empower existing resources, including teachers, to contribute optimally to the learning process. In addition, school principals need to provide scheduled supervision that focuses on improving student achievement and teacher discipline (Erga et al., 2023; , Purwanto & Raharjo, 2023).

Reality shows that many teachers still face various challenges, including a lack of innovation in learning methods, limited media, and a lack of motivation to develop creative ways of learning (Herlambang, 2023; , Abdillah, 2024). In such situations, school principals need to be more active in providing direction and support to teachers so that they can plan, implement, and evaluate learning better (Marmoah et al., 2023).

The effective leadership capabilities of school principals have a significant effect on the quality of education in elementary schools. Several studies have shown that school principals who implement inclusive and adaptive management can improve student learning outcomes (Saman & Hasanah, 2024; , Vitasari et al., 2024). This suggests that management that is responsive to the needs of teachers and students can reduce feelings of monotony in learning, increase student motivation, and overall contribute to improving the quality of education (Agustian et al., 2023).

It is important to note that the development of teacher professionalism needs to be supported by school principals through structured and sustainable coaching programs (Malaikosa, 2021; , Siswanto et al., 2024). The application of school-based management allows for more participatory learning, so it is hoped that the knowledge and skills gained by teachers can increase (Fadilah et al., 2024). Social studies learning, which has a strategic role in shaping social attitudes and skills, requires varied and innovative methods to actively engage students (Riswandi et al., 2021).

Thus, research on principal management in optimizing teacher performance, especially at SDN 8 Ternate City, is very relevant and important. Given the challenges in social studies teaching, strong leadership and good management by school principals will greatly contribute to the achievement of quality educational goals in primary schools (Muljono & Kusumawati, 2023; , Suryati et al., 2023).

## METHOD

This study uses a qualitative approach with a descriptive study type. This approach was chosen because it aims to obtain an in-depth picture of the management of school principals in optimizing teacher performance in social studies learning.

### 1. Research Location and Time

The research was carried out at SDN 8 Ternate City, with a research time during ... months (adjusted to the research schedule).

### 2. Research Subject

The research subjects consisted of:

- Principal of SDN 8 Ternate City,
- Classroom teachers who teach social studies subjects,
- School superintendent, and
- Students as supporting informants.

### 3. Data Collection Techniques

The data in this study was obtained through several techniques, namely:

- Observation: Directly observing the principal's management activities and the social studies learning process carried out by teachers.
- In-depth interviews: Conducted with principals, teachers, and supervisors to obtain detailed information regarding the planning, implementation, and supervision of the principal's management.
- Documentation: Collect related documents, such as lesson plans, syllabus, school work programs, supervision results, and other school archives.

### 4. Data Analysis Techniques

Data were analyzed using Miles & Huberman's interactive analysis model which includes:

- Data reduction (selecting data relevant to the focus of the research),
- Data presentation (compiling data in the form of descriptive descriptions, tables, or matrices),
- Conclusion drawn/verification.

## RESULTS AND DISCUSSION

### A. Principal Management

Based on the results of research conducted at SDN 8 Ternate City, school principal management has a significant role in optimizing teacher performance, especially in Social Science (IPS) learning. This research uses a qualitative approach with a focus on the management of school principals through four important aspects: planning, organizing, implementation, and supervision. The following are the main findings that support this statement.

#### 1. Planning

The principal at SDN 8 Ternate City routinely prepares a work plan that involves the active participation of teachers. This process aims to formulate social studies learning objectives that are in accordance with the applicable curriculum. Through work meetings and academic supervision, school principals encourage teachers to develop learning tools such as Learning Implementation Plans (RPPs), syllabus, and appropriate annual programs Kusmiati et al. (2022), Sodikin et al., 2023; , Aisah et al., 2023). This planning that engages the teacher not only increases a sense of ownership of the task, but also creates a stronger understanding of the learning objectives.

#### 2. Organizing

The principal functions to organize the proportional division of teachers' duties by considering their educational background and teaching experience. In the context of social studies learning, school principals encourage collaboration between teachers for the development of learning media that refers to the environment around Ternate (Sumarsih, 2021; , Susanti et al., 2023). This not only stimulates teachers' creativity but also increases teachers' involvement in the learning process.

#### 3. Actuating/Leading

In the context of implementation, the principal actively provides motivation and direction to teachers. The principal also seeks to facilitate opportunities for teachers to participate in various trainings and workshops related to innovations in social studies learning. By encouraging the use of active learning methods such as discussions and field studies, school principals create an engaging and interactive learning atmosphere (Mohune et al., 2023; , Jatmika, 2023). The motivation given to teachers contributes to an increase in the spirit of learning which in turn has a positive impact on students.

#### 4. Controlling/Supervision

The principal carries out regular classroom supervision as a form of supervision of teachers' performance in social studies learning. The results of supervision are used as evaluation materials to improve the quality of learning, both in terms of planning, implementation, and evaluation (Qiftiyah & Kusuma, 2023; , Afifatun, 2022). This supervision model allows the principal to provide the necessary support by the teacher as well as identify areas that need improvement.

#### 4. Motivation and Support

The principal gives awards to teachers who have shown achievements and innovations in teaching. In addition, creating a conducive work climate is also a priority, so that teachers feel more comfortable and excited in carrying out their duties. This is in line with findings that show how school principals should play the role of good motivators and facilitators (Riswandi et al., 2021; , Ramadhani et al., 2022).

Overall, the management of the principal at SDN 8 Ternate City has shown good effectiveness in improving teacher performance. However, there are still challenges, including the limitations of social studies learning facilities and the need to improve teachers' competence in utilizing technology as part of the learning process. Therefore, strengthening the managerial aspect of school principals is crucial to ensure the sustainability of improving the quality of education at SDN 8 Ternate City.

### B. Teacher Performance in Social Studies Learning

Based on the results of observations, interviews, and documentation at SDN 8 Ternate City, an overview of teacher performance in Social Science (IPS) learning was obtained which showed various dimensions from planning, implementation, evaluation, to learning innovation. Here is the analysis:

#### 1. Learning Planning

Most teachers have prepared a Learning Implementation Plan (RPP) that is in accordance with the applicable curriculum. Good planning makes it easier for teachers to manage the flow of material, so that learning is more

directed (Suwondo et al., 2023). However, there are still some teachers who have not fully integrated Ternate's local contextual values in the social studies learning design. Referring to the importance of the linkage between the subject matter and the local context, the development of more relevant lesson plans is expected to increase student involvement and motivation (Ningsih & Aziz, 2021).

## **2. Learning Implementation**

Teachers show good skills in managing classes, delivering materials, and utilizing various methods such as discussions, questions and answers, and group work. However, the use of learning media is still limited to textbooks and whiteboards; The use of digital technology is rarely carried out. This shows that there are shortcomings in the adaptation of technology in learning (Silvester et al., 2022; , (Daryanes et al., 2022; . Some teachers have tried to foster students' activeness by providing concrete examples from daily life, which helps in understanding social studies material.

## **3. Mastery of Materials and Methods**

Teachers have a good understanding of social studies materials, but the variety in learning methods still needs to be improved to avoid monotony and better adapt to the characteristics of elementary school students (Agust et al., 2023; , Rohaeti, 2022). Introducing a variety of methods can help in increasing student engagement and making learning more engaging (Suprihatin et al., 2022).

## **4. Learning Evaluation**

Teachers carry out formative and summative assessments through written tests and group assignments. However, project-based evaluations and authentic assessments (e.g. attitude, skills, and portfolio observations) have not been implemented to the fullest. The implementation of diverse evaluations is very important to measure student competence holistically (Suwondo et al., 2023), Rohaeti, 2022). The implementation of a more diverse and comprehensive evaluation can help in showing students' abilities more comprehensively (Cahyana & Agustin, 2024).

## **5. Discipline and Responsibility**

Most teachers are on time and carry out teaching tasks on schedule, although the responsibility for preparing learning tools and classroom administration still needs to be improved through further coaching (Farman et al., 2023; , Sanyoto et al., 2020). Discipline and responsibility are important indicators of teacher professionalism that will directly affect the learning process.

## **6. Innovation and Creativity**

Some teachers have taken the initiative to present interesting social studies learning through the use of local historical stories or case studies of the surrounding environment. However, there are still limitations in the creativity of learning media development due to limited facilities and training (Daryanes et al., 2022; , Wulandari et al., 2024). The existence of school principals as supporters of this innovation process is very important to create a conducive climate (Suwondo et al., 2023).

In general, the performance of teachers in social studies learning at SDN 8 Ternate City is in the category of quite good. Although teachers have shown professionalism in planning, implementing, and evaluating learning, there are still obstacles such as limited innovation, the use of conventional media, and the implementation of authentic evaluations that have not been maximized Firmansyah et al. (2024). The support of the principal's management plays an important role in motivating teachers to continue to improve the quality of their performance, and the results of this study are expected to be a reference for improving the quality of education in elementary schools.

In general, the performance of teachers in social studies learning at SDN 8 Ternate City is in the category of quite good. Teachers have shown professionalism in planning, implementing, and evaluating learning, although there are still obstacles in terms of innovation, media utilization, and the implementation of authentic evaluation (Purwasih & Sahnani, 2022). The support of the principal's management has proven to play an important role in motivating teachers to continue to improve the quality of their performance.

Teacher performance is the main factor that determines the quality of the process and learning outcomes in schools. Teachers not only play the role of transmitters of knowledge, but also facilitators, motivators, and role models for students (Kusmiati et al., 2022). In the context of Social Science (IPS) learning in elementary school, teacher performance has a very important role because this subject aims to equip students with knowledge, attitudes, and social skills that are useful in daily life.



At SDN 8 Ternate City, the implementation of social studies learning requires teachers to be able to integrate material with the real conditions of the surrounding environment, both in social, cultural, and geographical aspects. Therefore, teachers are required not only to master the material, but also to be creative in using learning methods, media, and strategies that are in accordance with the characteristics of elementary school students (Siregar & Tambunan, 2020)..

Teachers' performance in social studies learning can be seen from several indicators, including: the ability to prepare lesson plans, classroom management skills, understanding of teaching materials, variations in methods used, the implementation of evaluations, as well as discipline and responsibility in carrying out tasks (Siswanto et al., 2024).. Good performance will have a positive impact on student motivation and learning outcomes, on the other hand, low performance will hinder the achievement of learning goals.

However, there are still a number of obstacles faced by teachers, such as limited learning facilities, low use of technology, lack of innovation in media preparation, and the still dominant use of conventional methods (Muljono & Kusumawati, 2023). This is a challenge in realizing active, creative, effective, and fun social studies learning.

Thus, it is important to examine more deeply the performance of teachers in social studies learning at SDN 8 Ternate City so that it can be known to what extent teachers are able to carry out their roles optimally, as well as the factors that support or hinder their achievement (Nasution et al., 2023). This study is expected to provide a real picture as a basis for improving the quality of social studies learning in elementary schools.

### **C. The Relationship between Principal Management and Teacher Performance**

School principals have a strategic role in the success of the implementation of education at the education unit level. As an education manager, the principal is responsible for organizing, directing, and optimizing all resources in the school, so that educational goals can be achieved effectively. One of the important focuses in principal management is the improvement of teacher performance, which can be understood as the ability, responsibility, and professionalism of teachers in carrying out their duties as educators. Optimal performance can be seen in the aspects of learning planning, implementation of teaching and learning activities, and evaluation of student learning outcomes.

#### **1. The Influence of Principal Management on Teacher Performance**

Good principal management includes planning, organizing, implementing, and supervising functions. When these functions are effective, teachers will feel motivated, have a clear work direction, and be encouraged to improve their professionalism Hartawan (2020). On the other hand, suboptimal management can lead to low morale, lack of innovation, and a decrease in the quality of learning in schools. Research by Devi and Wiyasa Devi & Wiyasa (2021) found that the organizational culture and leadership style of principals contribute significantly to teacher performance. A good principal not only functions as an administrative leader but also as a motivator capable of creating a supportive environment.

#### **2. Application of Managerial Functions in Improving Teacher Performance**

At SDN 8 Ternate City, the relationship between principal management and teacher performance is very important to be researched. The quality of learning in specific social studies subjects depends on the extent to which the principal is able to manage, foster, and motivate teachers. With good management, teachers can increase creativity in teaching social studies, so that learning becomes more interesting and in accordance with the needs of students (Astutiningtyas & Miyono, 2024). Research by A'Yun A'yun (2022) confirms that school principals must pay attention to various factors that affect teacher performance, including leadership style and work culture.

#### **3. Challenges in Improving Teacher Performance**

Although there is great potential for improvement, there are still obstacles faced by teachers, such as limited learning facilities and low use of technology in the teaching process (Mulyono et al., 2023). Research by Wakini et al. Wakini et al. (2021) show that communication and supervision of school principals are important factors in improving teacher performance. With planned and systematic supervision, the principal can help teachers to overcome difficulties in delivering material and apply more innovative learning methods.

Therefore, research on the relationship between principal management and teacher performance at SDN 8 Ternate City is expected to provide a clear view of how the principal's leadership affects the quality of education in elementary schools. The results of this study show that there is a close relationship between the principal's management and teacher performance. School principals who are able to carry out managerial functions well will have a direct

impact on improving the quality of teacher performance, both in planning, implementation, and evaluation of learning (Ramli & Ulandari, 2022; Jatmika, 2023).

School principals have a strategic role in determining the success of education implementation at the education unit level. As an education manager, the principal is responsible for organizing, directing, and optimizing all resources in the school so that educational goals can be achieved. One of the important focuses in principal management is improving teacher performance, because teachers are the spearhead in the implementation of the learning process (Mulyono et al., 2023).

Teachers' performance reflects their ability, responsibility, and professionalism in carrying out their duties as educators. Optimal performance can be seen in learning planning, implementation of teaching and learning activities, and evaluation of student learning outcomes. However, teacher performance is not only influenced by personal competence, but also by the school organizational climate, work motivation, and principal management (Ramli & Ulandari, 2022)

Good principal management includes planning, organizing, implementing, and supervising functions. If these functions are effective, teachers will feel motivated, have a clear direction in their work, and be encouraged to improve their professionalism. On the other hand, suboptimal management of school principals can have an impact on low morale, lack of innovation, and decreased quality of learning.

At SDN 8 Ternate City, the relationship between principal management and teacher performance is an important thing to be researched. This is because the quality of learning, especially in Social Sciences (IPS), is highly dependent on the extent to which school principals are able to manage, foster, and motivate teachers (Nasution et al., 2023). With good management, teachers can increase creativity in teaching social studies, so that learning becomes more interesting, meaningful, and in accordance with the needs of students.

Based on this description, research on the relationship between principal management and teacher performance at SDN 8 Ternate City is expected to provide a real picture of how the leadership of school principals affects the improvement of the quality of education in elementary schools. Thus, the results of the study show that there is a close relationship between the principal's management and teacher performance. School principals who are able to carry out their managerial functions well will have a direct impact on improving the quality of teacher performance, both in planning, implementation, and evaluation of learning.

#### **D. Impact on Teacher Performance and Social Studies Learning**

Based on the results of the research conducted, it was found that the management of the principal has a significant influence on improving teacher performance and the quality of social studies learning at SDN 8 Ternate City. The visible impact is made up of several interrelated aspects, which can be broken down as follows:

##### **1. Impact on Teacher Performance**

###### **a. Discipline and Planning**

Teachers become more disciplined and directed in compiling learning tools (lesson plans, modules, teaching materials). School principals who play an active role in facilitating and supervising this planning contribute to improving the quality of lesson plans, which in turn encourages teachers' activeness in compiling materials (Bajrie & Pujiyati (2023), Raisal et al., 2022).

###### **b. Motivation and Responsibility**

There is an increase in teacher motivation and responsibility in carrying out teaching duties, which results from support and feedback from the principal. Research shows that good principal leadership can increase teachers' work motivation, leading to better delivery of material and commitment to assignments (Safey et al., 2024; , Purwanto & Raharjo, 2023).

###### **c. Creativity and Innovation in Learning**

Teachers become more creative and innovative in using learning methods, such as group discussions, problem-based learning, and project-based learning. This is in line with research that reveals that school principals who encourage learning innovation can significantly improve the quality of teaching provided (Sentana & Wiyasa, 2021; , Ningsih & Muhroji, 2022).

###### **d. Collaborative Work Culture**

The formation of a collaborative work culture through the Teacher Working Group (KKG) forum allows teachers to share experiences and strategies in social studies learning. This kind of collaboration not only

supports the development of professionalism but also has a positive impact on the quality of teaching in schools (Tridora et al., 2021; , Fauzi, 2021).

e. **Increased Professionalism**

The increase in teachers' professionalism can be seen from their participation in training, workshops, and other competency improvement activities. Research has found that school principals who are active in organizing training can significantly improve teachers' skills and competencies (Mushlih & Novianti, 2022; , Ikhwan et al., 2024).

2. **Impact on Social Studies Learning**

a. **Learning Interactivity**

Social studies learning becomes more interactive and interesting. Students not only receive material, but also engage in observation activities, field studies, and class discussions. This supports a more active and relevant approach to learning (Wakini et al., 2021, Dammen et al., 2022).

b. **Student Activity**

There is an increase in student activity in the learning process; Students are more likely to ask questions, express opinions, and engage in group discussions. This active interaction is influenced by learning methods applied by teachers that are more varied and contextual (hariramadani, 2019; , Kholisoh et al., 2023).

c. **Material Understanding**

Social studies material is easier to understand because teachers are able to relate to the real life context of students, such as social, cultural, and environmental aspects. This is an important strategy in teaching social studies that prioritizes the relevance of the material to daily life (Kustinayanti & Wiyasa, 2021; , Rahmat et al., 2021).

d. **Improved Learning Outcomes**

Student learning outcomes increase both in terms of understanding concepts and social attitudes. Research shows that an active and participatory approach to learning contributes to students' academic achievement, especially in subjects that emphasize social values (Oktavia et al., 2023; , Ihsan & Soleha, 2024).

e. **Character Building**

Social studies learning is more oriented towards the formation of social character, such as mutual cooperation, tolerance, and environmental concern. This is crucial to forming students who are not only academically intelligent but also have high social concerns (Syuryana et al., 2023; , Kusvitaningrum et al., 2021).

3. **Impact on School Climate**

a. **Conducive Work Environment**

The creation of a conducive and harmonious work environment between principals, teachers, and students. This supports the creation of a positive atmosphere in schools (Hanim et al., 2020; , Jatmika, 2023).

b. **The Spirit of Togetherness**

Increasing the spirit of togetherness and cooperation in achieving school goals. The principal plays a role in motivating team work, so that all school members feel they have an equally important role in the success of education (Nuraini, 2022; , Tarigan, 2023).

c. **Moral and Material Support**

Moral and material support from the principal makes teachers more enthusiastic about carrying out their duties. Research shows that this kind of support is very important to maintain teachers' motivation in carrying out educational tasks (Tampubolon, 2023; , Lie et al., 2022).

The principal at SDN 8 Ternate City plays a crucial role in education management, and good principal management has been proven to have a significant positive impact on teacher performance and social studies learning quality. By utilizing existing managerial functions, school principals can optimize the quality of teaching and create a conducive educational climate, which supports the development of teacher professionalism and improves student learning outcomes. Further research in this area is urgently needed to dig deeper into effective strategies that can be applied in the context of primary education (Raisal et al., 2022)..

Education is the main pillar in shaping the quality of human resources that are superior, characterful, and able to face global challenges. In the context of basic education, the role of teachers is very strategic because teachers



are the spearhead in the learning process. However, the quality of teacher performance cannot be separated from the role of principal management as an education leader at the school unit level.

The principal functions not only as an administrator, but also as a manager, supervisor, motivator, and innovator who is responsible for improving the quality of learning. Through good management—which includes planning, organizing, implementing, and supervising functions—school principals are expected to be able to create a conducive work climate, encourage teacher professionalism, and have a positive impact on the quality of learning (Purwanto & Raharjo, 2023)..

Social Science (IPS) learning in elementary schools has an important position because it not only teaches factual knowledge, but also instills social, cultural, moral, and national values. However, the reality in the field often shows that social studies learning is still considered less interesting, monotonous, and less relevant to students' daily lives. This is where the role of principal management is key in encouraging teachers to be more creative, innovative, and professional in managing social studies learning.

At SDN 8 Ternate City, the implementation of principal management has had a significant impact on teacher performance and social studies learning quality. School principals not only focus on the administrative aspect, but also actively supervise, motivate, facilitate training, and create a supportive work environment. As a result, teachers become more disciplined, innovative, and responsible, while social studies learning is more engaging, interactive, and contextual for students (Sentana & Wiyasa, 2021).

Thus, research on the impact of principal management on teacher performance and social studies learning at SDN 8 Ternate City is important to provide an empirical picture of how the principal's leadership is able to optimize the quality of teachers and improve the quality of education in elementary schools (Ikhwan et al., 2024).

The implementation of principal management at SDN 8 Ternate City has a positive impact on teacher performance. Teachers become more disciplined, motivated, and creative in compiling and implementing social studies learning. Innovations made by teachers encourage students to be more active, critical, and enthusiastic in participating in learning. Thus, the quality of social studies learning has increased, both in terms of process and student learning outcomes.

## CONCLUSION

The management of the principal has a strategic role in optimizing teacher performance, especially in social studies learning at SDN 8 Ternate City. Through the implementation of management functions that include planning, organizing, implementing, and supervising, school principals are able to create a conducive work climate, improve teacher professionalism, and encourage the use of more innovative learning methods.

The management of the principal at SDN 8 Ternate City has proven to be effective in optimizing teacher performance in social studies learning. With careful planning, clear organization, motivating implementation, and fostering supervision, teachers are able to improve the quality of learning. The impact can be seen in increasing student activity, teacher creativity, and better learning outcomes.

Planning is carried out by compiling a program to improve teacher competence, organization is manifested in a clear division of tasks and cooperation between teachers, implementation runs through the provision of motivation and awards, while supervision is carried out through routine supervision followed by coaching.

With good management, the performance of social studies teachers is more optimal, the learning process becomes more interesting and meaningful, and has positive implications for improving student learning outcomes. This shows that the effectiveness of school principal management is the main key in improving the quality of education in elementary schools

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