

SCHOOL PRINCIPAL'S LEADERSHIP IN IMPROVING TEACHER PERFORMANCE AT SMP SATAP IN GOWA REGENCY

Irwani Lisaw¹, Sitti Mania², Yuspiani³, & Umar Sulaiman⁴

^{1,2,3,4}Universitas Islam Negeri Alauddin Makassar, Indonesia
Correspondence email: irwanilisaw03@gmail.com

ABSTRACT

This study aims to analyze the role of school principal leadership in improving teacher performance at One Roof Middle Schools (SATAP) in Gowa Regency. Using a qualitative approach and phenomenological method, this research explores how school principals fulfil their primary functions as educators, managers, administrators, supervisors, leaders, innovators, and motivators within a resource-limited school environment. Data were obtained through in-depth interviews, observations, and document studies involving principals, teachers, administrative staff, supervisors, and parents as key informants. The findings indicate that school principal leadership in SATAP plays a significant role in creating a supportive work culture, motivating teachers, and enhancing their performance under constrained conditions. Effective leadership by school principals helps teachers navigate operational and pedagogical challenges, ultimately leading to improved learning quality in remote areas. The implications of this research provide insights for developing more appropriate educational policies for schools in rural areas.

Keywords: School principal leadership; teacher performance; SATAP; education in remote areas.

1. INTRODUCTION

Sekolah Satu Atap (SATAP) is one of the innovations in Indonesia's education system designed to address limited access to education in remote and isolated areas. SATAP integrates several levels of education, from primary school to junior secondary school, in one geographical location. This step is taken as an effort to simplify education management and ensure that students in hard-to-reach areas still have access to sustainable education. Through this SATAP model, the government hopes to reduce educational inequality that often occurs due to the long distance between students' homes and schools, as well as the limited transportation facilities available in the regions.

Effective principal leadership must be able to encourage improved teacher performance, because teacher performance is one of the main factors in determining the quality of education.

Therefore, school principals bear great responsibility in educational organisations and lead so that the organisation runs optimally. As stated by Mulyasa, the principal acts as an *educator, manager, administrator, supervisor, leader, innovator, and motivator* (EMASLIM).

The implementation of quality learning is highly dependent on the role of the principal as a manager in the school environment. The principal must guide the entire school community to achieve goals that are aligned with the vision and mission that have been set. In addition, the principal needs to motivate the entire school community, which can be achieved by getting to know them more closely, for example through interpersonal communication. Good interpersonal communication and the creation of a conducive working environment are important strategies to facilitate the achievement of educational goals.

In Gowa Regency, SATAP is a solution for communities in sub-districts such as Manuju and Tompobulu. With SATAP, students who previously had to travel long distances to continue their education to junior high school can now attend school in a closer location. SATAP not only provides more affordable education facilities, but also plays an important role in reducing dropout rates and increasing education participation in these areas. However, SATAP's success in achieving these education goals is highly dependent on the quality of the principal's leadership and teacher performance.

Although SATAP offers a solution to the problem of access to education in remote areas, the model faces various challenges that require serious attention. One of the main challenges is the limited human resources, especially in terms of the number of teaching staff. In some SATAPs in Gowa district, such as in Manuju and Tompobulu, teacher shortages are a significant problem. The low number of students continuing their education from SD SATAP to SMP SATAP impacts on the School Operational Fund (BOS) allocation, which in turn affects schools' ability to recruit additional teaching staff.

In addition, there are still challenges in terms of teaching quality. Many teachers at SATAP still use traditional teaching methods, such as lectures, which lack student interest. As a result, students tend to feel bored and less motivated during the learning process. This sub-optimal teacher performance has a direct impact on student learning outcomes and the success of the education process at SATAP. This is where the importance of the principal's leadership in ensuring that existing teachers can improve their competence in structuring more varied and interesting learning.

The principal at SATAP has a very crucial role in ensuring that the school can run in accordance with the goals that have been set. In the context of education in SATAP, the principal must perform several main functions, namely as *Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator*. These functions require the principal not only to lead formally, but also to be able to motivate teachers and other staff to work optimally in challenging conditions.

Thus, principals play a strategic role in improving teacher performance in carrying out their duties. Supardi defines teacher performance as the ability reflected in the implementation of tasks at school and the various actions shown by teachers during learning activities.

Therefore, one of the most important aspects of principal leadership in SATAP is the ability to improve teacher performance. Good teacher performance is not only demonstrated through their ability to deliver subject matter, but also in terms of lesson planning, evaluating student learning outcomes, and building good interpersonal relationships with students. Teachers who

are able to perform these tasks well will contribute significantly to improving the quality of education at SATAP.

Based on the results of initial observations in the field, researchers found that the principal's efforts to improve teacher performance have not been fully optimal. Some of the problems identified include teacher discipline, such as the fact that there are still teachers who arrive late and do not immediately enter the class when the lesson starts. Ideally, teachers should arrive early to set a good example for students. In addition, from the aspect of lesson planning, it was found that some teachers had not fully prepared the learning administration needs.

In the implementation of learning, teachers also still face obstacles, such as the lack of variety and accuracy in choosing learning methods, as well as weaknesses in classroom management. In terms of learning evaluation, there are teachers who have not conducted a thorough assessment of learning outcomes, do not provide reflection on learning activities, and do not carry out follow-up in the form of remedial learning or enrichment programs.

Based on these problems, the researcher is interested in exploring the principal's efforts in improving teacher performance at school. This study aims to describe the principal's leadership in improving teacher performance at SMP SATAP Gowa Regency, as well as identify the supporting and inhibiting factors in the implementation of this leadership.

2. METHODS

This research is a type of qualitative research that aims to understand phenomena based on the perspective of the research subject, by producing data in the form of written or spoken words from people and observed behaviour. Therefore, this research was conducted objectively and in detail to obtain accurate results. Researchers try to understand the meaning of events and interactions among principals, teachers, and students in certain situations that reveal actions, ideas, and efforts that lead to objective conditions that are the focus of research to find scientific findings based on the researcher's point of view. In relation to this, Sonhadji, et al. stated that qualitative research emphasises the researcher's own interpretation through social interaction with the people studied.

Thus, this research is a qualitative research that aims to understand the phenomenon from the perspective of the research subject through data in the form of words and observed behaviour. This research is conducted objectively and in detail to get accurate results. This qualitative research seeks to describe situations and events factually and systematically, as well as understand the meaning of events and interactions between principals, teachers, and students in a particular context. In this case, the researcher uses personal interpretation based on social interaction with the research subject to find how the Principal's Leadership in Improving Teacher Performance at SMP SATAP Gowa Regency.

This research was conducted at SATAP junior high schools in two sub-districts, namely Tompobulu sub-district, totalling 3 schools and Manuju sub-district, which also totalled 3 schools in Gowa Regency, South Sulawesi Province.

The approach used in this research is phenomenological. The phenomenological approach, as said by Creswell John W., is an approach that postpones all judgements about natural attitudes until a certain basis is found. This delay is called *epoche* (temporary suspension) or bracketing. This approach is used on the basis that the research is conducted in a natural situation, so that there are no limitations in interpreting or understanding the phenomena studied. In addition, in this study, the principal's duties are manifested as actions which are symptoms or phenomena that appear in everyday life.

The phenomenological approach was chosen due to its relevance in exploring the meaning of human experience in social and professional contexts. Principals and teachers at SMP SATAP face special conditions, such as limited resources, a limited number of teachers and geographical challenges that affect their performance. Phenomenology therefore provides a flexible and in-depth framework to understand how principals and teachers adapt and respond to these conditions and how they interpret their respective roles in an effort to improve the quality of education.

This research is qualitative research, which means that researchers will describe clearly, systematically, factually, and accurately about the problems discussed in accordance with the data found in the field. The data sources in this research are divided into two, namely primary data and secondary data. Primary data sources are obtained directly from interviews with informants, namely principals, teachers, administrators, supervisors and parents of students who are directly related to the principal's leadership and teacher performance in managing learning. Meanwhile, secondary data sources consisted of books, literature, and other relevant documents, such as principal data, school data, learner data, lesson plans, and principal attendance lists, which were used as supporting materials to strengthen the research results.

The data collection method used in field research involves collecting data directly from the object to be studied. Researchers use the following methods to obtain the necessary data, namely observation, interviews and document studies. Quality research can be measured by the results of the research itself, which is highly dependent on the instrument and the quality of data collection. Sugiyono stated that the two main factors that affect the quality of research results are the quality of research instruments and the quality of the data collection process.

The data that has been collected in the field is processed using qualitative analysis and combined with library data. This research was conducted simultaneously with the data collection process through three stages: data reduction, data presentation, and verification. To test the credibility of the data, data from various sources were matched and compared, including oral (interviews), written (literature, documentation), as well as questionnaires and observations. In qualitative research, it is important to establish data validity to avoid invalid data and ensure the honesty of the informants' answers. Testing the validity of the data in this study was carried out using triangulation techniques, namely checking the validity of the data by utilising other sources outside the existing data for the purpose of checking the validity or as a comparison material. Data triangulation was carried out to check the validity of the data based on three aspects: source, method, and time.

3. RESULTS AND DISCUSSION

Based on the results of interviews with six participants, this study revealed various important aspects related to the principal's leadership in improving teacher performance at SMP SATAP Gowa Regency.

Discussing human resources in schools, in addition to the role of teachers, a leader, namely the principal, also plays an important role in supporting the success of educational institutions. A leader in education acts as a role model for his subordinates. Leadership reflects the relationship between individuals and others, where a leader has the ability to influence others to cooperate in carrying out tasks in order to achieve predetermined goals.

The principal is the main personnel in the school who is responsible for all activities in it. The principal's responsibilities not only include the smooth running of academic operations, but

also include how the principal is able to position himself as an *Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator*.

In this case, some information regarding the results of interviews by several stakeholders who explained about the Principal's Leadership in improving teacher performance at SMP SATAP Gowa Regency.

1. Principal as Educator

Based on the results of interviews with several teachers, it is known that the principal often holds regular meetings at least twice a month to discuss matters related to teaching strategies and also provides direct guidance in terms of filling out lesson plans in the PMM application where this application the teacher exports files containing learning tools ranging from CP, TP, ATP to Teaching Modules in the PMM application then the principal controls through the principal's admin account. Not only that, the principal also often sends teachers in turn to take part in workshops or technical guidance both conducted by the Gowa Regency Education Office and training at the sub-district level. This shows the principal's role as an *educator* who seeks to improve teacher professionalism through continuous coaching.

The above statement is in line with the theory from Mulyasa, which states that the principal as an educator must be able to guide and direct teachers in the learning process, including in planning, implementing, and evaluating learning. This includes providing direct guidance in the preparation of lesson plans and the use of educational technology such as PMM applications. Wahjosumidjo also emphasises that principals as educators are responsible for improving the quality of learning through teacher professional development. This can be done by holding regular meetings to discuss teaching strategies and encouraging teachers' participation in relevant training or workshops.

Thus, the role of the principal as an *educator* includes the responsibility of improving teacher competence and professionalism through various coaching and development strategies. Activities such as regular meetings to discuss teaching strategies, direct guidance in filling out lesson plans on the Merdeka Mengajar Platform (PMM) application, and sending teachers to participate in workshops or technical guidance, are a concrete implementation of this role.

The impact and purpose of the regular meetings held by principals, either monthly or per semester, have the fundamental aim of evaluating and improving teaching strategies. With these meetings, principals can directly identify challenges that teachers face in the daily learning process. In addition, teachers have the opportunity to share experiences, get feedback and learn from each other. Through these discussions, principals not only provide direction, but also foster a collaborative environment that allows teachers to feel supported in developing effective learning strategies that meet students' needs.

Principals may use these meetings as a time to review lesson plans, provide feedback on more innovative teaching methods or introduce best practices that can be implemented in the classroom. By directing teachers in these meetings, principals indirectly build a professional culture that promotes improved teaching quality. It also demonstrates the principal's concern for the quality of learning and how teaching strategies can be adjusted to create optimal learning experiences for students.

In terms of technology utilization in learning, the principal plays an active role in guiding teachers to use the PMM (Merdeka Mengajar Platform) application as a tool to develop more structured lesson plans. In the digital era, mastering technology is an important skill that not only facilitates administrative processes but also enriches the quality of learning. By providing hands-

on training to teachers on the use of this application, principals ensure that teachers have the ability to compile comprehensive learning tools and integrate technology in their planning. This guidance reflects the principal's support in developing teachers' digital competencies, which are in line with the needs of modern education.

Principals also use the admin account to monitor learning tools uploaded by teachers on the PMM app, including Learning Outcomes (CP), Learning Objectives (TP), Flow of Learning Objectives (ATP), and Teaching Modules. By exercising this control, principals ensure that all learning tools developed by teachers are in line with curriculum standards and fulfil student needs. This control not only serves as supervision, but also as a form of principal support to maintain the quality of lesson planning. Principals can provide feedback, help correct deficiencies, and ensure that the learning tools used by teachers can have a positive impact on students' learning process in the classroom.

Support for teachers' professional development Principals who actively send teachers to workshops or technical guidance demonstrate their commitment to supporting teachers' continuous professional development. Such training provides opportunities for teachers to learn new skills, understand the latest developments in education and improve their teaching methods. This support reflects that principals see the importance of continuing education and training in improving teaching quality.

By sending teachers in turn, the principal can also manage the limited resources in the school. As the training cannot be attended by all teachers at the same time, the principal ensures that every teacher has a fair chance to participate in the development program. Teachers who have attended the training can share their knowledge with their peers, creating a continuous transfer of knowledge within the school. Thus, the principal acts as a facilitator in teachers' professional development by utilising training resources available outside the school.

The principal's role as an *educator* was evident in the interview results through the concrete steps taken to directly coach and support teachers. Principals utilise regular meetings as a means to evaluate teaching strategies, provide guidance in the use of technology to improve lesson planning, and support teachers' participation in training outside the school. These steps reflect the principal's dedication to not only focus on management, but also on empowering teachers to be more competent in facing today's educational challenges. Thus, principals actively create a conducive learning atmosphere, which ultimately contributes positively to improving the quality of education in schools.

2. Principal as Manager

The principal's role as a *manager*, especially in the context of management in a SATAP junior high school with limited resources. In this role, the principal is responsible for planning, organising, supervising and making decisions that support school operations.

From interviews with several teachers, it is known that principals plan, organise and supervise school resources to ensure efficient operations.

The principal always plans the annual program as well as designing the budget by involving all teachers by looking at the priority scale that will be included in the annual program to suit the needs. Not only that, but the principal is also able to utilize facilities and resources optimally and the principal also sometimes organizes schedules and activities at school.

The above statement is in line with the theory of Wahjosumidjo which states that as a manager, the principal is in charge of planning, organising, directing, and supervising school

resources to achieve educational goals. This function includes managing the curriculum, finance, infrastructure, and school human resources.

Thus the principal's leadership is active in providing ongoing guidance and support to teachers. The principal not only plans the annual program unilaterally but also involves all teachers in the planning process. This teacher involvement allows the principal to get direct input related to the needs and challenges faced in the classroom. This way, the annual program produced is more relevant and can answer real needs in the field. This participatory approach not only makes the program more realistic but also increases teachers' sense of ownership and responsibility towards achieving school goals.

In planning the annual program, the principal and teachers jointly assess the priorities to be achieved, for example in terms of improving facilities, developing teacher competencies or improving student achievement. Using a priority scale, the principal ensures that budget and resources are allocated to the most urgent programs that have the greatest impact on the school's progress. This approach reflects the principal's ability to lead a focused and strategic planning process.

The principal not only determines the budget centrally but is also open to inputs from teachers regarding the cost requirements to support the various annual programs. By involving teachers, principals ensure that budget allocations reflect the real needs of the school. This transparency increases teachers' trust in the school's financial management, so they feel that the budget can support them in carrying out their teaching duties.

The principal also demonstrates managerial skills by ensuring that the available budget is utilised optimally. Given the limited funds that are often a challenge in schools, principals must make strategic decisions to allocate the budget in the most efficient way. For example, the budget can be focused on developing learning facilities or teacher training programs that have a direct impact on the quality of learning. This ability shows that the principal is able to act as an efficient *manager* in managing financial resources.

The principal also demonstrated managerial skills through flexibility in adjusting the schedule if there was an urgent need. For example, if there is a sudden teacher training or other important event, the principal is able to coordinate the changes quickly without disrupting the established schedule. This flexibility reflects the adaptive leadership of the principal, who can respond quickly to the needs of the school while maintaining operational stability.

The principal ensures that every planned program, resource and schedule supports the effectiveness of learning in the school. With planned and efficient management, principals create a learning environment that supports teacher and student productivity. This effectiveness not only impacts on the smooth operation of the school but also on better learning outcomes. The principal's leadership as a *manager* helps to ensure that all aspects of school operations run well and support the achievement of educational goals.

Overall, the principal's role as a *manager* in these interviews was evident through her ability to collaboratively plan the annual program, carefully manage the budget, optimise facilities, and efficiently organise school schedules and activities. Through this approach, the principal demonstrates her dedication to creating an organised, productive and supportive working environment for all teachers and students. This managerial role helps to create a school atmosphere that is conducive to improving the quality of learning and supporting student success despite limited resources.

3. Principal as Administrator

The management of school administration and documentation to ensure all processes run according to regulations. In this case, the principal who ensures that all documentation, such as financial reports and teacher attendance data, are well managed, demonstrates the role of *Administrator*. This shows a focus on aspects of formality and adherence to administrative procedures.

The principal always controls the documents of teachers and students both regarding documents at the time of admission of new students, financial report documents, data on both students and educators in Dapodik then the principal also ensures that the teacher attendance list and student attendance list are ready before entering the room.

The above statement is in line with the theory of E. Mulyasa which states that the principal as an administrator is in charge of managing school administration properly, including planning, organising, implementing, and supervising all administrative activities. Wahjosumidjo also asserts that principals must have the ability to manage documents and ensure the smooth running of administrative procedures in schools.

In terms of document management, the principal demonstrates his role as an *administrator* by ensuring that every document related to the admission of new students is well managed. This process involves directly supervising the completeness of the files submitted by prospective students and ensuring that all required documents, such as birth certificates, family cards and registration forms, are complete and verified. With meticulous management, the principal helps facilitate the admission administration process so that it runs smoothly and systematically.

The principal also checks and verifies the incoming data to prevent administrative errors. Through this document checking, the principal plays a role in ensuring that each student's data is correctly registered in the school system, so that no errors occur that can hinder the student's education process in the future.

As an *administrator*, the principal is responsible for the transparency and accountability of school finances. The principal routinely checks the financial reports that include income, expenditure and the planned budget. By exercising strict control over financial reports, the principal not only performs an administrative function, but also maintains the trust of all stakeholders in the school towards financial transparency.

The principal ensures that each financial report is neatly organised and well documented. This allows the school to always have records that can be accessed at any time, both for budget evaluation and for reports to relevant parties, such as the school committee or the education office. With organised documentation, the principal creates a system that makes it easy to track and evaluate finances in the future.

In terms of managing student and teacher data in Dapodik, the school principal regularly controls and ensures that all student and teacher data has been registered and updated in the *Dapodik* system. Dapodik is an important platform to ensure any information about students and teachers is accessible to the Ministry of Education. Through regular monitoring of this data, principals play a role in maintaining the validity and accuracy of the data, so that schools always have data that is relevant and in accordance with the actual conditions.

By ensuring the completeness of the data in Dapodik, principals support the smooth administration that is important for schools. Complete and accurate data facilitate various processes, such as student enrolment, evaluation of the number of teaching staff, and allocation

of education assistance or funds from the government. In this case, the principal acts as an *administrator* who ensures that any information related to teaching staff and learners is integrated in the national system that supports broader education planning.

Therefore, by carefully managing every aspect of documentation and attendance, the principal ensures that all administrative processes are structured. The principal not only controls every document, but also builds a system that facilitates data access for teachers, students and other staff. This creates an efficient working environment and allows all parties to get the information they need without barriers.

Overall, the principal's role as an *administrator* is reflected in her ability to manage and supervise various important documents, ranging from new student admission documents, financial reports, to data in Dapodik. The principal also maintains discipline by ensuring the presence of teachers and students before the start of learning activities. Through this role, the principal not only maintains administrative order and regularity, but also builds an effective system to support the daily operations of the school. With a neat and structured administration, principals create an orderly and efficient school environment, which in turn supports a conducive teaching and learning process for students and teachers.

4. Principal as Supervisor

As a supervisor, the SATAP principal routinely monitors and evaluates teacher performance. This is done through classroom observations to assess teachers' ability to manage learning, along with providing constructive feedback to improve teaching methods. The supervision aims to monitor the effectiveness of the teaching-learning process while helping teachers recognise aspects that need improvement. With systematic supervision, principals ensure that each teacher can provide optimal learning despite various limitations.

Principal leadership In its role as a supervisor, the SATAP principal conducts regular supervision and evaluation of teachers' performance. The principal conducts classroom observations to assess how teachers manage learning and provides constructive feedback to improve their teaching methods. The principal is directly involved in monitoring the implementation of learning in the classroom to ensure that teachers are able to manage the teaching-learning process well.

This is in line with the theory of E. Mulyasa which states that the principal as a supervisor is in charge of compiling and implementing educational supervision programs and utilising the results to improve teacher performance. Wahjosumidjo also asserts that principals must be able to guide and direct teachers through direct observation in the classroom to assess and improve teaching quality.

This supervision includes evaluating the material delivered, the teaching strategies used, and the methods applied by the teacher during the lesson. This supervision serves to monitor the effectiveness of learning and help teachers identify areas for improvement. With structured supervision, principals can ensure that every teacher is able to provide optimal learning despite the limitations.

The principal is occasionally present in the learning process to observe how teachers manage the classroom. This step aims to evaluate whether the material presented is in line with the curriculum and whether the strategies used are effective in helping students understand the lesson. By observing directly, the principal can provide an objective assessment of the teacher's performance and detect areas that require improvement.

In supervision, principals also assess the teaching strategies and methods applied by teachers. Appropriate strategies can increase student engagement and support the achievement of learning objectives. Principals who pay attention to this aspect not only monitor, but also function as mentors, providing suggestions to improve the effectiveness of the teaching methods used.

The principal's presence in the learning process is not only to supervise, but also to provide support to teachers. With supervision, teachers get immediate feedback that helps them improve their teaching. This supervision reflects the principal's attention to improving teacher professionalism and the quality of learning in the school.

The principal's supervision of the learning process reflects his supervisory role in ensuring the quality of teaching conducted by teachers. By directly observing teachers' ability to manage learning, principals not only provide judgement but also support teachers' professional development. This supervision is important for maintaining education standards in schools, improving teaching quality and creating better learning experiences for students.

5. Principal as Leader

As a leader, the principal plays a role in determining the direction and vision of the school. The SATAP principal has a vision to improve the quality of education despite facing limited resources. The principal tries to inspire and motivate all staff to work together in achieving educational goals. By exemplifying discipline, hard work and integrity, the principal succeeds in building trust and loyalty among teachers and staff, which in turn creates a positive work culture in the school. The principal also encourages collaboration among teachers, creating a mutually supportive working environment.

Based on interviews with teachers, the principal's role as a *leader* is evident in his ability to set an example and motivate teachers and students to achieve the school's vision and mission. The principal carries out his role by showing discipline, attention to the school environment, and providing motivation that encourages the work spirit of all elements of the school.

This is in line with the theory by Wahjosumidjo that the principal's leadership includes the ability to influence, direct, and motivate all school members in order to achieve the educational goals that have been set. Principals must be able to be role models in terms of discipline and work ethic, so as to foster enthusiasm and motivation among teachers and students.

Furthermore, Mulyasa emphasised that the principal as a leader must have high integrity, show exemplary behaviour in daily life, and be able to motivate staff and students to work together to achieve the school's vision and mission. This includes maintaining time discipline, paying attention to the cleanliness of the school environment, and trying to improve facilities and infrastructure despite the limitations.

The principal demonstrates his role as a *leader* by being a role model in terms of discipline, such as always being on time in carrying out tasks and attending school activities. This not only reflects professionalism but also sets a real example for teachers and students to uphold the values of discipline. In addition, the principal also pays attention to the cleanliness of the school environment, although facilities and infrastructure are still limited. By showing concern for cleanliness, the principal teaches the importance of maintaining the environment as part of a shared responsibility.

The interviews revealed that the principal always tries to motivate teachers and students to work hard to achieve the school's vision and mission. The principal not only provides direction, but also builds morale by creating a comfortable and supportive atmosphere.

The motivation provided by the principal makes teachers feel more *enjoyable* at work, thus improving the quality of work and collaboration among teachers. The principal's behaviour demonstrates his leadership skills in building positive relationships with the team and creating a harmonious working environment.

As a *leader*, the principal has an important role in directing all elements of the school towards achieving the vision and mission that have been set. With limited facilities and infrastructure, the principal remains focused on the main goal and is able to mobilise teachers to work together to achieve the desired results. This ability shows that the principal is not only a formal leader, but also an inspirer who is able to turn challenges into opportunities for progress.

With his leadership attitude, the principal creates a positive and supportive working atmosphere. Teachers feel valued and motivated to work better, which in turn contributes to improving the quality of learning in the school. This positive working environment is important for building a solid team, increasing productivity and ensuring that all staff feel comfortable in carrying out their duties.

Therefore, the principal's role as a *leader* in the results of this interview is seen through the ability to set a good example, motivate teachers and students, and be orientated towards achieving the vision and mission of the school. The principal does not only lead with words, but also through concrete actions that inspire all elements of the school. By creating a harmonious and supportive working environment, the principal succeeds in building a collective spirit to achieve common goals, despite the limited facilities and infrastructure.

6. Principal as Innovator

In their role as innovators, SATAP principals face the challenge of providing interesting and relevant learning for students despite limited facilities. The principal innovates by finding creative solutions, such as adopting teaching methods that suit local conditions and making maximum use of existing resources.

Principals also encourage teachers to develop varied and interactive teaching approaches that not only increase students' interest but also tailor learning to their needs. The principal's innovations help the school remain dynamic and adapt to the unique situation in remote areas and reduce dependence on external resources that are difficult to access.

The principal's role as an *innovator* is very important in creating an adaptive and creative learning environment, especially when facing limited facilities. Innovative principals are able to find creative ways to keep the learning process interesting and in line with students' needs, utilising the potential of the surrounding environment and applying learning methods that are suitable for local circumstances. In addition, they encourage teachers to make learning more varied and interactive, so that students are more eager to learn and their needs are met. A concrete example of such innovation is the provision of a shuttle car, called "Mobil Tayo", as an effort to increase the number of learners.

According to Mulyasa, principals as innovators must be able to seek and find new ideas, as well as implement reforms in schools. This includes the ability to implement reforms in the field of teaching and learning activities, coaching teachers and employees, and exploring resources from the community.

Furthermore, Wahjosumidjo emphasises that principals as innovators must have the right strategy to establish harmonious relationships with the environment, seek new ideas, integrate every activity, provide examples to all education personnel at school, and develop innovative learning models.

Thus, the statement that "SATAP school principals in Gowa act as innovators by finding creative ways to keep the learning process interesting and appropriate to students' needs, despite limited facilities. The principal is good at utilising the potential in the school's surrounding environment and applying learning methods that are suitable for the local situation. Not only that, the principal also invites teachers to make learning more varied and interactive so that students are more eager to learn and their needs can be met. And not only that, currently in our school there is a shuttle car that we usually call the Tayo Car, this is the result of innovation from the principal who really wants to see our school develop by having many students who were previously very minimal students" in line with the principal's leadership theory as an innovator who emphasises the importance of creativity, adaptability and collaboration in improving the quality of education.

SATAP school principals in Gowa demonstrated their role as *innovators* by finding ways to keep learning interesting and relevant despite limited facilities and infrastructure. One of the steps taken is to utilise the potential in the school's surrounding environment as a learning resource. This not only makes learning more contextualised but also helps students understand the material more practically and according to their needs.

By applying learning methods that are adapted to local circumstances, the principal ensures that the teaching-learning process can run effectively despite various limitations.

One innovation that has been particularly impactful at SMPN SATAP 5 Batupewai Kec. Tompobulu is the provision of a shuttle car, called the Tayo Car, as a solution to increase the number of learners. In the context of a school with a lack of students, this initiative shows that the principal is not only thinking about meeting the needs of current students but also seeking to expand access to education for more children around the school area.

The Tayo car is not only a transportation solution but also a symbol of the principal's vision to make the school an inclusive and engaging education centre. With this innovation, the principal managed to provide a real solution to the accessibility problem that is often an obstacle in remote areas.

The principal demonstrates his role as an *innovator* who not only focuses on internal improvements but also has a vision to develop the school to become more advanced. Such innovation reflects the courage to try new things and the ability to think outside the box to improve the quality of education and the sustainability of the school.

Therefore, the role of SATAP principals in Gowa as *innovators* is evident in their efforts to provide creative, relevant and engaging learning for students despite limited facilities. By utilising local potential, encouraging teachers to innovate and coming up with transport solutions such as the *Tayo Car*, the principal succeeded in improving access to education and students' enthusiasm for learning. These initiatives reflect innovative leadership that not only impacts on the quality of learning but also on the attractiveness and sustainability of the school as an education centre in the region.

7. Principal as Motivator

In its role as a motivator, the SATAP principal plays an important role in fostering teachers' morale and motivation to remain committed in facing the challenges of learning in remote areas. Both in the form of recognition or appreciation, moral and emotional support, providing opportunities for development, creating a positive work environment and also inspiring teachers.

Based on the interview results, the principal's role as a *motivator* is very important in improving the morale and motivation of teachers, especially in remote areas that are full of challenges. Effective principals show appreciation for teachers' efforts through direct recognition as well as simple but meaningful rewards. In addition, the moral and emotional support provided helps teachers feel valued and supported in their work. By creating a positive and conducive working atmosphere, principals ensure teachers can work comfortably and optimally. Principals also provide opportunities for teachers to develop their abilities, while being role models and inspirations that motivate teachers to remain committed to their duties and responsibilities.

This is in line with Wahjosumidjo's theory which states that the principal as a motivator must be able to provide encouragement and enthusiasm to teachers and staff to improve their performance. This can be done through giving awards, recognition of achievements, and creating a supportive work environment. and E. Mulyasa emphasised that principals as motivators need to pay attention to the needs and welfare of teachers, provide opportunities for self-development, and become role models in attitudes and behaviour. Thus, teachers will feel motivated and enthusiastic in carrying out their duties.

Thus, the statement that "Teachers' morale and motivation, especially in challenging remote areas, can be improved through the role of principals who often appreciate teachers' efforts, either through direct recognition or simple but meaningful rewards. In addition, principals also provide moral and emotional support that helps teachers feel valued and supported in their work. By creating a positive and conducive working atmosphere, principals ensure that teachers can work comfortably and optimally. Not only that, principals also provide opportunities for teachers to develop their abilities, as well as being role models and inspirations that motivate teachers to remain committed to their duties and responsibilities. This is in line with the theory of principal leadership as a motivator, which emphasises the importance of appreciation, support and setting a good example in improving teacher motivation and performance.

Principals often give awards, either in the form of direct recognition or simple, meaningful rewards. This can take the form of praise for teachers' efforts in teaching, recognition of their successes, or other forms of appreciation. This step shows that the principal appreciates the teachers' hard work and dedication, which in turn increases their motivation to continue to give their best in their duties.

By giving appreciation, the principal creates a rewarding working atmosphere where teachers feel recognised for their contributions. This is important for boosting morale, especially in remote areas where teachers often face various limitations.

Principals also provide moral and emotional support to teachers, helping them overcome work challenges and maintaining morale amidst difficult conditions. This support can be in the form of attention to teachers' personal and professional problems, as well as providing constructive motivation to face various obstacles. This emotional support makes teachers feel valued and supported, so they have higher confidence to carry out their duties optimally.

In addition, this step shows that the principal values the potential and personal development of each teacher, providing encouragement for them to continue learning and

developing. The principal not only provides motivation through words but also by being a role model in attitude and action. As a leader, the principal demonstrates integrity, hard work and dedication, inspiring teachers to follow in his footsteps. This attitude provides additional motivation for teachers to remain committed to their duties, despite the challenges they face.

Principals also encourage teachers to see their work as a form of devotion and responsibility, thus increasing their sense of pride in their profession. Therefore, the principal's role as a *motivator* in the interview results is seen through efforts to provide appreciation, moral support, and create a positive work environment. Principals not only help teachers feel valued but also provide inspiration and development opportunities to improve their competence. By creating a conducive working atmosphere and demonstrating caring leadership, the principal succeeded in motivating teachers to remain enthusiastic and committed to their duties, despite being in a remote area with various limitations.

4. CONCLUSION

Overall, principals at SMP SATAP Gowa Regency have proven themselves as effective leaders through the implementation of various strategic roles in supporting teacher performance and creating a quality educational environment. The principal's role as *educator, manager, administrator, supervisor, leader, innovator, and motivator* has been optimally applied to address the challenges faced by the school, including limited resources. In carrying out their duties, principals not only focus on administrative tasks, but also on teacher professional development through continuous mentoring, provision of training opportunities, and technological support such as the Merdeka Teaching Platform (PMM). Strategic measures such as participatory annual program planning, transparent budget management and supervision of the learning process in the classroom demonstrate the principal's dedication in ensuring the quality of learning in line with education standards.

With an inclusive and innovative approach, the principal is able to create a positive working atmosphere where teachers feel valued, supported and motivated to improve. As an *innovator*, the principal utilizes local potential and creates creative solutions, such as the provision of shuttle cars (Mobil Tayo), to improve access to education for students in remote areas. As a *leader*, the principal shows exemplary discipline and work ethic, inspiring teachers, and students to work together to achieve the school's vision and mission. In addition, the principal is able to mobilize all elements of the school to collaborate and innovate to improve the quality of learning. These efforts not only improved the teaching-learning process at SMP SATAP in Gowa district, but also provided a tangible example of how inclusive, adaptive, and dedicated leadership can bring positive change in a local education system that faces limited resources.

REFERENCES

- A. Sonhadji, et al. (2016). *Qualitative Research Methodology: Application to Educational Research*. Surabaya: Unesa University Press.
- Donni Juni Priansa. (2017). *Becoming a Professional Principal and Teacher*. Bandung: Faithful Library.
- E. Mulyasa. (2004). *Becoming a Professional School Principal*. Bandung: PT Remaja Rosdakarya.

- Jhon W. Creswell. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. Los Angeles: Sage Publications.
- Lexy J. Moleong. (2018). *Qualitative Research Methodology*. Bandung: PT Remaja Rosdakarya.
- Mulyasa. (2013). *School Principal Management and Leadership*. Jakarta: Bumi Aksara.
- Rudolf Kempa. (2015). *Principal Leadership: A Study of the Relationship between Leadership Behaviour, Managerial Skills, Conflict Management, Job Stress Endurance and Teacher Performance*. Yogyakarta: Ombak Publisher.
- S. Sagala. (2009). *Strategic Management in Education Quality Improvement*. Bandung: Alfabeta.
- Sugiyono. (2016). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Supardi. (2013). *Teacher Performance: Concepts, Factors, and Evaluation Indicators*. Jakarta: Raja Grafindo Persada.
- Wahjosumidjo. (2002). *Principal Leadership: Theoretical Review and Problems*. Jakarta: Raja Grafindo Persada.
- Wahjosumidjo. (2012). *Principal Leadership: Theoretical Review and Problems*. Jakarta: PT RajaGrafindo Persada.