

Principal's Strategies in Improving Employee's Performance (Study at SMA Negeri South Bengkulu)

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Abstract

This study aims to determine the Principal's Strategy in Improving Employee Performance (Study at SMA Negeri 1 Bengkulu Selatan). This research is qualitative research which is presented descriptively. There were 6 informants in this study consisting of: 2 key informants and 4 key informants. Methods of data collection through interviews, observation, and documentation. The data analysis techniques used are data reduction, data presentation, and drawing conclusions. Based on the results of the research and discussion, it is known that employee performance (a study at SMA Negeri 1 Bengkulu Selatan has been carried out). This can be seen from the indicators discussed earlier, namely: (1) Positive Encouragement: there is an award given by the school principal to TU employees and the teacher council who have achieved achievements assessed by the school principal, in the form of a charter. (2) Perform a Performance Audit: Every year the principal conducts an audit both in terms of finance and performance checks of employees, both the teacher council and TU staff to assess performance results. (3) Set Performance Standards and Goals: The principal assigns duties and responsibilities to the teacher council and TU staff in accordance with their respective duties in carrying out their duties. (4) Give Feedback: To Employees Regarding Their Performance The principal can see from the absence of teachers and TU staff to check the attendance of early or late employees whether or not the tasks assigned are carried out. (5) Give Employees Compliments or Other Rewards Related to Performance. The existence of praise given or carried out by the principal to the staff of the teacher council, TU and students who excel by giving some kind of reward can be in the form of money that has been budgeted by the school committee.

Keywords:

strategy; principal; performance; employees

Introduction

General secondary education aims to build upon and enhance foundational education, equipping students with the skills necessary to actively engage with the natural, social, and cultural aspects of their surroundings. It also seeks to develop their capacity for further growth in either the professional realm or higher education. The government's commitment to education is seen in the National Education System Law number 20 of 2003, specifically in Chapter II article 3: *"National Education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens."* Umbara (2009, p. 64)

states that to effectively implement the goals of the National Education System, it is necessary to follow a structured, purposeful, and enduring approach in various settings, including formal, informal, and non-formal contexts. Through this, the government can assume all accountability for executing and enhancing both facilities and infrastructure. The subsequent undertaking is executed by an institution or group as a governmental extension.

Considering the growing weight of responsibility placed on educational institutions, it is imperative that schools are administered in a professional manner to ensure the attainment of educational objectives as desired. The principle serves as an educational leader with a crucial responsibility and function in the development of educational institutions, namely as the authority figure in charge of overseeing and managing them. The principal serves as a key executive who significantly influences the advancement or regression of a school. They are responsible for overseeing the teaching and learning process and providing comprehensive guidance and direction to the school staff, with the aim of fostering a pleasant and harmonious environment.

As a result, possessing proficient leadership abilities is crucial for being a competent manager. Leadership is fundamentally based on followership, which refers to the willingness of others or subordinates to comply with the leader's desires. One of the principal's primary endeavours to enhance the school's performance is by providing guidance and support to teachers and administrative staff through coaching. The coaching is used to ensure that instructors and administrative staff fulfill their tasks with integrity, accountability, effectiveness, and efficiency. Diverse initiatives are undertaken to enhance teacher performance, primarily through the Subject Teacher Consultation Forum (MGMP), Teacher Working Group (KKG), favourable environmental arrangements, conducive work atmosphere, discipline, effective rewards and punishments, and the provision of diverse learning resources and comprehensive training in their respective fields of expertise and other relevant areas. These measures aim to enable teachers to enhance their professional performance. This strategy represents a methodical endeavour by the principal to consistently enhance the caliber of services, with a specific emphasis on teachers and other educational staff, in order to ensure the efficient functioning of the educational institutions under their leadership.

According to Raihani (2010, p. 184), "*principals set strategies or develop programs that include: preconditional strategies, excellent service, academic, non-academic, support, and evaluative*" are some of the strategies that can be used by principals to improve the performance of teachers. In the meanwhile, principals can employ at least three different tactics, namely hierarchical, transformational, and facilitative, according to Syafaruddin (2010, pp. 97–100). Every tactic offers significant benefits as well as drawbacks.

Based on the aforementioned idea, it can be claimed that the principal uses a variety of strategies in the planning and policies he creates to improve the performance of teachers and administrative staff in developing human resources in the school environment. Some of the strategies the principal will employ include encouraging the performance of teachers and staff, supervising the performance of teachers, and assessing the method and outcomes of their work (performance).

These characteristics are demonstrated by the excellent work that administrative and teaching personnel do. This is crucial to achieving academic objectives. Therefore, excellent performance indicates that staff members and teachers will actually be able to carry out their roles as educators in a way that is suitable, helpful, and successful in line with the objectives of the organization. Taking into consideration the aforementioned advice, educators and support personnel are among the school's constituents that have a significant part in determining how well educational institutions execute their mandates. Professionalism and requisite abilities are essential for teachers and administrative staff to perform their jobs well. Therefore, in order for teachers and administrative staff to perform their jobs with standard skills and professionalism, the principal must coach them in order to increase their level of professionalism.

There are 322 new arriving students in the 2022 academic year, out of the 891 total students in Classes X, XI, and XII, according to data collected from the number of students, teachers, administrative staff, and security. 47 individuals work as civil servant teachers, 12 as non-permanent teachers (GTT), 5 as civil servant administrative staff, 13 as non-permanent administrative staff (PTT), and 2 as school security personnel. The accompanying table, which displays the numerous accomplishments made by students at the Regency, Provincial, and National levels, demonstrates the school's excellent growth under the direction of Principal Drs. H. Sudisman, M.Pd.

Table 1.
Student Achievement Data of SMAN 1 Bengkulu Selatan in 2021 – 2022

No	Activity / Competition	Year	Level			Champion To
			Regency	Province	National	
1	Digital Comics Competition	2021		✓		1
2	Poster design	2021				3
3	Solo Song Regional Song for Princess	2021		✓		2
4	Traditional Dance Creation	2021		✓		1
5	Kontama Cup Female	2022	✓			1
6	Men's Basketball	2022	✓			1
7	Women's Basketball	2022	✓			1
8	Men's Egrang	2022	✓			1

No	Activity / Competition	Year	Level			Champion To
			Regency	Province	National	
9	Men's Futsal	2022	✓			3
10	Men's Qur'an	2022	✓			3
11	Women's Qur'an	2022	✓			2
12	Tenis Meja	2022	✓			3
13	Women's Table Tennis	2022	✓			1
14	Men's Table Tennis	2022	✓			1
15	Indonesian Female Gendre Ambassador	2022	✓			1
16	Indonesian Gendre Ambassador Male	2022	✓			1
17	Women's Table Technique	2022	✓			1
18	National Jamboree	2022		✓		2
19	Earth	2022		✓		2
20	Earth	2022		✓		3
21	Physics	2022	✓			1
22	Scrabble	2022	✓			2
23	Scrabble	2022	✓			3

Source: Internal Data of SMAN 1 Bengkulu Selatan Year 2023

Table 2.

Achievements of Teachers And Staff Of SMAN 1 Bengkulu Selatan

No.	Teacher Name		Position	Achievement
1	Dian Sari, M.Pd.		Teacher	Developing educational inventions and advances. Educators generate innovative approaches to address challenges in the realm of education, shown by the utilization of card and board games as instructional tools, including renowned games such as Monopoly and Snakes and Ladders.
2	Trimo S.Pd.	Ponendri,	Teacher	Perform duties with a high level of commitment and diligence.
3	Enderawati, M.Pd.		Teacher	Writing in Scientific Journals
4	Fenty M.Pd.	Sufyerny,	Teacher	Won a competition in the field of education. As LCC Biology supervising teacher at the provincial level.
5	Dwi S.Pd.	Putriyanti,	Teacher	Received a Certificate of Appreciation as a Supervising Teacher for the Provincial Mathematics Olympiad.
6	Novian Heryanto		STAFF Administra tion	Received a Charter Award for Exemplary Employees in the Field of Work Discipline

Source: Internal Data of SMAN 1 Bengkulu Selatan Year 2023

Based on preliminary observations about teacher coaching, it is evident that school leaders encounter numerous barriers, one of which is to the frequent violation of work discipline by teachers and staff members. The presence of various infractions can be observed through the presence of teachers who frequently arrive late to commence their teaching duties and depart early, fail to provide prior notice to their superiors when absent from work, neglect to utilize lesson plans (RPP) during the teaching and learning process, exhibit a lack of adherence to

assessment references during the evaluation of student learning, demonstrate a lack of commitment to training activities designated by the principal, and display a lack of seriousness towards professional development opportunities. In this particular circumstance, the proficiency of the principle in managing educational institutions is crucial, as the role of the principal as the highest-ranking leader necessitates the demonstration of optimal competence. The principal's approach to enhancing the efficacy of educators and personnel at SMA Negeri 1 Bengkulu Selatan has not yielded the anticipated outcomes.

The presence of weak work discipline among teachers is evident in various aspects. Firstly, there are instances where teachers are absent during the teaching and learning process. Additionally, some teachers do not adhere to punctuality when conducting these sessions. Furthermore, it is not uncommon to find teachers who neglect their responsibilities, such as leaving books behind in the classroom or displaying a lack of concern for their students. Moreover, there are teachers who fail to utilize lesson plans (RPP) when conducting their classes. It is worth noting that not all teachers have the opportunity to participate in training activities and overlapping task programs provided by the school principal. Lastly, the absence of rewards and recognition for teachers further exacerbates the situation.

In an optimal scenario, the utilization of internal coaching by principals towards teachers can be enhanced to enhance teacher performance. This coaching can encompass various aspects, including the enforcement of work discipline, the enhancement and development of lesson planning, the utilization of effective learning techniques, the incorporation of appropriate learning media, and the implementation and evaluation of learning processes.

From the background of the problems that have been described, to find out how the principal's attention and guidance on the performance of teachers and employees at SMA Negeri 1 Bengkulu Selatan, research will be conducted with the aim of knowing the Principal's Strategy in Improving Employee Performance at SMA Negeri 1 Bengkulu Selatan.

Methods

This type of research is descriptive qualitative research, namely data collected in the form of words, pictures, not numbers according to Sudarwan Danim (2002, p. 51). The purpose of descriptive research is to make a systematic, factual, and accurate description of the facts and characteristics of a particular population or area.

The focus of this qualitative research contains subject matter that is still general in nature. In this study, the focus of the research is the principal's strategy in improving employee

performance at SMA Negeri 1 Bengkulu Selatan can be measured through the indicators (measuring instruments) used.

Table 3.
Research Focus and Indicators

Research Focus	Research Indicators	Research Sub Indicators
Performance Improvement Strategies by Ronald S. Secular E. Jackson (1999, pp. 64-66)	1. Positive encouragement	1. Rewarding 2. Provide incentives 3. Promotion for Position
	2. Conduct a performance audit	1. Time 2. Place 3. Implementation 4. Hasil
	3. Set performance standards and objectives	1. Tupoksi / SOP 2. Policy
	4. Provide feedback to employees on their performance	1. Performance assessment 2. Feedback results
	5. Giving employees praise or other rewards related to performance	1. Praise 2. Rewards

The selection of informants in this study is accomplished through the utilization of the Accident Cluster Sampling (ACS) method. This method involves the systematic selection of samples (informants) from a larger population (objects) that are encountered by researchers over the course of their investigation. Researchers commonly utilize two types of informants in their studies: key informants and those who possess a comprehensive understanding of the specific issue being investigated. The study had a total of four research informants, comprising:

1. In this study, two key informants were identified, specifically the Head of SMA Negeri 1 Bengkulu Selatan. These informants played a direct role in the social interactions that were examined.
2. The principal informants in this study are four employees of SMA Negeri 1 Bengkulu Selatan who are directly engaged in the social interactions under investigation.

When it comes to data collection, researchers immerse themselves directly in the research object to obtain valid data. Therefore, researchers employ data collection methods such as observation, interviews, and documentation.

Results and Discussion

The present study investigates the efficacy of the Principal's strategy in enhancing employee performance at SMA Negeri 1 Bengkulu Selatan. The research draws upon Ronald S. Secular E. Jackson's Performance Improvement Strategies theory (1999: 64-66), which

encompasses various approaches such as Positive Encouragement, Conducting Performance Audits, Establishing Performance Standards and Goals, Providing Feedback to Employees on their Performance, and Granting Performance-related Rewards or Praise to employees.

Positive Encouragement

a. Giving Awards

The act of providing prizes is a type of recognition bestowed by the principal upon teachers and staff who have demonstrated exceptional achievements and exemplary performance. Based on the findings of the investigation, it has been determined that the principal bestows a commendation in the form of a charter upon the Administration staff and teachers who demonstrate exceptional performance, as evaluated by the principal. The principal expresses commendation and gratitude towards the instructors and administrative personnel, as well as the student council, who demonstrate exceptional performance and the ability to inspire others in fulfilling their assigned tasks and duties.

b. Providing Incentives

Incentivization involves the provision of direct rewards to teachers and employees who demonstrate exemplary performance and surpass predetermined benchmarks, operating under the premise that monetary incentives can effectively enhance the performance of those individuals. The type of incentives provided by the principle to employees who demonstrate exceptional performance. The study findings indicate that the principal bestows awards upon members of the Administrative staff, Teacher council, and student council as a means of providing incentives. These rewards, which are determined by the school, take the form of award certificates and are presented to individuals who demonstrate exceptional performance.

c. Promotion of Rank / Position

Promotion holds significant importance within the realm of education as it serves to enhance the professional standing of teachers and staff members at SMA Negeri 1 Bengkulu Selatan. In relation to commendable employee performance, the principle grants promotions to deserving employees. Based on empirical data gathered through interviews and field observations, it has been established that the principal offers opportunities for professional advancement to the board of teachers and administrative staff. This is achieved through the provision of certificates or awards to recognize outstanding performance among teachers and administrative staff, thereby bolstering their candidacy for promotion. The school grants incentives to teachers and staff members based on their performance, as determined through deliberations with the school committee. The specific amount of the incentive is contingent

upon the outcome of these deliberations, with the nominal value being adjusted in accordance with the individual's performance.

Conduct Performance Audit

An audit is a methodical procedure that involves the verification, investigation, and evaluation of an organization, program, function, or activity in order to collect objective facts and evidence on its performance. A performance audit can be viewed as an expansion of a financial statement audit, with regards to the methodologies and goals employed.

a. Time

The allocation of time dedicated to conducting performance audits of teachers and personnel at the conclusion of the academic term, with the objective of ensuring optimal performance at SMA Negeri 1 Bengkulu Selatan. When the principal carries out personnel performance audits. The study findings indicate that the principal of SMA Negeri 1 Bengkulu Selatan performs an audit at the commencement or conclusion of each semester. This practice serves as a point of reference for executing tasks, ultimately leading to enhanced performance.

b. Place

Typically, principals employ the teachers' room, tuition room, and principal's room as customary venues for conducting performance audits of teachers and staff. The location where the principal carries out evaluations of staff performance. Based on the findings derived from informant interviews, it has been ascertained that the primary location for performing audits, encompassing both financial and non-financial activities, is the principal's office as well as the Administration room. Audits are done within designated spaces, namely the teacher's room and principal's room, serving as venues for teacher debates and work pertaining to audits overseen by the principal. The purpose of these audits is to provide an opportunity for the full board of teachers and staff to bear testimony to the auditing process. Educators develop work programs to be executed, whereas the principal assumes the responsibility of guiding the implementation of those programs, ensuring that they are effectively executed in accordance with their designated responsibilities.

c. Implementation

The purpose of performance implementation is to gather adequate, proficient, and pertinent evidence in order for the evaluator to evaluate if the performance of the individual, unit, or organization under examination aligns with the established criteria. The individual in question is an employee. In the context of school audits, the principle will convene a meeting with teachers and administrative personnel to solicit information and ensure accountability for

their contributions towards the collective welfare while fulfilling their individual roles and responsibilities.

d. Result

The outcomes of the performance audit conducted on teachers and personnel at SMA Negeri 1 Bengkulu Selatan can be presented through many means of documentation or communication media. These mediums serve to effectively communicate the conclusions and recommendations derived from the performance audit results. The principal's implementation of the audit serves as a valuable tool for ensuring responsibility among the board of teachers and administrative personnel in the execution of their separate duties.

Based on the findings derived from observations and informant interviews in the field of auditing, it is customary for the principal to engage in a specific practice. This practice entails summoning the committee and relevant individuals involved in the activity to individually provide information within the principal's office. The purpose of this interaction is to gather insights regarding the challenges encountered and achievements attained during the event. Typically, the principal initiates this process approximately one week subsequent to the conclusion of the activity.

Set Performance Standards and Objectives

Performance standards are a number of criteria that are used as benchmarks or comparisons to determine the success or failure of a teacher/employee in carrying out their duties.

a. Tupoksi/SOP

Tupoksi refers to the primary objective or assigned tasks of an organization that are intended to be accomplished and executed. The Standard Operating Procedure (SOP) is a comprehensive system that is specifically developed to effectively organize, implement, and facilitate various job-related tasks and processes. The principal delegates duties and obligations to the instructors and administrative staff based on their individual workloads in order to fulfill their assigned tasks.

The study findings indicate that the primary responsibilities and job performance of administrative staff and teachers are functioning effectively. The principal emphasizes the importance of collaboration and mutual support among teachers in effectively delivering the curriculum within their respective subject areas through the implementation of the performance program.

b. Policy

The policy implemented by the principal is a product of judicious decision-making, leveraging the full range of resources at the school's disposal and optimizing their utilization.

The principal, in conjunction with the curriculum division, has established workload criteria for staff to ensure their focus on assigned tasks and their successful completion.

According to the findings derived from interviews and observations conducted with informants, it is asserted that the principal establishes predetermined work standards in order to foster collaboration with the curriculum section. This approach enables employees to concentrate on their given tasks and effectively execute them. The principal distributes work standards and workloads to the teachers and administrative personnel in a collaborative manner, taking into account the execution of the 8 education standards. This is done with the aim of prioritizing dependable performance in order to achieve the anticipated goals and objectives of the school.

Give Feedback to Employees on Their Performance

Principals provide feedback to instructors and staff members who demonstrate exceptional performance and exhibit commendable professional conduct. Consequently, those who receive favourable feedback from principals often have heightened motivation to enhance their future performance.

a. Performance Assessment

Performance appraisal is a methodical assessment of the performance of teachers and employees with the purpose of strategizing career growth for the individuals in question. The research findings indicate that the principal is able to see and evaluate the absences of teachers and administrative personnel in order to monitor employee attendance during the commencement or conclusion of the attendance period.

According to the findings of the study, it has been established that the principal conducts an annual evaluation of teacher performance. Based on the provided resources, all software applications have been successfully executed. This was achieved by examining the programs developed and approved within a one-year timeframe, and documenting the programs that remain unimplemented as well as potential enhancements for future iterations.

b. Feedback Results

The principle provides instructions to employees for the execution of duties in the event of a specified task performance. The principal assigns tasks to both teachers and administrative staff, requiring their participation in workshops or training sessions organized by the regional authorities. This is facilitated through the issuance of assignment letters, which outline the responsibilities and expectations for the successful completion of these activities.

According to the findings of the study, it is indicated that the principal plays a crucial role in offering guidance to the board of teachers and administrative staff. This guidance aims to

enhance their professional development, facilitate productive meetings, act as a representative in various engagements, provide motivation and advice, and foster enthusiasm within the organization. These efforts are aimed at cultivating a professional work environment and promoting effective performance among both teachers and administrative personnel in fulfilling their respective responsibilities. Under the guidance and inspiration of the principal, teachers and administrative staff will be motivated to fulfill their duties with enthusiasm. This will enhance their self-assurance and enable them to carry out their responsibilities with a heightened sense of accountability, as they are provided with adequate resources and facilities.

Give employees praise or other rewards related to performance

a. Praise

Praise is a form of positive feedback that elicits feelings of flattery in the recipient, so serving as a potential source of motivation for exceptional teachers and employees who get such commendation. The principal bestows commendation onto personnel who demonstrate exceptional performance within the teachers' council, administration, and student body. This recognition is accompanied by a reward in the form of a budgeted monetary incentive, provided by the school committee.

According to the findings of the research, it is indicated that the principal utilizes verbal commendation or tangible rewards, such as congratulations and motivation, as a means of expressing appreciation. Additionally, the school bestows certificates of recognition upon teachers or administrative staff who demonstrate exceptional performance both within and beyond the school setting, particularly for activities conducted on behalf of the institution. This practice aims to foster positive collaboration and encourage continued excellence among the aforementioned individuals.

b. Rewards

A reward is a form of compensation that employees receive in exchange for the completion of their work tasks. The term "reward" is sometimes used interchangeably with "wages," although it can encompass both financial and non-financial forms. The findings indicated that the principle provided monetary incentives to staff who demonstrated high performance, as determined by the assessment administered and approved by the school committee.

Moreover, the study findings indicate that the principal bestows incentives to teachers, administrative personnel, and students who demonstrate exceptional performance on a monthly basis, as per the school's agreed-upon deliberations with the committee. The implementation of a reward system has been found to enhance employee motivation and engagement in fulfilling their assigned responsibilities. These rewards may take the form of

certificates of appreciation, which serve as an additional criterion for promotion and recognition, thereby motivating others to strive for excellence. Furthermore, gifts may be presented to outstanding teachers, administrative staff, and students who bring pride to SMA Negeri 1 through notable achievements in specific events. Additionally, rewards in the form of transportation arrangements to attend the annual budget meeting of the SMA Negeri 1 South Bengkulu committee can be provided.

Discussion

Based on the results of research conducted by researchers, in accordance with the theory of Performance Improvement Strategies by Ronald S. Secular E. Jackson (1999: 64-66), trying to pour into questions for informants who researchers interviewed in the field. From the results of these interviews, the researcher hopes that a clear picture of how the Principal's Strategy in Improving Employee Performance (Study at SMA Negeri 1 Bengkulu Selatan) will be taken into consideration or a guide to be used as a source of thesis data to conduct a research that is almost similar or the same in further research even though it is different from the research place including the time and year of future research.

Among the plethora of research ideas, the author expresses a particular interest in Ronald S. Secular E. Jackson's theory (1999, pp. 64-66). However, it is worth noting that there are several alternative theories pertaining to performance that offer a more expedient comprehension and acquisition.

1. Positive Encouragement

In order to inspire others to fulfill their own tasks and responsibilities, the principal commends the teachers, support staff, and student council members who demonstrate exceptional ability to represent the school with pride in sharing their involvement in activities at the local, state, federal, and international levels. Here, the principle is rewarding administrative staff members, instructors, and student councils with incentives like exceptional rewards decided upon by the school in the form of award certificates, which serve as a tangible representation of the rewards given to the achievers. Employees at the school, particularly those at SMA Negeri I Bengkulu Selatan, will ideally receive additional rewards from the school in the form of coaching money, with the amount adjusted to the school treasury, if they are able to make the school proud. Employees at the school, or other organizations that carry out these activities with direct permission from the principal, can participate directly in these activities. By attaching certificates or awarding certificates to teachers or administrative staff who excel as support for the position to be requested, the

principal offers opportunities for teachers and staff members to be given promotions. Because the principal is concerned about the long-term viability of the employee, in this instance, he offers possibilities for all current employees to be actively involved and extremely committed, without regard to this promotion. The employee's ability to complete all administrative requirements for advancement is what matters most. The principal never forbids staff members from delaying promotions; in fact, the principal frequently contacts staff members to inquire directly about rank and position. If teachers or other administrative staff members have not proposed a promotion, they are summoned to the principal's office and asked directly why they haven't done so, if they are financially pressed. Typically, the principal asks the school cooperative treasurer for money to be given to the staff members according to their needs, but this is usually a term loan, and the principal has never interfered with this.

When it comes to rewards in the form of incentives from the school, they are only given out when staff members and teachers demonstrate exceptional performance through discussions with the committee. The value of the incentive is determined by the agreement reached during the deliberations, and the nominal amount is adjusted based on performance.

2. Conduct a Performance Audit

Every semester, either at the start or end, the principal performs an audit to serve as a guide for tasks that would eventually enhance SMA Negeri 1 Bengkulu Selatan's performance. In this instance, the teachers' council frequently raises concerns about ongoing issues, therefore the principal audits the activities. When a principal learns enough about a problem to be concerned about, he or she will usually contact the activity committee chairman and treasurer to find out if the issue is genuine. If it is, he or she will then circulate the word among current teachers and staff. Eventually, everyone will be personally called to a joint meeting forum where the issue will be opened, explained, and given the chance for teachers and staff to air any grievances they may have before forgiving one another. Based on the findings of informant interviews, it is claimed that the principal's and teachers' rooms serve as spaces for teacher discussions and work on audits that the principal conducts in order for the full board of teachers and staff to see. The teacher creates a work schedule that will be followed, and the administrator gives instructions on how to carry out the schedule so that everyone can do their assigned responsibilities. Teachers and administrative staff were called one by one during a principal audit to provide information about the activities that were carried out, particularly the amount of money spent from the budget and the honorarium for activities that were in line with the budget that the school committee had set. Principals in charge of auditing frequently carry out this action. They call each member of the committee and all participants

individually to inquire about any obstacles and the event's success in the principal's room. Typically, the principal contacts the organizing committee one week following the event.

3. Set Performance Standards and Objectives

Teachers' and administrative staff's primary responsibilities and performance are proceeding smoothly. By putting the created performance program into practice, the principle urges teachers to collaborate and support one another in finishing the learning of the subject areas covered. To ensure that there is a reference when carrying out subject matter learning held by all teachers, the principal in this case always offers input to the board of teachers and employees through joint meetings, usually at the beginning of the semester. The principal asks about the readiness of the tools for teaching according to their respective duties. The principle offers work standards that align with the curriculum part so that staff members can concentrate on their assigned tasks and complete them. The curriculum section with the standards that have been decided to be implemented by teachers and administrative staff is therefore always questioned by the principal. If there are any obstacles, the principal usually gets together to assess whether the standard can be changed or implemented. Furthermore, by encouraging dependable performance to realize the anticipated goals and mission of the school, the administrator gives the board of teachers and staff work standards and workloads that have been collaboratively prepared in accordance with the application of eight educational standards.

4. Give feedback to employees on their performance

At the end of each semester, the principal in each school assesses the performance of the teachers using the resources provided. All programs are examined, including those that were created and approved in a year, and notes are made regarding those that were not implemented and potential improvements are made. The work schedules submitted by administrative staff and the attendance of other staff members are also reviewed. In order to create a professional performance of employees in carrying out their respective duties, both teachers and administration, the school principal gives guidance to the board of teachers and TU employees. This includes hosting meetings, replacing as representatives of invitations, and improving work and professionalism. Teachers, administrative staff, and student council members will be inspired to perform their duties with enthusiasm under the principal's guidance and motivation. This will boost their confidence in their ability to carry out their respective responsibilities with full responsibility because they are supported by the facilities that are already in place.

5. Giving Employees Praise or Other Rewards Related to Their Performance

Teachers and administrative staff who excel in the classroom and outside the school for school-related activities receive recognition from the principal in the form of a certificate of appreciation, which the school will keep for future use. Teachers and administrative staff who excel also receive congratulations, motivation, and good cooperation. The school has decided on awards for teachers, administrative staff, and students who excel each month. These rewards are always awarded by the principal based on the outcomes of discussions with the committee. An award certificate as an extra promotion value and reward as motivation for others, gifts to teachers or administrative staff who excel, including students who make SMA Negeri 1 proud in specific events, or rewards in the form of transportation attendance at the annual budget meeting of the SMA Negeri 1 South Bengkulu committee are some examples of the amount of the reward that has been determined to increase the enthusiasm of employees in carrying out their respective duties.

Conclusion

Based on the findings of the investigation, analysis, and debate of the SMA Negeri 1 Bengkulu Selatan study on the Principal's Strategy for Enhancing Employee Performance. It is possible to infer from the study's findings that:

1. Positive Motivation

A charter that the principal uses to recognize and honour the administrative team and the board of teachers who meet high standards.

2. Conduct a Performance Audit

Every year, the principal audits the finances and evaluates the work performance of all staff members, including teachers and administrative personnel.

3. Set Performance Standards and Objectives

Depending on how busy each member of the administrative and teaching staff is with their daily jobs, the principal allocates them tasks and obligations.

4. Give Feedback to Employees The principal can determine whether or not given tasks are completed promptly by reviewing the attendance records of teachers and administrative personnel.

5. Give Employees Praise or Other Rewards Related to Performance The practice of the principal praising members of the teachers' council, the administration, and pupils who have performed by providing a financial incentive, as decided upon by the school committee.

The principal gives awards, conducts work audits, assigns tasks and responsibilities to the board of teachers and administrative staff based on their workload in terms of finance and performance checks on administrative employees and the board of teachers, and uses employee absences to monitor attendance. The principal also provides money budgeted by the school committee to the board of teachers, administrative staff, and students who excel. These are the conclusions drawn from the five points.

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