

Analysis of Management Functions to Improve Teacher Performance at Sman 2 Cepu

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Abstract. *This thesis discusses the Managerial Improvement of Teacher Performance at SMA Negeri 2 Cepu, Blora Regency, the author is interested in researching more deeply, how the managerial improvement of teacher performance at SMA 2 Cepu. This study aims to describe: 1). planning; 2). organizing; 3). Actuating; 4). Controlling in improving teacher performance. The approach in this study; a qualitative approach with a descriptive qualitative type to gain a deep understanding or describe a phenomenon, namely the principal's management in improving teacher performance. Data collection techniques use observation, interviews, and documentation studies. The subject of the study is the principal and while the object is improving teacher performance. Data validation uses the triangulation method. Data are analyzed through the stages of data reduction, data presentation and conclusion drawing. The results of this study indicate that: 1). Planning carried out by the principal in improving teacher performance at SMAN 2 Cepu includes planning activity objectives, determining the target teachers for the activity, determining the coordinator/activity implementation team, determining the form of the activity program, determining the time of the activity, allocating activity funding, determining the form of teacher performance evaluation, planning is determined based on a meeting of the principal, vice principal, teachers and educational staff. 2). Organizing carried out by the principal in improving teacher performance at SMAN 2 Cepu with a direct appointment mechanism assigned as the target teacher of the activity, coordinator/chairman and treasurer of the activity implementer while other structures are entrusted to the head coordinator. 3). Actuating teacher performance improvement includes individual supervision carried out by the principal, MGMP activities at the school/district level, Online Training organized by third parties such as those organized by Universities, Teacher Organizations, Education Offices, and the Ministry of Education, Culture and Research and Technology, IHT at the school level. Controlling/supervision of teacher performance improvement used by the principal in carrying out supervision by conducting observations at any time, reports both verbally and in writing, and performance assessments.*

Keywords: *Controlling; Performance; Supervision; Teacher.*

1. Introduction

Supardi (2013) put forward the definition of performance as the work results that have been achieved by a person in an organization to achieve goals based on standardization or measurements and time adjusted to the type of work that is in accordance with the norms and ethics that have been applied. Performance comes from the word performance. The word performance has three meanings, namely: (1) meaning achievement, such as in the context or sentence "high performance car" or "very fast car"; (2) meaning show, such as in the context or sentence "folk dance performance", or "folk dance performance"; (3) meaning implementation of tasks, such as in the context or sentence "in performing his/her duties" (Ruky, 2002).

Performance has a broad meaning, as it relates to an individual's behavior in carrying out their work. Performance is a form of a person's work performance demonstrated in their appearance, actions, and work accomplishments as an accumulation of their knowledge, skills, values, and attitudes (Mulyasa, 2013). Performance is about what is done, how it is done, and the results achieved from that work (Wibowo, 2007).

Based on this opinion, it can be concluded that performance is a form of work results with

In this competitive environment, demands on teacher professionalism are increasing. SMAN 2 Cepu, as one of the senior high schools in Blora Regency, has a significant responsibility to produce quality graduates. Therefore, improving teacher performance is a crucial agenda in efforts to improve the quality of education at the school.

Teacher performance is an important thing that must be a concern for teachers and related parties, teachers must have good performance, good or bad teacher performance affects the learning outcomes achieved by students, because teachers are central figures in serving student education at school, from teachers knowledge flows to students, and from teacher performance also student personality and achievement are formed. Efforts that can be made by the principal to improve teacher performance are: 1) Fostering teacher performance, 2) Supervising teacher performance, 3) Providing motivation, 4) Evaluating teacher performance.

Although SMAN 2 Cepu has made various efforts to improve the quality of learning, several challenges remain in terms of teacher performance. Factors influencing teacher performance include motivation, competence, the work environment, and school management support. Therefore, a comprehensive and effective strategy is needed to improve teacher performance to achieve the desired educational goals.

According to Wibowo (2011), competence is the ability to carry out or complete a job or task, based on knowledge, skills, and work attitude. These three components must be possessed and integrated by an individual to achieve optimal performance in a job.

Knowledge refers to a person's theoretical understanding and information regarding a field

of work. This includes understanding the principles, concepts, procedures, and facts relevant to the tasks or responsibilities they perform.

Example: A teacher must have knowledge of curriculum, learning strategies, and student development psychology.

Skills are technical or operational abilities that can be used to complete specific tasks. These skills can be acquired through training, work experience, or formal learning.

Example: Teachers' ability to use digital learning media, prepare lesson plans, and manage classes effectively.

Work attitude reflects a person's mental, behavioral, and ethical readiness to carry out their duties. A positive attitude toward work significantly influences how someone responds to challenges, works in a team, and takes responsibility for their work. For example, a teacher who is disciplined, dedicated, and open to curriculum changes.

Wibowo emphasized that these three elements—knowledge, skills, and attitudes—cannot stand alone. They must support each other and be fully integrated to achieve optimal competency and high work performance.

Competence is a fundamental aspect that determines the quality of a teacher's performance. In the world of education, teachers are not just transmitters of material, but also...

They also act as facilitators, motivators, and character builders for students. To effectively carry out this complex role, teachers must possess adequate competencies.

According to Wibowo (2011), competence encompasses knowledge, skills, and work attitudes, which collectively influence a person's effectiveness in carrying out their duties. When teachers possess high competence, it will positively impact performance, including planning, implementing learning, assessing, and developing student character.

The work environment is the overall conditions surrounding the workplace that influence a person's activities, comfort, and productivity in carrying out their duties. A conducive work environment can create a comfortable working atmosphere, support collaboration, and boost teacher morale.

According to Nitisemito (2001), the work environment is everything that is around workers and can influence them in carrying out the tasks assigned.

According to Sedarmayanti (2001), a good work environment will create working conditions that support and encourage employees (in this case teachers) to work better, thereby increasing overall productivity and performance.

"A comfortable, clean, and well-organized work environment will make someone feel at home at work, which ultimately improves their performance."

Hasibuan (2011) emphasized that both the physical and non-physical work environment play a crucial role in supporting performance. A supportive work environment will increase work efficiency and effectiveness.

Mangkunegara (2005) stated that a pleasant work environment can increase teacher job satisfaction and motivation. This will have a direct impact on enthusiasm, responsibility, and discipline in carrying out tasks.

Research by Putri (2018) shows that a good working environment, such as comfortable classrooms, adequate supporting facilities, and harmonious interpersonal relationships between teachers and principals, contribute significantly to improving teacher performance in secondary schools.

Research by Hidayat & Rini (2019) in this study found that the physical work environment (such as facilities, lighting, ventilation) and non-physical work environment (social relations, organizational communication), both have a positive influence on teacher performance. A supportive work environment typically includes:

- 1) Physical work environment: Cleanliness of the work space, learning facilities, security, lighting, and comfort of the workplace.
- 2) Social work environment: Relationships between teachers, relationships between teachers and the principal, and a collaborative work atmosphere.
- 3) Psychological work environment: A sense of security, appreciation for achievements, and clarity of tasks and roles.

A positive and conducive work environment is a crucial factor in improving teacher performance. When teachers feel physically, socially, and psychologically comfortable in the workplace, they are more likely to work enthusiastically, responsibly, and productively. Therefore, school management needs to consider work environment factors as part of their strategy to improve educational quality.

- 1). The importance of school management in improving teacher performance.

School management plays a central role in creating a supportive and conducive work environment for teachers. Effective support from school management can encourage teachers to perform optimally, increase motivation, and foster ongoing professional development.

According to Sagala (2009), school management is the process of systematically managing educational resources to achieve educational goals effectively and efficiently. In this context, management support for teachers is crucial in creating a healthy and productive work climate.

"Good educational management will create working conditions that support the success of

teachers in carrying out their professional duties" (Sagala, 2009).

Sergiovanni (2001) emphasized the importance of transformative leadership in schools, where the principal acts as a motivator, facilitator, and professional coach for teachers. This kind of support will increase teachers' sense of ownership and responsibility towards the school and students.

2. Research Methods

This research uses a descriptive qualitative approach, a research method that aims to systematically, factually, and accurately describe the facts, characteristics, and relationships between the phenomena being studied. This type of research is a case study because it focuses on one location, namely SMAN 2 Cepu, with the aim of describing the strategies for improving teacher performance implemented at the school. This research was conducted at SMAN 2 Cepu, Blora Regency, Central Java Province.

3. Results and discussion

3.1. General Description of Writing Location and/or Research Subject

Information and data obtained from the writing were then processed and presented in the form of descriptive data presentations. The research used the results of observations, interviews, and documentation data from SMAN 2 Cepu to obtain data.

This research was conducted at State Senior High School (SMAN) 2 Cepu, located at Jalan Randublatung Km. 5 Cepu, Balun Village, Cepu District, Blora Regency, Central Java Province. SMAN 2 Cepu is one of the favorite state senior high schools in the eastern part of Blora, which plays a strategic role in producing a young generation with high achievements, character, and readiness to face global challenges.

SMAN 2 Cepu was founded in 1992 as part of the government's effort to expand access to high school education in the Cepu area and its surroundings. Since its inception, the school has undergone numerous developments, both in terms of infrastructure, student population, and the quality of education provided. Throughout its history, SMAN 2 Cepu has produced numerous alumni who have successfully continued their education at leading universities and pursued careers in various sectors.

1) Geographical location of SMAN 2 Cepu

SMAN 2 Cepu is strategically located in the center of Cepu District, easily accessible from all directions, both for students from within the city and from surrounding villages. The school's location on a main road makes it highly accessible by both private and public transportation.

From a physical perspective, SMAN 2 Cepu stands on an area of approximately 13,000 square meters, with various facilities to support teaching and learning activities that are quite complete, including:

a. Classrooms: There are 24 classrooms spread across three levels (X, XI, and XII), each equipped with tables, chairs, blackboards, and fans.

wind/AC.

b. Laboratory: Physics, Chemistry, Biology, and Computer laboratories are available which are adequate for student practical activities.

c. Library: Has a collection of textbooks, references, literary works, and scientific journals.

-Teachers' and principal's room: To be the center for coordinating and managing academic and managerial activities.

d. School mosque: A place of worship for students and teachers as well as religious activities.

e. Sports fields: There are basketball courts, volleyball courts, and a ceremonial field which is also used for extracurricular activities.

f. Canteen and green areas: Provide comfortable recreation and rest areas for students and teachers.

g. Internet and Wi-Fi facilities: Provided at various strategic points in the school to support the digital learning process.

2) School Vision, Mission, and Goals

The vision of SMAN 2 Cepu is:

Data Presentation and Discussion of Research Findings.

1) Data Presentation.

As the top leader in an educational unit (school), the principal has full authority to manage and develop the school, and is responsible for its success. However, this does not mean that other related components within the school are neglected. Rather, they are considered as a complementary and inseparable unit in the effort to achieve specific, planned functions.

To be able to carry out the duties and responsibilities inherent in the principal, the principal is required to possess competencies, skills, or abilities. One of the competencies required for a principal, according to the 2007 National Education Regulation, is managerial competency. Managerial skills are a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by the principal in carrying out their leadership duties. There are many types of managerial skills that a principal must possess in carrying out their duties as a manager.

Considering the broad discussion on principal management, the author limits this writing to the scope of principal management in improving teacher performance at SMA Negeri 2 Cepu,

with the following problem formulations: 1) planning a program to improve teacher performance; 2) Organizing teacher performance improvement; 3) Actuating teacher performance improvement; and 4) Controlling teacher performance improvement. The following is a description of the results of the research conducted by the author:

a. Teacher Performance Improvement Work Program Planning.

Planning to improve teacher performance at SMA Negeri 2 Cepu is a step that must be taken by the principal to achieve goals that are in accordance with the planning and so that they can be implemented effectively and efficiently.

As the manager of an educational unit (school), the principal is tasked with developing plans to improve teacher performance. The principal also has the duty and responsibility to manage, develop, and empower teachers to become more professional by developing plans. The steps taken by the principal in developing these plans are as follows:

1). Conduct observations.

In order to prepare a program of activities to improve teacher performance, the principal conducted observations of teacher performance assessment documents in 2024 (the previous year).

From the results of the interview with the principal, Mr. M, it was stated that:

At the end of 2024, I conducted teacher performance assessments for all teachers. After observing my notes, the teacher teaching documentation, and a summary of the 2024 teacher performance assessment results, I found the following data:

- a). Teacher discipline is good,
- b). There are 9 subject teachers, the level of teacher concern in guiding students (social teachers) is still not optimal.
- c). There are 4 teachers (Biology, PPKN, Mathematics, English, Chemistry) who are not good at compiling Competency Achievement Indicators in the RPP that the teachers have.
- d). There are 2 teachers (biology and chemistry) who still have difficulty in using PowerPoint-based learning media.

Based on the results of the author's document search of the 2024 teacher performance assessment recapitulation document, the author observed that the level of teacher discipline was good. There were 9 subject teachers, but the level of teacher concern in guiding students (social teachers) was still not optimal. There were 4 teachers (Biology, PPKN, Mathematics, English, Chemistry) in compiling Competency Achievement Indicators in the lesson plans they had were not good. There were 2 teachers (biology and chemistry) still had difficulty in using PowerPoint-based learning media.

1) Make a plan.

In this section, planning is the initial step from activities to evaluation of results. Planning can direct and coordinate activities toward the desired goals, reduce overlapping interests and tasks, and design standards to facilitate evaluation.

a. Planning activity objectives.

In order to understand the objectives of the teacher performance improvement planning program, the author conducted an interview with the principal. The following are the results of the interview with the principal:

The steps taken in the teacher performance improvement program are to formulate objectives, because objectives are the final results to be achieved, so they are very important as a basis for the direction in which the program is implemented.

The objectives of the SMAN 2 Cepu teacher performance improvement program are as follows:

- a) Strengthening teacher discipline to ensure it is maintained.
- b) Social strengthening of teachers (teachers' concern in guiding students) for all teachers can be better than before.
- c) Indicator Development Competency achievement in the lesson plans for biology, PPKN, mathematics, English, and chemistry subjects becomes focused and measurable.
- d) Teachers are able to use PowerPoint-based learning media for learning chemistry and biology subjects.

b. Determine the teachers who are the target of the activity.

After the objectives are formulated, the next step is to determine the teachers who will participate in teacher performance improvement activities in 2024. The results of interviews with school principals stated:

In determining the targets of teacher performance improvement activities, a meeting was held with the principal, vice principal, teachers, and educational staff at SMAN 2 Cepu. From this meeting, it was decided that:

- a) Strengthening teacher discipline is followed by all teachers.
- b) Social strengthening of teachers in guiding students is followed by all teachers.
- c) Improving teacher performance in developing indicators. Competency achievement in lesson plans was achieved by four teachers in biology, civics, mathematics, English, and chemistry.

d) And those who participated in the use of PowerPoint-based learning media were 2 teachers, namely chemistry and biology teachers..

Each teacher must be willing to participate in teacher performance improvement activities at the school, district, provincial, and national levels. The vice principal is then appointed as the head of the implementation team.

In relation to teacher performance planning, the deputy principal of SMA Negeri 2 Cepu stated the following:

Yes, that's right, sir. In order to improve teacher performance, the principal invited the vice principal, teachers, and other educational staff to a joint meeting to determine the activity plan. I was assigned as the team leader for the teacher performance improvement activities.

Based on the results of the document search conducted by the author, documents were found for meetings to prepare teacher performance planning, attended by the principal, vice principal, teachers, and education staff, as recorded in the meeting minutes and attendance records. Meanwhile, a follow-up document was found for the appointment of the coordinator for the implementation of teacher performance improvement, a decree on the composition of the activity implementation team. Furthermore, it is to be implemented as well as possible.

b. Planning the form of activity programs.

The next step in planning is determining the type of activities to be implemented to improve teacher performance. Interviews with the principal revealed that:

The plan for implementing activities to improve teacher performance agreed upon in the meeting is as follows:

a) Individual supervision activities, these activities aim to strengthen individual teacher discipline and teacher social discipline.

b) MGMP activities, online training, IHT activities aim to improve teacher performance in preparing Competency Achievement Indicators (IPK), and improving teachers in using learning media with PowerPoint.

The author confirmed the results of the interview with the principal with the vice principal. The following is the statement from the interview with the vice principal:

The implementation of teacher performance improvement activities is planned in the form of supervision activities, MGMP activities, online training, training organized by third parties, and in-house training. These activities are carried out to improve teacher performance and are coordinated by the head of the implementation team.

Based on the results of the document search conducted by the author by reading the

document on the agenda of activities to improve teacher performance in 2024, the activity agenda is in the form of individual supervision activities, MGMP activities, training/education, In House Training (IHT).

c. Activity Time Planning.

The next step in planning is determining the implementation timeline. Determining the implementation timeline is crucial for effective and efficient teacher performance improvement activities. Interviews with school principals revealed:

From the agreement of the meeting of the principal, vice principal, teachers and educational staff, the implementation time plan was determined as follows:

a) Time for individual supervision implementation for strengthening

Teacher discipline is carried out at the beginning of each month after learning activities are completed based on the results of the recapitulation of teacher attendance in the previous month.

b) The implementation time for individual supervision of teacher social strengthening is carried out at the end of each semester after the semester exams based on observation document Work Teacher in do learning.

c) The implementation time for the Regency-level MGMP will be in February and July 2024.

d) The implementation time for online training at district, provincial and national levels will be between January and December 2024.

e) The time of implementation of the training held by the Government Agency is according to the invitation from the Government Agency.

f) The IHT implementation period will be in September 2024. This schedule is designed to avoid overlapping with other school programs.

Based on the author's document search, the 2024 teacher performance improvement program schedule was compiled, which included a description of activities and a schedule for the planned activities. The printed agenda was then distributed to all teachers.

d. Activity Financing Planning.

The next step in planning is the financing of teacher performance improvement activities. Interviews with the principal revealed that:

Nearly all activities require operational funds to successfully implement them. At SMAN 2 Cepu, all programs are funded by the regular BOS (School Operational Assistance) fund, including the teacher performance improvement program. This is then included in the School Work Plan and Budget (RKAS).

The principal's statement was reinforced by the statement of the treasurer of SMAN 2 Cepu, who stated:

In the 2024 BOS technical guidelines, BOS funds are permitted for the development of educator and education personnel competencies. In distributing school funding, it is necessary to compile school programs that will be implemented for the next year and are outlined in the RKAS.

Based on the results of the document search conducted by the author, the author found a short-term school work plan document (one year) contained in it.

financing of work programs to improve teacher performance and technical guidelines for the use of regular BOS funds in 2024 in developing the competencies of educators and teaching staff.

e. Planning and Controlling

The next step in planning is planning the supervision of the teacher performance improvement program. Interviews with the principal revealed that:

The final step in this planning is supervision planning. I carry out this supervision planning myself and do it through occasional observations, oral and written reports, and performance assessments. I conduct supervision by observing the development of teacher performance after the implementation of teacher performance improvement activities. In conducting supervision, I use monitoring instruments, and the results will serve as a reference for teacher performance development in the following year. For teachers who can maintain their good performance, I give prizes.

The principal's statement was reinforced by the statement of the vice principal, who stated:

Each program will be monitored by the principal and collaboratively, including monitoring the results of teacher performance improvements. This monitoring is conducted by the principal at the end of the year based on teacher observations from January to December, a study of teacher manual documents for the current year, and evaluation using the Teacher Performance Assessment Instrument.

Based on the results of the document search conducted by the author, the author found a document on teacher performance assessment instruments, which includes 4 teacher competencies, namely individual, social, pedagogical and professional competencies.

Thus, the planning carried out by the principal to improve teacher performance at SMAN 2 Cepu includes planning activity objectives, determining the teachers who are the targets of the activity, the form of the activity program, the time of the activity, activity financing, and the form of teacher performance supervision.

In carrying out management activities after planning, the next stage is the organizing stage, so that activities run in accordance with the main tasks and functions.

so that it is coordinated, each person involved must know their respective duties, authorities and functions.

The results of the interview conducted with the principal of SMA Negeri 2 Cepu stated:

Organization is crucial for an activity to run smoothly. In implementing teacher performance improvement activities, after the activity plan has been mutually agreed upon, the next step is to group teacher tasks to avoid overlapping tasks.

From the results of the interview with the principal, the author describes that after planning the next stage is organizing. This is done to divide tasks in the teacher performance improvement program. This is done so that there is no overlap in carrying out tasks and is then mandated through a decree.

The results of an interview conducted with the principal of SMA Negeri 2 Cepu stated:

The mechanism that I use in grouping teacher tasks is as follows:

- 1). In compiling the activity implementation team, the principal directly appoints the head of the implementation, in addition to being the vice principal, he also has additional duties as the school's internal quality assurance team. The criteria for appointment as head of the performance improvement activity, based on my assessment, the vice principal has good teacher competencies.
- 2). Appointing the boss's treasurer to be the activity treasurer with the reason that the recording of financing remains with one person to make it easier for me to monitor the management of funds,
- 3). For other structural positions, I fully entrust the selection to the executive chairman.
- 4). Assign all teachers to participate in individual supervision in order to strengthen teacher discipline and social support for students.

Yes, that's right, sir. As a mathematics teacher, I was assigned to participate in online training activities to strengthen my ability to plan learning, in this case regarding the preparation of competency achievement indicators. So, this activity was very enjoyable to participate in.

Two English and chemistry teachers also participated in this online training to improve their skills in using PowerPoint in their lessons. The author personally observed the two teachers, who didn't go home immediately but continued participating in the online training. Interviews with the chemistry teachers revealed:

I found this online training very enjoyable because the speakers were truly competent, making it easy for me to understand the material presented, especially when using

PowerPoint as a medium for chemistry lessons.

In terms of financing online training activities, the researcher conducted an interview with the head of the implementing committee and the deputy principal who stated:

All online training activities that incur costs are covered by the school using the 2024 School Operational Assistance (BOS) funds, including registration fees, data package assistance, and meals for teacher training. The target group is allocated two training sessions. The timing of these activities is determined by the event organizer. When requesting reimbursement for teacher costs, we request a letter of assignment from the principal, receipts for registration, phone credit purchases, meals, and accountability for the use of BOS funds.

1) In House Training (IHT) activities.

The IHT program will be held in the final week of September 2022, starting Friday and running through Sunday (for three days). The program aims to strengthen teachers' skills in planning, implementation, and evaluation by bringing in instructors who are experts in their fields. Interviews with the principals revealed:

The IHT activities were carried out in accordance with the activity plan. This was done to reinforce the training already undertaken by the teachers targeted by this activity. The IHT focused on practical aspects of planning, implementation, and teacher evaluation. Priority was given to targeted teachers, but teachers not assigned to participate were not prohibited from participating in this activity to obtain certification.

From the presentation, it can be understood that the IHT activities were carried out in accordance with the activity plan. This was done to reinforce the training that had been carried out by the teachers targeted by this activity. The IHT focused on more practical aspects of planning, implementation, and teacher evaluation. Participants in this activity were prioritized among the teachers targeted by the activity, but also not limited to teachers.

prohibit teachers who are not assigned to participate in this activity in order to obtain a certificate.

Supervision in improving teacher performance is carried out by comparing the plan with the actual conditions of activity implementation. If deviations that do not align with the plan are found, corrections are made to find solutions so that the teacher performance improvement program can proceed as planned. This supervision is carried out based on observation, periodic supervision, verbal and written reports, and performance assessments.

2) Discussion of Research Findings.

a. Work Program Planning to Improve Teacher Performance.

In the Big Indonesian Dictionary, the term planning comes from the word plan, which means a story, plan, or news report. While planning itself refers to the process, technique, or action

of preparing for a particular event or project. According to the terminology, planning is making decisions about what must be done to achieve a goal. Planners or planners in general are those who prepare for the future to achieve their goals, or planning is all the processes and correct determination of things to be done in the future to achieve the achievement of planned goals.

To implement this program, management is required, starting with planning. Planning is the process of preparing plans or determining what is needed for future activities to achieve program objectives. This includes planning to improve teacher performance at SMAN 2 Cepu.

4. Conclusion

Based on the discussion in Chapter IV, the conclusion of the research on Principal Management in Improving Teacher Performance at SMAN 2 Cepu, as follows: Planning carried out by the principal in improving teacher performance at SMAN 2 Cepu includes planning activity objectives, determining the target teachers for the activity, determining the coordinator/implementation team for the activity, determining the form of the activity program, determining the time of the activity, allocating activity funding, determining the form of teacher performance evaluation, planning is determined based on a meeting of the principal, vice principal, teachers and educational staff. Organizing carried out by the principal in improving teacher performance at SMAN 2 Cepu with a direct appointment mechanism assigned as the target teacher for the activity, coordinator/chairman and treasurer for implementing the activity while other structures are entrusted to the head coordinator.

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