

## **ABSTRACT**

*This research is based on the fact that teacher performance is determined by various parties, one of the parties most responsible for teacher performance is the school principal. School principals must have good interpersonal communication to improve teacher performance. This interpersonal communication is very crucial in improving teacher performance. There are 5 aspects of interpersonal communication, namely: 1) Aspect of openness; 2) Empathy aspect; 3) Support aspect; 4) Positive taste aspects; 5) Aspect of equality. If the school principal implements these five aspects well, teacher performance will increase. The aim of this research is to describe the implementation of the principal's interpersonal communication with teacher performance at MTs Harapan Baru: 1) Description of the principal's interpersonal communication in improving teacher performance at MTs Harapan Baru; 2) Obstacles in the implementation of principal interpersonal communication in improving teacher performance at MTs Harapan Baru; 3) Efforts made to overcome obstacles to the implementation of principal interpersonal communication in improving teacher performance at MTs Harapan Baru. The research method used in preparing this thesis is descriptive with a qualitative approach. Data collection techniques were carried out through interviews, observation and documentation studies. The informants in this research included the school principal, supervisor, and 5 teachers. The research results show that: 1) The implementation of the principal's interpersonal communication in improving teacher performance at Mts Harapan Baru in terms of the openness aspect, empathy aspect, support aspect, positive feeling aspect and equality aspect has been implemented well so that it can improve teacher performance. However, there are aspects that are still weak that need to be improved, namely: the equality aspect; 2) Obstacles in the implementation of principal interpersonal communication in improving teacher performance are as follows: 1) Differences in perspective; 2) Status differences; 3) Differences in character and personality; 4) Lack of communication skills; 5) Hierarchy. 3) Efforts made to overcome obstacles to the implementation of principal interpersonal communication in improving teacher performance include: 1) Creating discussion forums or scheduled meetings where all parties can share views/perceptions and experiences; 2) The principal must be a role model in terms of listening attentively and responding to suggestions from teachers fairly and transparently; 3) Identify each other's communication style and try to adapt it; 4) Assess individual communication styles and adapt communication approaches to meet different preferences; 5) Convey open information about school decisions and policies. The principal should explain the reasons behind the decision and how teacher feedback was taken into account.*

*Keywords: Principal Interpersonal Communication, Teacher Performance*