

## Principal Leadership Strategies in Improving Teacher Performance Quality: A Case Study at MTs Ma'arif Ngalian, Wonosobo

Sukirman<sup>1</sup>, Z. Sukawi<sup>2</sup>, Lutfan Muntaqo<sup>3</sup>, Firdaus<sup>4</sup>, Silva Nadia<sup>5</sup>

<sup>1,2,3</sup>Master of Islamic Education, Universitas Sains Al-Qur'an, Wonosobo, Indonesia

<sup>4</sup>Physics Education, Universitas Sains Al-Qur'an, Wonosobo, Indonesia

<sup>5</sup>Elementary Madrasah Teacher Education, Universitas Sains Al-Qur'an, Wonosobo, Indonesia

E-mail: <sup>1</sup>[mtskirman@gmail.com](mailto:mtskirman@gmail.com), <sup>2</sup>[zsukawi@unsiq.ac.id](mailto:zsukawi@unsiq.ac.id), <sup>3</sup>[elfanemqi@unsiq.ac.id](mailto:elfanemqi@unsiq.ac.id),  
<sup>4</sup>[firdaus@unsia.ac.id](mailto:firdaus@unsia.ac.id)\*, <sup>5</sup>[ssilvia5677@gmail.com](mailto:ssilvia5677@gmail.com)

\*Corresponding Author

Article History: Received: Maret, 20 2025; Accepted: Mei, 25 2025; Published: June, 30 2025

### ABSTRACT

This study aims to analyze the principal's leadership strategies in improving teacher performance, identify the obstacles encountered in implementing these strategies, and explain how such challenges are addressed at MTs Ma'arif Ngalian, Wadasintang District, Wonosobo Regency. The research employed a qualitative approach with a descriptive-analytical method. Data were collected through observation, interviews, and documentation, and analyzed through stages of planning, data collection, description, analysis, and conclusion drawing. The findings reveal that the principal enhances teacher performance by strengthening discipline, fostering work motivation, modeling exemplary leadership, and conducting academic supervision. The principal acts as an instructional leader who promotes continuous professional development. However, several challenges were identified, including low teacher discipline, limited motivation to improve performance, infrequent supervision, inadequate facilities and infrastructure, and the limited role of external supervisors. To address these obstacles, the principal reinforces disciplinary policies, promotes human resource development initiatives, conducts regular quarterly supervision, and coordinates with relevant stakeholders to improve physical and instructional facilities. These strategies contribute to strengthening teacher professionalism and improving overall educational quality.

**Keywords:** *instructional leadership, leadership strategy, madrasah education, school supervision, teacher performance*



Copyright © 2025 The Author(s)

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

### INTRODUCTION

Secondary education is designed to continue and develop basic education while preparing students to become competent members of society who are capable of adapting to social, cultural, and professional environments. In Indonesia, this mandate is clearly articulated in Law Number 20 of 2003 concerning the National Education System, which emphasizes the development of learners' spiritual strength, intelligence, noble character, independence, and responsibility. The implementation of these objectives should be supported by effective school management, professional leadership, and high-quality teacher performance (Sunaengsih et al., 2019). Principals, as instructional leaders, are expected to ensure that teaching and learning processes are well-planned, systematically implemented, and continuously evaluated to meet national education standards.

However, empirical evidence from various secondary education contexts indicates a persistent gap between normative expectations and actual practices in schools. Although teachers are expected

to demonstrate strong pedagogical competence, professional accountability, and consistent instructional preparation, challenges such as weak work discipline, inconsistent attendance, incomplete lesson planning, limited integration of instructional media, and low participation in continuous professional development remain prevalent. Contemporary research confirms that teacher effectiveness is closely associated with leadership quality, school organizational climate, and access to sustained professional learning (Day et al., 2016). Moreover, ineffective monitoring systems and the absence of structured feedback mechanisms often result in stagnant instructional practices and reduced innovation in classroom pedagogy (Astuti, 2024). These conditions suggest that performance-related issues are not merely individual shortcomings but are also structurally linked to leadership practices and institutional governance. Consequently, the discrepancy between policy ideals and school-level realities may hinder institutional effectiveness and compromise student learning outcomes.

A comparable situation is observed at MTs Ma'arif Ngalian, where preliminary findings indicate ongoing challenges in maintaining optimal teacher performance. Instances of irregular classroom attendance, inconsistent implementation of lesson plans (RPP), limited preparation of assessment instruments, and insufficient supervisory follow-up reflect weaknesses in instructional leadership practices. Recent studies highlight that effective principals play a decisive role in strengthening accountability systems, fostering collaborative professional cultures, and ensuring consistent academic supervision (Fullan, 2020). Without systematic evaluation, mentoring, and performance-based reinforcement, teachers may lack both motivation and structured guidance for sustained professional growth. Therefore, the realities observed at the institutional level underscore the necessity of critically examining leadership strategies and their practical implementation in enhancing teacher professionalism and instructional quality.

Principals should act as transformational and instructional leaders who promote discipline, encourage collaboration, and foster a culture of continuous improvement. Effective leadership involves strategic planning, supervision, mentoring, evaluation, and the provision of reward and punishment systems that motivate teachers to perform optimally. Nevertheless, the persistence of performance-related issues suggests that the alignment between leadership theory and its practical application in schools requires further examination and contextual analysis.

Recent scholarship increasingly confirms that instructional leadership plays a decisive role in improving teacher performance and student achievement. Instructional leaders who prioritize curriculum alignment, classroom observation, data-driven decision making, and continuous feedback create structured environments that directly support teaching quality. Empirical studies indicate that when principals actively engage in supervising instruction and coordinating professional learning activities, teachers demonstrate higher levels of pedagogical preparedness and classroom effectiveness (Rigby et al., 2021). Moreover, meta-analytic findings reveal that leadership practices closely connected to teaching and learning processes have stronger effects on student outcomes than purely administrative leadership approaches (Liebowitz & Porter, 2019). These findings underscore that instructional leadership is not merely managerial oversight but a strategic intervention that shapes instructional coherence and teacher accountability within secondary education institutions.

In addition to instructional leadership, transformational leadership has been widely recognized as a significant factor in enhancing teacher motivation, organizational commitment, and professional engagement. Transformational principals inspire shared vision, foster trust, and cultivate collaborative school cultures that encourage innovation and professional growth. Research demonstrates that schools led by transformational leaders tend to exhibit higher teacher morale, stronger collective efficacy, and greater participation in professional development initiatives (Delti et al., 2023). Furthermore, distributed and collaborative leadership models have been shown to strengthen professional learning communities, which in turn contribute to sustained instructional improvement and institutional effectiveness (Mondal, 2020). Collectively, these studies highlight that leadership strategies—whether instructional, transformational, or collaborative—are fundamental in strengthening teacher performance and advancing the quality of secondary education.

Several studies have examined principal strategies in improving teacher performance through supervision, professional development programs, and discipline management (Arianti et al., 2022;

Ikhwan & Rabbani, 2024; Ismaya, 2024). More recent national research indicates that structured coaching, collaborative forums such as MGMP, and systematic evaluation mechanisms contribute to improved instructional practices and teacher accountability. However, most previous studies tend to focus on public secondary schools and do not specifically address leadership practices in Islamic-based junior secondary institutions located in rural or semi-rural areas.

The novelty of this study lies in its contextual and integrative examination of principal leadership strategies within an Islamic junior secondary school environment, specifically at MTs Ma'arif Ngalian. Unlike prior studies that predominantly analyze school leadership from a general managerial or administrative perspective, this research situates instructional leadership theory within the distinctive organizational, cultural, and religious framework of a madrasah setting. Islamic junior secondary schools operate under a dual mandate that combines national curriculum standards with religious value formation, thereby generating unique leadership challenges related to academic accountability, character education, community expectations, and resource constraints. This study not only identifies leadership strategies conceptually but also critically examines how they are operationalized in everyday school practices, how contextual obstacles; such as teacher discipline, limited professional development access, and supervisory limitations are encountered, and how adaptive solutions are formulated in response. By bridging theoretical constructs with empirical institutional realities, the research offers a context-sensitive and practice-oriented contribution that deepens the understanding of leadership effectiveness in faith-based secondary education settings.

The urgency of this research is grounded in the need to strengthen educational quality in Islamic secondary institutions, especially in regions where institutional resources and professional development opportunities may be limited. Improving teacher performance is not merely an administrative concern but a strategic necessity for enhancing student learning outcomes and achieving national education goals. Without effective leadership strategies, schools risk stagnation and declining institutional credibility. Moreover, the rapid transformation of educational demands in the 21st century requires principals to adopt adaptive and evidence-based leadership approaches. The increasing emphasis on accountability, competency-based curricula, and digital integration necessitates stronger supervision and professional development systems. Therefore, examining the effectiveness of leadership strategies at the institutional level becomes increasingly relevant and timely.

This study offers both theoretical and practical contributions. Theoretically, it enriches the discourse on instructional and transformational leadership within Islamic educational settings by providing contextual empirical evidence. Practically, it offers strategic recommendations for principals, policymakers, and educational stakeholders to design more effective supervision and teacher development programs. Accordingly, the purpose of this study is to analyze the principal's strategies in improving teacher performance quality at MTs Ma'arif Ngalian, identify the challenges encountered in their implementation, and formulate strategic recommendations to enhance leadership effectiveness and institutional performance.

## **METHODS**

This study employs a qualitative descriptive-analytical design to explore and understand the principal's leadership strategies in improving teacher performance. A qualitative approach is appropriate because the research seeks to interpret social phenomena within their natural setting and to construct meaning through in-depth interaction with participants (Creswell, 2018; Merriam & Tisdell, 2016). The descriptive-analytical method allows the researcher to systematically describe existing conditions while critically examining leadership practices, implementation processes, and contextual challenges within the institution.

The research was conducted at MTs Ma'arif Ngalian, located in Ngalian Village, Wadaslintang District, Wonosobo Regency, Central Java Province, Indonesia. The school is situated in a semi-rural mountainous area approximately 35 kilometers from the center of Wonosobo. The institutional context, including geographical conditions and organizational characteristics, provides an important background for understanding the leadership dynamics and performance-related challenges faced by the school. The research context was determined based on preliminary findings indicating issues such

as weak teacher discipline, irregular attendance, limited use of lesson implementation plans (RPP), insufficient supervisory follow-up, and unequal access to professional development opportunities. These conditions highlight the importance of examining how the principal formulates and implements strategic interventions to enhance teacher accountability, professionalism, and instructional effectiveness.

Data were collected through in-depth interviews, participant observation, and document analysis. Interviews were conducted with the principal, selected teachers, and relevant school staff to obtain comprehensive insights into leadership strategies and implementation challenges. Observations were carried out to examine instructional practices, teacher discipline, and supervisory activities in their natural setting. Document analysis included reviewing lesson plans, supervision records, attendance reports, and school policy documents to triangulate findings and strengthen data credibility.

Data analysis was conducted using the interactive model proposed by Miles et al. (2014), which consists of three concurrent flows of activities: data condensation, data display, and conclusion drawing/verification. In the data condensation stage, the researcher selected, simplified, and categorized relevant information obtained from interviews, observations, and documents. The data were then organized into thematic displays to facilitate systematic interpretation and pattern identification. In the final stage, conclusions were drawn and continuously verified through cross-checking, comparison across data sources, and triangulation to ensure credibility and consistency. This iterative analytical process enabled the researcher to develop a comprehensive and contextually grounded understanding of the principal's leadership strategies and their impact on teacher performance.

## **RESULTS AND DISCUSSION**

### **A. Principal Leadership Strategies in Improving Teacher Performance at MTs Ma'arif Ngalian**

The findings reveal that the principal's leadership strategy in improving teacher performance is structured around four main pillars: strengthening discipline, fostering motivation, providing role modeling, and conducting periodic supervision. These strategies are not implemented as isolated actions but as an integrated leadership framework aimed at enhancing teacher professionalism and institutional effectiveness. Empirical data from interviews and observations indicate that the principal places strong emphasis on punctual attendance, classroom presence, preparation of lesson implementation plans (RPP), and orderly instructional delivery as foundational indicators of teacher performance. This finding aligns with instructional leadership theory, which posits that effective school leaders focus directly on teaching and learning processes, including setting clear expectations, monitoring instruction, and ensuring curriculum implementation (Shava et al., 2021). By prioritizing discipline and academic supervision, the principal demonstrates characteristics of instructional leadership that are closely associated with improved teacher accountability and student outcomes.

Furthermore, the strategy of strengthening discipline is conceptualized not merely as administrative enforcement but as the establishment of a professional culture. The principal views discipline as the entry point to broader performance improvement, reflecting organizational theory which emphasizes that structured routines and clear expectations create stable working systems (Bush, 2020). Teachers who consistently attend school on time, prepare instructional documents, and manage classroom time effectively are more likely to demonstrate higher instructional competence. The findings support the argument that organizational clarity and consistent supervision contribute significantly to performance improvement (Ángeles López-Cabarcos et al., 2022). Thus, the emphasis on discipline at the institutional level reflects both managerial rationality and pedagogical necessity.

In addition to discipline, the principal adopts motivational and relational approaches to leadership. Interviews reveal that the principal encourages teachers through informal dialogue, collegial meetings, and moral reinforcement grounded in the school's religious values. Rather than relying on punitive measures, the principal prefers persuasive communication and trust-based leadership. This approach resonates with transformational leadership theory, which emphasizes inspirational motivation, individualized consideration, and the development of shared vision to strengthen teacher commitment (Leithwood et al., 2020). The avoidance of coercive strategies reflects an understanding that excessive control may weaken organizational climate and reduce intrinsic

motivation. Instead, the principal fosters a collaborative atmosphere in which teachers feel respected and supported in their professional growth.

The findings also highlight the importance of supervision as a strategic instrument for improving teacher performance. Although supervision has not always been implemented systematically, the principal has initiated quarterly supervisory practices to monitor instructional planning and classroom implementation. This practice corresponds with contemporary perspectives that view supervision as a developmental process rather than merely evaluative control (Mondal, 2020). Academic supervision, when conducted constructively, enables reflective practice and continuous professional improvement. However, the study also reveals structural limitations, including limited facilities and inconsistent follow-up mechanisms, which constrain the effectiveness of supervision. These contextual challenges demonstrate that leadership effectiveness is influenced not only by strategic intention but also by institutional capacity.

Overall, the integration of disciplinary reinforcement, motivational leadership, role modeling, and supervision reflects a hybrid leadership model combining instructional and transformational dimensions. The findings suggest that leadership effectiveness in Islamic secondary education settings requires both structural control and relational sensitivity. In the context of MTs Ma'arif Ngalian, leadership strategies are shaped by organizational culture, religious values, and geographical constraints, thereby confirming that effective school leadership must be adaptive and context-responsive. This integrated model contributes to understanding how leadership theory operates within faith-based educational institutions and demonstrates that sustainable teacher performance improvement depends on the alignment between strategic planning, organizational culture, and consistent supervisory practice.

## **B. Constraints in the Implementation of Principal Leadership Strategies in Improving Teacher Performance at MTs Ma'arif Ngalian**

The findings indicate that the implementation of leadership strategies at MTs Ma'arif Ngalian faces both internal and external constraints that influence teacher performance outcomes. From an organizational perspective, performance is shaped by the interaction between individual characteristics and situational factors. Empirical data reveal that issues such as low work discipline, limited instructional preparation, insufficient motivation for professional development, and uneven teaching competence remain significant barriers. These findings are consistent with performance theory, which emphasizes that individual factors, such as knowledge, skills, motivation, values, and attitudes, strongly determine work outcomes (Mangkunegara, 2017). At the same time, situational variables, including organizational climate, leadership style, infrastructure, and opportunity structures, also significantly affect institutional performance (Bush, 2020). Thus, the constraints observed are not merely personal shortcomings but reflect systemic organizational dynamics.

From the perspective of leadership theory, the effectiveness of strategic implementation depends largely on the principal's ability to align motivation and capability among teachers. The findings show that although the principal demonstrates strong commitment and vision, not all teachers share equal levels of motivation or professional readiness. This condition supports the argument that leadership influence is mediated by teachers' intrinsic motivation and perceived self-efficacy (Day et al., 2016). Teachers with limited pedagogical competence or low commitment tend to respond less effectively to motivational encouragement. Moreover, disparities in professional development access and training opportunities further widen performance gaps among staff members. These results reinforce the theoretical view that organizational performance is a function of both ability (knowledge and skills) and motivation (willingness and commitment), which must be addressed simultaneously for optimal outcomes.

The study also identifies structural constraints related to infrastructure and supervision mechanisms. Limited teaching facilities and learning resources negatively affect instructional effectiveness, particularly in a semi-rural and mountainous context. In addition, the supervision process has not yet been fully developmental; it is often limited to classroom observation and administrative checks of lesson plans (RPP), without deeper mentoring or reflective dialogue. Contemporary supervision theory emphasizes that effective supervision should function as

professional guidance rather than merely compliance monitoring (Yusiana et al., 2024). The absence of structured follow-up discussions and individualized coaching reduces the potential impact of supervision on teacher growth. Consequently, the strategic intent of instructional leadership is not always fully translated into measurable improvements in teacher performance.

Internal teacher-related factors further contribute to these constraints. Teacher discipline, professional dedication, personality traits, and adaptability to change significantly influence instructional quality. Teachers who demonstrate strong professional identity and commitment tend to perform more consistently and effectively, whereas those with lower engagement levels show reduced initiative in lesson preparation and classroom innovation. This finding aligns with contemporary perspectives that professional development, continuous learning, and reflective practice are critical for sustaining teacher effectiveness (Darling-Hammond et al., 2020). Without ongoing professional enrichment and institutional support systems, teachers may struggle to meet evolving educational demands.

To address these challenges, the principal has introduced several adaptive strategies, including encouraging participation in external training programs organized by relevant educational authorities, strengthening internal mentoring practices, and positioning the school as a collaborative space for professional consultation. The establishment of a supportive and dialogical leadership approach reflects a shift from hierarchical control toward facilitative leadership. This strategy corresponds with modern leadership models that advocate collaborative problem-solving and capacity building as mechanisms for long-term school improvement (Nadeem, 2024). The expectation is that through structured professional development, improved supervision practices, and strengthened motivational systems, teacher performance will gradually improve, thereby enhancing overall educational quality and aligning institutional outcomes with the school's mission and vision.

Overall, the constraints identified in this study demonstrate that leadership effectiveness is influenced by a complex interplay of individual capability, motivational dynamics, organizational climate, and structural resources. Addressing these challenges requires not only strategic planning but also sustained institutional commitment to professional growth, supportive supervision, and resource optimization.

### **C. Strategies to Overcome Constraints in Improving Teacher Performance at MTs Ma'arif Ngalian**

The findings indicate that in responding to the identified constraints, the principal adopts a corrective and developmental leadership approach that integrates structural control with motivational and collaborative strategies. First, strengthening teacher discipline becomes a primary intervention. The principal applies firm yet constructive reprimands for violations of attendance and instructional obligations, accompanied by proportional sanctions when necessary. However, enforcement is framed within a professional improvement perspective rather than punitive control. This approach reflects organizational leadership theory which argues that consistent rule enforcement combined with supportive supervision fosters accountability and institutional stability (Bush, 2020). The establishment of clear performance expectations and consequences also aligns with instructional leadership principles emphasizing goal clarity and performance monitoring. Through consistent disciplinary reinforcement, the principal seeks to restore professional norms and create a structured learning environment conducive to instructional effectiveness.

Second, motivational reinforcement is strategically implemented to address low teacher engagement. The principal introduces recognition mechanisms, career encouragement, and informal appreciation practices to stimulate intrinsic and extrinsic motivation. This strategy is consistent with transformational leadership theory, which emphasizes inspirational motivation and individualized consideration as drivers of organizational commitment (Leithwood et al., 2020). Empirical research suggests that teachers who perceive recognition and professional growth opportunities demonstrate higher job satisfaction and instructional commitment (Tantawy, 2020). By promoting a culture of appreciation rather than fear-based control, the principal attempts to strengthen teachers' internal drive to improve performance sustainably.

Third, the principal enhances the supervision system by conducting periodic academic supervision, approximately once every academic quarter—to evaluate lesson planning, classroom

implementation, and assessment practices. Importantly, supervision is gradually shifting from administrative inspection toward reflective dialogue and professional coaching. Contemporary supervision models emphasize that effective supervision should function as developmental guidance aimed at improving instructional competence (Nasir & Masek, 2015). The involvement of a supervisory team or senior teachers further supports objectivity and peer-based learning, reinforcing a collaborative professional culture within the school.

Fourth, strengthening collaboration with stakeholders constitutes another adaptive strategy. The principal actively builds partnerships with parents, local communities, and educational authorities to expand institutional support networks. Such collaboration corresponds with distributed leadership perspectives, which highlight shared responsibility and stakeholder engagement as mechanisms for school improvement. Through external cooperation, the school gains broader access to professional development programs and resource support, thereby addressing structural limitations that previously hindered teacher performance.

Finally, the strategic utilization of School Operational Assistance (BOS) funds is directed toward improving teaching facilities and learning infrastructure. By allocating resources to instructional materials, classroom equipment, and professional development activities, the principal attempts to create an enabling environment for effective teaching. Resource management theory underscores that adequate infrastructure significantly influences teacher productivity and instructional innovation (Darling-Hammond et al., 2020). Thus, financial optimization becomes a complementary leadership strategy that supports pedagogical enhancement.

Overall, the principal's approach in overcoming constraints demonstrates an integrated leadership model combining disciplinary regulation, motivational development, structured supervision, collaborative networking, and strategic resource allocation. The findings suggest that overcoming performance barriers requires multidimensional intervention rather than singular corrective action. Within the context of MTs Ma'arif Ngalian, leadership effectiveness emerges from the alignment of strategic intent, relational leadership practices, and institutional resource management, thereby reinforcing the theoretical proposition that sustainable teacher performance improvement depends on both structural and human-centered leadership dimensions.

## **CONCLUSION**

The findings of this study indicate that the principal's leadership strategy at MTs Ma'arif Ngalian plays a crucial role in improving teacher performance. The strategies implemented include strengthening discipline through attendance monitoring and enforcement of institutional regulations, fostering teacher motivation through exemplary leadership and moral encouragement, and conducting academic supervision through structured evaluation and performance assessment. These efforts reflect an instructional leadership orientation aimed at aligning teacher performance with institutional goals. However, several constraints hinder the optimal implementation of these strategies. Internal challenges include low teacher discipline, limited motivation, and inadequate responsiveness to managerial directives. External challenges involve insufficient facilities and infrastructure, delayed supervision processes, and limited access to professional development programs. These interconnected factors influence the overall effectiveness of leadership interventions. To address these challenges, the principal has adopted corrective measures such as applying constructive sanctions, implementing quarterly supervision involving administrative staff, strengthening collaboration with stakeholders, and optimizing the allocation of School Operational Assistance (BOS) funds to enhance learning facilities. Overall, adaptive and strategic leadership practices are essential to sustaining teacher performance improvement.

It is recommended that the school develop a structured and continuous professional development program, establish a more systematic supervision model based on coaching principles, and enhance stakeholder collaboration to ensure sustainable institutional improvement.

## CONFLICT OF INTEREST

The authors confirm that they have no conflicts of interest related to the publication of this study. They have no financial, personal, or professional interests that could be perceived as influencing the research outcomes or interpretations presented in this publication.

## REFERENCES

- Ángeles López-Cabarcos, M., Vázquez-Rodríguez, P., & Quiñoá-Piñeiro, L. M. (2022). An approach to employees' job performance through work environmental variables and leadership behaviours. *Journal of Business Research*, *140*, 361–369. <https://doi.org/10.1016/j.jbusres.2021.11.006>
- Arianti, N., Perrodin, D. D., Maulina, D., Suarman, S., Ekawarna, E., & Danim, S. (2022). Improving Teacher's Performance through Principal's Supervision. *PPSDP International Journal of Education*, *1*(2), 262–271. <https://doi.org/10.59175/pijed.v1i2.23>
- Astuti, S. (2024). the Effect of Transformational Leadership on Teacher Performance and Student Achievement: Analysis of Schools in Remote Areas. *International Journal of Teaching and Learning (INJOTEL)*, *2*(3), 1–8.
- Bush, T. (2020). *Theories of educational leadership and management (5th ed.)*. SAGE Publications.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, *24*(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: how successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, *52*(2), 221–258.
- Delti, M., Rahmat, A., & Abdillah, M. R. (2023). The Effect of Transformational Leadership on Teacher Professional Commitment and the Mediation Role of Teacher Academic Optimism. *Sains Organisasi*, *2*(2), 69–79. <http://www.so.akademimanajemen.or.id>
- Fullan, M. (2020). *Leading in a culture of change (2nd ed.)*. Jossey-Bass.
- Ikhwan, M. S., & Rabbani, S. A. (2024). Principal Supervision Strategies in Improving Teacher Professionalism. *Pedagogia : Jurnal Pendidikan*, *13*(2), 167–171. <https://doi.org/10.21070/pedagogia.v13i2.1647>
- Ismaya, B. (2024). Principal Leadership Strategy In Improving Teacher Performance And Learning Quality In Junior High Schools. *JME Jurnal Management Education*, *2*(3), 88–94.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, *40*(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Liebowitz, D. D., & Porter, L. (2019). The Effect of Principal Behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-Analysis of the Empirical Literature. *Review of Educational Research*, *89*(5). <https://doi.org/10.3102/0034654319866>
- Mangkunegara, A. A. A. P. (2017). *Manajemen sumber daya manusia perusahaan*. Remaja Rosdakarya.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation (4th ed.)*. Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.)*. SAGE Publications.
- Mondal, B. (2020). Collaborative Leadership and its Impact on School Improvement: A Critical Analysis. *International Journal of Current Research in Education, Culture and Society*, *4*(2), 32–41.
- Nadeem, M. (2024). Distributed leadership in educational contexts: A catalyst for school improvement. *Social Sciences and Humanities Open*, *9*(August 2023), 100835. <https://doi.org/10.1016/j.ssaho.2024.100835>
- Nasir, S., & Masek, A. (2015). A Model of Supervision in Communicating Expectation Using Supervisory Styles and Students Learning Styles. *Procedia - Social and Behavioral Sciences*, *204*(November 2014), 265–271. <https://doi.org/10.1016/j.sbspro.2015.08.150>
- Rigby, J. G., Forman, S., & Lewis, R. (2021). Principals' Leadership Moves to Implement a Discipline-

- Specific Instructional Improvement Policy. *Leadership and Policy in Schools*, 20(2), 236–260. <https://doi.org/10.1080/15700763.2019.1668422>
- Shava, G. N., Heystek, J., & Chasara, T. (2021). Instructional Leadership: Its Role in Sustaining School Improvement in South African Schools. *International Journal of Social Learning (IJSL)*, 1(2), 117–134. <https://doi.org/10.47134/ijsl.v1i2.51>
- Sunaengsih, C., Anggarani, M., Amalia, M., Nurfatmala, S., & Naelin, S. D. (2019). Principal Leadership in the Implementation of Effective School Management. *Mimbar Sekolah Dasar*, 6(1), 79. <https://doi.org/10.17509/mimbar-sd.v6i1.15200>
- Tantawy, N. (2020). Investigating Teachers' Perceptions of the Influence of Professional Development on Teachers' Performance and Career Progression. *Arab World English Journal*, 11(1), 181–194. <https://doi.org/10.24093/awej/vol11no1.15>
- Yusiana, M. A., Sulistyarini, T., & Wisnuwardhana, I. A. (2024). The Role of Supervision in Improving Employee Performance: A Literature Review. *JEMARI: Journal of Health and Medical Record Indonesia*, 1(2), 42–52.