

The Principal's Leadership Strategy in Improving the Quality of Teachers' Performance

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Abstract: This study aims to investigate the leadership strategies employed by the principal to enhance teacher performance at MAN 1 Banyuasin and to analyze the obstacles encountered, along with the solutions implemented to address them. The research utilized a qualitative descriptive-analytical approach. Data were gathered through in-depth interviews, direct observation, and documentary analysis involving the principal, teachers, and relevant administrative staff. The findings reveal that the principal's strategies for improving teacher performance included enforcing discipline, providing motivation, exemplifying leadership qualities, and conducting instructional supervision. However, several significant obstacles were identified: teacher absenteeism and tardiness, lack of intrinsic motivation, inadequate response to leadership modeling, infrequent supervision (only once a year), insufficient infrastructure, and ineffective supervisory support. To address these challenges, the principal implemented measures such as strengthening disciplinary protocols, integrating motivational approaches into human resource development, increasing supervisory frequency to quarterly cycles, and coordinating with stakeholders to improve learning infrastructure. This study offers a contextual and grounded perspective on educational leadership within an Indonesian madrasah setting, highlighting the complex interplay between leadership strategies and practical constraints. It emphasizes the adaptive and problem-solving role of principals in resource-limited environments. The research provides an actionable framework for school leaders to enhance teacher performance by combining disciplinary measures with motivational support, increasing supervisory regularity, and fostering collaboration with government and community bodies to address infrastructural gaps. It underscores the importance of persistent and multifaceted leadership approaches. This study contributes to the field of educational leadership by illustrating how effective leadership strategies can be tailored to overcome specific contextual challenges. It offers valuable insights for policymakers, school administrators, and teacher development programs aiming to improve educational outcomes in similar settings.

Keywords: Improvement Strategies, Principal's Leadership, Teacher's Performance

A. Introduction

The effectiveness of a particular unit within an educational institution is significantly determined by various resource-related factors, including human resources, physical infrastructure, financial assets, and other essential components. Among these, one of the most crucial aspects is the presence of educators and academic staff, particularly teachers. Fischer & Sitkin (2023) defines leadership style as the distinct behavioral tendencies exhibited by a leader when guiding and influencing subordinates. This leadership approach is inherently adaptable, meaning it has the capacity to evolve in response to the conditions of followers and the specific context in which it is implemented. Thus, leadership emerges simultaneously with the principal's role in carrying out their functions. Educational units, as a form of organization in the educational sector, naturally have clear goals. To achieve these goals, a qualified and competent workforce is essential. Professional human resource development aims not only to enhance individual abilities but also to create more efficient and effective performance and produce a productive workforce to strengthen commitment to the educational organization's goals (Magdalena et al., 2025; Mokobombang & Natsir, 2024).

This improvement in human resource quality can be achieved through formal and non-formal education (Saepudin et al., 2022). In this context, human resources within an educational organization are a valuable asset for achieving the goals set by the institution. An educational institution can function effectively and successfully if its leaders, teachers, and all educational staff work with full dedication and strive to continuously improve their capacity (Alzoraiki et al., 2023; Tunsisa et al., 2024). Optimal performance from all parties will influence the achievement of the educational institution's goals as outlined in its vision and mission (Adhikari & Shrestha, 2023). The process of self-development within the educational environment will directly impact the institution's progress. Through self-development efforts by principals, teachers, and other educational staff, their personal abilities will develop in a more positive and productive direction (Madin et al., 2022; Taji et al., 2023). There are various ways to improve the capacity of principals, teachers, and other educational staff, including pursuing further education and participating in training, courses, workshops, and seminars.

The more frequently they participate in these activities, the more knowledge they gain, the broader their horizons, and the broader their social networks. Moreover, as a principal, there is much to learn and understand about their assigned duties and responsibilities (Garbe et al., 2020; Pelikan et al., 2021). Teachers who design their learning by applying the values of the Pancasila Student Profile will find that teacher professionalism is demonstrated by their ability to integrate their competencies and, as school administrators, implement the school's vision, which impacts student learning outcomes (Sari et al., 2024). Strategy refers to a plan or steps developed to complete a process to achieve specific goals. Meanwhile, a school is an educational

institution managed by a principal. The principal is appointed by the head of the region where the school is located, subject to requirements stipulated by law.

According to Minister of Education and Culture Regulation Number 6 of 2018, a principal is defined as an educator who meets certain qualifications. To qualify for this position, a teacher must meet several criteria: (1) hold at least a bachelor's degree (S-1) or Diploma IV (D-IV) from an accredited higher education institution with a minimum accreditation of B; (2) possess a teaching certification; (3) for civil servant teachers, attain a minimum rank of Arranger, designated Class III/c; (4) have a minimum of six years of teaching experience in an educational institution appropriate to the level and type of school, except for TK/TKLB teachers, who require at least three years of experience; (5) achieve a performance evaluation of "Good" or higher in the last two years; (6) demonstrate at least two years of managerial experience relevant to the operational functions of the school; (7) be in good physical and mental health and free from drug use, supported by official certification from a government hospital; (8) have no history of receiving moderate or severe disciplinary sanctions based on applicable legal provisions; (9) must not be involved or have a record as a suspect or convict in any legal case; and (10) be no older than 56 years at the time of their initial appointment as principal.

The ability to manage learning refers to a teacher's ability to organize and execute various aspects of the classroom teaching process, from introduction to assessment, to achieve established learning objectives (Masfufah et al., 2023). As the highest authority within a school, the principal must possess strong leadership skills to foster a sense of responsibility and professionalism among teachers and other educational staff (Brauckmann et al., 2023; Paletta et al., 2020). However, achieving this goal is complex, as each educator has a unique personality and work ethic. Consequently, it is the principal's responsibility to foster accountability and dedication within the teaching staff, ensuring that their collective efforts contribute to optimal institutional performance. In their role as the primary leader of an educational institution, principals play a crucial role in improving the quality of human resources, particularly educators (Khaleel et al., 2021; Riani & Ain, 2022). Acting as intermediaries between various school stakeholders, they are responsible for aligning various elements within the institution to achieve common goals.

Through the implementation of effective leadership approaches, principals can maximize teacher's performance, ultimately leading to improved student outcomes (Pardosi & Utari, 2022). This perspective aligns with Minister of National Education Regulation Number 13 of 2007, which underscores the principal's significant responsibility in managing human resources within the educational environment. To fulfill this responsibility, the principal must instill confidence in every member of the school, ensuring that they meet high performance standards and institutional expectations. The overall success of a school's educational goals largely depends on the principal's leadership skills and decision-making policies. As a key professional

within the school organization, the principal is tasked with overseeing all available resources while collaborating with teachers to provide a quality education aligned with the institution's academic goals (Abbaspour et al., 2024).

Evaluations of principals and teachers are conducted annually through separate performance assessments: the Principal Performance Assessment (PKKS) for principals and the Teacher's performance Assessment (PKG) for teachers. Principal performance assessments are supervised by the school supervisor, while teacher evaluations are typically conducted by the principal, with assistance from senior educators or higher-ranking subject teachers when necessary. In addition to the PKKS (Community Service Program) and PKG (Community Service Program), school principals and teachers who hold official positions as State Civil Apparatus undergo annual evaluations based on Employee Performance Targets (SKP). However, the assessment instruments currently used for both principals and teachers are still standardized, lacking the flexibility to account for the specific responsibilities and diverse roles of each educator. The assessments are also suboptimal, appearing to simply reflect annual routine tasks. This type of assessment does not provide a clear picture of an individual's performance.

The impact of each teacher's contribution to achieving school goals is also unclear. This ultimately creates uncertainty in the use of evaluation results for placement purposes, punishment, promotion, encouragement, and training and improvement within the school's organizational development. Teacher's performance can be understood as the actions taken by teachers to achieve established learning objectives. The results achieved reflect the effectiveness of the teacher's behavior and efforts. Ultimately, the results achieved by teachers are heavily influenced by their performance. Essentially, teacher's performance encompasses a series of professional actions and behaviors demonstrated by educators while fulfilling their teaching and educational responsibilities in the classroom. This performance is systematically evaluated using predetermined benchmarks or established criteria to ensure effectiveness and alignment with educational standards. The need to improve teacher's performance is increasingly pressing, in line with growing public demands for improved teaching quality.

Furthermore, teachers who have earned teacher certification now receive a monthly supplement equivalent to their base salary. To improve teacher's performance, objective evaluation is necessary, with acceptable results provided the assessment system is truly reliable and valid. Equally important, the assessment process must be conducted in accordance with applicable principles, without allowing for potential bias or personal interests, to produce the most accurate assessment possible. Based on initial observations, researchers found that MAN 1 Banyuasin, Banyuasin Regency, is located on Jl. KH. Sulaiman, Kedondong Raye Village, Banyuasin III District, South Sumatra Province. MAN 1 Banyuasin is a senior high school educational institution that plays a vital role in producing a quality young generation in Banyuasin Regency.

As one of the leading schools in Banyuasin Regency, MAN 1 Banyuasin is committed to providing a quality and comprehensive education for its students. Located in the heart of Banyuasin Regency, MAN 1 Banyuasin has long been a top choice for students seeking higher education.

The educational success at MAN 1 Banyuasin is inseparable from the dedication of its highly competent teachers, who are committed to developing student potential. Teachers at MAN 1 Banyuasin serve as inspiration for students, creating a conducive learning environment for them to explore their potential and achieve their best. The quality of teachers at MAN 1 Banyuasin is a determining factor in shaping student character and achieving learning objectives. Teachers with pedagogical competence, high professionalism, and a commitment to student character development will be able to create an effective learning environment that positively impacts student development.

According to researchers, teaching methods at MAN 1 Banyuasin have been dominated by traditional approaches such as lectures and assignments. While effective, they are less than optimal in stimulating active student engagement and developing higher-order thinking skills. Efforts are needed to develop more varied teaching methods at MAN 1 Banyuasin to increase student engagement and develop higher-order thinking skills. Meanwhile, with technological advances, the implementation of more innovative and technology-based learning methods is an urgent need. Despite their high enthusiasm, educators at MAN 1 Banyuasin are hampered by various challenges, such as limited facilities and heavy workloads, which hinder their professional development. The educators' great potential at MAN 1 Banyuasin is hampered by a lack of infrastructure support and opportunities for self-development, which ultimately impacts the quality of student learning. The high motivation of educators at MAN 1 Banyuasin needs to be supported by visionary leadership to overcome challenges such as limited facilities and excessive workloads.

Effective leadership from the principal of MAN 1 Banyuasin is crucial for creating a conducive environment for teachers' professional growth, thereby improving the overall quality of learning. The principal's role is crucial in addressing the various obstacles faced by educators, thereby creating a more productive and innovative work environment. With appropriate leadership, the potential of educators at MAN 1 Banyuasin can be optimized to produce quality graduates. The limitations faced by educators at MAN 1 Banyuasin, such as limited access to training, directly impact the quality of learning received by students. To improve the quality of education at MAN 1 Banyuasin, more serious efforts are needed to support teacher professional development. The quality of learning at MAN 1 Banyuasin depends heavily on the principal's ability to create an environment conducive to their professional growth. The principal needs to take a proactive role in providing support, whether through providing adequate facilities, such as comfortable classrooms, modern learning aids,

or access to technology. This is crucial for supporting teachers in carrying out effective teaching and learning.

Principal's leadership is a key factor in improving the quality of education at MAN 1 Banyuasin. Despite numerous efforts, challenges such as limited facilities and high workloads still hinder the achievement of this goal. This study aims to identify effective leadership strategies to overcome these challenges and improve educator performance. To achieve better educational quality, MAN 1 Banyuasin requires visionary and innovative leadership. This study will provide concrete recommendations for principals in designing effective and sustainable teacher professional development programs and in collaborating with various parties to secure the necessary support. This study aims to uncover the secrets behind principals' success in improving teacher's performance and, ultimately, the quality of education at MAN 1 Banyuasin. This study will identify strategies that principals can implement to maximize the potential of educators. This research will produce a roadmap for principals in creating a school environment conducive to teacher professional growth.

B. Methods

This research uses a qualitative method with a descriptive approach. Descriptive methods aim to examine the status of a group, object, condition, system of thought, or event in the present. The focus of this research is the principal's strategy in improving the quality of teacher's performance at MAN 1 Banyuasin, Banyuasin Regency. Qualitative research is conducted naturally without manipulation, with the aim of describing, understanding, and explaining phenomena in depth. Data are collected from natural settings to test the validity of knowledge through scientific methods described in the form of words, sentences, or images based on information from the research subjects. This research was conducted at MAN 1 Banyuasin. The research period was from October 2024 to January 2025, encompassing preparation, data collection, data analysis, and the preparation of a research report. The research subjects were the principal, vice principal, and teachers at MAN 1 Banyuasin, Banyuasin Regency III, South Sumatra.

The initial step in this research was the researcher conducting observations, interviews, and documentation. A comprehensive research instrument was designed, including in-depth interview guidelines. This guideline is designed to explore the leadership practices of the principal of MAN 1 Banyuasin in depth, using open-ended questions that encourage interviewees to share their experiences and perspectives in depth. The researcher collected data using various instruments, such as herself, information from the school website, notes, and recording devices. Data were obtained through observation, interviews, and documentation, which were then analyzed to build theory. After data collection, the researcher examined, understood, and interpreted the field findings. Information was gathered from various sources to

support the research, then systematically studied and recorded. Assessment and Research outline seven steps in qualitative research: problem identification, problem limitation, problem focus determination, research implementation, data processing and interpretation, theory development, and reporting of research results. The relationship between the three stages of the process and the seven steps of qualitative research is shown in the following figure:

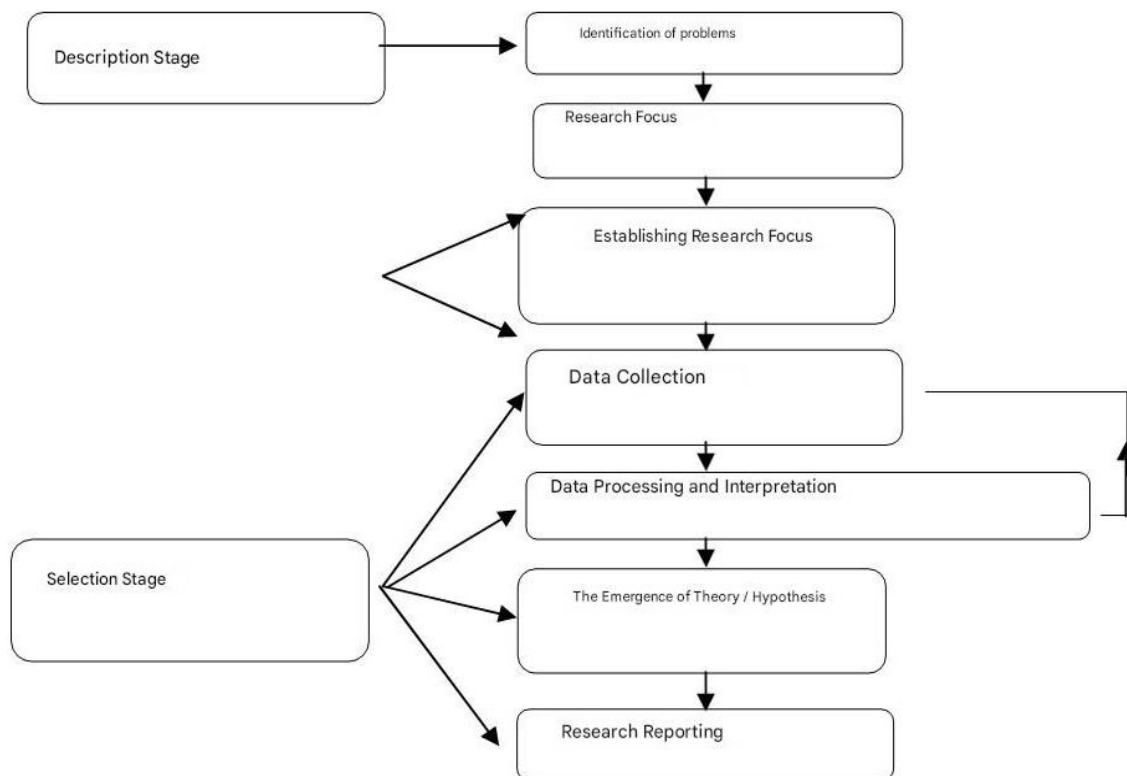


Figure 1. Qualitative Research Procedures

The data obtained comes from interview and observation activities and documentation. The data sources obtained come from interview and observation activities and documentation. For primary data sources, researchers went directly to collect data using interviews and observations; secondary data were obtained by researchers through reports on the profile of MAN 1 Banyuasin and other supporting sources. Research data sources include the principal and teachers of MAN 1 Banyuasin. Data collection techniques through observation and interviews. We validate the data using credibility, transferability, dependability, and confirmability tests.

C. Results and Discussion

The Principal's Strategy for Implementing Teacher's performance Quality at Man 1 Banyuasin

Teachers play a crucial role in determining the overall quality of education. The effectiveness of the educational process is largely influenced by how well teachers prepare their students through structured teaching and learning activities. Essentially, improving educational outcomes is closely linked to teacher's performance and competence. As professional educators, teachers are responsible for educating, teaching, guiding, mentoring, training, assessing, and evaluating students at various levels, from early childhood education to primary and secondary education. This responsibility aligns with the legal framework outlined in Law No. 14 of 2005 concerning Teachers and Lecturers and Law No. 20 of 2003 concerning the National Education System in Indonesia. Muhamin (2017) outlines several key characteristics that define a professional teacher. First, a strong commitment to professionalism is essential, characterized by dedication, a focus on work quality, and a continuous drive for improvement. Second, teachers must possess in-depth subject knowledge and be able to expand and articulate its relevance in both theoretical and practical contexts. They must effectively engage in "knowledge transfer," facilitate the internalization of concepts, and ensure their practical application in real-life scenarios. Finally, professional teachers must demonstrate intellectual curiosity and adaptability, continually updating their knowledge and skills. They must actively strive to educate students, dispel ignorance, and cultivate skills aligned with their students' interests, talents, and abilities. Through these attributes, teachers make a significant contribution to educational progress and the holistic development of their students.

A principal, as a central figure in educational leadership, must possess a strong and decisive character, demonstrating a deep understanding of the conditions and challenges faced by teachers and other educational personnel. They must be equipped with short- and long-term strategic plans, ensuring a clear and visionary approach to school development. A principal must also demonstrate sound judgment and make sound and wise decisions while fostering effective communication with all members of the school community. Essentially, a principal is an educator entrusted with the additional responsibility of managing and leading an institution. As such, their role goes beyond overseeing the teaching and learning process; they must also be adept at analyzing challenges, providing sound judgment, demonstrating strong leadership within the organizational structure, and communicating effectively both verbally and in writing. Furthermore, they must embrace a participatory leadership style and possess the ability to address and resolve problems efficiently. Regarding strategies to improve teacher's performance, the principal of MAN 1 Banyuasin has actively implemented various initiatives aimed at improving teaching quality. These programs are designed to support professional growth, refine pedagogical methods, and ultimately raise the overall educational standards within the institution.

Provision of School Facilities and Infrastructure

The results of a study on the principal's strategy for improving teacher quality at MAN 1 Banyuasin indicate that the principal has implemented these efforts. Implementing teacher quality improvement at MAN 1 Banyuasin involves providing the facilities and infrastructure needed by teachers to improve their performance. The principal has made efforts to equip school facilities, such as classrooms, so that the number of classes equals the number of classrooms. Adequate classrooms will enhance the comfort of teachers and students during the teaching and learning process. Students studying in the library or laboratory will experience a different level of comfort than those studying in a classroom. The principal has made efforts to provide a representative computer laboratory with an internet connection. The principal has built a signal capture tower because MAN 1 Banyuasin is located far from internet signal coverage, which disrupts current digital-based learning. The laboratory is equipped with Wi-Fi for teachers and students to use. The teachers' lounge is also equipped with Wi-Fi, allowing teachers to access various resources online. Furthermore, the school has scheduled the annual purchase of laptops and PCs, allowing teachers who do not have their own computers to utilize those available for their teaching and learning needs. From the above description, it is clear that the principal has provided the necessary facilities and infrastructure to improve teacher quality at MAN 1 Banyuasin.

Improving Teacher Discipline

In the efforts to improve teacher discipline implemented by the principal of MAN 1 Banyuasin, researchers found that the principal consistently prioritizes discipline at school, as good education can be achieved if discipline is implemented throughout the school. Discipline is the adherence to duties and responsibilities carried out by school personnel. Implementing discipline can enhance the effectiveness of learning. Effective learning will impact student learning effectiveness, providing students with valuable learning experiences. Furthermore, discipline can be the first step toward realizing the educational and learning goals that have been collectively established. The principal has implemented the principles of discipline at MAN 1 Banyuasin. This is evident in the fulfillment of elements that constitute the principal's duties and responsibilities, such as coaching, guidance, and direction. This has resulted in improved teacher's performance at the school through teacher discipline in arriving on time, assigning assignments and materials, completing lessons, and developing effective teaching programs.

The discipline implemented by the principal of MAN 1 Banyuasin includes discipline in school attendance, discipline in teacher administration, and discipline in teaching and learning activities. In reality, some teachers still lack discipline in attending school, some fail to prepare learning materials, and some teachers are lazy about teaching. Principals' efforts to address undisciplined teachers include setting an

example for teachers in school attendance, such as arriving earlier than the teacher and leaving later than the teacher. They also provide regular guidance to teachers, both through general meetings and individual coaching. This discipline will certainly make it easier for students to participate in learning, thereby increasing academic achievement and ensuring the overall implementation of the school's teaching program.

Teacher Self-development

Government Regulation Number 19 of 2017, which amended Government Regulation Number 74 of 2008 concerning teachers, defines the term "teacher" to encompass several roles: (1) teachers themselves, including classroom teachers, special subject educators, and guidance and counseling instructors or career advisors; (2) teachers who also hold administrative responsibilities as school principals; and (3) teachers who serve in supervisory positions. According to Regulation of the Minister of State for Administrative and Bureaucratic Reform Number 16 of 2009 concerning Teacher Functional Positions and Credit Values, continuing professional development is described as a continuous and structured effort to improve teacher competency in line with their professional needs. This development consists of three main components: (1) Self-development, which includes participation in functional training programs and collaborative teacher activities aimed at improving pedagogical competence and professional skills; (2) Scientific publication, which involves the dissemination of research findings or innovative ideas related to formal education, as well as the publication of textbooks, enrichment materials, and instructional guides for educators; and (3) Innovative work, including the discovery of appropriate educational technology, the creation or development of artwork, and the design or modification of educational tools and methods.

To further support professional growth, the school facilitates teacher participation in various seminars and training programs focused on improving teaching performance. These initiatives, organized by the South Sumatra Provincial Education Office and other relevant departments, provide valuable opportunities for educators to refine their teaching techniques, stay abreast of educational developments, and contribute to overall school improvement. In addition, the school conducts workshops and in-house training annually. These activities involve developing lesson plans, syllabi, and test items. The IHT (Information Technology) activity in developing learning materials and syllabi is carried out continuously at the beginning of each semester, intended to assist teachers in completing their learning materials on time. A recent activity at MAN 1 Banyuasin is a workshop on creating test items using ICT. Teachers are taught how to create questions that can then be uploaded to a PC or Android device so that tests and exams are no longer paper-based but computer-based or Android-based. In addition to the aforementioned activities, MAN 1 Banyuasin is holding training on the use of ICT for teachers and administrators. This activity is expected to foster ICT literacy among all teachers and administrators. Furthermore, to

improve teacher competency, the principal is providing training and education that aligns with developments in the digital era. One example is training on the use of WhatsApp Messenger in learning.

Implementation of Supervision

The primary goal of supervision is to develop good teachers who are professionally competent and deeply committed to continuous self-improvement with the support of others. Maker (2021) explains, teachers play a crucial role in education because they interact directly with students, serve as role models, and provide motivation and inspiration to foster a passion for learning, creativity, and achievement. Given their significant influence, ensuring that teachers receive appropriate guidance and supervision is crucial to maintaining and improving the quality of education. In their role as supervisor, the principal conducts systematic observations based on predetermined and mutually agreed-upon instruments. The principal's supervision process follows a structured approach: (1) The supervisor and teacher enter the classroom where instruction is taking place; (2) The teacher introduces the supervisor to the students and explains the purpose of their presence; (3) The supervisor takes a designated seat prepared for observation; (4) The teacher continues the lesson, adhering to the previously agreed-upon guidelines and procedures; (5) The supervisor carefully evaluates the teacher's performance based on the predetermined observation framework. and (6) after the lesson is over, both the teacher and the supervisor leave the classroom and proceed to the teacher's office or designated training room for further discussion and feedback.

Efforts to improve the quality of teacher's performance include conducting supervision. The supervision implemented at MAN 1 Banyuasin is classroom visit supervision. Teacher supervision is not merely about assessing teachers during the learning process. Rather, it focuses more on providing services in the process of improving teacher learning in the classroom. Jiang et al. (2020) emphasizes the importance of classroom visit supervision by defining its meaning, purpose, function, and various types, each with its own strengths and limitations. The implementation of classroom visit supervision, whether conducted with advance notice or as an unannounced observation, will be most effective when carefully planned and tailored to the needs of the situation. Proper preparation ensures that the supervision process meets its intended purpose and contributes to improving the quality of teaching. Research findings indicate that the purpose of classroom visit supervision must be clearly defined in advance. Principals, as supervisors, must develop structured plans that consider the classroom teaching environment and the underlying factors that influence the learning process. Because a teacher's core responsibility is to conduct effective classroom instruction, where interactive engagement occurs between teachers and students, as well as among students themselves, it is crucial for teachers to not only master the subject matter but also possess strong pedagogical skills to facilitate meaningful learning experiences.

With this in mind, it is recommended that principals systematically conduct classroom visitation supervisions at least twice a year, once per semester, through various supervision models. Furthermore, teachers should be informed in advance of upcoming supervisions, either through formal written notice or an announcement during a staff meeting. This proactive communication ensures that teachers understand the purpose of classroom visitation supervisions, which is not to identify errors but rather to provide constructive guidance and support, ultimately enhancing the overall effectiveness of the teaching and learning process.

Awarding Awards and Rewards

Manzoor et al. (2021) defines rewards as any form of recognition or compensation given to an individual in recognition of their work performance. This concept is reflected in several key aspects, including opportunities for personal and professional development, financial incentives such as bonuses, formal recognition through praise and recognition, and prospects for career advancement. More broadly, rewards encompass any form of compensation or benefits received by employees as a direct consequence of their contributions in the workplace. These rewards can be measured through various indicators, such as successful completion of assigned tasks, level of authority granted, improvement in professional skills, financial remuneration including salary and benefits, and opportunities for career advancement. The implementation of an effective reward system not only serves to motivate employees but also fosters a culture of continuous improvement and professional growth within an organization (Alkandi et al., 2023).

The awarding process at MAN 1 Banyuasin is carried out for teachers and administrative staff. Awards are given to teachers with good performance as an effort to motivate them to maintain their performance and, if necessary, improve it. Awards will also be given to teachers with poor performance; the goal is to motivate them to improve their performance. The form of appreciation given by the school to teachers and administrative staff is usually verbal, namely congratulations. In addition, the school also gives awards in the form of certificates of appreciation. Furthermore, awards are also given in the form of goods and coaching money. Depending on the type of achievement or the purpose of the award. From the program that has been implemented, namely the awarding of this award, a change in the perspective of teachers at MAN 1 Banyuasin regarding their respective performance has been brought about.

Obstacles Faced by the Principal in Implementing Strategies to Improve Teacher's performance Quality and Their Solutions at MAN 1 Banyuasin

A teacher's professionalism is reflected in their ability to carry out their responsibilities with a high level of expertise in both subject matter and teaching methods. This professionalism is also demonstrated through a strong sense of

responsibility, intellectual and moral integrity, social awareness, and spiritual values, as well as a spirit of collegiality and collaboration among fellow educators. The realization of professional teaching performance is largely driven by a deep-rooted commitment to professionalism. This commitment manifests as a mindset that continually encourages educators to uphold and enhance their professional identity. Several key attributes define a professional teacher, including (1) a continuous effort to align their behavior with exemplary professional standards, (2) a commitment to upholding and enhancing the integrity of the teaching profession, (3) a willingness to engage in professional development opportunities, (4) a relentless pursuit of excellence in their field, and (5) a sense of pride in their role as educators. Improving teacher quality requires a variety of strategic approaches but ultimately depends on the individuals responsible for implementing these initiatives. Therefore, stakeholders in the education system must strive to embody professionalism in their respective roles. In this context, the two key figures responsible for improving teacher quality in schools are the principal, who oversees school management, and the teachers themselves, who are directly responsible for the learning process.

Research findings on the obstacles faced by principals in improving educational quality include teachers' low awareness of quality improvement, the persistence of teachers who lack competence, and the continued shortage of teachers needed. To address the challenges of improving teacher quality at MAN 1 Banyuasin, the principal has taken proactive steps, including fostering ongoing communication and promoting a culture of quality education, particularly among teachers with low awareness of professional development. Furthermore, the principal has formally requested additional teaching staff from the South Sumatra Provincial Office and appointed contract teachers to alleviate the teacher shortage. This lack of awareness among certain teachers regarding the importance of professional growth significantly impacts the learning process, preventing it from being as interactive, inspiring, and engaging as intended. It also hinders the creation of a stimulating educational environment that fosters student creativity and motivation. Furthermore, the shortage of teachers poses a critical problem because it can lead to a decline in educational quality. Teacher shortages are a common problem caused by several factors, including teacher retirements, increasing student enrollment, and miscalculations in workforce planning, such as inaccurate job analyses and inappropriate teacher placements or transfers.

Based on these observations, it can be concluded that the main obstacles faced by school principals in improving educational quality include teachers' limited awareness of professional development, a lack of competency among some educators, and an insufficient number of teachers. In response, the principal of MAN 1 Banyuasin consistently raised awareness of educational quality among teachers and sought additional staff through formal requests to the South Sumatra Provincial Office.

The Principal's Solution in Implementing Strategies to Improve Teacher's performance Quality and Its Solutions at MAN 1 Banyuasin

Strategies for improving teacher's performance are crucial for creating an effective learning environment and achieving educational goals. At MAN 1 Banyuasin, the principal plays a central role in formulating and implementing various initiatives to achieve this goal. The following is a discussion of the strategies implemented by the principal at MAN 1 Banyuasin and their solutions:

Continuing Professional Development (CPD)

Strategy: The principal can encourage and facilitate teachers to continuously develop their competencies through various CPD programs. These can take the form of training, workshops, seminars, or even further study. The focus is on improving teachers' understanding of the latest curriculum, innovative teaching methods, the use of technology in learning, and educational psychology approaches.

Solution:

1. **Needs Identification:** Conduct regular surveys or needs assessments to identify areas of teacher competency that require improvement.
2. **External Collaboration:** Collaborate with professional training institutions, universities, or MGMP (Conference of Subject Teachers) to implement relevant and high-quality CPD programs.
3. **Incentives and Awards:** Provide incentives or awards to teachers who actively participate in and successfully complete the PPB program, for example, by awarding credit points or school-level recognition.
4. **Individual Mentoring:** Provide mentoring or coaching programs for teachers who need more personalized guidance in implementing training outcomes in the classroom.

Improving Teacher Motivation and Well-Being

Strategy: Teacher's performance is greatly influenced by their level of motivation and well-being. Principals need to create a positive, supportive, and fair work environment so that teachers feel valued and motivated to give their best.

Solution:

1. **Effective Communication:** Establish open and transparent lines of communication between the principal and teachers. Listen to teachers' input, complaints, and ideas.
2. **Recognition and Appreciation:** Provide recognition for teacher achievements, both formally (e.g., awards) and informally (e.g., praise or thanks).
3. **Conducive Work Environment:** Ensure that facilities and infrastructure that support the teaching and learning process are available and functioning properly.

4. **Work-Life Balance:** Help teachers manage their workload so that they have sufficient time for personal and family life, thereby reducing the potential for burnout.
5. **Financial Well-Being:** Despite limited school budgets, principals can seek ways to improve teachers' financial well-being, for example, through the allocation of special funds or the development of school business units.

Implementing Constructive Academic Supervision

Strategy: Academic supervision is not just an evaluation but also a tool to guide and help teachers improve the quality of their teaching. Principals must ensure that supervision is carried out in a planned, systematic, and development-focused manner.

Solution:

1. **Regular Supervision Schedule:** Create a clear supervision schedule and communicate it to teachers.
2. **Focus on Guidance:** After classroom observations, provide constructive and solution-oriented feedback. Focus on teacher strengths and areas for improvement, not just on identifying errors.
3. **Collaborative Approach:** Engage teachers in a self-reflection process after supervision. Discuss challenges faced and strategies for overcoming them.
4. **Peer Supervision:** Encourage teachers to observe and provide feedback to each other. This can foster a culture of learning and sharing best practices among teachers.
5. **Documentation and Follow-up:** Record supervision results and ensure there is a clear follow-up for each teacher, including individual development plans if necessary.

Optimizing the Use of Technology in Learning

Strategy: In the digital era, integrating technology into learning is imperative. Principals need to encourage teachers to utilize various digital platforms and resources to increase the effectiveness and appeal of learning.

Solutions:

1. **Digital Literacy Training:** Provide basic to advanced training on the use of learning software, e-learning platforms, digital learning resources, and online collaboration tools.
2. **Infrastructure Provision:** Ensure stable internet access and adequate hardware (computers, projectors, interactive boards) at school.
3. **Digital Content Development:** Encourage teachers to develop innovative digital learning materials, such as learning videos, interactive infographics, or online quizzes.
4. **Facilitate Hybrid Learning:** Prepare teachers to teach in a hybrid or blended learning model, which integrates face-to-face and online learning.

5. Explore Educational Applications: Introduce and encourage teachers to try various educational applications relevant to their subjects.

Encouraging Collaboration and Sharing Best Practices

Strategy: A collaborative school environment can accelerate teacher quality improvement. Principals need to create forums and opportunities for teachers to learn from each other and share experiences.

Solutions:

1. Internal School MGMP: Establish active internal MGMPs in each subject or subject group.
2. Mentoring Program: Pair senior teachers with junior teachers in a mentoring program to share experiences and knowledge.
3. Regular Discussions: Hold regular discussion sessions where teachers can present their best practices in the classroom and receive feedback from their peers.
4. Utilizing Collaborative Spaces: Provide spaces or platforms (e.g., online groups) that allow teachers to share ideas, materials, and challenges.
5. Inter-Teacher Classroom Observations: Facilitate teachers to observe each other's classes, followed by reflection and discussion sessions.

D. Conclusion

This study demonstrates that the principal at MAN 1 Banyuasin employed proactive and multifaceted leadership strategies to significantly enhance teacher performance. The results indicate that through building a shared quality vision, implementing structured professional development, providing optimal technological support, and establishing a constructive feedback system, the principal successfully fostered a positive and self-renewing work environment. However, these efforts faced considerable obstacles, including limited human resources, budgetary constraints, curriculum adaptation challenges, and inconsistent internal coordination. In response, the principal adopted adaptive solutions such as needs-based training, increased infrastructure investment, a transformative coaching-based evaluation system, and enhanced motivational measures. The practical implications of these findings are highly relevant for educational administrators and policymakers. School leaders can emulate this model of vision-driven and supportive leadership to improve teacher performance in similar contexts. Specifically, investing in targeted professional development aligned with teachers' actual needs and moving from traditional inspection to mentoring-based evaluation are key actionable strategies. Furthermore, the study underscores the necessity of advocating for greater budgetary allocation for school infrastructure and technology, as well as improving communication channels within institutions to support consistent innovation implementation. For future research, several avenues are recommended. First, a longitudinal study is needed to assess the long-term sustainability of the performance improvements achieved

through these leadership strategies. Second, quantitative research could be conducted to measure the correlation between specific leadership actions (e.g., coaching-based evaluation) and measurable gains in student learning outcomes. Finally, comparative studies across different types of madrasas or public schools would be valuable to identify which leadership strategies are most effective in various resource contexts and to develop a more nuanced framework for adaptive educational leadership. This research contributes a practical model of context-sensitive leadership that balances high standards with supportive measures, offering a valuable blueprint for improving educational quality in resource-constrained environments.

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