

## **Transformation of Teachers' Work Culture through the Principal's Managerial Leadership**

**Efra Risanti<sup>1</sup>, Manap Somantri<sup>2</sup>, Muhammad Kristiawan<sup>2</sup>**

<sup>1</sup>SD Negeri 39 Bengkulu Selatan, Bengkulu, Indonesia, <sup>2</sup>Universitas Bengkulu, Bengkulu, Indonesia

Corresponding author e-mail: [efrarisanti68@gmail.com](mailto:efrarisanti68@gmail.com)

Article History: Received on 13 September 2025, Revised on 22 September 2025,  
Published on 2 February 2026

**Abstract:** Principals in resource-limited primary schools face unique challenges in fostering a positive work culture among teachers. This study explores the managerial strategies of the principal at State Elementary School 44 South Bengkulu in enhancing teachers' discipline, motivation, collaboration, and responsibility. Using a qualitative case study approach, data were collected through observation, interviews, and document analysis, and processed with data reduction, presentation, and verification techniques. Findings show that the principal employed structured strategies of planning, monitoring, evaluation, and follow-up, while addressing challenges such as limited facilities, administrative burdens, bureaucratic demands, and varying levels of teacher motivation. The study concludes that adaptive and communicative leadership is crucial in transforming teachers' work culture, and it offers practical insights into flexible policy support, reward systems, and managerial leadership training for similar educational contexts.

**Keywords:** Education Quality, Principal's Managerial Strategy, Teachers' Work Culture

### **A. Introduction**

Teachers' work culture is one of the crucial factors in determining the quality of education in schools. A positive work culture reflected in discipline, collaboration, professionalism, and commitment to teaching and learning is believed to enhance the quality of instructional processes. Previous studies have emphasized that the principal's leadership, particularly instructional-oriented leadership, plays a central role in shaping a school climate that supports teacher competence development and students' academic achievement (Mustari & Nurhayati, 2024; Veletić et al., 2023). Effective managerial strategies, such as the establishment of collaborative work teams, structured supervision, and the strengthening of teacher learning communities, have been proven to be essential instruments in reinforcing this work culture (Hernández, 2022). This study is guided by the classical managerial framework of POAC theory (Planning, Organizing, Actuating, and Controlling) (Koontz & O'Donnell, 1976), which conceptualizes management as a systematic process to achieve organizational

goals. Within the school context, principals' managerial strategies can be analyzed through these four functions: planning school programs, organizing resources, actuating teachers through motivation and supervision, and controlling performance via evaluation mechanisms. At the same time, perspectives from transformational leadership (Bass, 1990) and distributed leadership (Spillane, 2006) are also relevant, as they emphasize the role of visionary, collaborative, and shared leadership in enhancing teachers' professionalism and fostering collective responsibility. These frameworks provide a dual theoretical lens to understand how managerial strategies are enacted in practice to strengthen teachers' work culture.

Despite the established importance of leadership in shaping teachers' work culture, challenges persist, particularly in public primary schools located in resource-limited and competitive rural contexts. Numerous studies have emphasized instructional leadership to improve teacher performance, but few have specifically examined principals' managerial strategies in detail, especially how these strategies operate under constraints such as limited facilities, external bureaucratic demands, and uneven teacher motivation (Bellibaş et al., 2021; Kilag & Sasan, 2023; Li & Liu, 2022). Other works highlight the role of academic supervision and professional development in improving teachers' work culture (Sugiar & Sanusi, 2024; Toh et al., 2022), but they do not explicitly link these initiatives to a coherent managerial framework. Similarly, studies on school organizational culture (Anwar et al., 2023; Iskanto, 2023) have not fully explored the managerial processes through which principals influence teachers' discipline, collaboration, and commitment in rural schools.

Recent developments also underscore the global and national shift toward collaborative leadership models. Distributed leadership, professional learning communities, and coaching are increasingly recognized as effective approaches to sustain teacher professionalism (Antinluoma et al., 2021; Galdames-Calderón, 2023; Grimm, 2024). In Indonesia, national initiatives such as the Guru Penggerak and Sekolah Penggerak programs launched by the Ministry of Education emphasize the need for adaptive, collaborative work cultures that place meaningful learning at the center. Yet, most existing research remains concentrated in urban or well-resourced schools, leaving limited evidence about how managerial strategies unfold in rural contexts where schools face both resource scarcity and external competition.

This study seeks to address this gap by examining the principal's managerial strategies at State Elementary School 44 South Bengkulu. The novelty of this research lies in three dimensions. First, it provides a contextual analysis of how managerial strategies are operationalized in a small rural school overshadowed by more prominent institutions. Second, it extends the understanding of teachers' work culture to include administrative efficiency, creativity in teaching, and collective innovation dimensions often overlooked in prior research. Third, it integrates managerial (POAC) and leadership theories (transformational and distributed leadership) to evaluate

strategies from administrative, pedagogical, and collaborative perspectives, as well as their impacts on student achievement.

The contribution of this study is twofold. Theoretically, it enriches the literature on school leadership by demonstrating how managerial strategies interact with teachers' work culture in resource-limited rural schools. Practically, it provides insights for principals on how to design adaptive managerial approaches, for policymakers on the need to support flexible and context-sensitive leadership, and for teachers on building stronger ownership, synergy, and sustainable positive work cultures. Based on this background, the research questions in this study are: What managerial strategies are employed by the principal to enhance teachers' work culture? What challenges are encountered by the principal in implementing these strategies? And what is the impact of the principal's managerial strategies on strengthening teachers' work culture at State Elementary School 44 South Bengkulu?

## **B. Methods**

This study employs a qualitative descriptive approach aimed at understanding the principal's managerial strategies in enhancing teachers' work culture at State Elementary School 44 South Bengkulu. This approach was chosen because it allows for an in-depth portrayal of phenomena occurring in the field and enables the researcher to explore various aspects that influence teachers' work culture. Qualitative descriptive research seeks to describe and analyze phenomena as they occur, without introducing intervention (Sugiyono, 2022). The research subjects consisted of the school principal and teachers, who were selected using purposive sampling with specific inclusion criteria relevant to the objectives of the study. The principal was chosen because of their authority in determining school direction and policies, while teachers were selected based on their teaching experience and involvement in the implementation of school programs. In this study, the teachers had five to fifteen years of teaching experience, which was expected to provide valuable insights into the dynamics of the school's work culture. The number of participants in qualitative research is not determined by statistical requirements, but by the depth and richness of information obtained (Creswell, 2016). The data were collected through observations, in-depth interviews, and documentation (Sugiyono, 2022). The researcher developed research instruments in accordance with the selected method. An instrument serves as a tool employed by the researcher to collect data, with the aim of facilitating the research process and producing more accurate, comprehensive, and systematic results, thereby making the analysis easier to conduct (Widiana et al., 2023). In the context of a qualitative study, research instruments may include interview guides, observation sheets, and documentation protocols that are designed based on the focus of the research. The use of these instruments aims to ensure that the data collected are truly relevant to the research problem and are able to provide a comprehensive and in-depth description of the phenomenon under investigation (Sugiyono, 2022). Observations were directed at the interactions between the principal

and teachers, especially in activities that foster discipline, collaboration, and professional development. In-depth interviews were conducted with the principal and several teachers to gain deeper insights into managerial strategies, while document analysis such as teacher performance reports, meeting records, and school policies was used to complement and triangulate the findings. To ensure the relevance and validity of the data, the researcher employed research instruments including interview guides, observation sheets, and documentation protocols, which were developed based on the indicators presented in Table 1.

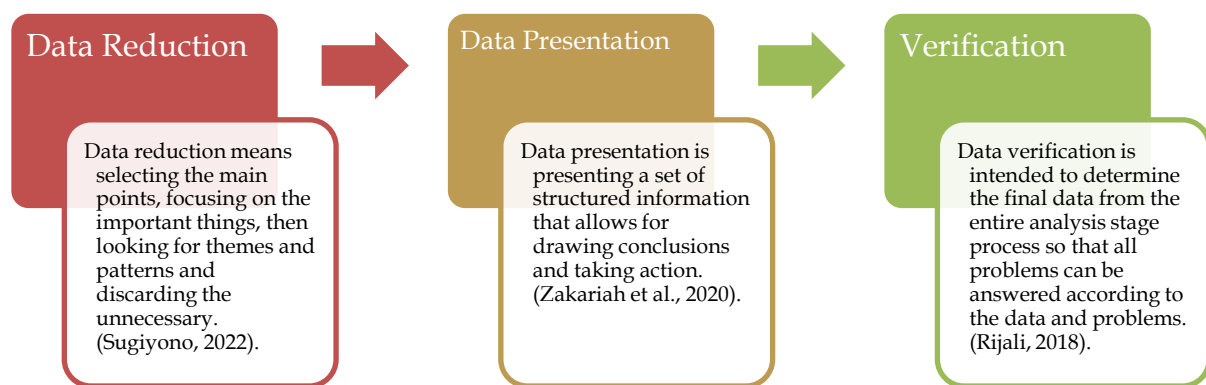
**Table 1. Research Instrument Grid**

<b>Problems</b>	<b>Indicator</b>	<b>Data source</b>	<b>Data collection technique</b>
Principal's managerial strategies in improving teacher work culture	a. Planning (needs identification, goal setting, program development)	Principal, Teachers, School Documents	Interview, Observation, Document Analysis
	b. Implementation (strategic communication, program implementation, teacher empowerment)		
	c. Evaluation (monitoring, success assessment, follow-up)		
Obstacles faced by school principals in implementing strategies to improve teacher work culture	a. Internal constraints (human resources, work climate, infrastructure, internal management)	Principal, Teachers, School Committee, Policy Documents	Interview, Observation, Document Analysis
	b. External constraints (regulations, committee/parent support, social environment)		
The impact of the principal's managerial strategy on teacher work culture	a. Individual impact (discipline, motivation, initiative, teacher competence)	Principal, Teachers, School Documents, Student Learning Outcomes Data	Interview, Observation, Document Analysis
	b. Group impact (cooperation, communication, culture of sharing)		
	c. Institutional impact (conducive work climate, work efficiency, school achievement)		

The data were analyzed using thematic analysis following the framework of Braun and Clarke, which enabled systematic identification of patterns in relation to the research questions (Braun & Clarke, 2023; Byrne, 2022). The process involved six stages. First, all interviews and field notes were transcribed verbatim and repeatedly read for familiarization. Second, relevant text segments were coded according to the indicators in Table 1, such as planning, implementation, evaluation, obstacles, and impacts. Third, the codes were organized into potential themes that reflected the principal's managerial strategies and their outcomes. Fourth, these themes were reviewed to ensure consistency and alignment with both the coded data and the overall dataset. Fifth, each theme was refined, defined, and named to clearly represent its core meaning. Sixth, the themes were synthesized into a coherent narrative that

directly addressed the research objectives and indicators. Through this process, the data could be systematically linked to the study's focus and provided a comprehensive understanding of how the principal's managerial strategies influenced teachers' work culture.

As the primary instrument of data collection and analysis, the researcher acknowledged their positionality and maintained reflexivity throughout the study. The researcher was aware of potential biases due to prior knowledge of the school context, and therefore applied triangulation across data sources (interviews, observations, and documents) to enhance trustworthiness. Ethical considerations were also strictly observed. All participants gave informed consent before data collection, and their confidentiality and anonymity were ensured during reporting. This study was conducted with full respect for participants' rights and in accordance with research ethics standards in educational studies. To ensure that the data correspond to the research focus, the researcher applied three main steps of analysis, as illustrated in Figure 1.

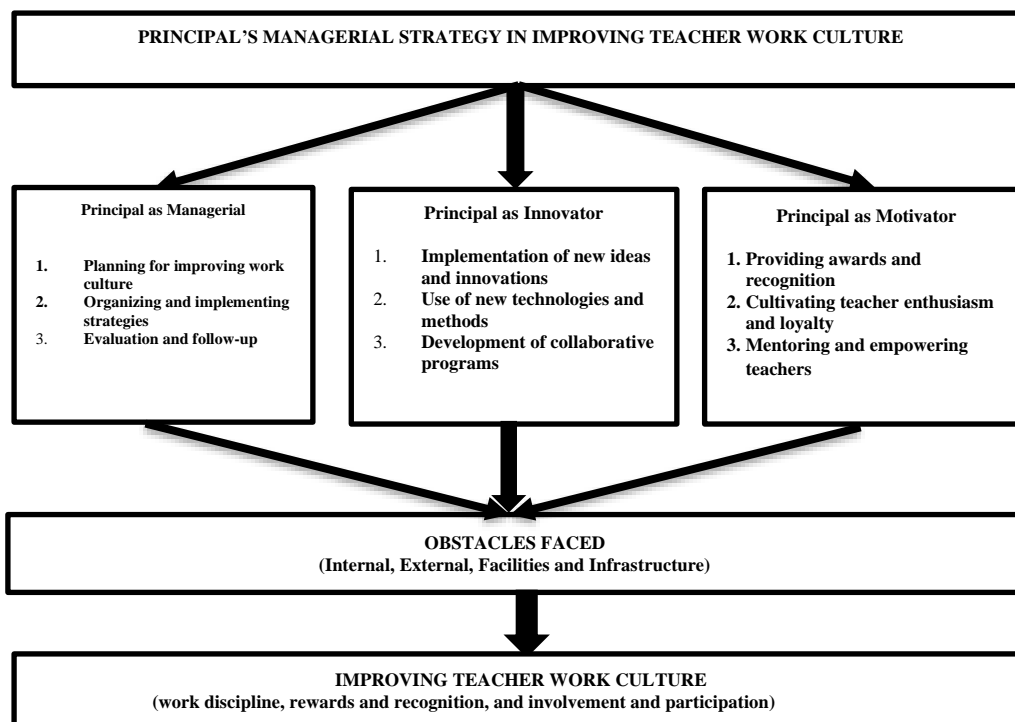


**Figure 1. Research Data Analysis Techniques**

### **C. Results and Discussion**

The results of this study are described based on the established research focus. The discussion is guided by an analytical framework that encompasses the principal's role as manager, innovator, and motivator. The research focus is as shown in Figure 1. As illustrated in Figure 1, the principal's managerial strategy in improving teacher work culture is manifested through three interrelated roles: as manager, innovator, and motivator. As a manager, the principal carries out systematic planning, organizes and implements strategies, and conducts evaluation and follow-up to ensure sustainability. As an innovator, the principal introduces new ideas and methods, integrates technology, and develops collaborative programs to enhance professional synergy among teachers. Meanwhile, as a motivator, the principal strengthens teachers' enthusiasm and loyalty by providing recognition, awards, and mentoring, while also empowering them to take an active role in decision-making processes. These three roles are not carried out in isolation but interact dynamically to overcome

various internal and external obstacles including limited facilities, administrative demands, and teacher motivation gaps so that they collectively contribute to shaping a positive and sustainable teacher work culture. Ultimately, this integrated approach results in tangible improvements in discipline, collaboration, responsibility, and participation among teachers, reinforcing the quality of learning in the school.



**Figure 2. Research Focus**

Research findings on the managerial strategy aspects of school principals in improving teacher work culture are shown in Table 2.

**Table 2. Research findings on the managerial strategy aspects of school principals in improving teacher work culture**

Focus	Research findings on the managerial strategy aspects of school principals in improving teacher work culture
Identifying the needs of teachers' work culture	The principal identifies needs by analyzing aspects of time discipline, collaboration between teachers, learning innovation, and compliance with school policies through observation, document review, and teacher performance evaluation.
Methods for collecting information on work culture conditions	Using a combination of individual interviews, focus group discussions (FGDs), and internal questionnaires to obtain accurate and representative data.
Teacher involvement in identifying needs	Teachers are actively involved in discussion forums, providing input, sharing experiences, and raising obstacles, thereby enriching the data and building a sense of ownership of the strategies to be developed.
Challenges in identifying needs	Differences in teachers' perceptions regarding the concept of ideal work culture, resistance to changes in established work patterns, and limited time for meetings due to busy academic agendas.
Formulation of strategic objectives for improving work culture	The principal sets goals based on issues identified in the school, such as punctuality, lack of communication between teachers, and minimal

Focus	Research findings on the managerial strategy aspects of school principals in improving teacher work culture
Alignment of objectives with identified problems	collaboration in learning innovation. The goals are clear and focused, such as improving discipline and strengthening coordination across subjects. The objectives formulated are in line with the work culture problems that were previously revealed, so they are directed at overcoming the obstacles that exist in the school environment.
Realistic goals in school conditions	Objectives are tailored to available resources and time, ensuring they can be implemented without overwhelming teachers. The program is implemented in stages, like a learning innovation that begins with small steps before expanding more broadly.
Concrete programs/activities to improve teacher work culture	The principal develops programs such as regular monthly coordination meetings, cross-subject discussion forums, in-house training on active learning strategies, scheduled academic supervision, lesson study, joint development of teaching materials, and an appreciation program for high-achieving teachers to motivate performance.
Supporting policies for program implementation	The principal establishes policies that include routine meeting schedules and procedures, teacher requirements for at least two competency development activities per semester, structured classroom supervision, and a system of rewards and sanctions related to discipline and performance. All policies are outlined in the Principal's Decree and the School Work Plan
Reflection of teacher needs and input	Most programs and policies align with teacher aspirations, gathered through feedback gathering forums. Teachers feel programs like in-house training and lesson study are a direct response to the need for improved teaching skills and collaboration.
The main considerations in selecting/designing a program	Considerations include the program's relevance to improving learning quality, its alignment with the results of teacher work culture evaluations, resource availability, implementation timeline, and policy support from the Education Office. Prioritized programs are those that have a direct impact on discipline, learning quality, and a conducive work climate.
Strategic and program communication methods	The principal conveys strategies and programs for improving teacher work culture through early-year work meetings, monthly coordination meetings, special teacher meetings, and informal communication such as discussions in the teachers' lounge and class visits.
Socialization media or forums	The teacher work meeting forum is the most effective medium because it allows for comprehensive information sharing, Q&A sessions, and clarification. The teacher WhatsApp group is used for quick announcements, program updates, and technical coordination.
Teacher's initial response	The majority of teachers responded positively to the strategies and programs because they were relevant to their needs, such as improving discipline and collaborative learning. A small number of teachers were skeptical, fearing an increased administrative burden.
Efforts to achieve common understanding	The principal provides detailed explanations, concrete examples of strategy implementation, holds follow-up sessions, facilitates small group discussions, and supervises classes to ensure shared understanding.
Strategic communication challenges	Challenges include differences in teachers' understanding, limited time for outreach, and resistance to change. Solutions are implemented through personal approaches, informal communication, motivation, and linking the program to direct benefits for teachers and students.
Leadership and Program Management	The principal provides direct supervision, organizes a structured activity schedule, and regularly monitors progress. He or she acts as a director, decision-maker, and facilitator, ensuring program implementation is according to plan.

The findings presented in Table 2 demonstrate that principals' managerial strategies in improving teacher work culture involve a cyclical process that begins with needs identification, progresses to program formulation, and culminates in implementation

and evaluation. This sequence reflects the managerial functions of planning, organizing, actuating, and controlling (POAC), while also highlighting the importance of participatory leadership and adaptive communication.

First, in terms of needs identification, the principal's approach combined structured observations, document reviews, and teacher performance evaluations with participatory forums such as focus group discussions (FGDs) and internal questionnaires. This mixed-method approach enhanced the validity of data collected while simultaneously fostering teacher ownership of the change process. However, challenges such as divergent teacher perceptions of ideal work culture and limited time due to academic demands illustrate the complexity of translating diagnostic findings into consensus. These findings resonate with the literature on collaborative leadership, which emphasizes the value of co-constructed diagnoses in building trust and reducing resistance (Ghamrawi, 2023; Leithwood, 2021).

Second, the formulation of strategic objectives showed alignment between identified problems (e.g., lack of punctuality, weak inter-teacher communication, and limited collaboration in innovation) and the goals established by the principal. Importantly, these objectives were designed to be realistic within the school's resource constraints and implemented gradually, echoing the SMART principles (Glushchenko, 2022) and continuous improvement cycles. Such strategic alignment demonstrates that effective managerial planning requires not only technical rationality but also contextual sensitivity, as highlighted in instructional leadership theory (Jusoh et al., 2024).

Third, the programs developed by the principal ranging from regular coordination meetings and lesson studies to in-house training and structured supervision directly addressed the dual dimensions of discipline and professional growth. The integration of appreciation mechanisms for high-achieving teachers further reflects the application of reinforcement theory in sustaining positive behavior (Mulyasa, 2022). The embedding of these programs into formal policy instruments, such as the Principal's Decree and School Work Plan, underscores the institutionalization of managerial strategies, thereby transforming them from temporary initiatives into sustainable practices.

Fourth, communication emerged as both a strength and a challenge. Formal platforms such as teacher work meetings provided space for collective sense-making, while digital media such as WhatsApp groups facilitated rapid coordination. However, differences in understanding, time limitations, and skepticism among some teachers necessitated adaptive responses through personal approaches, informal dialogue, and linking strategies to tangible benefits. This reflects the core tenets of transformational leadership, which highlight the role of two-way communication and motivational framing in overcoming resistance (Panjaitan et al., 2023).

Finally, program management highlighted the principal’s multifaceted role as supervisor, facilitator, and decision-maker. Structured scheduling, competency-based task allocation, and routine monitoring demonstrated competency-based management in practice. At the same time, the involvement of teachers in implementation and evaluation illustrated distributed leadership, reinforcing collaborative culture and ownership. These findings echo broader scholarship showing that managerial effectiveness in schools depends not only on strong leadership at the top but also on distributed responsibilities that engage teachers as active partners (Nadeem, 2024).

It becomes clear that improving teacher work culture requires the integration of managerial precision, participatory engagement, and adaptive leadership. The interplay between technical processes (e.g., SMART goal setting, monitoring indicators) and relational processes (e.g., teacher involvement, motivational communication) is particularly critical. When principals balance these dimensions, managerial strategies not only address surface-level issues of discipline and compliance but also contribute to deeper shifts in collaboration, innovation, and professional commitment. This dual focus underscores the value of conceptualizing school leadership not merely as administrative control but as an enabling force that cultivates sustainable organizational learning (Giannakos et al., 2022).

Research findings on the managerial strategy aspects of obstacles faced by school principals in implementing strategies to improve teacher work culture are shown in Table 3. The findings reveal that the implementation of managerial strategies to improve teacher work culture is not without challenges. One of the most prominent obstacles is the constraint of time. The school’s packed schedule often limits opportunities for structured program implementation and continuous professional development. This finding aligns with prior studies that emphasize time as a persistent barrier in educational management, particularly in schools with limited human resources. In response, principals demonstrated adaptability by adjusting schedules and adopting more flexible activity timelines, ensuring that strategic initiatives did not disrupt the primary learning process.

**Table 3. Research findings on the aspects of obstacles faced by school principals in implementing strategies to improve teacher work culture**

Focus	Research findings on the aspects of obstacles faced by school principals in implementing strategies to improve teacher work culture
Implementation Constraints	Time constraints due to busy school schedules, differences in teacher motivation levels, and limited supporting facilities.
Strategy to Overcome Obstacles	Making schedule adjustments, providing personal motivation to less engaged teachers, and maximizing resources through collaboration with school committees and external parties.
Monitoring Frequency and Methods	Monitoring is conducted at least once a month, and can be done more frequently as needed. Methods include direct classroom observation, review of learning administration, brief interviews, analysis of program implementation reports, and direct observation within the school environment.

The Challenge of Motivation and Commitment	High motivation is found in some teachers, but there are obstacles such as excessive administrative burdens, minimal appreciation, and personal problems.
Managing Differences of View	The principal overcame resistance through a persuasive approach, open dialogue, and explanation of the benefits of the strategy.
External Policy and Regulatory Constraints	Several policies and regulations from the education department are considered too complex, require a long implementation time, and reduce the flexibility of schools in implementing strategies to improve teacher work culture.
Bureaucratic Demands and Procedures	Strict bureaucratic procedures often hinder the smooth implementation of programs. Principals adjust activity schedules and delegate administrative tasks to keep teachers focused on learning.
Intervention or Direction from Outside Parties	Input from school supervisors can sometimes be helpful, but in certain situations it can actually become an obstacle if it is not in line with the school's strategic plan.
Differences in expectations and views	Generally, in line with the principal's strategy, but there are differences of opinion on program priorities and approaches to improving teacher discipline, which require discussion before reaching an agreement.
Influence of social environment	A community environment that cares about education supports a conducive work atmosphere, but conservative attitudes and resistance to certain changes can be obstacles to implementing strategies.
Input and criticism from external parties	Criticism regarding budget allocation and policy priorities can sometimes be challenging. Principal's address this through open communication, transparent explanations, and a clear understanding of policy rationales.

Another obstacle relates to differences in teacher motivation and commitment. While some teachers exhibit high levels of dedication, others struggle with administrative burdens, lack of recognition, or personal challenges. The principal's strategy of offering personalized motivation and open dialogue reflects an attempt to manage these differences through relational and persuasive leadership, which is consistent with transformational leadership theory emphasizing individualized consideration. In addition, external policy and bureaucratic demands present significant hindrances. Complex regulations from the education department, combined with rigid bureaucratic procedures, limit school autonomy and reduce flexibility in program execution. This challenge echoes existing literature highlighting the tension between top-down regulations and school-level innovation. To mitigate these constraints, principals adopted pragmatic solutions, such as delegating administrative tasks and focusing teachers' energy on pedagogical improvement.

The study also uncovers tensions arising from differing perspectives, both internally among teachers and externally with supervisory bodies or community stakeholders. While most stakeholders support the strategies, disagreements over program priorities and approaches occasionally emerge. The principal addressed these differences through dialogue, consensus-building, and transparent communication, reinforcing the importance of participatory leadership in overcoming resistance.

The social environment further shapes the dynamics of teacher work culture. On one hand, a community that values education contributes positively to the school climate; on the other, conservative attitudes or skepticism toward change can slow down progress. Similarly, input and criticism from external actors, such as concerns over

budget allocation or policy priorities, function as double-edged swords: while they encourage accountability, they can also pressure schools to divert attention from long-term strategic goals. Principals counter these challenges by employing transparent explanations, accountability measures, and aligning external expectations with school priorities.

Synthesizing these findings, it becomes evident that the obstacles faced by principals are multidimensional, encompassing internal factors (teacher motivation, commitment, and resistance) and external factors (policy constraints, bureaucratic procedures, and community expectations). The strategies employed schedule adjustments, motivational approaches, delegation, open communication, and consensus building demonstrate an adaptive managerial style that prioritizes both relational and structural solutions. This study therefore reinforces the notion that effective leadership in education requires not only technical managerial competence but also socio-emotional skills to navigate complex human and institutional dynamics.

Research findings on the impact of the principal’s managerial strategy on improving the work culture of teachers are shown in Table 4. The results of this study demonstrate that the principal’s managerial strategies have a significant and multidimensional impact on the work culture of teachers at State Elementary School 44 South Bengkulu. One of the most prominent effects is the strengthening of teachers’ sense of responsibility. By involving teachers in planning, monitoring, and evaluating school programs, the principal has created a culture where accountability is not externally imposed but internally cultivated. This finding is consistent with studies emphasizing that distributed and participatory leadership fosters greater ownership of professional tasks among teachers, ultimately leading to improved educational quality.

**Table 4. The results of research findings on the impact of the principal’s managerial strategy on improving the work culture of teachers**

Focus	The results of research findings on the impact of the principal’s managerial strategy on improving the work culture of teachers at State Elementary School 44 South Bengkulu
The impact of strategies on teachers’ sense of responsibility Concrete examples of the impact of strategy on discipline and motivation	The strategies implemented encourage teachers to be more responsible for their tasks, both in terms of learning administration and the quality of teaching in the classroom. Teachers are more consistent in attending on time, actively participating in meetings, completing learning materials, and demonstrating a willingness to collaborate in developing school programs.
The impact of strategies on teacher skills and competencies	Through training, workshops, and technical guidance, teachers become more proficient in using digital learning media, developing teaching materials based on the independent curriculum, and implementing collaborative learning methods.

---

The impact of strategies on the ability to face challenges in the classroom	Teachers become more flexible and skilled at solving problems, adaptive to changing conditions, and more confident in managing classes even when facing limited facilities or technical constraints.
---	--

---

Another evident impact lies in discipline and motivation. Teachers have become more punctual in attending classes, more engaged in meetings, and more proactive in completing teaching materials. Beyond compliance, these behaviors signal a shift toward intrinsic motivation and professional pride. Such transformation aligns with the notion that managerial strategies grounded in recognition, supervision, and collaborative planning strengthen not only external discipline but also the intrinsic drive of teachers to excel in their profession.

The study also highlights notable improvements in teachers' skills and competencies. Through structured professional development activities such as workshops, technical guidance, and peer discussions, teachers gained new expertise in using digital learning media, designing curriculum-based teaching materials, and applying collaborative learning strategies. These outcomes echo earlier research asserting that managerial leadership, when combined with ongoing capacity-building initiatives, enhances teachers' pedagogical adaptability in the era of curriculum reform and technological integration.

Equally significant is the impact on teachers' ability to face challenges in the classroom. The strategies implemented enabled teachers to develop greater resilience, problem-solving capacity, and adaptability in managing diverse and resource-constrained learning environments. Teachers demonstrated increased confidence when dealing with challenges such as limited facilities or unexpected disruptions, reflecting a culture of innovation and adaptability. This finding underscores the crucial role of leadership in cultivating not only technical competencies but also the psychological readiness of teachers to confront uncertainty.

Taken together, these findings suggest that the principal's managerial strategies do more than enforce compliance; they reshape the professional culture of teachers by strengthening responsibility, motivation, competencies, and adaptive capacity. This integrative impact confirms that managerial leadership is a key driver of sustainable improvement in school culture. In synthesis, the evidence reinforces theoretical claims that effective leadership must simultaneously address structural, relational, and capacity-building dimensions to generate a lasting transformation in teacher work culture.

Based on the research findings, the managerial strategies implemented by the principal of State Elementary School 44 South Bengkulu can be understood as a comprehensive process that begins with systematic planning, continues with structured implementation supported by effective communication and adaptive problem-solving, and culminates in significant impacts on teacher work culture. The

first stage of this process is the formulation of strategic goals and objectives to strengthen teacher discipline, motivation, and professionalism. Goal setting at the school level follows the SMART principles (Specific, Measurable, Achievable, Relevant, and Time-bound), which are considered effective in guiding organizational members towards measurable progress (Glushchenko, 2022). Strategic planning aligned with the school's vision plays an important role in increasing teacher accountability while motivating them to pursue shared targets. Unlike traditional approaches that emphasize compliance, the strategies at SD Negeri 44 focus not only on punctuality or administrative accuracy but also on broader outcomes such as improving learning quality and student engagement (Leithwood, 2021). The involvement of teachers in formulating objectives through discussion forums further reflects the principles of collaborative leadership, proven to build collective commitment and reduce resistance to change (Ghamrawi, 2023). Thus, strategic planning in this context does not merely serve as a formal document, but as a managerial instrument that directs the entire school community toward a productive and sustainable work culture.

The translation of strategic goals into concrete operational objectives is facilitated by the use of measurable indicators such as teacher attendance, the frequency of cross-subject professional learning communities, and results from classroom observation rubrics. Such formalized indicators are essential for accountability and serve as benchmarks for ongoing improvement (Cunha et al., 2023). The principal systematically establishes baselines, defines success indicators, prioritizes objectives according to resources, and assigns responsibilities with clear deadlines. This process is in line with recommendations that effective school-level indicators should be measurable with available data and remain relevant to professional development priorities (Rodríguez et al., 2022). To maintain adaptability, objectives are embedded within a continuous improvement cycle through small-scale trials, regular monitoring, and rapid revisions based on evaluation. Importantly, co-creation with teachers and stakeholders in the goal-setting process has strengthened ownership and enhanced the contextual relevance of objectives to classroom practices, consistent with literature on participatory leadership and improvement science (Cahyanto et al., 2025; Sabban & Herawan, 2023).

The implementation phase reflects the managerial function of planning, organizing, actuating, and controlling (POAC). The principal's role as communicator, facilitator, and decision-maker was evident in structured program scheduling, regular monitoring, and direct supervision of instructional practices (Lebang et al., 2025). Measurable targets were matched with competency-based task allocation, which has been shown in prior studies to enhance efficiency and teacher responsibility (Thummaphan et al., 2022). Communication strategies were central to this stage, delivered through both formal mechanisms – such as annual work meetings, monthly coordination sessions, and structured teacher meetings – and informal channels like lounge discussions and classroom visits. This pattern aligns with transformational

leadership theory, which emphasizes two-way communication to build clarity of vision and commitment (Panjaitan et al., 2023). The use of digital platforms, particularly WhatsApp groups, further illustrates adaptive management that combines conventional and technological media for timely coordination (Mhlongo et al., 2023). Although most teachers responded positively, concerns about administrative burdens revealed that communication must highlight the direct benefits of strategies for daily teaching, as resistance to school change often diminishes when communication demonstrates clear advantages for teachers and students (Akdeniz & Konakli, 2022; Hoffjann, 2022).

In program execution, the principal faced multiple challenges such as limited time due to busy schedules, differences in teacher motivation, and restricted facilities. These were addressed through adaptive scheduling, personalized motivation for less engaged teachers, and collaborative resource mobilization with school committees and external partners. Such adaptive and collaborative leadership approaches are considered effective for schools operating under resource constraints (Rakhmadi et al., 2025). Teacher participation in program implementation and evaluation also reinforced the principle of distributed leadership, where leadership roles are shared to expand organizational capacity and sustain collaboration (Nadeem, 2024). This participatory leadership model created space for teachers to contribute ideas, lead initiatives, and co-evaluate programs, thereby increasing their ownership of school policies. Findings related to realistic scheduling, competency-based delegation, and structured supervision are consistent with studies emphasizing the role of instructional leadership in strengthening discipline and program effectiveness (Pana, 2024; Pisriwati et al., 2024)

The process of teacher empowerment and support was another important dimension. Facilities, mentoring, and recognition were consistently provided, generating a climate of trust where teachers felt valued and comfortable sharing challenges. This reflects the significance of open communication and recognition within organizational climate theory (Aririguzoh, 2022). However, variation in teacher motivation and attitudes toward monitoring remained as challenges. While many teachers viewed monitoring as constructive, some perceived it as repressive. This finding resonates with research showing that negative perceptions of supervision can weaken motivation if not coupled with persuasive communication (Selvik & Helleve, 2023; Wardani et al., 2021). Thus, leadership sensitivity to teacher needs became crucial in minimizing resistance.

The outcomes of these managerial strategies were evident in teachers' increased sense of responsibility, discipline, motivation, and professional growth. Teachers showed improved punctuality, consistency in administrative tasks, active participation in school programs, and readiness to collaborate. These impacts align with transformational leadership theory and self-determination theory, which emphasize supportive leadership as a driver of teacher job satisfaction and proactive behavior

(Allen et al., 2015; Erturk, 2022; Susanti & Ardi, 2022). Professional competence was also strengthened through training, workshops, and mentoring, enabling teachers to use digital learning media, design materials for the independent curriculum, and implement collaborative methods. Such professional learning is positively correlated with improved student outcomes (Kusmawan et al., 2025; Meng, 2023). The establishment of working groups and mentoring reinforced collaborative practices, consistent with evidence that structured coaching enhances instructional quality (Atkinson et al., 2022). Furthermore, recognition of contributions, both formal and informal, increased intrinsic motivation, confirming that positive reinforcement strengthens teacher commitment when applied appropriately (Putri et al., 2024).

At the cultural level, changes were observed in the form of stronger collaboration, more routine professional communication, and a supportive atmosphere conducive to innovation. These findings support earlier research that highlights the role of leadership in fostering a culture of continuous learning and professional engagement (Fisher, 2021; García-Martínez et al., 2021). The literacy program, for example, progressed more quickly due to teacher collaboration under cohesive leadership, reflecting the effectiveness of Professional Learning Communities (Hudson, 2024; Meesuk et al., 2021). Such changes affirm that managerial strategies can successfully transform work culture by integrating discipline, collaboration, and innovation into teachers' daily practices.

Despite these successes, structural and external constraints remain significant. Bureaucratic procedures, complex education department regulations, and heavy administrative workloads sometimes shifted focus from long-term culture building to short-term compliance. These findings echo prior studies showing that rigid bureaucracy can lead schools to prioritize administrative reporting over learning quality (Al-Deek et al., 2024; Hammond et al., 2022). Limited facilities and technological resources also constrained innovation, requiring principals to prioritize resources, optimize school funds, and seek external partnerships (Swandi et al., 2024). Social and cultural factors further influenced implementation. While the community generally supported education, conservative attitudes sometimes resisted change, confirming that socio-cultural context plays an important role in determining the acceptance of innovation (Zuo, 2022). To maintain legitimacy, the principal relied on transparent communication, including disclosure of budgets, which strengthened trust and stakeholder engagement.

Evaluation and reflection activities became essential tools for sustaining improvement. Reflection meetings, policy adjustments, and follow-up training provided a structured mechanism for continuous learning and collective awareness (Winarni et al., 2022). Moreover, the principal's ability to integrate feedback into strategic revisions aligns with findings that effective leadership in school management depends on responsiveness to evaluation results (Anwar et al., 2025). The establishment of a culture of teacher self-reflection also demonstrates the school's

progress toward becoming a learning organization, consistent with organizational learning theory (Giannakos et al., 2022).

Overall, the managerial strategies applied at State Elementary School 44 South Bengkulu demonstrate effectiveness in strengthening teacher work culture, even though challenges persist. The findings emphasize that the success of such strategies depends on synergy between leadership, resource optimization, teacher involvement, and stakeholder support. Nevertheless, the study's limitations should be noted. Its scope was confined to a single school, and its qualitative descriptive approach makes findings context-specific. Resource and time constraints also limited opportunities for deeper triangulation with quantitative data. Therefore, future research is recommended to broaden the scope across multiple schools with diverse characteristics, adopt mixed-methods designs to generate more robust evidence, and explore related variables such as leadership style, organizational climate, and community involvement. Such directions would enrich the literature and provide practical insights for improving teacher work culture in varied educational settings.

#### **D. Conclusions**

This study examined the principal's managerial strategies in enhancing teachers' work culture at State Elementary School 44 South Bengkulu. The findings show that the principal played multiple roles as decision-maker, director, facilitator, and motivator by implementing structured strategies such as routine supervision, recognition and rewards, professional development, and teacher involvement in planning and evaluation. Despite internal and external challenges, these strategies fostered improvements in teachers' discipline, motivation, responsibility, and collaboration, thereby contributing to a more professional and supportive work culture. This study contributes to the literature on managerial leadership by demonstrating how adaptive, communicative, and collaborative leadership strategies can be effectively applied in a rural Indonesian school context. It highlights the direct link between principals' managerial practices and cultural transformation among teachers, adding contextual depth to existing leadership theories. For school principals, this study underscores the importance of combining supervision, reward systems, and teacher participation to foster sustainable cultural change. For policymakers, it highlights the need to provide flexible policy support, reduce administrative burdens, and strengthen leadership training programs tailored to rural school contexts. Future research should employ mixed-methods approaches to measure the quantitative impact of managerial strategies on student learning outcomes. A multi-site comparative study across diverse school settings would also be valuable to identify which strategies are universally effective and which are context-specific. Longitudinal research could further capture the sustainability of work culture changes over time.

## E. Acknowledgement

We would like to express sincere gratitude to the supervisors for their invaluable guidance, constructive feedback, and continuous encouragement throughout the research process. Their expertise and insights have been instrumental in shaping this study and ensuring its academic quality. We also extend heartfelt appreciation to the principal, teachers, and staff of State Elementary School 44 South Bengkulu for their openness, cooperation, and support during the data collection process. Their willingness to share experiences and provide access to relevant information greatly contributed to the success of this research.

## References

- Akdeniz, R. K., & Konakli, T. (2022). The Emergence, Reasons and Results of Resistance to Change in Teachers. *International Journal on Lifelong Education and Leadership*, 8(1), 49–67. <https://doi.org/10.25233/ijlel.1107137>
- Al-Deek, G., Al-Soud, R. S., & Abu Kishek, I. (2024). Change Leadership Models: A Comparative Study. *Jordanian Educational Journal*, 9(4), 401–421. <https://doi.org/10.46515/jaes.v9i4.1288>
- Allen, N., Grigsby, B., & Peters, M. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *International Journal of Educational Leadership Preparation*, 10(2), 1–22.
- Antinluoma, M., Ilomäki, L., & Toom, A. (2021). Practices of Professional Learning Communities. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.617613>
- Anwar, Gistituati, N., Hadiyanto, H., & Panjang, M. P. (2025). Strategic Planning in Schools: Theoretical Study and Strategic Implementation in School Context. In *IEDUST: International Journal of Educational Sciences and Teaching* (Vol. 1, Issue 2).
- Anwar, K., Rahman, A., Nurwahidin, M., Sutrisno, S., & Saputra, N. (2023). The Influence of School Culture and Work Motivation on School Quality in Vocational Schools. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(3), 430–445. <https://doi.org/10.31538/tijie.v4i3.661>
- Aririguzoh, S. (2022). Communication competencies, culture and SDGs: effective processes to cross-cultural communication. *Humanities and Social Sciences Communications*, 9(1). <https://doi.org/10.1057/s41599-022-01109-4>
- Atkinson, A., Watling, C. J., P Brand, P. L., & Watling chriswatling, C. J. (2022). Feedback and coaching. *European Journal of Pediatrics*, 181, 441–446. <https://doi.org/10.1007/s00431-021-04118-8/Published>

- Bellibaş, M. Ş., Kılınc, A. Ç., & Polatcan, M. (2021). The Moderation Role of Transformational Leadership in the Effect of Instructional Leadership on Teacher Professional Learning and Instructional Practice: An Integrated Leadership Perspective. *Educational Administration Quarterly*, 57(5), 776–814. <https://doi.org/10.1177/0013161X211035079>
- Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a knowing researcher. In *International Journal of Transgender Health* (Vol. 24, Issue 1, pp. 1–6). Routledge. <https://doi.org/10.1080/26895269.2022.2129597>
- Byrne, D. (2022). A worked example of Braun and Clarke’s approach to reflexive thematic analysis. *Quality and Quantity*, 56(3), 1391–1412. <https://doi.org/10.1007/s11135-021-01182-y>
- Cahyanto, I., Natsir, L. F., & Hidayat, T. (2025). Designing A Stakeholder Engagement Model in Educational Policy Decision-Making: A Critical Literature Review. *Edum Journal*, 8(1), 153–168. <https://doi.org/10.31943/edumjournal.v8i1.327>
- Creswell, J. W., & P. C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications. <https://books.google.co.id/books?hl=id&lr=&id=DLbBDQAAQBAJ&oi>
- Cunha, F., Dinis-Carvalho, J., & Sousa, R. M. (2023). Performance Measurement Systems in Continuous Improvement Environments: Obstacles to Their Effectiveness. In *Sustainability (Switzerland)* (Vol. 15, Issue 1). MDPI. <https://doi.org/10.3390/su15010867>
- Erturk, R. (2022). The Relationship between School Administrators’ Supportive Behaviors and Teachers’ Job Satisfaction and Subjective Well-Being. *International Journal of Contemporary Educational Research*, 8(4), 184–195. <https://doi.org/10.33200/ijcer.956667>
- Fisher, D. (2021). Educational Leadership and the Impact of Societal Culture on Effective Practices. *Journal of Research in International Education*, 20(2), 134–153. <https://doi.org/10.1177/14752409211032531>
- Galdames-Calderón, M. (2023). Distributed Leadership: School Principals’ Practices to Promote Teachers’ Professional Development for School Improvement. *Education Sciences*, 13(7). <https://doi.org/10.3390/educsci13070715>
- García-Martínez, I., Montenegro-Rueda, M., Molina-Fernández, E., & Fernández-Batanero, J. M. (2021). Mapping teacher collaboration for school success. *School Effectiveness and School Improvement*, 32(4), 631–649. <https://doi.org/10.1080/09243453.2021.1925700>

- Ghamrawi, N. (2023). Toward agenda 2030 in education: policies and practices for effective school leadership. *Educational Research for Policy and Practice*, 22(2), 325–347. <https://doi.org/10.1007/s10671-023-09341-8>
- Giannakos, M. N., Mikalef, P., & Pappas, I. O. (2022). Systematic Literature Review of E-Learning Capabilities to Enhance Organizational Learning. *Information Systems Frontiers*, 24, 619–635. <https://doi.org/10.1007/s10796-020-10097-2/Published>
- Glushchenko, V. V. (2022). “Relevant”, and “Time-Bound” (SMART) Technologies as Tools for The Formation of Innovative Leadership Programs. *ASEAN Journal of Economic and Economic Education*. <https://ejournal.bumipublikasinusantara.id/index.php/ajeee>
- Grimm, F. (2024). Teacher leadership for teaching improvement in professional learning communities. *Professional Development in Education*, 50(6), 1135–1147. <https://doi.org/10.1080/19415257.2023.2264286>
- Hammond, L. D., Wechsler, M. E., Levin, S., Leung-Gagné, M., & Tozer, S. (2022). *Developing Effective Principals: What Kind of Learning Matters?* Learning Policy Institute. <https://eric.ed.gov/?id=ED620192>
- Hernández, A. M. (2022). Enacting Asset-Based Approaches for Critically Conscious Dual Language Teachers: The Administrator’s Role in a Professional Learning Community. *Journal of School Administration Research and Development*, 7(1), 22–35. <https://files.eric.ed.gov/fulltext/EJ1343631.pdf>
- Hoffjann, O. (2022). Between strategic clarity and strategic ambiguity – oscillating strategic communication. *Corporate Communications*, 27(2), 284–303. <https://doi.org/10.1108/CCIJ-03-2021-0037>
- Hudson, C. (2024). A Conceptual Framework for Understanding Effective Professional Learning Community (PLC) Operation in Schools. *Journal of Education*, 204(3), 649–659. <https://doi.org/10.1177/00220574231197364>
- Iskamto, D. (2023). Organizational Culture and Its Impact on Employee Performance. *International Journal of Management and Digital Business*, 2(1), 47–55. <https://doi.org/10.54099/ijmdb.v2i1.584>
- Jusoh, R., Md Dasuki, N., Shu, Q., & Amram, A. (2024). Sustainable Leadership: Encouraging Teacher Performance and Classroom Excellence. *International Journal of Academic Research in Business and Social Sciences*, 14(11). <https://doi.org/10.6007/ijarbss/v14-i11/23752>
- Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the Role of Instructional Leadership in Teacher Professional Development. *Advanced Qualitative Research*, 1(1), 63–73. <https://doi.org/10.31098/aqr.v1i1.1380>

- Kusmawan, A., Rahman, R., Anis, N., & Arifudin, O. (2025). The Relationship Between Teacher Involvement in Curriculum Development and Student Learning Outcomes 4 Sekolah Tinggi Ilmu Tarbiyah Rakeyan Santang, Indonesia Article Info. *International Journal of Educatio Elementaria and Psychologia*, 2(1), 1-12. <https://doi.org/10.70177/ijjep.v2i1.1890>
- Lebang, R., Hidayanto, D. N., Gede Mulawarman, W., Warman, W., Dwiyono, Y., & Akhmad, A. (2025). School Principal Management for Improving Elementary School Teachers' Performance Through Training. *Borneo Educational Journal (Borju)*, 7(2), 497-509. <https://doi.org/10.24903/bej.v7i2.2052>
- Leithwood, K. (2021). A review of evidence about equitable school leadership. In *Education Sciences* (Vol. 11, Issue 8). MDPI AG. <https://doi.org/10.3390/educsci11080377>
- Li, L., & Liu, Y. (2022). An integrated model of principal transformational leadership and teacher leadership that is related to teacher self-efficacy and student academic performance. *Asia Pacific Journal of Education*, 42(4), 661-678. <https://doi.org/10.1080/02188791.2020.1806036>
- Meesuk, P., Wongrugsa, A., & Wangkaewhiran, T. (2021). Sustainable Teacher Professional Development Through Professional Learning Community: PLC. *Journal of Teacher Education for Sustainability*, 23(2), 30-44. <https://doi.org/10.2478/jtes-2021-0015>
- Meng, S. (2023). Enhancing Teaching and Learning: Aligning Instructional Practices with Education Quality Standards. *Research and Advances in Education*, 2(7), 17-31. <https://doi.org/10.56397/rae.2023.07.04>
- Mhlongo, S., Mbatha, K., Ramatsetse, B., & Dlamini, R. (2023). Challenges, opportunities, and prospects of adopting and using smart digital technologies in learning environments: An iterative review. *Heliyon*, 9(6). <https://doi.org/10.1016/j.heliyon.2023.e16348>
- Mulyasa, H. E. (2022). *Manajemen dan kepemimpinan kepala sekolah*. Bumi Aksara.
- Mustari, M., & Nurhayati, S. (2024). Multifaceted Instructional Leadership of School Principals to Improve Student Character in The Digital Era. *Al-Hayat: Journal of Islamic Education*, 8(2), 488. <https://doi.org/10.35723/ajie.v8i2.459>
- Nadeem, M. (2024). Distributed leadership in educational contexts: A catalyst for school improvement. *Social Sciences and Humanities Open*, 9. <https://doi.org/10.1016/j.ssaho.2024.100835>
- Pana, E. (2024). School Heads' Instructional Leadership and Performance: Basis for Strategic Leadership Program. *International Journal of Scientific and Management Research*, 07(02), 26-40. <https://doi.org/10.37502/ijsmr.2024.7203>

- Panjaitan, N., Sihombing, S., Palen, K., & Bugni Schiavo, R. (2023). Enhancing Government Communication Strategies for Effective Health Information and Public Health Education. *Law and Economics*, 17(2), 151–169. <https://doi.org/https://doi.org/10.35335/laweco.v17i2.6>
- Pisriwati, S. A., Hardi, Y., & Siswanto, D. H. (2024). Enhancing Organizational Development through Principal Leadership to Improve Teacher and Staff Work Discipline. *Journal of Organizational and Human Resource Development Strategies*, 1(01), 52–62. <https://doi.org/10.56741/ohds.v1i01.670>
- Putri, D. F., Agus R, A. H., Qushwa, F. G., Setiawan Putri, D. M., Wideasari, F., Zahro, F., & Baharun, H. (2024). Behaviour Management in the Classroom: Improving the Quality of Education through Systematic Optimization of the Learning Environment. *FALASIFA: Jurnal Studi Keislaman*, 15(1), 35–47. <https://doi.org/10.62097/falasifa.v15i1.1787>
- Rakhmadi, E., Muhaimim, M., & Cinantya, C. (2025). The Role of Agile Leadership: Enhancing School Innovation and Adaptability the Role of Agile Leadership: Improving School Innovation and Adaptation. *Eduvest-Journal of Universal Studies*, 5(9).
- Rodríguez, J. V., Rodado, D. N., Crissien Borrero, T., & Parody, A. (2022). Multidimensional indicator to measure quality in education. *International Journal of Educational Development*, 89. <https://doi.org/10.1016/j.ijedudev.2021.102541>
- Sabban, I., & Herawan, E. (2023). Stakeholder Engagement and Determination of Priority Strategies in Quality Improvement in Higher Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(3), 820–834. <https://doi.org/10.33650/al-tanzim.v7i3.5503>
- Selvik, S., & Helleve, I. (2023). Understanding Teachers' Uncertainty in Encounters with Pupils with Experiences of Domestic Violence. *Scandinavian Journal of Educational Research*, 67(4), 650–662. <https://doi.org/10.1080/00313831.2022.2042845>
- Sugiar, L., & Sanusi, S. (2024). Academic Supervision as a Strategy for Improving Teaching and Learning Quality. *International Journal of Educational Administration, Management, and Leadership*, 5(2), 31–48.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Susanti, S., & Ardi, A. (2022). The Effect of Digital Transformational Leadership, Creative Self-Efficacy on Innovative Behaviour Mediated by Perceived Organizational Support. *JIIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(8), 3111–3120.

- Swandi, A., Fauzan, A., Arsyad, S. N., & Rahmadhanningsih, S. (2024). Digital-Based Learning in Lagging Area: Students' Problems and Expectations. *AL-ISHLAH: Jurnal Pendidikan*, 16(3), 3227–3236. <https://doi.org/10.35445/alishlah.v16i3.2875>
- Thummaphan, P., Sripa, K., & Prakobthong, W. (2022). Competency-Based School Curriculum: A Development and Implementation Framework. *Rajabhat Chiang Mai Research Journal*, 23(3), 185–205. <https://doi.org/10.57260/rcmrj.2022.261665>
- Toh, R. Q. E., Koh, K. K., Lua, J. K., Wong, R. S. M., Quah, E. L. Y., Panda, A., Ho, C. Y., Lim, N. A., Ong, Y. T., Chua, K. Z. Y., Ng, V. W. W., Wong, S. L. C. H., Yeo, L. Y. X., See, S. Y., Teo, J. J. Y., Renganathan, Y., Chin, A. M. C., & Krishna, L. K. R. (2022). The role of mentoring, supervision, coaching, teaching and instruction on professional identity formation: a systematic scoping review. *BMC Medical Education*, 22(1). <https://doi.org/10.1186/s12909-022-03589-z>
- Veletić, J., Price, H. E., & Olsen, R. V. (2023). Teachers' and principals' perceptions of school climate: the role of principals' leadership style in organizational quality. *Educational Assessment, Evaluation and Accountability*, 35(4), 525–555. <https://doi.org/10.1007/s11092-023-09413-6>
- Wardani, R. K., Santosa, H., & Rahmawati, D. (2021). The Role of Academic Supervision and Communication on Teacher Performance. *Journal of Educational Research and Evaluation*, 5(2), 302–310. <https://doi.org/https://doi.org/10.23887/jere.v5i2.30212>
- Widiana, I. W., Gading, I. K., Tegeh, I. M., & Antara, P. A. (2023). *Validasi Penyusunan Instrumen Penelitian Pendidikan*. PT. RajaGrafindo Persada-Rajawali Pers.
- Winarni, R., Slamet, S. Y., & Syawaludin, A. (2022). Indonesian Textbook Based on Character Education Through Active Learning for the Elementary School Students. *Jurnal Ilmiah Sekolah Dasar*, 6(1), 39–47. <https://doi.org/10.23887/jisd.v6i1.43470>