

Principal Leadership Strategies for Improving Teacher Performance

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Abstract: This article describes the principal leadership strategies used to improve teacher performance at SD Negeri 01 Kangkung, Semendawai Barat, Ogan Komering Ulu Timur, South Sumatra. The study was adapted from a descriptive qualitative thesis that focused on four strategic stages: planning, implementation, evaluation, and follow-up. Data were collected through in-depth interviews with the principal and teachers, direct observation of school leadership and teacher performance, and documentation review of school planning, supervision, evaluation, and professional development records. The findings show that leadership planning was conducted through needs analysis, teacher discussion, school meetings, and the preparation of structured programs such as academic supervision, internal training, workshops, and teacher working group activities. The implementation stage reflected a democratic, open, and persuasive leadership style, supported by academic supervision, motivation, appreciation, role modeling, and a harmonious working climate. The evaluation stage was carried out through periodic monitoring, classroom supervision, administrative checks, and feedback, although the depth of feedback and follow-up recommendations still requires strengthening. The follow-up stage included coaching, additional training, support for professional development, digitalization of learning administration, and the use of platforms and artificial intelligence tools to help teachers prepare learning modules. Overall, the leadership strategy created a supportive school climate and contributed to teacher discipline, commitment, instructional preparation, and professional growth. The study recommends strengthening documentation of innovation, expanding teacher participation, intensifying feedback, and increasing the continuity of professional development programs.

Keywords: Academic Supervision, Elementary School, Principal Leadership, Professional Development, Teacher Performance

A. Introduction

The quality of education at the elementary level is strongly connected to the quality of leadership practiced inside the school. Elementary schools are the first formal institutions where children build literacy, numeracy, character, social habits, and learning attitudes. Because of this foundational role, teacher performance at the

elementary level cannot be treated merely as a technical matter of classroom delivery. It is part of a broader school management process that requires direction, support, supervision, and continuous professional learning. In many public elementary schools, especially schools that serve rural or semi-rural communities, the principal becomes the most visible driver of school improvement. The principal is expected to manage administrative duties, lead curriculum implementation, guide teachers, strengthen school culture, communicate with stakeholders, and ensure that learning activities respond to the needs of students (Pak et al., 2020).

SD Negeri 01 Kangkung provides an important context for examining how principal leadership operates in a real school setting. The school is a public elementary school in Kangkung Village, Semendawai Barat District, Ogan Komering Ulu Timur Regency, South Sumatra. It has operated for decades as a formal institution serving the surrounding community. The school has a clear vision related to religious character, independence, mutual cooperation, and the development of learners through planned and continuous activities. Its mission includes active student-centered learning, the use of information technology, local wisdom-based learning, digital learning, digital literacy, the implementation of Pancasila values, and the optimization of student potential through extracurricular activities. These institutional aspirations require teachers who are prepared, disciplined, reflective, and able to adapt their teaching practice to the current educational context (Kolajo, 2025).

Teacher performance in this study is understood as the ability of teachers to plan learning, implement learning, evaluate learning outcomes, and maintain professionalism in carrying out their duties (Siri et al., 2020). In the school context, teacher performance is shown through the preparation of lesson plans or teaching modules, selection of suitable learning media, mastery of subject matter, classroom management, active student involvement, use of varied methods, student assessment, feedback, punctuality, participation in school activities, and commitment to professional tasks. These indicators are directly related to the daily learning experiences of students. When teachers plan carefully and teach actively, students have greater opportunities to learn in meaningful ways. Conversely, if planning is weak, methods are monotonous, or feedback is limited, learning becomes less effective even when formal school programs are available.

This article is based identified several initial concerns regarding teacher performance. Some learning plans were not yet fully contextual and did not consistently integrate innovation, technology, or varied learning resources. Classroom activities sometimes remained dominated by conventional explanations, while student-centered learning still needed strengthening. Participation in continuous professional development, such as seminars, in-house training, workshops, or teacher working groups, also required further encouragement. There were also indications that administrative discipline, such as timely submission of learning devices and assessment records,

needed to be maintained through clear guidance. These challenges do not imply that teachers lacked commitment; rather, they show the need for leadership strategies that are systematic, supportive, and sustainable (Fix et al., 2021).

The principal has a strategic role in responding to such challenges. A principal is not only an administrator who ensures that documents are complete. A principal is also an instructional leader who influences learning quality through planning, supervision, mentoring, motivation, and follow-up. Effective leadership can create a culture in which teachers feel involved, valued, and encouraged to improve. It can also create a system where teacher performance is not evaluated only at the end of a program, but continuously monitored, discussed, and improved through feedback. This kind of leadership is particularly important when schools are adapting to curriculum changes, digital learning demands, and expectations for more active, creative, and student-centered teaching (Otto et al., 2024).

In this article, principal leadership strategy refers to a sequence of managerial and instructional actions designed to improve teacher performance. The strategy includes planning, implementation, evaluation, and follow-up. Planning involves identifying teacher needs, designing programs, setting targets, involving teachers, and preparing supporting documents. Implementation refers to the way the principal carries out the planned program through supervision, motivation, communication, role modeling, training, and daily leadership behavior. Evaluation refers to monitoring teacher performance, examining administrative and instructional evidence, giving feedback, and documenting results. Follow-up refers to using evaluation findings to provide coaching, develop policies, organize additional training, support innovation, and sustain improvement. These four stages make leadership a cycle rather than a single activity (Müller et al., 2024).

Previous studies have widely discussed principal leadership, teacher performance, academic supervision, and school management (He et al., 2024). However, most studies tend to examine these aspects separately, such as leadership style, supervision practice, or teacher motivation. Limited attention has been given to how principal leadership strategy works as a complete and continuous cycle consisting of planning, implementation, evaluation, and follow-up in improving teacher performance at the elementary school level. This gap is important because teacher performance improvement cannot be achieved only through supervision or motivation, but requires an integrated leadership process that connects school planning, daily leadership practices, performance evaluation, and concrete follow-up actions.

The novelty of this study lies in its focus on principal leadership strategy as an integrated improvement cycle. This article does not only describe the principal's leadership style, but also analyzes how leadership planning, implementation, evaluation, and follow-up are connected to strengthen teacher performance.

Therefore, this study contributes a practical leadership framework for improving teacher professionalism in elementary school contexts (Ghamrawi et al., 2024).

The purpose of this article is to describe and analyze the principal leadership strategies for improving teacher performance at SD Negeri 01 Kangkung. More specifically, the article answers four questions: how the principal plans leadership strategies to improve teacher performance; how the strategies are implemented; how evaluation is conducted; and how follow-up is used to maintain improvement. The article is expected to contribute practical insight for school principals who face similar challenges in elementary school management. It also offers a case-based description of how leadership, teacher development, academic supervision, and school culture interact in a public elementary school setting (Salgado et al., 2025). Figure 1 presents the conceptual framework used in this study. The framework links the four stages of principal leadership strategy with the expected improvement in teacher performance.

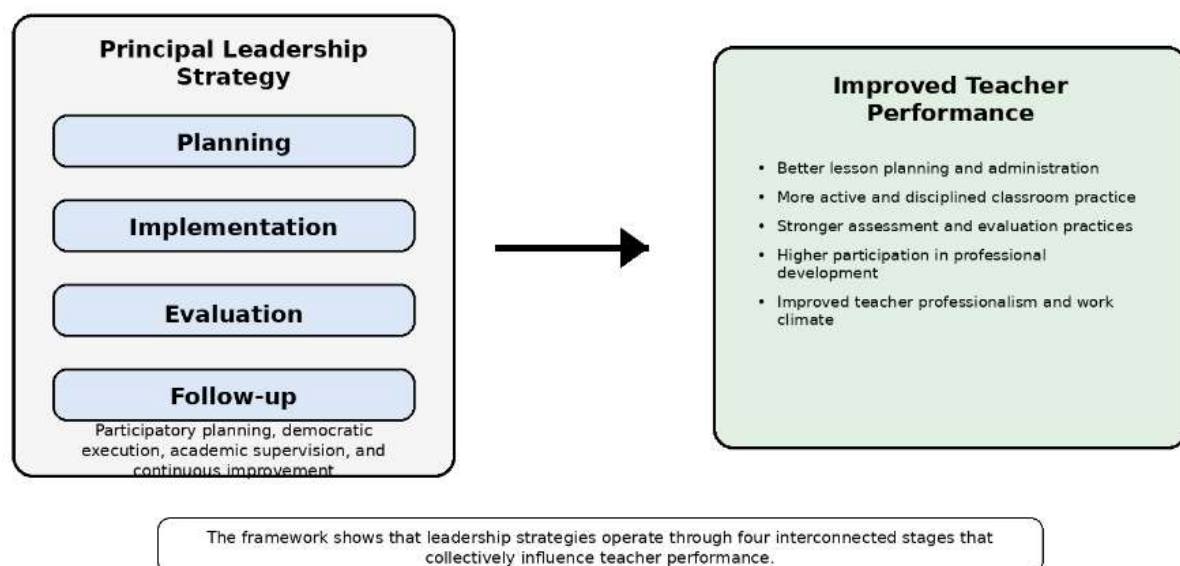


Figure 1. Conceptual Framework of Principal Leadership Strategies for Improving Teacher Performance

B. Methods

This article is based on a descriptive qualitative study. The qualitative approach was selected because the research problem required an in-depth understanding of leadership processes, teacher experiences, school routines, and documentary evidence. The focus was not to measure the statistical effect of leadership on teacher performance, but to describe how leadership strategies were planned, implemented, evaluated, and followed up in the daily life of the school. A descriptive qualitative design allows the researcher to present the meanings, patterns, and contextual details found through interviews, observations, and documents (Lim, 2025).

The research was conducted at SD Negeri 01 Kangkung, Semendawai Barat District, Ogan Komering Ulu Timur Regency, South Sumatra. The school operates as a public elementary school with morning learning activities for six days each week. Based on the school data used in the thesis, the school had 171 students in the 2025/2026 academic year, consisting of 81 male and 90 female students. The school facilities included classrooms, a teachers' office, a literacy room, a school yard or playground, toilets, a health room, parking area, chromebooks, LCD projectors, laptops, sport equipment, and learning media. These facilities provided a useful context for examining how leadership strategies were connected to instructional preparation and learning activities (Heikka et al., 2021).

The informants consisted of the principal and teachers. The principal was selected because the study focused on leadership strategies, while teachers were selected because they experienced the leadership programs directly and could provide information about planning, implementation, evaluation, and follow-up from the perspective of program participants. Data were collected through interviews, observation, and documentation review. The interview guidelines covered the four strategic stages. Questions for the principal explored needs analysis, program design, goal setting, teacher involvement, leadership style, supervision, motivation, work climate, monitoring, program evaluation, reflection, follow-up policies, and innovation. Questions for teachers explored their involvement in planning, understanding of programs, perception of leadership, supervision experience, motivation, work atmosphere, evaluation, feedback, and professional development support (Karlberg & Bezzina, 2022).

Observation was used to identify visible practices in the school. The researcher observed leadership planning, leadership implementation, evaluation, follow-up, and teacher performance. Observation sheets used scaled indicators from 1 to 4, with interpretations ranging from less visible to very visible. The results were then converted into percentages and categories. The study used four categories: very good, good, fairly good, and poor (Chicco & Jurman, 2023). Documentation review was also carried out to confirm the interview and observation data. The documents examined included vision and mission statements, school work plans, budget plans, school program documents, meeting minutes, lesson plans, syllabi or teaching modules, academic supervision schedules, supervision reports, teacher training programs, coaching documentation, attendance records, teacher performance instruments, evaluation reports, supervision notes, observation checklists, certificates of workshops or teacher working group activities, follow-up plans, reflection meeting minutes, continuing coaching programs, and school policies.

Data validity was strengthened through triangulation. Interview data were compared with observation results and documentary evidence. For example, statements about teacher involvement in planning were checked against meeting minutes and school work documents. Statements about supervision were checked against supervision

schedules, reports, and classroom observation evidence. Statements about follow-up were checked against teacher training records, follow-up plans, reflection meeting minutes, and documentation of professional development. This triangulation helped ensure that findings were not based only on personal claims, but on the consistency of multiple data sources. Data analysis followed an interactive process consisting of data reduction, data presentation, and conclusion drawing. The researcher reduced the data into four main themes: planning, implementation, evaluation, and follow-up. The data were then presented in narratives and tables, followed by interpretation of patterns and implications (Byrne, 2022).

C. Results and Discussion

The results are presented in five parts: school context, planning strategy, implementation strategy, evaluation strategy, and follow-up strategy. The first part gives a short description of the school environment, while the next four parts follow the leadership cycle used in the study (Wijnen-Meijer et al., 2022).

Table 1. Summary of Main Findings in the Results Section

Leadership Stage	Core strategy	Main result
Planning	Needs-based and participatory planning through meetings, supervision mapping, and preparation of learning administration.	Teachers became more prepared in lesson planning and instructional administration.
Implementation	Democratic and persuasive leadership through motivation, coaching, role modeling, supervision, and appreciation.	Teacher discipline, classroom management, and day-to-day instructional practice improved.
Evaluation	Periodic academic supervision, observation, documentation review, and performance feedback.	Strengths and weaknesses in teaching practice were identified more clearly.
Follow-up	Coaching, workshops, teacher working groups, peer support, and solutions to instructional constraints.	Teacher professionalism improved continuously, although student assessment practices still need strengthening.

SD Negeri 01 Kangkung is a public elementary school with NPSN 10606100. It was established on 1 January 1983 and operates in Kangkung Village, Semendawai Barat District, Ogan Komering Ulu Timur Regency, South Sumatra. The school is accredited B and is led by Juni Parantiku, S.Pd.SD., M.Pd. In the 2025/2026 academic year, the school served 171 students from grade one to grade six. Most students came from Kangkung Village, which shows that the school plays a central role in the educational service of the local community. The school had 12 classrooms, 2 teachers' office rooms, 1 literacy room, 1 warehouse, 2 playground or school yard areas, 6 toilets, 1 health room, and several learning support facilities, including 18 Chromebook, 3 LCD projectors, 7 laptops, sport equipment, and learning media. These assets supported the principal's leadership programs, especially programs related to digital learning, learning administration, and teacher professional development.

Table 2. School Profile and Learning Support Facilities

Aspect	Data
School name	SD Negeri 01 Kangkung
NPSN	10606100
Location	Kangkung Village, Semendawai Barat District, Ogan Komering Ulu Timur Regency, South Sumatra
Status and accreditation	Public elementary school; accreditation B
Year established	1983
Students in 2025/2026	171 students: 81 male and 90 female
Learning facilities	12 classrooms, literacy room, teachers office, playground, toilets, health room, Chromebook, LCD projectors, laptops, sport equipment, and learning media

The planning strategy was carried out through a needs-based and participatory approach. The principal began planning by identifying teacher needs from previous supervision results, discussion with teachers, and reflection on teaching and administrative performance. This process allowed the school to identify areas that still required improvement, including teaching methods, classroom administration, preparation of learning devices, and the use of learning media. The principal stated that the school usually examined the results of earlier supervision and discussed them with teachers to identify aspects that needed improvement. This indicates that planning was not based only on assumptions, but on evidence gathered from school experience (Mandinach & Schildkamp, 2021).

The principal also designed programs that were relevant to teacher needs. These programs included internal training, workshops, and teacher working group activities. The programs were directed toward improving teaching quality, not merely completing administrative requirements. The principal emphasized that the objective of the program was to strengthen the effectiveness of classroom learning. Teachers were involved through school meetings and discussion forums. This involvement helped teachers understand the purpose of the program and increased their sense of ownership. One teacher explained that teachers were usually involved in school meetings and were allowed to express opinions about planned programs. Another teacher stated that teachers understood the program because the principal explained the objectives before implementation (Prenger et al., 2021).

Observation results supported the interview findings. The planning aspect of principal leadership reached 95 percent and was categorized as very good. The indicators that were very visible included the preparation of vision and mission statements, the preparation of teacher performance improvement programs, needs analysis, and documented work programs. The indicator related to teacher involvement was categorized as fairly visible, showing that participation was present but not yet fully equal across all teachers. Observation of teacher planning performance showed a score of 87 percent, also categorized as very good. Teachers had prepared lesson plans or teaching modules well, but preparation of learning media was only fairly visible. Documentation confirmed the availability of school

vision and mission documents, school work plans, school budget plans, school program documents, meeting minutes, and lesson plans or syllabi. The consistency among interviews, observations, and documents shows that the planning strategy was systematic, participatory, and grounded in real teacher needs (Kaliisa et al., 2023).

Table 3. Planning Findings

Source	Main evidence	Interpretation
Interview	Needs analysis from earlier supervision and teacher discussion; programs include training, workshops, and teacher working groups.	Planning was needs-based and participatory.
Observation	Principal planning score reached 95%; teacher planning score reached 87%.	Planning was very good, but teacher involvement and media preparation need broader strengthening.
Documentation	Vision and mission, school work plans, budget plans, meeting minutes, lesson plans, and syllabi were available.	Formal planning evidence supported the interview and observation findings.

The implementation strategy reflected democratic, open, and persuasive leadership. The principal used a leadership style that involved teachers in discussion while still giving clear direction. Teachers described the principal as open, democratic, willing to listen, and appreciative of teacher opinions. This leadership style helped create a comfortable working climate. The principal also carried out academic supervision both in scheduled and incidental forms. Supervision was conducted by entering classrooms, observing learning practices, examining administration, and giving suggestions after observation. The principal stated that supervision was done to help teachers identify weaknesses and improve their learning practice. Teachers confirmed that classroom supervision and training had been provided, although training intensity still needed to be increased (Arinaitwe, 2021).

Motivation was another important part of the implementation strategy. The principal motivated teachers through appreciation, direct communication, moral support, and personal approaches. Teachers stated that motivation was often provided through direct guidance and appreciation (Forson et al., 2021). The principal also tried to create a family-like work atmosphere so that teachers felt comfortable in carrying out their duties. Observation results showed that implementation of principal leadership reached 100 percent and was categorized as very good. All observed indicators were very visible: academic supervision, direction for teachers, effective communication, motivation, and openness or democratic behavior. Observation of teacher learning implementation reached 87.5 percent and was also categorized as very good. Teachers showed strong mastery of the material and classroom management. However, the use of varied methods and the active involvement of students were still categorized as fairly visible, indicating that instructional innovation should continue to be developed.

Documentation supported the implementation findings. The school had supervision schedules, supervision reports, teacher coaching documentation, training programs, and attendance records. The documents showed that supervision and teacher development were not only planned but implemented in school routines. The attendance data also showed that teacher discipline was being monitored. Overall, the implementation strategy can be categorized as effective because it combined supervision, motivation, communication, and a positive work climate. It also created alignment between the principal's leadership behavior and teacher improvement activities (Cassata & Allensworth, 2021).

Table 4. Implementation Findings

Indicator	Score or category	Meaning
Principal leadership implementation	100%; very good	Supervision, direction, communication, motivation, and democratic behavior were very visible.
Teacher learning implementation	87.5%; very good	Teachers mastered material and managed classrooms well, but method variation and active student involvement need improvement.
Documentation	Supervision schedules, reports, coaching records, training programs, and attendance data were available.	Implementation was supported by administrative evidence.

The evaluation strategy was carried out as a control and improvement mechanism. Evaluation focused on teacher performance, the effectiveness of programs, teaching practice, learning administration, teacher discipline, and the relationship between communication patterns and work productivity. The principal monitored teacher performance through periodic supervision, review of teacher work, and observation of student development. Evaluation was not intended only to judge teachers; it was also used clinically to identify problems, discuss causes, and make improvements. When a program had not been fully successful, the principal and teachers looked for the cause together and improved the next activity (Prenger et al., 2021).

Teachers confirmed that their performance was evaluated periodically, usually through supervision. They also received feedback from the principal after supervision so they knew what had to be improved. Observation showed that the evaluation aspect of principal leadership reached 87.5 percent and was categorized as very good. Evaluation was periodic and documented, but the indicators related to evaluating teacher performance and giving feedback were categorized as fairly visible. This means that evaluation already existed, but its quality and intensity could still be improved. Observation of teacher evaluation practice reached 75 percent and was categorized as fairly good. Teachers conducted assessment, but feedback to students needed strengthening. Documentation showed the availability of teacher performance assessment instruments, evaluation reports, supervision notes, and observation checklists. However, some documents did not yet show detailed improvement

recommendations. Thus, the evaluation strategy was systematic and sustainable, but still needed more specific, deeper, and more continuous feedback (Labadze et al., 2023).

The follow-up strategy was used to ensure that evaluation results led to real improvement. Follow-up activities included continuing coaching, additional training and workshops, new policies related to discipline and teacher performance, and innovations in learning and administration. The principal explained that programs that had not been maximized would be continued through coaching and repeated training. Policies were adjusted to school needs, especially in relation to discipline and teacher performance. The principal also began to direct innovation toward digitalization of learning administration and stronger collaborative work among teachers (Berkovich & Hassan, 2024).

Table 5. Evaluation and Follow-up Findings

Aspect	Score or evidence	Follow-up need
Principal evaluation	87.5%; very good	Feedback needs to be more specific and more intensive.
Teacher evaluation practice	75%; fairly good	Teachers need stronger formative feedback practices for students.
Evaluation documents	Performance instruments, evaluation reports, supervision notes, and checklists were available.	Recommendations for improvement should be written more clearly.

Teacher responses showed that follow-up was experienced as useful and supportive. One teacher explained that when she had difficulty preparing new learning modules, the principal provided solutions and references, including the use of the Merdeka Mengajar Platform and artificial intelligence applications for preparing teaching modules. Teachers were also encouraged and given broad opportunities to join external training. Observation results showed that the follow-up aspect of principal leadership reached 93.75 percent and was categorized as very good. The principal was very visible in improving programs, coaching teachers, and establishing follow-up policies (de Jong et al., 2022). The indicator of training or workshop implementation was fairly visible, indicating that the intensity of professional development still needed strengthening. Teacher professionalism in follow-up reached 100 percent, showing very strong discipline, participation in school activities, and commitment to duties. Documentation included certificates of workshops or teacher working group activities, follow-up plans, reflection meeting minutes, continuing coaching programs, and school policies. The documentation confirmed that follow-up was conducted through problem solving, professional development, and continuous improvement, although documentation of innovation still needed to be strengthened (Persson et al., 2022).

Discussion

The findings show that the leadership strategy at SD Negeri 01 Kangkung worked as a connected cycle. Planning, implementation, evaluation, and follow-up were not separate activities; they influenced one another. Planning used previous supervision and teacher discussion to identify needs. Implementation translated the plan into supervision, communication, motivation, and training. Evaluation monitored whether the program influenced teacher performance. Follow-up used the evaluation results to provide coaching, adjust policies, strengthen professional development, and encourage innovation. This cycle is important because teacher performance cannot be improved through one-time instruction. It requires repeated diagnosis, support, monitoring, reflection, and correction (Taye, 2025).

The planning stage demonstrates the value of participatory leadership. By involving teachers in meetings and discussions, the principal encouraged teachers to become part of the improvement process. This is important because teachers are the people who understand classroom challenges directly. When they are involved in planning, the program becomes more realistic and teacher commitment increases. The planning evidence also shows that the school already had important administrative documents such as vision and mission statements, work plans, budget plans, meeting minutes, and learning devices. These documents created a formal foundation for leadership action. However, the fairly visible score for teacher involvement shows that participation could be expanded. In future practice, the school can involve more teachers in needs analysis, peer review of teaching modules, preparation of learning media, and reflection on classroom problems. Participation should not only occur in general meetings, but also in small professional discussions where teachers can examine their own teaching practice more deeply (Johannesson, 2022).

The implementation stage indicates that democratic and open leadership created a positive work climate (Lam et al., 2021). The principal's willingness to listen, communicate, guide, motivate, and appreciate teachers helped build trust. Trust is a key element in teacher performance improvement because teachers are more willing to accept feedback when they feel respected. The principal also used academic supervision as a coaching instrument, not merely as an administrative requirement. This is a constructive approach because supervision should help teachers improve learning, not simply document compliance (Ainjärv & Laas, 2024). The 100 percent score in implementation leadership shows that the principal's actions were visible and consistent. However, the teacher performance score of 87.5 percent and the fairly visible indicators for varied methods and active student involvement show that leadership support must still focus on instructional innovation. Teachers need more examples of varied strategies, opportunities for peer observation, and structured practice in student-centered learning.

The evaluation stage has two strengths. First, evaluation was periodic. Second, it was supported by instruments and documentation. Periodic evaluation ensures that teacher performance can be observed over time, while documentation creates accountability. The presence of evaluation instruments, supervision notes, observation checklists, and reports shows that the school has a basic quality assurance mechanism. Yet, the finding also reveals a weakness: feedback and detailed follow-up recommendations were not always strong enough. Feedback is the bridge between evaluation and improvement. If feedback is general, teachers may understand that they need to improve but may not know exactly how to improve. Therefore, future supervision should produce more specific written notes, such as which teaching method needs modification, how media can be improved, how students can be involved more actively, and what short-term target the teacher should achieve before the next supervision. Feedback should also include strengths so that teachers know which practices should be maintained (Escalante et al., 2023).

The teacher evaluation performance score of 75 percent deserves special attention. Teachers already conducted assessments, but feedback to students was still relatively weak. Student feedback is a central element of learning because it tells students what they have mastered, what they have not mastered, and what steps they can take next. If teachers only provide scores without meaningful comments, assessment loses its formative function. Principal leadership can respond to this by organizing training on formative assessment, rubric development, reflective questioning, and feedback strategies. Teachers can also be guided to use simple digital tools to record student progress and provide timely comments. This improvement is aligned with the school's mission to develop digital learning and digital literacy (Falloon, 2020).

The follow-up stage shows that the principal was not passive after evaluation. Coaching, repeated training, workshop participation, teacher working group activities, policy adjustment, and digital administration were used to sustain teacher improvement. This is one of the most important findings because evaluation without follow-up often fails to change practice. Teachers felt supported when the principal provided references, allowed them to attend external training, and introduced platforms that helped them prepare teaching modules (Mullen & Badger, 2023). The use of the Merdeka Mengajar Platform and artificial intelligence applications for module preparation shows that the school had begun to respond to digital transformation. Nevertheless, the fairly visible indicator of workshop implementation and the limited documentation of innovation suggest that professional development needs to be more continuous and better recorded (Gale et al., 2020). Each training activity should have an attendance list, material summary, implementation plan, reflection notes, and evidence of classroom application.

The findings also show that leadership at SD Negeri 01 Kangkung contributed to teacher professionalism. Teacher discipline, participation in school activities, and commitment to duties were very visible. A supportive climate appears to have

strengthened teacher motivation and responsibility. This supports the idea that teacher performance is not only determined by individual competence, but also by the school environment. A teacher who works in a climate of trust, appreciation, guidance, and clear expectations is more likely to maintain discipline and participate in school programs. Therefore, the principal's role as a role model is essential. The principal's punctuality, openness, consistency, and willingness to solve problems can become a standard for teacher behavior (Veletić et al., 2023).

At the same time, this study also reveals practical areas for improvement. First, the school needs to make teacher participation more equitable. Some teachers may be active in meetings, while others may remain silent. The principal can use smaller groups, written reflections, peer mentoring, or teacher learning communities to ensure broader participation. Second, the quality of learning media and method variation should be strengthened. The availability of chromebooks, LCD projectors, laptops, and learning media creates opportunities for more interactive learning, but facilities must be supported by teacher capacity. Third, feedback after supervision should be more specific, written, and measurable. Fourth, innovation should be documented systematically so that the school can show evidence of change and evaluate whether innovation produces results. Fifth, professional development should not depend only on occasional workshops. It should become a continuous school culture in which teachers learn from one another, share good practices, and reflect on classroom evidence (Ghamrawi et al., 2024).

The leadership model found in this school can be described as supportive instructional leadership (Walker & Qian, 2022). It is instructional because it focuses on teacher performance and learning quality. It is supportive because the principal uses motivation, communication, discussion, appreciation, and problem solving rather than relying only on formal authority. It is also adaptive because the principal adjusts programs according to teacher needs and begins to use digital tools to solve learning administration challenges. This model is suitable for elementary schools that require close interpersonal relationships and practical assistance. However, supportive leadership must be balanced with systematic documentation and clear performance targets. Without documentation, good practice may not be visible to external evaluators. Without clear targets, improvement may be difficult to measure (Alderwick et al., 2021).

The practical implication of this study is that principal leadership should be designed as a daily improvement system (Fullan et al., 2024). The principal should begin each semester with a needs analysis, prepare a calendar of supervision and professional development, involve teachers in identifying instructional priorities, conduct classroom observation, provide written feedback, organize follow-up coaching, and review progress at the end of the semester. Teachers should be encouraged to prepare teaching modules collaboratively, develop media, use varied strategies, assess students formatively, and share reflection results. The school should also maintain a

portfolio of improvement evidence, including supervision records, teacher reflection, student work samples, training certificates, follow-up plans, and documentation of innovative learning (Gudeta, 2022). Such a system would help SD Negeri 01 Kangkung maintain the positive results already achieved and strengthen weaker areas.

The main contribution of this article is the description of how a public elementary school principal uses a complete leadership cycle to improve teacher performance. The findings show that leadership effectiveness is not only seen in planning documents or formal meetings, but also in how the principal communicates, supervises, motivates, evaluates, and follows up. The study also demonstrates that teacher performance improvement requires both human relations and managerial discipline. Human relations create trust and motivation, while managerial discipline creates structure, evidence, and continuity. When both are combined, the school can develop a more sustainable culture of teacher professionalism (Gericke & Torbjörnsson, 2022). Another implication concerns the relationship between facilities and instructional change. The school already has several digital and physical resources, including chromebooks, LCD projectors, laptops, and learning media. These resources can become stronger instruments for teacher performance only when they are integrated into a planned supervision and coaching system. The principal can ask teachers to demonstrate how they use a device or medium during classroom observation, then discuss the strengths and weaknesses of that use during post-supervision feedback. Teachers who are more confident with technology can mentor colleagues who still need support. This approach can prevent facilities from remaining underused and can transform them into tools for improving learning quality. In addition, digital administration should not be understood only as document completion. It can support collaborative planning, lesson sharing, student progress monitoring, and reflective discussion among teachers. In this way, leadership follow-up becomes more practical, visible, and connected to classroom improvement, while strengthening evidence-based school improvement planning practices (Koh et al., 2023).

D. Conclusions

The principal leadership strategy at SD Negeri 01 Kangkung can be concluded as a systematic, participatory, and improvement-oriented effort to strengthen teacher performance. Planning was carried out by identifying teacher needs through previous supervision results, direct discussions, and school meetings. This stage produced relevant programs such as academic supervision, internal training, workshops, teacher working group activities, and administrative preparation through lesson plans or teaching modules. Implementation showed an open, democratic, persuasive, and harmonious leadership style. The principal improved teacher performance through classroom supervision, clear direction, motivation, appreciation, role modeling, and a comfortable work climate. These practices encouraged teacher

discipline, commitment, and willingness to improve. Evaluation was conducted periodically through supervision, administrative review, teacher performance instruments, observation checklists, and documented reports. The evaluation process had a developmental function because it helped identify weaknesses and guide improvement. However, the quality and intensity of feedback still need to be strengthened so that teachers receive more specific guidance after supervision. Follow-up was conducted through coaching, repeated training, workshops, teacher working group participation, policy adjustment, digital administration, and support for teachers who faced difficulties in preparing teaching modules. The principal also encouraged the use of the Merdeka Mengajar Platform and artificial intelligence tools as practical references for instructional planning. Overall, the leadership cycle contributed to a conducive school climate and continuous teacher professionalism. The strongest aspects were leadership implementation, teacher discipline, and the principal's commitment to follow-up. The areas that still require improvement are equal teacher participation in planning, more varied learning media and methods, stronger student feedback, more intensive workshops, and better documentation of innovation. The study suggests that principal leadership should continue to combine participatory decision making, instructional supervision, reflective evaluation, and concrete follow-up so teacher performance improvement becomes a sustainable school culture. The cycle also needs regular review at each semester end.

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