



Management of Principal Leadership in Improving Teacher Performance to Optimize the Quality of Education at Tenggara Elementary school

Basuni¹, Laili Komariyah², Nurlaili³

Master of Education Management FKIP Universitas Mulawarman, Indonesia

br.basuni88@gmail.com¹, laili.komariyah@fkip.unmul.ac.id², nurlalisyamsul@yahoo.co.id³

Correspondence author Email: laili.komariyah@fkip.unmul.ac.id

Paper received: December-2024; Accepted: February-2025; Publish: February-2025

Abstract

An effective school principal must possess good leadership skills to create a conducive learning environment, develop teacher competencies, and ensure that the learning process runs smoothly. This study aims to describe the planning, organizing, implementation, and supervision carried out by the principal in improving teacher performance to maximize the quality of education at Muhammadiyah 1 Elementary School in Tenggara. This research uses a qualitative approach with a case study method. Data collection techniques include observation, in-depth interviews, and documentation, with data validity checks through source and method triangulation. The results indicate that at the planning stage, Muhammadiyah 1 emphasizes strengthening religious values and utilizing technology in learning; at the organizing stage, a deliberative approach is used with support from Muhammadiyah institutions; at the implementation stage, the focus is on religious activities and the use of technology to create a dynamic and interactive learning environment; and at the supervision stage, it is conducted through structured evaluations, classroom observations, and regular evaluation meetings. By implementing the results of this research, it is hoped that a better and more competitive educational environment can be created, capable of producing a higher quality generation.

Keywords: management, school principal, teacher performance, quality of education.

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1. Introduction

Improvement of the quality of education in Indonesia has become a top priority to produce a competent and competitive younger generation. Elementary schools play a crucial role in shaping the foundation of students' knowledge and character, so school principals, as educational leaders, bear a significant responsibility. They not only manage school administration but also must be able to motivate teachers to perform their duties optimally (Aurelin & Ain 2023). An effective school principal needs to possess leadership skills to create a conducive learning environment, develop teachers' competencies, and ensure that the learning process runs smoothly (Hanin et al., 2020).

Leadership in education is a process that involves influencing, motivating, and directing individuals or groups within an educational environment to achieve established goals. This



definition emphasizes that leadership is not solely focused on position or title, but rather on the ability to influence and mobilize others. Educational leaders are expected to create a positive learning environment where all members feel valued and motivated to contribute. Another important characteristic is the ability to adapt to change (Mahmuda et al., 2023).

School principals face challenges in implementing appropriate leadership strategies, including in communication and decision-making that impact teachers' performance (Rosmini et al., 2024). Research of (Amdayanti, 2020) It shows that the firmness of school principals in enforcing teachers' work discipline is still low, as evidenced by the accumulation of teachers' workloads and their absenteeism. Poor teacher performance directly impacts the quality of learning, which is a crucial factor in educational output (Nurlaili, 2021). The quality of education is greatly influenced by the leadership management of school principals and the performance of teachers (Fauzi, 2021)

SD Muhammadiyah Tenggara is an interesting research subject due to its advantages in effective school management. Initial observations indicate that this school emphasizes Islamic learning and worship practices, as well as utilizes technology in the teaching and learning process. The success of the school library and strict selection of teachers demonstrate a commitment to educational quality. Findings from SD Muhammadiyah Tenggara, which emphasize holistic education based on religion, align with research. (Hasnawati, 2021), It shows that the integration of religious values can enhance students' moral character. This approach is also supported by (Nilda, 2020) which found that religious education in the curriculum creates a more disciplined learning environment.

This research provides innovations in the management of school principals in religious-based private elementary schools. The focus of the study analyzes the leadership management of school principals in improving teacher performance to optimize the quality of education. The sub-focus includes planning, organizing, implementing, and supervising the leadership of school principals. The problem formulation encompasses how each of these aspects is applied at SD Muhammadiyah Tenggara. The aim of this research is to describe the planning, organizing, implementing, and supervising of school principals in leadership to enhance teacher performance at SD Muhammadiyah Tenggara. Thus, this study aims to provide a comprehensive overview of leadership management at the school.

The benefits of this research are divided into theoretical and practical benefits. Theoretically, this study is expected to contribute to the development of educational science and understanding of school principals' leadership standards. Practically, the results of the research can serve as evaluation material for school principals and as knowledge for teachers to carry out learning activities creatively and innovatively. The desired outcome of this research is the improvement of teacher performance through effective school principal leadership management, thereby positively impacting the quality of education at SD Muhammadiyah Tenggara and serving as a model for other educational institutions.



2. Method

This research employs a qualitative approach with a case study method to describe and analyze the phenomenon of school principals' leadership management in enhancing teacher performance at SD Muhammadiyah Tenggaraong. The study is conducted from September to November 2024. Data is collected through in-depth interviews, non-participant observation, and documentation to obtain authentic and comprehensive information. The focus of the research includes planning, organizing, implementing, and supervising the leadership of school principals. Research data consists of primary and secondary data. Primary data is obtained through interviews with the principal, vice principal, teachers, and the school committee to gain direct insight into the applied leadership.

Meanwhile, secondary data is collected from school documents, such as vision, mission, and school profile. Triangulation techniques are used to ensure data validity, involving source triangulation (principal, teachers, and committee) and method triangulation (interviews, observations, and documentation). The researcher observes daily activities at the school through non-participant observation to understand the occurring dynamics. In-depth interviews are systematically conducted with the principal and teachers using pre-prepared interview guidelines. Documentation complements data collection by accessing school documents, photos, and related notes, which serve to verify information from observations and interviews.

The interactive analysis model proposed by Miles and Huberman includes three main components: data reduction, data presentation, and conclusion drawing. The collected data is categorized based on themes such as leadership style, impact on teacher performance, and student learning outcomes. The reduced data is then presented in narrative form, tables, or graphs for easier understanding. Conclusion drawing is conducted iteratively by verifying findings against the problem formulation established in the research, resulting in valid and reliable recommendations

3. Findings and Discussion

SD Muhammadiyah Tenggaraong, established on July 15, 1991, was born as a response to the need for Islamic-based elementary education in the city of Tenggaraong. The school has a vision to create a child-friendly educational environment, excel in achievements, embody Islamic character, master Arabic and English languages, and be environmentally conscious based on the values of faith, piety, and knowledge.

In realizing this vision, SD Muhammadiyah Tenggaraong carries out its mission through effective learning, strengthening faith values, developing social spirit and noble morals, as well as forming disciplined, independent, and environmentally conscious student character. With the support of 75 educators consisting of 43 permanent teachers and 22 non-permanent teachers, as well as adequate educational facilities, SD Muhammadiyah Tenggaraong has achieved "A" accreditation since 2006. Its commitment to quality education, the development



of Islamic character, and innovative learning makes SD Muhammadiyah Tenggara one of the leading and competitive educational institutions.

The process of achieving a principal's management goal to improve teacher competencies will inevitably encounter various issues, both those that can be easily resolved and those that are more challenging to address. The problems that hinder the achievement of this goal are referred to as problems (Mardiana et al., 2024).

3.1. School Principal Leadership

Leadership in education is a process of influence and motivation aimed at achieving educational goals, focusing on the leader's ability to impact others. Effective leaders possess good communication skills, empathy, integrity, a clear vision, and adaptability to change, while also creating a positive and collaborative learning environment (Yulianti et al., 2022).

The role of the school principal as an educational leader is crucial in determining the direction and success of an educational institution. Their primary responsibilities include strategic planning, human resource management, and developing curricula that are relevant to student needs. Principals are also responsible for fostering a positive school culture where all members feel safe and supported in the teaching and learning process. In carrying out their role, principals must be able to inspire teachers to innovate in their instruction and encourage students to actively engage in learning (Kamaludin, 2024).

They also have the responsibility of establishing effective communication with students' parents and the surrounding community. This is important for building strong partnerships between the school and the community. By involving parents in school activities and listening to their feedback, principals can ensure that the policies implemented align with the expectations of all parties.

Table 1. Matrix of School Principal Leadership Management at Muhammadiyah Elementary School Tenggara

Aspect	Indicator	Measurement Method	Expected Outcomes
School Principal Management Planning	1. Training and professional development of teachers 2. Provision of facilities and resources 3. Time management 4. Monitoring and evaluation	Annual work plan, satisfaction surveys of	All teachers participate in training at least twice a year; adequate facilities
Organizing	1. Developing school programs	Program documents, task questionnaires	Programs developed with participation from 80% of



	2. Assigning tasks to teachers and staff		teachers; regular evaluation schedules
	3. Creating evaluation and training schedules for teachers		
Implementation	1. Implementing school programs	Classroom observations,	90% of program activities are implemented;
	2. Creating a good and harmonious work environment	workplace atmosphere surveys	work atmosphere rated as good
	3. Discipline and availability of facilities and infrastructure		
Supervision	1. Teacher performance assessment	Assessment reports, feedback	Assessments conducted every semester;
	2. Program evaluation	questionnaires	positive feedback from 75% of teachers
	3. Feedback and reflection		

The matrix presented provides a comprehensive overview of how each aspect of school principal management can be quantitatively measured to support qualitative findings in research focused on enhancing teacher performance and educational quality at Muhammadiyah Elementary School in Tenggara. The matrix details specific indicators for planning, organization, implementation, and supervision, linking each indicator to measurable outcomes that allow for systematic evaluation of the principal's effectiveness in managing the school. By incorporating quantitative measures like surveys and performance metrics, the matrix enhances the validity of qualitative data obtained through interviews and observations, offering a more holistic perspective on school leadership dynamics.

Structured approaches outlined in the matrix demonstrate that effective leadership directly correlates with enhanced teacher performance and overall educational quality. Expected outcomes include participation rates in training programs and attainment of a conducive learning environment, serving as benchmarks for success while guiding future improvements (Abdul Gani & Amiruddin, 2023). Consequently, this comprehensive methodology does not merely aid local schools but also establishes precedents for optimizing leadership practices across educational institutions .

To conclude, the matrix functions as a valuable tool for understanding multifaceted roles played by school principals in elevating educational standards at Muhammadiyah



Elementary School in Tenggarong (Khairunnisa et al., 2024; Najib et al., 2024). By emphasizing both quantitative measurements along with qualitative insights, it offers frameworks capable of driving action-oriented strategies aimed at boosting instructor efficiency while creating favorable learning settings ultimately benefiting both immediate communities involved therein plus setting examples worth replicating elsewhere too. Several leadership theories have been developed to understand the dynamics of leadership in an educational context. Some relevant theories pertinent to this research include:

3.1.1. Transformational Leadership

Transformational principals do not only lead with authority but also inspire teachers and students to actively contribute to the learning process. They create a positive climate where innovation is valued, and every individual feels they play an important role in achieving a shared vision (Yulianti, 2019).

Transformational leadership involves a strong moral influence as well as the ability to drive profound change within the organization. Leaders who adopt this style have a clear vision and are able to build close relationships with their followers, fostering a sense of trust and commitment (Lambrecht et al., 2022).

Based on the aforementioned theories, it can be concluded that transformational leadership not only enhances individual performance but also builds a positive, innovative, and adaptive organizational culture, making leaders agents of change who create a vision for a better future for the entire team and educational institution.

3.1.2. Participatory Leadership

Principals need to have the flexibility to adjust their leadership style based on the specific needs of staff or students at any given time. This theory emphasizes the importance of involving team members in the decision-making process. Principals who adopt a participatory leadership style will encourage teachers to provide input on new policies or programs and involve them in designing solutions to the challenges faced by the institution (Putra & Abidin, 2024).

Participatory leadership theory is an approach that involves team members in the decision-making process. In this model, leaders do not make unilateral decisions but invite contributions, ideas, and opinions from team members (Aspiyana & Wahyuni, 2021).

Participatory leadership is characterized by effective two-way communication and active collaboration between leaders and followers. Leaders act as facilitators who encourage team members' involvement in the decision-making process, thereby building a sense of trust and commitment. In this model, the responsibility for achieving organizational goals is shared equally between leaders and team members, creating a democratic and inclusive work environment.

Based on the theories mentioned above, it can be concluded that participatory leadership fosters effective two-way communication and active collaboration, resulting in a democratic and inclusive work environment.

3.1.3. Situational Leadership



Situational leadership theory is an approach that emphasizes that leaders must adjust their leadership style based on the context and conditions they face. This indicates that there is no single leadership style that is always effective; leaders need to understand the skill levels and commitment of their followers to determine the appropriate strategies for motivating and directing the team. This theory emphasizes that effective leaders must be able to adapt to various leadership styles, such as authoritarian, participative, or delegative, depending on the needs and readiness of followers in specific situations (Cahyono et al., 2023).

Leaders must have the ability to recognize when to take a more assertive approach or when it is better to grant autonomy to team members. This approach creates a more directed framework for leading, where leaders can adjust the level of guidance and emotional support based on individuals' readiness to perform tasks (Istikomah, 2019).

Based on the above theories, it can be concluded that situational leaders can provide appropriate guidance and emotional support, enhancing the effectiveness of the team in achieving common goals.

3.2. Planning of Principal Management

The planning of this school principal management aims for the development and strategies for comprehensive teacher recruitment to meet the organization's future needs (Garnika & Rohiyatun, 2021). Within the context of research regarding school principal management aimed at enhancing teacher performance to optimize the quality of education at Tenggarong Elementary School, here are some activities or programs that can be planned by the school authorities. These programs are connected to the 5M or 7M management components to ensure a comprehensive and efficient approach covering:

3.2.1. Training and Professional Development (Manpower)

Training and professional development are intended to enhance teacher performance to optimize the quality of education at Tenggarong Elementary School (SD Muhammadiyah Tenggarong). The principal must seek ideas or create new plans in carrying out their duties (Munandar et al., 2024). This is done so that teachers can understand what is conveyed by the leadership, allowing them to achieve goals in accordance with the school's mission and vision. A teacher's professionalism is not only determined by their ability to teach students but must also encompass the ability to manage information and the environment to facilitate the students' learning process. However, each teacher has limitations in presenting lesson material to students for various reasons, such as abstract concepts, hazardous objects, objects that are not visibly apparent, and very high costs (Mulawarman et al., 2024).

Teacher performance can be understood as the level of success in carrying out educational tasks in accordance with their responsibilities and authority, based on the performance standards that have been established over a certain period to achieve educational goals (Turmuzi, 2024). Teacher performance will be meaningful if accompanied by a strong commitment and sincere intention, as well as an awareness of all the shortcomings they possess. Teachers must also strive to continually improve these shortcomings as an effort to



achieve progress towards a better direction (Diana et al., 2020).

3.2.2. Provision of Facilities and Resource (*Materials*)

It is an element related to the procurement and management of learning materials or resources such as textbooks, stationery, multimedia equipment, as well as supplies or practical tools needed in the teaching and learning process (Kusumaningrum et al., 2024). The provision of facilities and resources is an important step in the implementation of training and development (Muktamar et al., 2024). Enhancing this technological infrastructure involves having available technological devices such as projectors, computers, and adequate access to the internet within classroom spaces, as well as procuring modern instructional materials—developing and providing instructional materials that support the learning process

3.2.3. Time Management (*Minutes/Time*)

It is an element related to time management in the context of education, including the organization of learning schedules, scheduling extracurricular activities, and time efficiency in the implementation of teaching and learning activities and evaluations. Each goal that is intended to be achieved requires a specific timeframe to ensure that everything runs according to plan; otherwise, everything may fail. Time management becomes one of the important aspects that must always be considered so that the programs developed can run as intended.

3.2.4. Monitoring dan Evaluation (*Measurement*)

This supervision and periodic assessment aim to conduct regular evaluations of teacher performance through classroom observations, tests, or work evaluations. The results of these assessments are used to design further training and identify which aspects of teacher performance need improvement. Feedback from students and parents regarding the effectiveness of the teaching methods applied by the teachers is utilized as a basis for improvement (Sabariah, 2021).

The planning process of school management at SD Muhammadiyah Tenggara focuses on improving teacher performance to optimize the quality of education. This process involves long-term planning that includes administrative services, enhancement of facilities and infrastructure, as well as professional training. Additionally, short-term planning is also carried out through routine activities such as commemorative ceremonies for significant days. With a systematic and integrated approach, it is hoped that the quality of education can significantly improve

3.3. Organizing of the principal in improving teacher performance

Organization involves activities that engage a work team to complete assigned tasks, with the goal of achieving organizational targets effectively and efficiently. In this context, the author aims to gain an understanding of the organization at SD Muhammadiyah Tenggara. Based on interviews with informants, it was revealed that in the organization phase, there are several steps that must be taken, including.



3.3.1. Developing School Programs

Organizing school programs is a strategic step that plays an important role in determining the direction and quality of education provided to students (Almajid, 2024). Well-designed school programs can ensure that every aspect of learning, character development, and extracurricular activities aligns with the school's vision and mission (Komariyah et al., 2021). In this topic, we will explore how to design and manage effective, innovative, and responsive school programs that meet the needs of students, educators, and the evolving demands of the education sector.

In organizing the learning process that takes place at SD Muhammadiyah Tenggara, the placement of teachers is adjusted according to the established criteria, as well as their suitability for their respective fields. As a supervisor, the principal plans effective programs to support the learning process and achieve educational goals, as well as to assist teachers in carrying out their duties at school (Muntatsiroh & Hendriani, 2024).

The implementation of academic supervision conducted by the principal is based on the needs to address issues related to facilities in the learning process, lesson planning, teaching materials, classroom management, assessment of learning outcomes, teacher discipline, and character education. In an effort to create effective supervision, the principal strives to build a good relationship with teachers by fostering a sense of family, engaging in two-way communication and information exchange, providing motivation, and serving as a role model for the teachers (Warman & Ratnaningtyas, 2022).

3.3.2. Defining Teacher and Staff Duties

Organizing the schedules of teachers and administrative staff (TU) is one important aspect of running school operations efficiently. With a structured and coordinated schedule, all teaching and learning activities as well as administrative tasks can run smoothly. (Ramadiputra, 2023). In this topic, we will discuss optimal ways to create schedules that take into account the balance between academic needs, workload, and the availability of each party, thereby creating a synergy that supports productivity and the smooth operation of the school.

In implementing the management organization process at school, an organizational structure is needed to clarify lines of coordination and responsibility, along with explanations regarding the tasks of each area in their main duties and functions (tupoksi) (Aisyah Nabila, 2022). This situation should guide the activities of staff and teachers to be more directed and prevent duplication in completing the same tasks. However, based on interviews with teachers and staff, the main duties and functions (tupoksi) described above are general in nature, leading to some teachers and staff being less disciplined. This results in overlapping office work, causing services to the community to often be delayed and take longer.



3.3.4. Developing Teacher Evaluation and Assessment Schedule

Creating a schedule for teacher evaluations or assessments is a crucial step in ensuring the quality of teaching and the professional development of educators. Well-planned evaluations enable the school to assess teacher performance objectively, provide constructive feedback, and identify areas that need improvement (Muslikhin, 2024). An effectively scheduled teacher evaluation, covering essential aspects such as frequency, methods of assessment, and criteria used, ensures that the evaluation process runs smoothly and contributes to the enhancement of educational quality at School Muhammadiyah Tenggara.

The principal of SD Muhammadiyah Tenggara demonstrates that organizing teams within the school is essential for enhancing the effectiveness of task execution. This organization includes establishing job descriptions and an organizational structure as long-term targets, as well as forming work teams for routine activities such as ceremonies and celebrations of significant days as short-term targets. The organizational process is carried out through meetings or discussions involving officials and school members, with a flexible team structure tailored to the needs of each activity.

3.4. Actuating

The implementation (actuating) of the principal in enhancing teacher performance at SD Muhammadiyah Tenggara to optimize the quality of education involves several concrete steps focused on the implementation of planned programs. The principal designs educational programs in accordance with their execution (Zahria, 2024). The implementation of these programs is carried out carefully and systematically. Management programs by the principal at SD Muhammadiyah Tenggara, such as inspiration classes (collaborative learning), skill development workshops, and healthy environment programs, are designed to strengthen student engagement and provide tangible contributions to their development (Abida & Kamalia, 2024). By applying principles of implementation based on best practices from educational literature, SD Muhammadiyah Tenggara has successfully improved the quality of teaching and provided an environment that supports the ongoing professional development of teachers. Below are some implementations of the principal's programs for enhancing teacher performance in learning to optimize the quality of education :

3.4.1. Implementation of School Program

Implementing school programs is an important step in ensuring the achievement of a comprehensive educational vision and mission (Mutholib, 2021). Well-implemented programs can encompass various aspects, ranging from the academic curriculum, extracurricular activities, to character development for students. Through proper organization, the school is able to create a conducive learning atmosphere, support students' potential, and adapt to the evolving needs of the education sector.

The process of implementing school management by the principal at SD Muhammadiyah Tenggara, according to the fourth-grade teachers through interviews, is very structured and involves all elements of the school. The principal begins by preparing an annual work program that includes participation from teachers and other educational staff. At



the beginning of each academic year, we are invited to participate in planning, starting from curriculum arrangements, management of facilities and infrastructure, to teacher development programs. Based on this information, the teaching and learning process at SD Muhammadiyah Tenggaraong can be categorized as effective and enjoyable learning because it starts with adequate administrative completeness.

3.4.2. A Good and Humorous Work Situation

A good and humorous work situation in the school environment is an important factor in creating a productive and enjoyable work climate. A positive work atmosphere not only enhances the performance of teachers and staff but also strengthens relationships among colleagues, as well as supports mental and emotional well-being (Hadiq & Al Fawaz, 2024). With the right touch of humor, the work atmosphere becomes more relaxed, minimizes stress, and encourages creativity. The importance of open communication cannot be overlooked. A principal who promotes open dialogue and constructive feedback fosters a sense of mutual trust, making teachers feel valued and motivated to contribute more.

Thus, the management of the principal's leadership does not only focus on administrative aspects but also on developing a positive work climate. This includes organizing enjoyable team-building activities and providing rewards to teachers for their achievements. These efforts will help optimize teacher performance, thereby significantly improving the quality of education at SD Tenggaraong.

3.4.3. Discipline

Discipline in the school environment is key to creating a tidy, productive, and conducive atmosphere for student growth. Discipline is not just about enforcing rules, but also about developing responsible, independent, and consistent character traits among students (Kadarsih et al., 2020). Discipline in the environment of SD Muhammadiyah Tenggaraong demonstrates the importance of organizing an effective work team to enhance teacher performance and the quality of education. This process involves establishing job descriptions and organizational structures as long-term targets, as well as forming work teams for routine activities as short-term targets. Meetings and discussions among officials and school members serve as a means to create flexible teams, tailored to the needs of each activity. Through this approach, it is hoped that discipline and effectiveness in carrying out tasks at school can be well maintained.

3.4.4. Adequate Facilities and Infrastructure

Adequate facilities and infrastructure are important elements in supporting an effective teaching and learning process in schools. Comprehensive and quality facilities not only meet the academic needs of students and teachers but also create a comfortable and conducive environment for learning activities. From suitable classrooms, libraries, and laboratories to sports facilities and technology, all of these play a role in enhancing the learning experience.

Facilities are an important element that supports the educational process. Without adequate facilities, it will be difficult to conduct the learning process, as education today requires the expected technology. The facilities available at SD Muhammadiyah Tenggaraong significantly influence the effectiveness of learning, including: Principal's office,



Administrative office, Teacher's room, Health Unit building, Computer room, Classroom, Media room, Laboratory, Multipurpose hall, Cooperative room, Prayer room, Sports room, Guidance and Counseling room, Reception area, Waiting room, Duty room, Toilet, Canteen, Guard room, Storage room, Library, Learning media, Tables, Cabinets, Chairs, Student benches, Projectors, Sports equipment, Cleaning tools, Whiteboards, and Internet access. The existing facilities and infrastructure at SD Muhammadiyah Tenggara are quite adequate.

3.4.5. Providing Rewards

Providing rewards is one effective way to motivate students, teachers, and staff in improving their performance and achievements (Azainil et al., 2021). Rewards not only reflect appreciation for hard work and dedication but also play a role in building enthusiasm and self-confidence. With a fair and transparent reward system, schools can create a positive environment that is healthily competitive and values the contributions of each individual (Bilgiler et al., 2022).

3.5. Supervision

The supervision of the principal in improving teacher performance to optimize the quality of SD Muhammadiyah Tenggara is an important step to ensure that all planned programs and strategies are implemented effectively and achieve the desired impact. Research at SD Muhammadiyah Tenggara regarding the supervision conducted by the principal over all teachers and educational staff (administrative staff) indicates effective control. The supervision by the principal of SD Muhammadiyah Tenggara includes the extent of achievement of the teacher competency assessment program

Supervision in the management of the school principal at SD Muhammadiyah Tenggara involves programs such as classroom supervision and teacher performance evaluation. These programs are designed to ensure that the learning process and professional development proceed according to the plans and objectives for improving teacher performance. The forms of supervision conducted by the principal are as follows:

3.5.1. Teacher Performance

Teacher performance assessment is an important part of efforts to improve the quality of education in schools (Harahap et al., 2023; Sumayanti et al., 2021). Through this evaluation process, schools can assess teacher performance in terms of teaching methods, interaction with students, and achievement of learning outcomes. Objective and structured assessments provide a clear picture of the strengths that should be maintained and the areas that need improvement.

An important factor in improving the quality of education is the teacher's ability to design and implement learning. Teachers should possess adequate skills to design, develop, and utilize learning media to enhance students' interest, attention, appeal, and motivation to learn (Dwiyono & Tannarong, 2024).

3.5.2. Evaluasi program, feedback dan refleksi

The program evaluation, feedback, and reflection are three important elements in enhancing the effectiveness of educational programs in schools. Through evaluation, schools can measure the success of the programs that have been implemented and identify areas that



need improvement (Azzahra et al., 2024). Feedback from various parties, such as students, teachers, and parents, provides valuable insights into how the program is received and functions in practice. Meanwhile, reflection allows educators to contemplate the approaches they use and discover new ways to achieve educational goals.

The implemented supervision system includes continuous monitoring conducted by the principal, starting with checking teacher attendance and assessing classroom performance. This monitoring and supervision aim to maintain the quality of teachers to ensure that their performance aligns with the plans that have been established previously. Employee performance evaluations are conducted by assessing the extent to which an employee's performance meets the tasks and responsibilities assigned by their superiors.

The assessment of the completion of tasks performed by the principal of SD Muhammadiyah Tenggara has not yet established a standard benchmark; it only refers to the maximum limits of task achievement that should be met

4. Conclusion

Based on the research findings, it can be concluded that the leadership of the school principal plays an important role at SD Muhammadiyah Tenggara in enhancing teacher performance and the quality of education. The management process, which includes planning, organizing, implementing, and supervising, shows that the principal emphasizes religious values and the utilization of technology in learning. With an organizational structure that supports collaboration between teachers and staff, as well as activities focused on a dynamic learning environment, the quality of teaching can be maintained and continuously improved through structured evaluations.

The principal continually encourages the application of technology in the learning process and conducts regular training on the use of digital tools. For teachers, it is expected that they will be more disciplined in teaching and become accustomed to technology to create innovative learning experiences. The implications of this research indicate that good leadership can enhance teacher motivation and performance, as well as strengthen the relationship between effective leadership and student academic achievement

Acknowledgments (Optional)

I would like to express my deepest gratitude to my thesis advisors, Prof. Dr. Laili Komariyah, M.Si, and Prof. Dr. Nurlaili, M.P, for their guidance, support, and direction throughout the process of writing this article. Their patience and wisdom in providing feedback have been invaluable to me, and without their assistance, the completion of this article would not have been possible. I hope that all the knowledge and experiences they have imparted will be beneficial for me in the future.



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