

Principal's Leadership in Improving Teachers' Performance

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Abstract: This study aims to describe the principal's leadership in improving teacher performance at SD Negeri 1 Kali Deras, as well as the supporting and inhibiting factors of the Principal's leadership in improving the quality of teacher performance. Through a qualitative case study approach, this study aims to describe in detail the perspective of the Principal's leadership in improving teacher performance. This study uses observation, interviews, and document studies to collect data. The data obtained were then analyzed through the process of reduction, presentation, and drawing conclusions. Data validity testing was carried out using triangulation techniques. The results of this study indicate that: 1) The principal's leadership is quite good in improving teacher performance. They provide coaching, supervision, encouragement or motivation, and evaluation of teacher performance. The assessment of teacher performance shows quite satisfactory results, especially in planning, implementing, and evaluating learning; 2) the supporting factor is the strong support and motivation from the principal. Meanwhile, the inhibiting factors include the lack of Liquid Crystal Display (LCD) projectors and internet access, minimal teacher skills in managing classes and using various learning methods, and lack of discipline among teachers. The research results recommend that principals make improvements and provide guidance to teachers, so that the principal's leadership in improving teacher performance can be implemented optimally.

Keywords: Principal's Leadership, Teachers' Performance, Teachers' Skill

A. Introduction

Principal leadership is an important element in educational institutions; therefore, principals must consistently demonstrate effective management and administration to improve the quality of education. The presence of the principal in the school not only functions as a symbol but also as an important figure in formulating policies and providing a positive influence on the institution. The success of a school is highly dependent on the leadership of the principal in directing the institution towards improvement and optimizing the use of its resources (Mariana, 2021). Principal leadership as stated by Setiyadi & Rosalina (2021) is the principal's effort to influence various stakeholders (educators, education personnel, students, and stakeholders) through communication to fulfill the school's vision and mission. This

indication shows the principal's capacity to involve all components of the school, including educators and education personnel, in fulfilling their responsibilities. As a result, it can be concluded that principal leadership includes the capacity to influence, guide, and direct educators, education professionals, students, and all school stakeholders towards achieving the set goals.

Principals are an important element in the progress of school organizations. If the principal cannot fulfill his responsibilities and authorities as a leader, the school will definitely experience a decline in the quality and standards of teaching (Zai et al., 2022). The principal acts as an educational leader who is dedicated to improving the quality of education in schools. The principal strives to ensure that all school residents, including educators and education personnel, can fulfill their obligations and responsibilities effectively. This is important because it is related to student learning outcomes, so that it can improve the quality of education in schools.

The principal must have the ability to motivate all aspects of the school to fulfill their responsibilities by fostering solidarity among them to improve the quality of education (Nurhayati et al., 2022). An effective principal has a positive impact on teacher performance, increasing teacher enthusiasm in fulfilling their responsibilities. This happens when educators feel cared for, safe, and recognized for their achievements. The principal must develop strategies to improve teacher performance by demonstrating honesty and fairness towards teachers and staff (Vienty & Ajepri, 2022). The role of the principal in organizing the program includes establishing a school structure that incorporates parental involvement through the school committee, ensuring the provision of necessary facilities, and allocating responsibilities among administrative staff and other staff based on teacher competency at the class level and their specific skills (Ilham, 2021). The principal is tasked with supervising teachers during educational activities and all students involved in them. With supervision, educational activities will remain orderly and systematic (Kurniawan & Hasanah, 2021). The principal is an educator who must have the ability to lead, manage, and manage all school resources to achieve the goals of the shared vision and mission. The principal is a utilitarian teacher who is tasked with leading the school where teaching and educational activities are carried out, as well as facilitating the relationship between educators and students (Regina et al., 2023).

A leader is an individual who has the skills and knowledge, particularly in various scientific fields, that enable them to inspire collaboration among others to achieve common organizational goals. Leadership can be defined in terms of traits, personal behaviors, influence on others, dynamics of interactions, collaboration between roles, hierarchical position in the organization, and the perceived validity of one's influence by others. It is important to distinguish between types of leadership and leadership styles. The leadership style of the principal influences the quality of educator performance and the overall effectiveness of the school organization.

Leadership can be described through a variety of personal traits, habits, methods of influencing others, interactions, organizational roles, and beliefs in legitimate authority and capacity to change the behavior of others (Syahputra et al., 2023).

In a school organization, of course, the principal plays an important role in the progress of the school he leads. Leadership is an effort that motivates individuals to engage in the pursuit of collective goals. Effective leadership can increase the effectiveness of instructors and educators; therefore, the principal must create a good, safe, and comfortable environment for learning activities in order to obtain quality education. The principal has full influence over the school he manages, therefore the decline of the institution depends on the principal himself (Awwaliyah & Arya, 2023).

Leadership is an effort that motivates individuals to pursue collective goals with enthusiasm. A principal is responsible for improving teacher performance to ensure that all educators work with enthusiasm and integrity (Juwita & Rohayani, 2022). Leadership requires influencing people to understand and agree on the demands required and methods to address them, in addition to supporting individuals and groups in achieving common goals. Principal leadership aims to motivate and encourage others to provide academic services tailored to student needs, which include student skills and integrity. Leadership style refers to the behavior or activities of the principal that are most prominent during this examination. Currently, there are 11 leadership styles: (1) managerial; (2) participatory; (3) transformational; (4) distributed; (5) transactional; (6) postmodern; (7) emotional; (8) contingent; (9) moral; (10) instructional; and (11) entrepreneurial (Hanim & Wazir, 2022).

Teachers are professional educators who are responsible for fostering an intelligent and principled national life. Professional educators must contribute to advancing national integrity to foster a culture that shows respect for God Almighty (Munawir et al., 2023). The term "performance" is a translation of the phrase "work performance". Etymologically, "performance" comes from "doing", which means the act of displaying or carrying out. Performance refers to a person's ability or work achievement. In language, performance can be defined as progress in achievement that reflects a person's work success. Basically, a person's achievement is the result of actual performance (Alfath & Huliatusunisa, 2021). The task of professional educators is to design learning, implement learning strategies, monitor student performance, and evaluate the effectiveness of learning outcomes. The main task of educators is to facilitate the teaching and learning process in educational institutions which is part of teacher performance (Ihwani et al., 2021). Teacher performance is the achievement produced by educators in educational institutions or madrasas in accordance with their duties and obligations in achieving educational goals. Educator efficacy must be in accordance with established standards. Teachers who meet these criteria show that the teacher is successful and has good quality. There

are several factors that influence teacher performance, including: (1) principal leadership; (2) motivation given by the principal; and (3) a conducive school environment and effective classroom management (Kamijan, 2021).

The principal acts as a catalyst for transformation and administration in educational institutions. His presence is very important for the progress of the school. Through effective communication, the principal is able to influence various parties (teachers, staff, students, and stakeholders) to achieve school goals. Focusing on improving the quality of teaching, the principal encourages all teachers to work well in order to improve student learning outcomes. The principal can inspire and motivate all school residents to work together and progress together. Create a clear organizational structure, complete facilities, and divide tasks according to teacher abilities. Monitor learning activities to ensure the learning process runs effectively and orderly. Leadership is the ability of an individual to inspire others to collaborate to achieve goals. It encompasses a variety of individual characteristics, interaction styles, and positions within an organization. Leadership can change the behavior and motivation of others. Educator efficacy is very important in the educational process. A teacher's efficacy does not only depend on personal talent, but is also shaped by environmental influences including leadership, motivation, and work environment. Improving teacher effectiveness requires support from various stakeholders, including administration, schools, and government.

This study aims to enable principals to understand and carry out their responsibilities effectively, and to recognize the characteristics, competencies, and leadership styles of successful principals who have improved school performance. Improving principal performance to maintain teacher motivation for school progress.

Initial observations in the field showed that the principal's initiative to improve teacher performance was still not optimal. For example, some teachers arrived late to school, and even though classes had started, some educators had not entered the classroom. Ideally, teachers should arrive earlier than students to set a good example. In addition, another problem is that many teachers have not prepared relevant learning media in the preparation and implementation of teaching activities. It was found that some educators did not meet all administrative requirements adequately. Furthermore, educators continue to face challenges in using various teaching strategies, choosing appropriate methodologies, and controlling classes effectively. Regarding learning evaluation, some teachers failed to analyze student learning outcomes, did not reflect on the activities carried out, and neglected to implement follow-up steps such as remedial and enrichment learning programs.

This study aims to investigate the principal's initiative to improve teacher effectiveness in schools. This study aims to explain the principal's leadership in

improving teacher performance at SD Negeri 1 Kali Deras, Mesuji Regency, Ogan Komering Ilir Regency. This study aims to identify the characteristics that facilitate and hinder the effectiveness of principal leadership in improving the quality of teacher performance.

B. Methods

The method in this study is descriptive qualitative, using a case study design. The qualitative approach serves to investigate and understand the significance associated with social or humanitarian issues by various people or groups. Case studies are a research methodology in which researchers conduct in-depth examinations of programs, events, activities, and procedures related to a group or individual. These cases are limited by a specific time frame and activities, with researchers carefully collecting data through various information collection methods that are aligned with the specified time frame. This case study seeks to explain events, facts, conditions, phenomena, variables, and situations that occur during the study by documenting actual events. Participants in this study consisted of the principal, nine class teachers, and two subject instructors. The research participants were selected using the "Purpose Sampling" method. This method is used to identify research samples based on certain criteria, including the selection of people who are considered to have the most relevant knowledge, thus ensuring that the data collected is more representative. Primary data and secondary data are two types of information used in this study. First, we collected basic data by observing and interviewing the principal and several teachers or educational staff at SD Negeri 1 Kali Deras in Mesuji Regency, Ogan Komering Ilir Regency, to study how the principal's leadership impacts teacher performance. Secondary derived data were collected from various sources including the records of SD Negeri 1 Kali Deras, Mesuji Regency, Ogan Komering Ilir Regency. Books, pictures, papers, and data related to the school profile, structure, faculty, administration, enrollment, study groups, physical facilities, and learning schedules are all part of this data set.

Observation, interviews, and analysis of school documents are part of this research strategy. To gather information about the principal's leadership in improving teacher performance, observations were conducted. The research team wanted to see how well the principal led the school. The interview process was open and structured. At SD Negeri 1 Kali Deras in Mesuji District, Ogan Komering Ilir Regency, the principal's efforts to improve teacher effectiveness were the main focus of this interview. Research on the effectiveness of educators as learners is the purpose of the document study. All responses must relate to several aspects of education, including but not limited to student lists, school policies, absences, grades, and other related documents. In this study, triangulation was used to ensure the validity of the data. The following are the steps involved in the triangulation technique used in this study: one week after the interview, when time triangulation was conducted. The purpose of time triangulation is to determine whether data

collected at different times from two separate sources are congruent. Teacher performance metrics will be used to assess the results of the interviews. We think that by collecting data in this way, we can better understand how principals can help teachers perform better in the classroom. Taking detailed notes at every step of the research process and documenting everything thoroughly; transcribing data immediately after collection to eliminate researcher bias from the research results; double-checking audio recordings, research instruments, and interview transcripts to ensure accuracy; and finally, getting the principal's stamp of approval on the interview results and teacher statements to ensure accuracy. Qualitative data analysis based on interviews was used in this study. As part of the analysis, data was reduced, presented, conclusions were drawn, and verification was carried out.

C. Results and Discussion

This study found that the principal's leadership at SD Negeri 1 Kali Deras has a significant impact on teacher performance, based on data collected from interviews with 11 participants. To facilitate the description of the research findings, the researcher organized them into various themes and subthemes that are relevant to the title of the study. These themes and subthemes allow answers to the research questions outlined in Table 1 below.

Table 1. Research Themes and Sub-Themes

No	Theme	Sub-Theme
1	Principal leadership in improving teacher performance	<p>Teacher performance coaching is carried out by involving teachers in training and strengthening discipline including online training on the Merdeka Mengajar (PMM) Platform.</p> <p>Supervision of teacher performance is carried out through observations in each class and monitoring of teacher performance during the learning process.</p> <p>Providing motivation and enthusiasm to teachers through input and encouragement, creating harmonious working relationships, and giving rewards to teachers.</p> <p>Conducting evaluations of teacher performance by scheduling weekly meetings on an ongoing basis to improve teacher performance.</p> <p>Presenting resource persons in order to provide motivation to improve classroom learning.</p>
2	Factors that improve teacher performance	Factors that support and hinder principal leadership in improving teacher performance.

This study aims to determine the leadership of the principal in improving teacher performance at SD N 1 Kali Deras, Mesuji Regency and identify supporting and inhibiting factors in its implementation. The research findings were obtained from the results of interviews, observations, and documentation conducted by researchers with the principal.

Developing teacher's performance

Research findings from interviews and observations indicate that principals have implemented teacher development initiatives by involving them in training and workshops, as well as promoting continuing education at a higher level. However, the implementation of these efforts has not been completely perfect. The existing training program only includes teacher involvement in extracurricular activities, with a limited number of participating educators according to the delegation of the education office. Meanwhile, the implementation of training in the school environment itself is still in the planning stage, which involves the presence of external speakers.

Gaol agrees with the research perspective (Fitra et al., 2023) that principals can use various steps to improve teacher performance. Principals can improve teacher effectiveness by encouraging participation in various education and training initiatives, including seminars and workshops. Educators need training tailored to their own level of proficiency to improve their skills. Mulyasa suggests that principals improve teacher performance by involving them in Subject Teacher Deliberation (MGMP) and Teacher Working Group (KKG) activities.

The principal exemplifies commendable behavior by being punctual, maintaining a good appearance, and utilizing learning time effectively to teach lessons on discipline. The principal routinely monitors teacher attendance to improve discipline. If a teacher shows indiscipline, the principal will give a warning. Data collected from interviews with the principal indicated that certain instructors were consistently late to school and did not enter the classroom on time at the start of the lesson.

The principal's discipline is not as effective as expected because the principal does not enforce teacher discipline firmly. However, the principal has shown a positive attitude as a role model. Improving teacher performance is crucial in developing discipline. A leader is expected to improve discipline, especially self-discipline. In this context, leaders must help their staff in cultivating appropriate behavior and raising their standards of behavior. They must also implement rules to enforce discipline. Discipline is essential to instill respect for authority, improve cooperation, and foster respect for others.

Teacher Performance Monitoring

The principal has monitored and evaluated the instructors during their duties, although the supervision is less than optimal. This undoubtedly affects the performance of teachers in the educational environment and can affect the learning process of students. The principal evaluates teacher performance through observations and classroom visits to assess the learning process, as informed by

interviews and observations. The researchers showed that teachers often have to solve their own problems when the principal is absent or when the principal is busy with other responsibilities. Furthermore, supervision of teacher performance in the classroom is not done regularly, but according to a certain schedule. When teachers face obstacles or challenges in their teaching, the principal offers solutions or further actions to overcome these problems.

This statement is in line with the idea put forward by (Priyambodo, 2023). Classroom observation is an individual supervision method used by the principal or supervisor to assess and monitor the progress of the teaching and learning process. The conclusion of this study is in line with the findings of previous studies (Priyambodo, 2023). The principal observes and evaluates teacher performance during class visits, providing direction and direction for the implementation of their responsibilities. This occurs when the principal is present at the school; however, if the principal is involved in external affairs, teachers usually solve their problems with the help of their colleagues.

Providing Motivation to Teachers

Interviews and observations revealed that the principals motivated the teachers. The motivation provided included support and feedback for the educators, in addition to fostering harmonious relationships and a conducive working environment, which enabled the teachers to improve their performance. The principals were involved in these activities during meetings and in one-on-one interactions with the educators. Rewards were given in the form of promotions, monetary compensation, products, or certificates. These rewards were rarely given due to financial constraints. The principals usually rewarded instructors with praise or recognition, along with appreciation or gratitude for exemplary performance.

The four main ways that principals can help teachers perform better in the classroom are as follows: 1) coaching, 2) supervision, 3) motivation, and 4) evaluation (Muspawi, 2021). The inability of some teachers in schools to improve school quality requires principals to have a plan to improve teacher competence and school quality (Yumnah et al., 2023). Various learning tools that help establish learning resource centers, physically appropriate work environments, effective discipline, encouragement, and rewards can all contribute to this encouragement.

Conducting Teacher's Performance Evaluation

The interview results showed that the principal had used meetings to conduct teacher performance appraisals, but these sessions only occurred once a semester. The purpose of these evaluations was to determine how well teachers were performing their duties, how much students learned from the lessons, and to determine areas where teachers could improve. Given the identified deficiencies, the

principal intended to address them together after the assessment. In addition, the principal monitored the observed process to see if there were any problems or improvements were made. Therefore, the author concludes that the principal has implemented, albeit to a lesser extent than intended, teacher performance appraisals.

Supporting Factors

Findings from the document study, interviews, and observations suggest a number of areas where principals can help teachers perform better. These variables include providing motivation and resources to educators so they can pursue advanced degrees, and having educators consistently engaged in professional development opportunities both inside and outside the classroom. In addition, successful teaching and learning activities are supported by well-maintained school buildings and infrastructure. To prevent students from getting bored, teachers must also be able to offer a variety of learning approaches. Rewards for instructors who demonstrate outstanding performance and strong motivation from the principal are additional important aspects.

Inhibiting Factors

The principal is unable to improve teacher performance due to several things found through document review, interviews, and observations. The presence of honorary teachers is one of the factors that can affect teacher academic achievement. In addition, the facilities and infrastructure currently available are still inadequate, for example the lack of an LCD projector so that learning becomes difficult. Students experience boredom in learning because teachers are less able to manage the class and create an interesting and positive learning environment. In addition, there are still teachers who do not comply with high disciplinary standards in terms of class attendance. As a result, students can disturb other classes because they are too noisy or often leave the classroom.

D. Conclusions

1. The Efforts of the Principal of SD Negeri 1 Kali Deras in Improving Teacher Effectiveness Although not yet fully successful, SD Negeri 1 Kali Deras, Mesuji District is already very good. Here is the justification:
 - a. The role of the principal in educational development is very important, and one of its most important components is teacher development to improve their performance. Principals have launched a number of initiatives to develop educators and advance the teaching profession in an effort to improve student achievement in the classroom. Participation of educators in various seminars, workshops, and other forms of professional development is one of the steps implemented. However, the training that teachers currently attend is mostly programs organized by the government. This means that not

all teachers have the same opportunity to participate in the training, so only a few teachers are actively involved in these programs. In addition to training activities, principals also emphasize the importance of time discipline. Teachers are expected to be more efficient in their daily work and in building a more structured and productive classroom climate if they are committed to practicing time discipline. Overall teacher morale and productivity will increase as a result of these initiatives, which will improve the educational experience of students. The principal's goal is to foster a professional culture among teachers through training and time management so that they can advance professionally and provide the best education to their children.

- b. The principal's primary responsibility in ensuring the quality of education in schools is to supervise teacher performance. In an effort to carry out this supervision, the principal has conducted observations in each class to control and see the class conditions directly. This activity aims to understand the dynamics of ongoing learning and to identify the needs and challenges faced by teachers. On the other hand, it should be mentioned that classroom supervision is still below standard. The lack of consistency in class visits, which are usually carried out according to a set schedule, is the cause. The principal cannot conduct regular observations due to unpredictable schedules, thus limiting the possibility of providing direct feedback to instructors regarding the teaching and learning process. As a result, various possible ways to improve performance may not be the best choice. In addition to effective monitoring, the principal has also done a good job in motivating the instructors. Two ways to convey this inspiration are directly and in a group setting. The principal takes this approach in the hope of inspiring educators to do a better job in the classroom. In every meeting, the principal often emphasizes the importance of improving performance and conveys encouragement for teachers to continue to innovate in learning. Providing this motivation is very important, especially amidst the challenges faced in the teaching process. By providing positive reinforcement, the principal hopes that teachers will not only feel appreciated but also have the desire to continue to improve the quality of their teaching. We anticipate that by implementing more consistent motivation and more regular supervision, we will improve teacher performance, which will benefit student success and the overall quality of the school.
- c. Principals take an important step in ensuring the quality of school education by conducting teacher performance reviews. At the end of each school year, there is an effort to assess the success of the learning process by evaluating teacher performance and the activities that students have participated in. The main purpose of this assessment is to examine the extent to which students have internalized the material and to track any improvements in the quality of instruction provided by the instructor. When evaluating a teacher, the principal considers not only their academic performance but also other factors, such as the level of student engagement, their originality in delivering

the material, and the quality of their interactions with their students. This evaluation takes into account all factors that can affect the outcome of the learning process. Principals also include input from parents, students, and colleagues in the faculty when conducting the evaluation. Principals can gain a better understanding of the strengths of the teaching and learning process and areas for improvement using this feedback. With the data obtained, the principal can formulate recommendations for future teacher improvement and professional development. After conducting the evaluation, the principal will present the results to the teachers in a meeting forum. Here, they can discuss the evaluation results, explore challenges faced, and plan necessary steps for improvement. With open dialogue, teachers are expected to better understand areas that need improvement and feel more motivated to adapt to the feedback received. Through this systematic and participatory evaluation process, it is expected that not only teacher performance will improve, but also student achievement can experience significant progress. Therefore, evaluation is more than just an assessment; but it is a continuous improvement mechanism aimed at improving the overall standard of school education.

- d. The implementation of teacher performance metrics for planning, monitoring implementation, and evaluating learning has gone well. However, there is still room for improvement in its implementation. It is sad to see some educators neglecting to incorporate various learning strategies into their lessons or even create lesson plans. In addition, in terms of evaluation, some educators still do not provide adequate assessments or do not follow up on the findings of the exam.
2. Factors that support and hinder the principal's leadership in improving teacher effectiveness at SD Negeri 1 Kali Deras (2 factors). The use of various teaching strategies by teachers, the availability of adequate school resources, strong encouragement from the principal in the form of regular performance awards, and the availability of financial assistance for teachers to pursue advanced degrees are factors that contribute to a positive learning environment. The principal's reluctance to involve teachers in professional development opportunities such as seminars and training is a limiting factor. Honorary teachers, who are not yet civil servants, are also less prominent in their work. Other constraints include inadequate internet connection, lack of Liquid Crystal Display (LCD) projectors, ineffective classroom management, and teacher disorganization.

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