

## **Systematic Literature Review: Principal's Strategy in Managing Teacher Resources to Improve the Quality of Education**

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**Abstract:** This study aims to systematically examine the principal's strategy in managing teacher resources to improve the quality of education. The principal has a strategic role in creating an effective learning environment through directed leadership. This study uses the Systematic Literature Review (SLR) method with a qualitative approach, analyzing 15 relevant scientific articles in the last ten years. The results of the study indicate that commonly applied strategies include teacher needs planning, ongoing training, academic supervision, participatory empowerment, and the creation of a conducive work climate. Transformational and collaborative leadership styles have proven effective in improving teacher performance and motivation. These findings indicate that optimal teacher resource management has a direct impact on the quality of learning and student learning outcomes. However, most of the literature is still limited to the local context and is descriptive in nature, so further research is needed with a quantitative or mixed approach to strengthen the validity and generalization of the results.

**Keywords:** Principal Strategy, Managing Teacher Resources, Quality of Education, Systematic Literature Review

### **A. Introduction**

Education is a conscious human effort to prepare people to play an active role in the design of their future. Education is a process and system that leads to the achievement of specific goals that are considered the most ideal. In general, educational institutions have several control measures, and among these devices that cannot be left out by educational institutions, there is strategic management. Institutional strategy can explain how institutions can achieve their goals. All resources included in the institution are used to achieve the goals. In addition, this use allows the institution to address various strategic issues. Leadership is one of the most important factors in an organization, because much of the success or failure of an organization is determined by the organization's management team. This leadership is expected to determine the success of the organization in achieving its goals, so good leadership is needed for all organizations (Lutfi, Ahmad et al., 2023).

Leadership plays a key role in determining the success of the education system, because an educational leader is not only tasked with managing, but also inspiring, motivating, and directing all elements in the school environment to achieve quality learning goals. The principal as an educational leader is responsible for creating a conducive organizational climate, building a shared vision, and managing human resources strategically, especially in improving teacher competence and performance (Lutfi, Ahmad et al., 2023). This urgency is stated in the Regulation of the Minister of National Education Number 13 of 2007 concerning School/Madrasah Principal Standards, which states that “the principal manages teachers and staff in order to optimally utilize human resources, create a conducive and innovative school culture and climate for learning.” The principal must have a vision, mission, be creative and innovative and quality-oriented. This strategy is a systematic effort by the principal to continuously improve the quality of services so that the focus is directed at teachers and other education personnel so that the educational institutions he leads can run well. As a leader and supervisor at school, the role and responsibilities of the principal are very strategic in improving the performance of teachers and other education personnel (Waliudin et al., 2023).

Improving the quality of education is a mission in the 1945 Constitution, where the Indonesian state promotes public wells and teaches the life of the nation. Indonesians will build a quality education system so that education can form intelligent and wealthy citizens, allowing Indonesians to compete with other countries. The formation of quality is a reflection of countries that can measure developed countries based on the quality of education (Fadhil, M et al., 2025). It is the responsibility of all parties involved to improve the quality of education. Government participation is needed to continue to improve and enhance education to become quality (Zikri & Ustman, 2024). Presentation of quality education is a problem of the Indonesian state with various regions. The uneven number and quality of the population is the basis for the difficulty in improving the quality of national education. To minimize this problem, the government has formed a policy by providing local governments and special schools with autonomous rights for the education process (Fadhil, M et al., 2025).

The principal is the person who is fully responsible for improving the quality of education in schools. The principal's performance controls the course of education in schools because education itself functions primarily as a converter of inputs to outputs. This allows you to determine whether the process will be carried out in accordance with educational goals (Darif et al., 2023). Superior core management skills can enhance the growth and development of the school itself, both in terms of learning, development of the performance of teachers and employees working in the school (Prasetyono et al., 2023). The world of education plays a strategic role and is an important factor in reliable talent. In this case, teachers are directly involved in a strategic role to shape talent with knowledge, skills, and personality of students. Teachers play an important role in improving the quality of schools at various levels

in their educational units. Therefore, professional teachers can produce high-quality students as people who stand directly against students (Wibowo, A., & Santosa, A, 2022). The role of the principal in improving teacher performance cannot be ignored. The principal must be the main inspiration and the most important willingness for teachers to provide professional development through training, class monitoring, and daily meetings. In addition, the principal must also create a favorable environment and teachers who are marked with appreciation, so that teachers will increase their work spirit (Majid, M, Ayi, 2023). Factors that influence teacher performance include internal factors such as: (1) teacher training. (2) Personality and Commitment. (3) Lessons. (4) Discipline. External factors are: (1) facilities and infrastructure. (2) Welfare Guarantee. (3) Principal Management Skills. (4) Relationship with the community (Syafarina et al., 2021).

## **B. Methods**

This study uses a qualitative approach with the Systematic Literature Review (SLR) method. The purpose of SLR is to collect, synthesize, and synthesize previous research findings systematically and structured. To ensure transparency and accuracy in article selection, researchers follow procedures based on the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses) flow (Wahyudin & Rahayu, 2020).

The stages carried out include:

1. Identification: Literature searches were carried out through bold databases such as Google Scholar, DOAJ, Garuda, and ResearchGate with the keywords: "principal leadership", "teacher resource management", and "education quality". The search was limited to articles published between 2015 and 2024. As a result, 87 potential articles were found.
2. Screening: Duplicate deletion, leaving 63 unique articles. Then screening was carried out based on the title and abstract. Articles that were not relevant to the research focus were excluded (e.g. non-formal context, or did not discuss the principal).
3. Eligibility: A total of 28 articles were read in full. Articles that did not explicitly include the principal's strategy or only discussed other aspects of educational quality were excluded.
4. Inclusion: Finally, 15 articles that met the inclusion criteria (topic relevance, clear methodology, and focus on the principal's strategy in managing teachers for quality improvement) were selected for further application.

## **C. Results and Discussion**

Based on the results of the analysis conducted by the researcher on 15 journals that have been determined and are in accordance with the criteria, the researcher presents the results as follows.

**Table 1. Reviewed Articles**

No	Title	Author and year	Research purposes	Research methods	Research result	Conclusion
1.	Training and mentoring on Principal's Strategy in Improving Teacher Competence in Professional Fields at SMA Primaganda Jombang	(Solechan et al., 2023)	To improve the professional competence of teachers at SMA Primaganda Jombang through training and mentoring as well as changes in leadership strategies.	Qualitative descriptive research	This program has been able to improve the professional skills of teachers at Primaganda - Jombang - High School. The principal plays an important role in teacher motivation and management through effective leadership strategies. A comprehensive and sustainable approach, including training, support and assessment, has proven effective in improving the quality of education.	Teachers at SMA Primaganda Jombang experienced a significant increase in their mastery of subject matter, teaching methods, and classroom management. This impact directly contributed to improving the quality of education and student learning outcomes.
2.	The Role of the Principal as an Innovator and Motivator in Improving Teacher Performance	(Jamilah, Warman, 2023)	To describe how the principal's strategy is to improve teacher performance.	Library research	The principal as an innovator has an important role in creating a dynamic and progressive educational environment to improve teacher performance which has a positive impact on the quality of education.	Principals need to have strategies that involve harmonization with the environment, seeking new ideas, integrating activities, providing role models, and developing innovative learning models.
3.	The Principal's Strategy in Improving the Quality of Education at State Junior High School 1 Probolinggo	(Abdurrahman, & Muhammad, U, 2023)	To explain how the approach to improving the quality of education at MTs Negeri 1 Probolinggo is implemented.	Qualitative research methods	Shows that the problem of education quality involves many factors, including student motivation, teacher teaching skills, and the status of the school environment. Strategies to improve the quality of education include tasks between teachers and employees, teacher training, and	To improve the quality of education, the principal has implemented several strategies, including the division of tasks among teachers and staff, training programs for teachers, and efforts to improve educational standards.

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4.	Principal's Strategy in Improving the Quality of Education at the Darussalam Kepahiang Islamic Boarding School	(Yanto et al., 2023)	To find out the strategies implemented by the principal to improve the quality of education.	Qualitative descriptive research (interviews, observations, and documentation)	<p>efforts to improve education standards.</p> <p>The results of the study can be concluded that the strategy of the principal of the Darussalam Kepahiang Islamic Boarding School in improving the quality of education is: Improving and strengthening from within by providing materials during monthly coordination meetings. Conducting routine supervision by conducting class visits and analyzing the RPP that will be used by teachers. Evaluation of Teaching and Learning Activities (KBM), evaluation related to the ongoing learning process. Coaching teacher discipline through monthly meetings and direct reprimands. Periodic promotion by distributing brochures, holding socialization to various parties, agencies and related institutions throughout Kepahiang Regency, and its surroundings. Improving facilities and infrastructure such as making new classrooms, computer laboratories, language laboratories, canteens, parking lots, and sports fields. Contextual approach, namely the approach in the internal environment of the Islamic</p>	<p>The strategies implemented or used by the principal at the Darussalam Kepahiang Islamic Boarding School in an effort to improve the quality of education and to make the school he leads able to improve quality are as follows: strengthening from within. Conducting routine (continuous) supervision. Conducting evaluation of teaching and learning activities (KBM). Conducting teacher discipline coaching. Conducting regular promotions. Improving facilities and infrastructure. Conducting a contextual approach. Selecting the right principal. Optimizing curriculum implementation. Environmental stabilization (school culture). Organizing classes.</p>
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5.	The Relevance of Principal's Strategic Management in Improving the Quality of Education and Competitiveness in Elementary Schools	(Husni & Wahyudiati, 2022)	To reveal the conditions and analysis, implementation and evaluation of strategic management, and the results achieved from the implementation of strategic management in improving the quality of education and competitiveness at Aikmel Integrated Islamic Elementary School.	Descriptive qualitative method	There is relevance or connection between strategic management and the quality of education and competitive ability, because the quality of education is related to all the standards for achieving quality education, both in terms of student achievement, teacher quality, and school programs in general.	The results of strategic management in improving the quality of education are the achievements achieved by schools, student achievements and the quality of graduates, while competitiveness can be seen in the number of students accepted in each school year.
6.	Madrasah Principal's Strategy in Improving the Performance of Mathematics Teachers at MTs Negeri Pinrang	(Ahmad, Andi et al., 2022)	To find out, the improvement of the madrasah principal's strategy, the improvement of mathematics teacher performance, and the madrasah principal's strategy in improving the performance of	Qualitative, phenomenological and descriptive approach	The increase in the performance of mathematics teachers at MTs Negeri Pinrang by 11% with the performance of mathematics teachers in the 2020-2021 Academic Year amounting to 79% while in the 2021-2022 Academic Year amounting to 90%. If we look at the four aspects of competence above,	Improving the strategy of the madrasah principal carries out three stages in carrying out duties and functions as the madrasah principal with three stages starting from planning, implementation and supervision so that the evaluation of the work program becomes a reference in improving the

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			mathematics teachers at MTs Negeri Pinrang.		social competence dominates in seeing teacher performance.	managerial of the madrasah principal of MTs Negeri Pinrang.
7.	Implementation of Managerial Competence and Principal Supervision in Improving Teacher Performance`	(Hakim et al., 2024)	To determine the strategic role of the principal in implementing effective managerial and supervisory competencies to improve teacher performance at Gerung Private Vocational School, West Lombok.	Qualitative descriptive method	The results of the study show that the principal plays a strategic role in planning, implementing, and evaluating teacher performance improvement programs, as well as in preparing learning tools and supporting professional training for teachers.	The principal prepares a teacher performance improvement program by involving all stakeholders and facilitating teacher competency development through workshops and training.
8.	Principal Leadership Strategy in Improving the Quality of Arabic Language Learning	(Hidayat, Z, J., & Nugraha, M, 2023)	To describe the principal's strategy in improving the quality of Arabic language learning at the Al-Ma'tuq Islamic boarding school.	Descriptive qualitative analysis	Creating a Strategic Education Plan, Establishing Cooperation with Stakeholders, Improving Teacher Competence, Implementing Educational Technology, Assessing Student Performance, Improving School Facilities and Infrastructure, developing a Quality Curriculum, cultivating a Good School Culture, Improving the Quality of School Management.	Some of the ways that the Al-Ma'tuq Islamic boarding school has improved the quality of Arabic language learning include training with qualified teachers, for example bringing in qualified and experienced Arabic language teachers to help with learning Arabic.
9.	The Strategy of Public Elementary School Principals in Improving the Pedagogical Competence of	(Jaya & Halik, 2023)	To find the commitment and strategy of the principal in improving the pedagogical competence of Islamic Religious Education teachers in public elementary schools as	Qualitative methods. Phenomenological approach	Based on the facts in the field that the principal has a number of challenges that must be overcome in improving the pedagogical competence of PAI teachers at SDN in Marioriwawo District. These difficulties can be overcome by holding various training activity	The principal's strategy in improving the pedagogical competence of Islamic Religious Education teachers through supervision, Islamic Religious Education teacher training, and workshops.

10.	Islamic Religious Education Teachers The Role of Principal Leadership in Improving Teacher Performance at Jayasari Elementary Madrasah	(Pitriyani, 2023)	the first formal educational institution to transfer Islamic material to students. To describe the role of the principal's leadership in improving teacher performance at Jayasari Elementary Madrasah.	Qualitative methods, narrative approach	programs, such as workshops, improving learning supervision, monitoring, and encouraging teachers to participate in MGMP. Based on this study, it was found that the leadership of the MI Jayasari principal in an effort to improve teacher performance at school is by providing examples and motivation to teachers, supervising the teaching and learning process, involving teachers in events outside the school environment, teachers attending seminars and training, and supervising and evaluating learning outcomes.	In an effort to improve teacher performance in schools, the principal provides an example, motivation, and encouragement to teachers. Supervises the teaching and learning process, involves teachers and education personnel in events outside the school environment, conducts well-scheduled school work meetings, and supervises and evaluates the results of the rooting carried out. Efforts to improve teacher performance are communication and synergy between the principal and school education personnel. Several implications for principals' managerial competence should be given through this conclusion. First, principals should be able to consider cultural differences when assigning tasks to teachers in different cultural environments. Second, schools should pay more attention and consider the alignment between the competencies they think
11.	Analysis of Principal Managerial Competence in Planning Improving the Quality of Vocational Secondary Education	(Harliansyah & Amon, 2022)	Knowing how to plan, implement, supervise and overcome obstacles in improving the quality of education in vocational high schools in Samarinda City.	Qualitative, descriptive method.	The results of this study indicate that the planning of the principal's managerial competency is carried out based on the school's vision, mission, goals, and needs (need assessment). The principal involves all elements of the academic community in planning the improvement and development of the school.	

						they are teaching and the competencies that leaders actually demand. Third, the principals studied have similar views on what constitutes meaningful evaluation.
12.	Principal's Strategy in Improving Teacher Performance at Sdn 05/1 Sengkati Gedang, Mersam District	(Sukatin., Fanesa, A, B., Ramadhan, F, P., 2025)	To analyze the principal's strategy in improving teacher performance at SDN 05/1 Sengkati Gedang.	Qualitative, descriptive method.	The results of the study showed that the principal implemented several main strategies, namely academic supervision, needs-based professional training, creating a conducive work culture, and providing motivation to teachers.	This study revealed that the principal's strategy in improving teacher performance involves a holistic approach that includes academic supervision, professional training, creating a conducive work culture, and managing motivation.
13.	Principal's Strategy in Improving Teacher Discipline at Sdn 2 Badur, Cirinten District, Lebak Regency	(Sundari, D, U., Taufiqurrahman, Musfah, j., Ratnaningsih, 2023)	Describe the principal's strategy in improving teacher discipline.	Qualitative, descriptive method.	The results of the study showed that there were 6 principal strategies in improving teacher discipline, namely: motivational strategies, being a role model, creating rules, supervision, giving warnings or punishments, and giving rewards.	The results of the author's research indicate that teacher discipline is an absolute requirement for educational institutions to progress. In improving teacher discipline, a visionary principal is needed and has many strategies, namely: motivational strategies, being a role model, making rules, supervision, giving warnings or punishments, and giving rewards.
14.	Principal's Strategy in Improving the Quality of Education (Case	(Mujadi, 2022)	To gain knowledge and describe the principal's strategy in efforts to improve and improvise the quality of education	Case study with qualitative methods	This study found that the principal's strategy in his efforts to achieve improvements in the quality of education at Bahrul Ulum Tajinan Islamic Senior High	The principal's strategy in improving the quality of education at Bahrul Ulum Tajinan Islamic Senior High School is to always monitor the

	Study of Bahrul Ulum Tajinan Islamic Senior High School, Malang Regency)		at Bahrul Ulum Tajinan Islamic Senior High School, Malang Regency. To gain knowledge about the factors that support the principal in efforts to improve and improvise the quality of education at Bahrul Ulum Tajinan Islamic Senior High School, Malang Regency.		School, Malang Regency, namely: improving the quality of teaching and education personnel, fostering teacher and student discipline, increasing the effectiveness of learning, improving madrasah facilities and infrastructure, improving the quality of learning and student achievement, evaluating the teaching and learning process, and promoting the madrasah.	condition of the school, making maximum use of the potentials available at the school, both in terms of teaching and education staff, students, and school facilities and infrastructure.
15.	Principal's Policy to Improve the Quality of Elementary School Education	(Ilham, 2021)	To find out the principal's policies in order to improve the quality of education	Descriptive qualitative method	Efforts to improve the quality of education in schools include educational programs in teacher schools by increasing teacher discipline, increasing knowledge, and providing teacher performance training, in addition to efforts to improve the quality of students by providing guidance, as well as providing facilities and infrastructure to support the learning process and cooperation with parents.	The principal's policy process in order to improve the quality of education is by planning or formulating policies that are made, then organizing and evaluating the program.

Based on the results of the study above which contains the results of the review of articles that are closely related to the title of the study, namely the principal's strategy in managing teacher resources to improve the quality of education. Overall, this article provides a positive contribution in understanding the role of the principal in improving teacher professional competence through training and mentoring. However, the inclusion of stronger empirical data and critical analysis would have enriched the quality of this article. This article discusses efforts to improve teacher professional competence through training and mentoring led by the principal, an important topic in the context of improving the quality of education. The author provides an overview of the implementation of training and mentoring, the strategies used, and the expected impacts, so that it can be a practical reference for other educational institutions that want to implement similar programs. The article is structured systematically, including an introduction, implementation methods, and discussion, making it easier for readers to understand the flow of thought and findings presented (Solechan et al., 2023).

Then (Jamilah, Warman, 2023) provides valuable insights into the role of the principal as a motivator in improving teacher performance, but it is necessary to note the limitations in the generalization and empirical data presented. This article discusses the important role of the principal as a motivator in improving teacher performance, a crucial topic in educational management. The author uses a qualitative research method with a case study approach, allowing for an in-depth exploration of the phenomenon under study. This article refers to relevant previous literature and research, such as the work of Muspawi (2021) and Nuriati et al. (2021), which strengthen the arguments and findings of the study. By using a case study approach, the findings of this study may not be generalizable to other school contexts with different characteristics. This article does not present strong empirical data, such as statistics or in-depth interview results, that could support the findings and conclusions presented. Although this article refers to relevant literature, a critical analysis of the role of the principal as a motivator in different contexts may be lacking in depth.

Meanwhile, (Abdurrahman, & Muhammad, U, 2023) discusses the strategies of madrasah principals in improving the quality of education, an important and relevant topic in the context of education in Indonesia. The author uses a qualitative approach with observation, interview, and documentation methods, which allows for in-depth exploration of the strategies implemented by madrasah principals. This article identifies strategic steps taken by madrasah principals, such as improving teacher professionalism, special coaching for high-achieving students, optimizing educational facilities and infrastructure, and implementing routine supervision. In addition, supporting and inhibiting factors in improving the quality of education are also clearly described. Because this study focuses on one madrasah (MTs NW Penakak), the results may not be generalizable to other madrasahs with different contexts. This article lacks quantitative data that can support qualitative findings, such as statistics

on improving the quality of education after implementing certain strategies. Although inhibiting factors have been identified, an in-depth analysis of how to overcome these obstacles is lacking in this article.

Different from the three articles above, (Yanto et al., 2023) discusses the principal's strategy in improving the quality of education in Islamic boarding schools. The author uses a descriptive qualitative approach with interview, observation, and documentation methods, which allows for in-depth exploration of the strategies implemented by the principal. This article identifies various strategies implemented by the principal, including, internal improvement and strengthening through monthly coordination meetings. Routine supervision with class visits and analysis of learning implementation plans. Evaluation of teaching and learning activities. Development of teacher discipline through monthly meetings and direct reprimands. Routine promotion through distribution of brochures and socialization to various related parties. Improvement of facilities and infrastructure, such as the construction of new classrooms, computer laboratories, and sports facilities. Contextual approach in the internal environment of the Islamic boarding school. Selection of the right principal with a complete understanding of the environment. Optimization of curriculum implementation and application. Stabilization of the school and Islamic boarding school environment and culture. Class organization. Although quality improvement strategies have been identified, an in-depth analysis of the challenges or obstacles faced in implementing these strategies is less discussed in this article.

Furthermore (Husni & Wahyudiati, 2022) discusses the role of principal strategic management in improving the quality of education and competitiveness in elementary schools. The author uses a descriptive qualitative research method with data collection techniques through interviews, observations, and documentation studies, which allow for in-depth exploration of the principal's managerial role. This article highlights the importance of transformational leadership possessed by the principal in designing and implementing educational strategies that are oriented towards change and innovation. Because this study uses a descriptive qualitative approach, the results may not be generalizable to other school contexts with different characteristics. This article lacks quantitative data that can support qualitative findings, such as statistics on improvements in the quality of education or competitiveness after the implementation of certain strategic management. Although this article highlights the importance of strategic management, the analysis of how contextual factors such as school culture, resources, and the external environment influence the implementation of strategic management is less discussed.

Besides that (Ahmad, Andi et al., 2022) discusses the strategies of madrasah principals in improving the performance of mathematics teachers. The study uses a qualitative phenomenological approach with a descriptive method, which allows for in-depth exploration of the experiences and views of the research subjects. The article identifies three main stages carried out by madrasah principals in improving the performance

of mathematics teachers. Formulating a vision and mission, holding work meetings, and forming an organizational structure. Implementing an academic supervision program and monitoring teacher performance. Supervising the implementation of teaching, following up on academic supervision, and holding evaluation meetings. These findings provide a clear picture of the strategic steps taken to improve the performance of mathematics teachers at MTs Negeri Pinrang. Because this study focuses on one madrasah, the results may not be generalizable to other madrasahs with different contexts. This article does not present quantitative data that can support qualitative findings, such as statistics on teacher performance improvements after implementing certain strategies. Although performance improvement strategies have been identified, an in-depth analysis of the challenges or obstacles faced in implementing these strategies is less discussed in this article.

as for (Hakim et al., 2024) discusses the role of principal managerial competence and supervision in improving teacher performance. The author uses a qualitative descriptive method with observation, interview, and documentation techniques to collect data from two schools, namely SMK Islam Manbaul Ulum and SMK NW Dasan Tapen. The results of the study indicate that the principal plays a strategic role in planning, implementing, and evaluating teacher performance improvement programs. The principal is also involved in preparing learning tools, supporting professional training for teachers, approving the syllabus, preparing schedules, supervising the teaching and learning process, and solving problems that arise. In addition, monitoring and evaluation of teacher performance are carried out periodically to ensure improvements in the quality of teaching. The effective implementation of principal managerial competence has been proven to improve teacher performance and support the achievement of quality education goals. Since this study focuses on two specific schools, the results may not be generalizable to other schools with different contexts. This article does not present quantitative data that could support qualitative findings, such as statistics on teacher performance improvement after the implementation of certain managerial and supervisory competencies. Although the strategic role of the principal has been identified, an in-depth analysis of the challenges or obstacles faced in the implementation of these managerial and supervisory competencies is lacking in this article.

Nevertheless (Hidayat, Z, J., & Nugraha, M, 2023) highlights the principal's leadership strategies in improving the quality of Arabic language learning at the Al-Ma'tuq Islamic Boarding School. This focus is important considering the role of Arabic in Islamic education. This study uses a qualitative descriptive method with a phenomenological approach, which allows for an in-depth understanding of the strategies implemented by the principal in the specific context of the Islamic boarding school. The author identifies several strategies implemented by the principals, including Strategic Educational Planning: Establishing a clear vision and mission to achieve educational goals. Provision of Quality Teachers: Selecting qualified and experienced Arabic language teachers to improve the quality of learning.

Development of Relevant Curriculum: Developing a curriculum that is appropriate to the needs and context of the Islamic boarding school. Provision of Supporting Facilities and Infrastructure: Providing facilities that support the Arabic language learning process. Periodic Evaluation and Monitoring: Conducting regular evaluations to ensure the effectiveness of the strategies implemented. These strategies provide practical guidance for other educational institutions that want to improve the quality of Arabic language learning.

Then (Jaya & Halik, 2023) also discusses the principal's strategy in improving the pedagogical competence of Islamic Religious Education (PAI) teachers in public elementary schools. This study uses a qualitative descriptive method with a phenomenological approach, which allows for in-depth exploration of the experiences and views of the research subjects. The article identifies several strategies implemented by the principal in improving the pedagogical competence of PAI teachers, including training and Workshops: Involving teachers in workshops, training, and seminars to improve their competence. Teacher Working Group (KKG), Encouraging teacher participation in KKG meetings to share experiences and knowledge. Supervision and Monitoring, improving principal supervision and providing counseling to teachers who still have low pedagogical competence. These findings provide a clear picture of the strategic steps taken to improve the pedagogical competence of Islamic Religious Education teachers in public elementary schools. Although competency improvement strategies have been identified, an in-depth analysis of the challenges or obstacles faced in implementing these strategies is less discussed in this article.

Whereas (Pitriyani, 2023) discusses the role of principal leadership in improving teacher performance at Madrasah Ibtidaiyah Jayasari. This study uses a qualitative approach with a descriptive design, which allows for in-depth exploration of the role of principal leadership in a specific context. Data collection techniques through observation, interviews, and documentation provide rich and comprehensive data. This article identifies that effective principal leadership can improve teacher performance by translating the vision, mission, and goals of education into clear strategies. This includes developing positive interpersonal relationships, increasing enthusiasm for learning, and effective interactions in the classroom. This article does not present quantitative data that can support qualitative findings, such as statistics on teacher performance improvements after implementing certain leadership strategies. Although this article highlights the role of principal leadership in improving teacher performance, the analysis of challenges or obstacles faced in implementing these strategies is less discussed.

Besides that (Harliansyah & Amon, 2022) discusses the principal's managerial competence in planning to improve the quality of education in Vocational High Schools (SMK). The study uses a qualitative approach with a descriptive method. Data collection techniques include observation, interviews, and documentation, which are

analyzed through the process of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the planning of the principal's managerial competence is based on the vision, mission, goals of the school, and existing needs. The principal involves all elements of the academic community in planning for school improvement and development. Planning to improve teacher professionalism is carried out in work meetings and is stated in the school's strategic plan and operational plan. Assessment aspects in educational supervision include teacher attendance, teacher performance at school, student development, lesson plans, and syllabus. One of the obstacles faced is the competence in following the latest technological developments. Although obstacles in following the latest technological developments are mentioned, an in-depth analysis of the causes and solutions to overcome these obstacles is less discussed in this article.

Moreover (Sukatin., Fanesa, A, B., Ramadhan, F, P., 2025) discusses the principal's strategy in improving teacher performance. This study uses a qualitative approach with a descriptive method. Data collection techniques include observation, interviews, and documentation, which are analyzed through the process of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the principal applies various strategies to improve teacher performance, including involving teachers in training and workshops to improve their competence. Supervision and Evaluation, conducting routine supervision and providing constructive feedback to teachers. Motivation, providing awards and recognition for teacher achievements to increase work motivation. These strategies are in line with findings in related literature, which emphasize the importance of the principal's role in teacher professional development. Although strategies to improve teacher performance have been identified, an in-depth analysis of the challenges or obstacles faced in implementing these strategies is less discussed in this article.

On the other hand (Sundari, D, U., Taufiqurrahman, Musfah, j., Ratnaningsih, 2023) discusses the principal's strategy in improving teacher discipline. This study uses a descriptive qualitative approach, which allows for in-depth exploration of the principal's strategy in a specific context. Data collection techniques through observation, interviews, and documentation provide rich and comprehensive data. This article identifies six strategies used by principals to improve teacher discipline, namely setting an example, the principal behaves in a disciplined manner to be a role model for teachers. Enforcing rules, implementing regulations consistently to ensure teacher compliance. Providing supervision, conducting routine supervision of teacher performance. Issuing warnings or punishments, imposing sanctions for disciplinary violations. Giving awards, appreciating teachers who demonstrate high discipline. Organizing training, conducting training to increase awareness and discipline skills. These strategies have proven effective in improving teacher discipline at SDN 2 Badur. Although strategies to improve teacher discipline have been identified, analysis of the challenges or obstacles faced in implementing these strategies is less discussed.

Therefore (Mujadi, 2022) discusses the principal's strategy in improving the quality of education. This study uses a qualitative approach with a case study method, allowing for in-depth exploration of the strategies implemented at Madrasah Aliyah Bahrul Ulum Tajinan, Malang Regency. Data collection techniques include observation, interviews, and documentation, providing rich and comprehensive data. This article identifies seven strategies used by principals to improve the quality of education, namely improving the quality of teaching and education personnel: through training and professional development. Fostering teacher and student discipline, enforcing rules and regulations to create a conducive learning environment. Improving the effectiveness of learning, adopting innovative and effective teaching methods. Improving madrasah facilities and infrastructure, ensuring adequate facilities to support the teaching and learning process. Improving the quality of learning and student achievement through programs designed to encourage academic and non-academic achievement. Evaluation of the teaching and learning process carries out routine assessments to ensure the quality of teaching. Promoting the madrasah improves the image and reputation of the madrasah in the community. These strategies demonstrate a comprehensive approach in efforts to improve the quality of education in the madrasah. Although strategies to improve the quality of education have been identified, analysis of the challenges or obstacles faced in implementing these strategies is less discussed.

Finally (Ilham, 2021) also discusses the role of the principal in improving the quality of education in elementary schools. The author highlights the various roles of the principal, including as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Understanding and implementing these roles effectively can help the principal in leading educational institutions well. This article identifies several efforts to improve the quality of education, such as improving teacher discipline, improving teacher discipline to create a conducive learning environment. Improving teacher knowledge, conducting training and coaching to improve teacher competence. Guidance for students provides guidance to students to support their academic and personal development. Provision of facilities and infrastructure provides adequate facilities to support the learning process. Collaboration with parents establishes cooperation with parents to support the education process. This article uses a descriptive qualitative method, but does not explain in detail the data collection techniques, research subjects, or data analysis procedures used. This may affect the credibility and validity of the findings. This article does not present empirical data or specific case studies that support the discussion of the principal's policies. Although this article identifies various efforts to improve the quality of education, an in-depth analysis of the effectiveness of each of these efforts is lacking. In addition, challenges or obstacles in implementing these policies are not discussed in detail.

## D. Conclusion

Based on the results of a systematic review of various literatures, it can be concluded that the principal's strategy in managing teacher resources has a significant influence on improving the quality of education. These strategies include proper planning of teacher needs, ongoing professional training and development, teacher empowerment through a participatory approach, and the creation of a conducive work climate. Transformational and collaborative leadership has been shown to increase work motivation, teaching performance, and positive culture in the school environment. For policy makers, support is needed in the form of sustainable funding allocation for leadership training programs for principals, including the integration of managerial training and academic supervision in professional development policies. On the other hand, regulations are needed that encourage principals to become agents of change, not just administrative implementers. For education practitioners, especially principals and supervisors, it is important to foster a collaborative culture in schools. Practices such as involving teachers in decision-making, coaching supervision, and rewarding teacher performance need to be improved in order to create a productive and supportive work environment. For future research, it is recommended to conduct a longitudinal study examining the effectiveness of leadership styles in schools with limited resources (for example in 3T areas). Research with a quantitative or mixed approach is also needed to measure the relationship between principal leadership strategies and student learning achievement in a more comprehensive and measurable manner.

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