



## Leadership of School Principals in Improving The Quality of Teacher Learning

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**Abstract:** School principals play a crucial role in improving the quality of teacher instruction and overall educational outcomes. In the context of rapidly evolving educational demands, principals are expected to manage administrative tasks and act as instructional leaders. This study aims to explore the role of principal leadership in enhancing the quality of teacher instruction at Madrasah Nurul Hakim. Using a qualitative ethnographic approach, data were collected through classroom observations, in-depth interviews with the principal, teachers, and students, and documentation analysis. The findings reveal that the principal implements a participatory leadership style that supports continuous supervision, encourages professional development, and fosters teacher involvement in decision-making processes. The principal effectively enhances teacher competence and instructional performance through regular classroom monitoring, academic supervision, and informal reflective discussions. The impact of such leadership extends to students, who demonstrate increased engagement, discipline, and enthusiasm for learning. It is concluded that effective principal leadership significantly contributes to improving teacher professionalism, positively affecting the quality of learning in schools.

Keywords: Leadership, Teachers, Instruction, Supervision, Performance.

**Abstrak:** Kepala sekolah memainkan peran penting dalam meningkatkan kualitas pengajaran guru dan hasil pendidikan secara keseluruhan. Dalam konteks tuntutan pendidikan yang terus berkembang, kepala sekolah diharapkan tidak hanya mengelola tugas administratif tetapi juga bertindak sebagai pemimpin instruksional. Penelitian ini bertujuan untuk mengeksplorasi peran kepemimpinan kepala sekolah dalam meningkatkan kualitas pengajaran guru di Madrasah Nurul Hakim. Menggunakan pendekatan etnografi kualitatif, data dikumpulkan melalui observasi kelas, wawancara mendalam dengan kepala sekolah, guru, dan siswa, serta analisis dokumentasi. Temuan menunjukkan bahwa kepala sekolah menerapkan gaya kepemimpinan partisipatif yang mendukung pengawasan berkelanjutan, mendorong pengembangan profesional, dan mendorong keterlibatan guru dalam proses pengambilan keputusan. Melalui pemantauan kelas secara rutin, supervisi akademik, dan diskusi reflektif informal, kepala sekolah secara efektif meningkatkan kompetensi dan kinerja instruksional guru. Dampak dari kepemimpinan semacam itu meluas kepada siswa, yang menunjukkan peningkatan keterlibatan, disiplin, dan antusiasme dalam belajar. Disimpulkan bahwa kepemimpinan kepala sekolah yang efektif secara signifikan berkontribusi pada peningkatan profesionalisme guru, yang pada gilirannya berdampak positif pada kualitas pembelajaran di sekolah.

Kata kunci : Kepemimpinan, Guru, Instruksi, Supervisi, Kinerja.

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## Introduction

The school principal's leadership role is strategic in improving the quality of teachers' teaching in schools (Hallinger & Heck, 2010). The school principal's leadership is critical, as it is expected to demonstrate effective leadership that focuses on developing and building school-oriented management leadership (Mahfud, 2020). As an educational leader, the principal is not only responsible for managing administrative tasks but also plays a key role in creating a positive work environment, instilling a culture of learning, and encouraging teachers to improve their competencies continuously (Saefudin, 2023). Therefore, as the institution's leader, the school principal must lead the institution toward its predetermined goals. They must recognize change and envision a better future in an increasingly globalized world (Ya'cub & Ga'a, 2021).

Improving the quality of teachers is inseparable from the principal's role as the school's highest authority (Damri et al., 2023). Teacher quality does not improve on its own, so the role of leadership is highly expected to help realize quality teachers, which will eventually affect the quality of students (Zainuddin et al., 2020). The quality of teachers influences the overall quality of education in a country. A quality teacher starts with proper preparation through higher education, participating in training programs, and undergoing regular evaluations (Syakdia Apria Ningsih, 2024). Therefore, teacher quality is a significant concern in efforts to improve the quality of education in Indonesia. In this context, school principals can use various strategies, including professional training and development (Suhendar, 2021). They can collaborate with educational institutions, non-governmental organizations, or government agencies to provide training that focuses on enhancing teacher competencies in literacy and numeracy and effective teaching strategies such as POP (Mukhtar, 2015).

In terms of competence, certified teachers perform better than those who are not certified, where most certified teachers fall into the good category. In contrast, fewer non-certified teachers achieve the same category (Tristiana, Agus, Holilulloh, & Adha, 2021). Despite various national efforts to improve teacher professionalism, the results of the Teacher Competency Test (UKG) from 2019 to 2023 show that the overall quality of teachers in Indonesia still falls below the minimum standard score, indicating a low category of professional competence (Syakdia Apria Ningsih, 2024). This condition reflects systemic issues such as weak commitment to

the teaching profession, lack of understanding of instructional strategies, unclear professional standards, and limited teacher motivation (Syarafudin & Hastuti, 2020). These persistent problems highlight the need for a more integrated, leadership-driven approach to support and guide teacher development. However, a noticeable absence in the literature links this decline in teacher quality with specific leadership dimensions exercised by school principals. Most studies treat teacher performance and school leadership as separate domains, without investigating how leadership can be strategically mobilized to address concrete instructional challenges teachers face (Indriyani & Hasanah, 2021).

Furthermore, previous research generally emphasizes the broad role of school principals in managing schools and motivating teachers (Marks & Printy, 2003; Budiyo et al., 2020), yet lacks detail regarding how principals engage in daily, practical leadership behaviors that shape teacher instruction, especially in private Islamic schools or madrasahs. There is limited exploration of how participatory leadership, academic supervision, and informal pedagogical mentoring are implemented in real school settings and how these aspects impact teacher competence. Most empirical findings are drawn from public schools or urban educational contexts, leaving a gap in understanding principal leadership in underrepresented school types such as private madrasahs, often facing unique institutional, cultural, and resource constraints. This constitutes a clear research gap that must be addressed to develop more context-sensitive leadership models.

Therefore, this study seeks to fill that gap by exploring how the principal of a private Islamic school in Deli Serdang applies participatory leadership strategies to improve the quality of teacher instruction. The research focuses on three specific dimensions of leadership: (1) instructional supervision practices, (2) facilitation of professional development opportunities, and (3) informal pedagogical dialogue that supports teacher reflection and motivation. By highlighting these leadership behaviors in the Indonesian educational context, particularly in a private madrasah, this study offers a novel contribution to the discourse on educational leadership. It provides practical implications for principal development programs, particularly in how school leaders can cultivate a collaborative, responsive, and professional learning culture that addresses the root causes of low teacher performance in Indonesia.

## **Methods**

This study employed a qualitative approach using ethnographic methods to gain an in-depth understanding of how school principals carry out their leadership roles in improving the quality of teacher instruction. The research was conducted at a private Islamic school in Deli Serdang Regency, involving the school principal, several teachers, and students as participants. Participants were selected

purposely based on their experience and active involvement in the teaching and learning process. This sampling technique allowed the researcher to focus on individuals who could provide rich, relevant, and in-depth information regarding the school's leadership and instructional practices (Creswell & Poth, 2018).

Data were collected through three primary techniques: non-participant observation, semi-structured interviews, and documentation. Observations were carried out over three weeks, focusing on interactions between the principal and teachers during instructional supervision and daily school activities. Interviews were conducted intensively with the principal (7 to 10 sessions), 3 to 5 teachers, and five students, all giving informed consent before participating. Documentation included curriculum files, lesson plans (RPP), official school documents, photos of school activities, and the school profile, which were used to support and validate data from observations and interviews.

The collected data were analyzed using thematic coding and source triangulation techniques, enabling the researcher to develop a comprehensive understanding of the leadership strategies implemented by the principal in enhancing the quality of teacher instruction. Triangulation was applied across different data sources to ensure validity, while the coding process was conducted manually through iterative reading, categorization, and interpretation based on emerging themes from the field (Creswell & Poth, 2018).

This study acknowledges several limitations that must be considered when interpreting the findings. First, the research was conducted in only one institution—Madrasah Nurul Hakim, which limits the generalizability of the results to broader educational settings. However, this limitation is consistent with the nature of qualitative ethnographic research, which prioritizes depth over breadth and aims to explore phenomena within specific contexts. Second, potential bias may have occurred due to the researcher's presence during observations and interviews, as participants may alter their behavior when they know they are being observed (the Hawthorne effect). To minimize this, the researcher used prolonged engagement, reflexive notes, and member checking to enhance trustworthiness.

The number of participants in this study, one principal, five teachers, and five students, was determined based on data saturation, a concept in qualitative research where no new information is obtained from additional participants. This approach is widely accepted in ethnographic studies, especially when the goal is to capture rich and detailed experiences rather than statistical representation. All participants were selected because they had direct involvement in teaching or school management activities, ensuring that the data obtained were relevant to the research questions and objectives.

## **Results and Discussion**

### **Results**

This research yielded three major themes derived from ethnographic fieldwork: (a) the principal's role in supporting teaching and learning, (b) the principal's strategies in enhancing teacher professionalism, and (c) the impact of leadership on teacher competence and performance. Thematic analysis was conducted manually by the researcher through multiple stages. Initially, 47 open codes were generated from interview transcripts, observational notes, and documentation analysis. These codes were then grouped into 12 categories, which were further collapsed into three overarching themes based on conceptual similarity and frequency of appearance across data sources.

To ensure the validity and credibility of the data, source triangulation was applied by comparing and confirming information from different types of data interviews (with principals, teachers, and students), field observations, and school documents. Member checking was also conducted by presenting summaries of interpretations to the participants to verify the accuracy and consistency of meaning. Prolonged engagement during three weeks of observation also contributed to trustworthiness, as it allowed the researcher to understand routine patterns, non-verbal cues, and the broader school environment beyond formal interviews.

Contextually, field observations were conducted during various school activities, including morning routines, classroom instruction, weekly teacher meetings, and student extracurricular events. This provided a broader picture of the school's leadership culture and teacher-student interaction patterns. Documentation collected included lesson plans (RPP), teacher supervision forms, school improvement plans, photo documentation of learning activities, and teacher attendance records. These documents helped confirm how well leadership strategies were implemented structurally and consistently.

Participants in this study provided diverse and complementary perspectives. For example, teachers expressed appreciation for the principal's informal mentoring approach and noted the challenges of limited training schedules. Students shared how increased variation in teaching methods made learning more enjoyable, but some also pointed out that not all teachers were equally responsive to innovation. These multiple viewpoints offered a deeper understanding of how leadership was experienced across roles and grade levels. Such diversity of perspectives is central to ethnographic inquiry, which aims to present a thick description of social realities from within the field.

### **The Principal's Role in Supporting Teaching and Learning**

The principal plays a strategic role in ensuring the school's teaching and learning quality. As a supervisor, the principal is responsible for monitoring, guiding, and improving the teaching and learning process in classrooms and at the school-wide level (Hallinger & Heck, 2010). This monitoring includes classroom observation, teacher performance evaluation, and review of curriculum implementation effectiveness. Monitoring the teaching process is integral to the principal's efforts to maintain instructional quality. Based on observations and interviews with a teacher at Madrasah Nurul Hakim, the participant stated that the principal routinely monitors classroom instruction. One of the methods used is recording the teacher's teaching activities from various angles in the classroom. This technique is carried out without disrupting the teaching process and realistically depicts the teacher's instructional practices and student responses.

*"The principal often directly observes the teaching process in the classroom. One way is by recording teaching activities from different angles. This is done without interrupting the class, giving a clear view of how the teacher delivers the lesson and how students respond. Even the students know they are being observed, making them more orderly and serious in class."* (Interview with Teacher 1, April 24, 2025)

The monitoring conducted by the principal is systematic, including classroom supervision, reflective conversations with teachers, and evaluations of student learning outcomes. Through continuous observation, the principal can identify challenges faced by teachers and provide appropriate support. These efforts have proven to contribute significantly to the improvement of instructional quality. From the students' perspective, the principal's presence during lessons directly and positively impacts the classroom. Students felt that the routine monitoring and supervision by the principal encouraged them to be more focused and disciplined during lessons.

*"We became more focused in class because we felt that someone was paying attention, so we were less likely to fool around during the lesson."* (Interview with Student 2, April 28, 2025)

In addition to monitoring, the principal is also responsible for conducting academic supervision to develop teachers' instructional skills (Glickman, Gordon, & Ross-Gordon, 2014). This supervision is carried out directly by the principal, as described by the head of the madrasah:

*"Supervision is usually conducted monthly to assess the implementation of the teaching process. It involves direct observation of classroom activities and reviewing the completeness of the teaching tools prepared by teachers. If we find areas that*

*need improvement, we work together to find the best solutions."* (Interview with Principal, April 24, 2025)

The principal of Madrasah Nurul Hakim also pays attention to the individual needs of teachers, including the provision of teaching aids such as projectors, laptops, or other instructional materials. This support helps teachers feel more confident in delivering lessons and more willing to try new instructional approaches.

### **Principal's Strategies in Enhancing Teacher Professionalism**

Professional teachers are a key factor in improving the quality of education. The development of teacher professionalism cannot be separated from the role of the school principal as an educational leader who holds the authority and responsibility to nurture teacher potential. A competent principal understands their school's specific needs, including teachers' professional development needs (Harapan, 2017). Therefore, principals are expected to be responsive to emerging demands in the school environment, particularly regarding human resource development. To enhance teacher professionalism, the principal must implement comprehensive strategies. These include competency development, discipline enforcement, motivation, the creation of a harmonious work environment, reinforcement of teacher commitment, fulfillment of basic teacher needs, and the organization of training and development programs (Mukhtar, 2015). Based on observations and interviews conducted at Madrasah Nurul Hakim, the principal stated:

*"We usually provide opportunities for teachers to attend training programs, whether related to technology or knowledge development, and we also facilitate their participation. That is one of the ways we support teachers in becoming professionals."* (Interview with Principal, April 28, 2025)

This demonstrates that the principal of Madrasah Nurul Hakim actively provides space and support for teachers to enhance their competencies. Furthermore, the strategies adopted include motivation, innovation space, training, comparative studies, classroom supervision, periodic evaluations, and a fair reward and sanction system. All of these strategies are implemented using a participatory approach. Participatory leadership emphasizes the importance of involving teachers in decision-making and encourages collaboration between school leaders and staff (Rohmat, 2010). In this context, the principal at Madrasah Nurul Hakim adopts a participatory leadership style through active involvement in teacher activities, promoting participation in both online and offline training, conducting regular supervision, and creating an informal and conducive discussion atmosphere.

*"The principal plays a significant role. He often gives feedback, sometimes informally during casual conversations in the teachers' lounge. For example, he once suggested that I directly involve students in learning activities, such as hands-on practice or outdoor lessons. This makes learning more interactive. We often have relaxed discussions about teaching methods or classroom challenges, and many implementable ideas arise from these talks." (Interview with Teacher 3, May 7, 2025)*

Teachers perceive this informal approach as effective because it fosters a sense of appreciation, encourages openness, and strengthens emotional bonds between the principal and teachers. Although there are still limitations regarding resources and the frequency of training programs, the principal of Madrasah Nurul Hakim continues to support ongoing teacher professional development through a flexible and humanistic approach. One such strategy includes establishing intensive and informal communication in the teachers' lounge through relaxed discussions or reflective conversations. Teachers appreciate this approach as it makes them feel valued and heard. From the students' perspective, they notice an increase in the variety of teaching methods and teacher discipline, which positively impacts their learning enthusiasm. This is reflected in the statement of one student:

*"I feel that the learning process has become more fun. Teachers no longer explain everything – sometimes ask us to come forward to practice or do group discussions. Every semester, there is outdoor learning like a study tour." (Interview with Student 1, May 7, 2025)*

This statement indicates that the principal's involvement in guiding and supervising teachers has had a positive impact on the classroom learning environment. Teachers have become more active and creative in delivering lessons, while students respond with increased participation and discipline. Thus, the principal's leadership influences teacher professionalism and directly contributes to enhancing students' motivation and engagement in the learning process.

### **The Impact of Leadership on Teacher Competence and Performance**

Improving teacher competence and performance is a fundamental pillar in achieving high-quality education. Amid the dynamics and challenges of modern education, especially in the digital era, teachers are expected not only to master subject content but also to continuously develop their professional competencies (Sutarto & Suryani, 2022). In this context, the school principal plays a central role as a driver of change and a guide for teacher professionalism. High levels of teacher competence and performance cannot flourish without systemic support, one of which is through effective and visionary leadership. A school principal is not merely an administrator but also a facilitator, motivator, and reflective partner for teachers (Kartowagiran, 2015). Therefore, the leadership style adopted by the



principal significantly influences teacher quality, ultimately affecting student learning outcomes.

Based on observations and interviews at Madrasah Nurul Hakim, it was found that the principal's leadership had a tangible impact on improving teacher competence. The principal adopted a participatory approach, encouraging teachers to be involved in decision-making, instructional method development, and ongoing professional coaching.

*"I try not to be present only in formal settings. In the teachers' lounge, I often initiate casual conversations about teaching methods, classroom challenges, or innovations that can be implemented. Sometimes, fresh ideas emerge from these informal chats and can be applied directly."* (Interview with Principal, May 9, 2025)

Through regularly scheduled supervision and an open, informal approach, the principal can identify each teacher's individual needs, whether related to instructional methods or professional development.

*"When the principal conducts supervision, we as teachers feel noticed, and that motivates us to keep improving our teaching skills and professional growth."* (Interview with Teacher 2, May 9, 2025)

On the other hand, the principal's leadership also significantly influences teacher performance. A supportive work environment, open communication, and encouragement for creativity and discipline strengthen teachers' enthusiasm in carrying out their responsibilities. Thus, there is a positive correlation between the principal's leadership style and the enhancement of teacher competence and performance at Madrasah Nurul Hakim. The improvement of teacher competence and performance as a result of effective leadership directly impacts the quality of instruction. Students reported that learning has become more interactive, creative, and enjoyable. Teachers have begun integrating technology, using diverse instructional media, and implementing active-participatory approaches in the classroom.

*"Now many teachers use videos, images, or sometimes even create quizzes in class. It makes us more interested. When the teachers are excited, we get excited too."* (Interview with Student 3, May 14, 2025)

This condition illustrates that participatory leadership motivates teachers and strengthens the learning culture throughout Madrasah Nurul Hakim. The principal creates a conducive ecosystem for improving teacher competence and supporting student learning outcomes by fostering harmonious relationships.

## **Discussion**

Based on the analysis of interviews, field observations, and documentation at Madrasah Nurul Hakim, it is evident that the principal's leadership plays a

central role in enhancing the quality of teacher instruction. The principal does not merely carry out administrative functions but is actively involved as a supervisor, facilitator, and motivator for teachers. These findings are consistent with Bredeson & Johansson (2000), who argue that effective principals can create an environment that supports teacher professional development through participatory policies, academic supervision, and pedagogical reinforcement. In this study, the principal applied a participatory leadership style characterized by direct involvement in decision-making, continuous coaching, and effective informal communication. This leadership style is crucial as it builds teacher confidence and fosters a collaborative work climate (Rohmat, 2010). Informal strategies, such as casual discussions in the teachers' lounge or reflective conversations on teaching methods, served as strategic channels for the principal to understand teacher needs and encourage pedagogical innovation. This aligns with Hallinger & Heck's (2010) view that transformational and participative leadership significantly contribute to educational quality improvement.

Furthermore, the principal's involvement in classroom observation and direct academic supervision improved teacher discipline, work motivation, and instructional quality. This supports Glickman, Gordon, & Ross-Gordon's (2014) assertion that systematic supervision fosters professional awareness and promotes sustained instructional development. In this research, the principal routinely conducted instructional observations using video recordings from various classroom angles, a method appreciated by both teachers and students. This strategy reflects that monitoring efforts were not merely bureaucratic but focused on enhancing real instructional practices. Teachers felt more supported and appreciated, while students became more engaged and disciplined in learning. The principal also provided necessary instructional resources such as projectors, laptops, and teaching materials, helping teachers perform optimally in the classroom.

Regarding professional development, the principal consistently offered opportunities for teachers to attend online and offline training and facilitated comparative studies. This indicates an understanding that teacher quality improvement requires investment in ongoing training and learning (Darling-Hammond, 1999). According to Bredeson & Johansson (2000), school-based training programs, mentoring, and professional learning communities effectively build teacher competence. Arnsby et al. (2023) further confirmed that structured mentoring programs positively impact long-term teacher learning. In the context of this study, the principal employed a flexible and humanistic approach, balancing teacher workload with their need for professional growth. Informal strategies such

as casual conversations were viewed as effective by teachers, as they fostered openness, reflection, and a sense of being valued (Fitriyah & Santosa, 2020).

The study also found that principal leadership had a significant influence on improving both teacher competence and performance. Teachers expressed that regular supervision and the principal's active involvement made them feel recognized and motivated to enhance their teaching quality. These findings align with Alfrida Retnodiani & Hartono (2023), who emphasized that teachers' intrinsic motivation increases when principals act as reflective partners, not merely as supervisors. A supportive work environment, open communication, and encouragement for creativity and discipline strengthened teacher morale.

Thus, transformational and participatory leadership improved teacher performance and fostered a culture of innovation in the school setting (Robinson, Lloyd, & Rowe, 2008). These improvements in competence and performance directly impacted teaching quality, as students observed greater variation in teaching methods, more use of digital media, and the application of active-participatory approaches in the classroom. These findings support Marks & Printy (2003), who state that the relationship between school leadership and student achievement is mediated by teacher professionalism and performance in the classroom.

Theoretically, effective principal leadership is rooted in establishing a clear vision, building strong interpersonal relationships, and managing resources efficiently (Leithwood et al., 2004). In this study, the principal comprehensively demonstrated managerial skills in planning, organizing, directing, and supervising (Simatupang et al., 2023). Such leadership strategies lay the foundation for cultivating a school culture holistically supporting teacher development. This type of leadership focuses on outcomes, processes, and relationships, creating a positive learning ecosystem in the school. By fostering spaces for reflection, discussion, innovation, and collaboration, the principal acts as a key agent in transforming the quality of education.

Moreover, these findings confirm Robinson et al. (2008), who emphasized that leadership has a greater impact on student achievement when educational leaders are directly involved in teacher instructional development. Ya'cub & Ga'a (2021) also argued that successful principals can assess instructional needs, identify teacher potential, and provide appropriate support and resources. Therefore, the improvement in instructional quality observed at Madrasah Nurul Hakim reflects a principal's adaptive, responsive leadership that focuses on continuous quality enhancement.

While the findings of this study support the existing literature regarding the positive influence of principal leadership on teacher performance (Marks & Printy,

2003; Glickman et al., 2014), they also reveal contextual nuances that differ from prior studies conducted in public or urban school environments. For instance, many previous studies emphasize formal supervision models and structured training programs. In contrast, this study found that in a private madrasah context with limited institutional resources, informal mentoring, personal interaction, and flexibility in supervision play a more dominant role in shaping teacher professionalism. This suggests that leadership in religious-based or smaller private schools may rely more heavily on relational and adaptive leadership behaviors than formalized systems (Sulfemi, 2020). Such differences underscore the need to develop localized leadership models responsive to madrasah's institutional culture and contextual realities.

The setting of Madrasah Nurul Hakim offers unique insights that may not be observable in larger public schools, such as stronger emotional ties between the principal and staff, the integration of religious values in leadership practices, and the informal nature of supervision and collaboration. These findings invite further reflection on how leadership frameworks must be adjusted to accommodate diverse educational contexts in Indonesia, particularly in schools with limited access to systemic support or formal professional development infrastructures.

Nevertheless, the study's findings should be interpreted within the limitations of its scope. The emphasis on a single-site case study means the observed leadership patterns may not fully represent madrasahs across Indonesia. Additionally, while teacher and student perspectives were collected, there was limited exploration of parental or community input, which may also influence leadership effectiveness in faith-based schools. Moreover, the informal leadership strategies observed while effective in this context may not be applicable in settings that require more structured accountability systems.

In terms of practical implications, this study emphasizes the importance of building leadership development programs beyond administrative training to include coaching, relationship-building, and adaptive communication skills. Principal training programs, especially in the context of madrasahs or rural schools, should include modules on participatory leadership, informal supervision strategies, and how to nurture teacher motivation in low-resource settings. Furthermore, school authorities and policymakers must provide greater flexibility for principals to apply contextually relevant leadership practices rather than imposing rigid bureaucratic standards.

Future research should expand the sample to include multiple madrasahs with varying levels of autonomy, geographic locations, and religious orientations to understand how these factors shape leadership practices. Additionally, studies could explore the longitudinal impact of participatory leadership on student

achievement and teacher retention, or examine the interplay between principal leadership and community expectations in faith-based education systems. Such research would enrich the discourse on culturally grounded and equity-oriented educational leadership in Indonesia and beyond.

### **Conclusion**

Based on the research findings, it can be concluded that school leadership has a significant impact on improving the quality of teacher instruction. The principal does not merely perform administrative duties but also plays an active role as a supervisor and facilitator of the teaching and learning process. Regular classroom monitoring, academic supervision implementation, and teacher performance evaluation are carried out systematically and continuously, providing relevant and targeted support for teachers.

In addition, the principal adopts a participatory leadership style that encourages teacher involvement in decision-making, the development of instructional methods, and the enhancement of professionalism through training and informal discussions. This strategy creates a positive work environment, strengthens teacher motivation, and opens space for innovation in the teaching process. The impact of such leadership is felt not only by teachers but also by students, who demonstrate increased enthusiasm for learning, active engagement, and a positive response to instruction. Therefore, the more effective the school principal's leadership, the higher the level of teacher competence and performance, which in turn directly contributes to the overall quality of learning in the school.

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