

# Analysis of Madrasah Principal Leadership in Improving Teacher Performance of Madrasah Aliyah Darul Ulum Waru

Principal Leadership  
in Improving Teacher  
Performance

Alfin Ilman Huda

Universitas Sunan Giri Surabaya; Surabaya, Indonesia

E-Mail: alfinilmanh@gmail.com

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## ABSTRACT

The background of this study is that the head of the madrasah shows leadership and situational influence and directs his subordinates by increasing trust, assistance, motivation, and ties to achieve the goals and objectives of the training institution, and providing guidance. In this case, improving teacher performance is a manifestation of the role of madrasa heads in improving the quality of work of educational staff. The aims of this research are: (1) To understand the role of madrasa heads in improving teacher performance at Madrasah Aliyah Darul Ulum Waru. (2) To understand what obstacles madrasah leaders face in improving teacher performance. This research applies a qualitative approach. This method was chosen because the investigation aims to describe an ongoing signal, problem or event. The topic of this investigation is madrasa heads and teaching staff. Data was collected using observation, interviews and documentation methods. Additionally, it is presented in a good format for easy reading and interpretation. The data is then analyzed and conclusions are drawn.

**Keywords:** leadership, teacher, performance

## ABSTRAK

Latar belakang studi ini adalah kepala madrasah menunjukkan kepemimpinan dan pengaruh situasional serta mengarahkan bawahannya dengan meningkatkan kepercayaan, bantuan, motivasi, dan ikatan untuk mendapatkan tujuan dan sasaran Institusi pelatihan, dan memberikan bimbingan. Dalam hal ini peningkatan kinerja guru merupakan wujud peran kepala madrasah dalam meningkatkan mutu kerja tenaga kependidikan. Tujuan dari penelitian ini adalah: (1) Untuk memahami peran kepala madrasah dalam meningkatkan kinerja guru pada Madrasah Aliyah Darul Ulum Waru. (2) Untuk mengerti kendala apa saja yang dihadapi pimpinan madrasah dalam menaikkan kinerja guru. Penelitian ini menerapkan pendekatan kualitatif. Metode ini dipilih karena menyelidiki bertujuan untuk menggambarkan suatu isyarat, persoalan, atau peristiwa yang sedang berlangsung. Topik penyelidikan ini yaitu kepala madrasah dan tenaga pendidik. Data dikumpulkan dengan menggunakan metode observasi, wawancara, dan dokumentasi. Selain itu, disajikan dalam format yang baik agar mudah dibaca dan ditafsirkan. Data tersebut kemudian dianalisis dan ditarik kesimpulan.

**Kata kunci:** kepemimpinan, guru, kinerja

## INTRODUCTION

Education has the main task in improving human progress. Education allows humans to improve their personality and develop their potential. In this case, the role of teachers as teaching staff is the delivery of information, the most important actor behind the development of human civilization. Teachers need to be given facilities and motivation to optimize their performance.

Teacher performance is the teacher's opinion about the effectiveness of the teacher's work in relation to the quality of his work Wragg et.al., (2012), responsibility Millman &

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Darling-Hammond (1991) , honesty Hoy & DiPaola (2009) , cooperation and initiative Cheng (2013) . In general, a teacher's performance can be seen from aspects related to the quality of the teacher's duties, such as individual work with students, careful planning and programming of lessons, use of teaching aids, continuous participation of students in learning activities, and the work of a teacher's active role as a classroom teacher ( Kuriloff *et al.*, 2019 ). The instructive part that has an impact on the increase in teacher performance is the school leader Odden (2009) .

One of the teaching elements that influence the improvement of teacher performance is the madrasah head. The madrasah head is responsible for coordinating the implementation of teaching, following the development of the school, creating a teaching force, and utilizing and following the development of offices and frameworks. The madrasah head is less than ideal in fostering and coordinating the attendance of his deputies, so the teachers do not focus on completing their obligations, come late and leave early. This condition is a problem in educational institutions ( Kasidah, 2017 ).

The madrasah principal has an important task in managing, supervising, directing and providing the best solution for the good of the school he is leading in order to develop well. In addition, according to *Hartiwi et al.*, (2020) , principals can improve the quality of teaching. As an effective leader, the principal is responsible for developing a more operational concept of leadership, which includes setting clear learning goals, serving as a resource for staff, fostering a school atmosphere conducive to learning, and informing staff of the school's vision and mission ( Amiruddin *et al.*, 2021 ). It is hoped that school leaders can create quality education in the future.

According to Barnett (2005), the presence of the principal affects the school environment, including teachers. The principal is the person who communicates directly with teachers, especially in terms of teaching and learning. His organizational skills are a plus, namely seeing from the start who is ready to become a teacher, knows to see the needs of the school, is precise in delegating tasks (who teaches what according to their knowledge), understands the work system of the administration and so on. According to Polatcan (2020) , the advancement of educational institutions depends on the principal, whether they are strong or able to reform (significant changes).

According to Thomas *et al.*, (2020) , becoming a principal is not just a learning experience, but the main reason why he was chosen as a principal is because he is considered capable of advancing the school based on his experience. According to Jung and Sheldon (2020) , one of the most important skills of a school principal is the ability to manage a school. It is known that the school director does not come from the business world so his ability to manage an organization is limited, but the school director is known as an individual who has sufficient experience and information to administer education. Therefore, his knowledge of school management is sufficient, but he needs to learn more in order to organize well.

According to Özgenel *et al.*, (2020) , the level is different when a teacher is appointed as a school principal. He is not only good at teaching, but also must be good at leading all school residents, especially teachers and educators. With the ability to manage an organization, ie. who does what, who should come at what time, in what way and so on, can affect the quality of education itself, especially the learning outcomes of students. The principal has the main task in the progress of the school because of his ability Patterson *et al.*, (2021) .

Based on initial observations, data obtained on the progress of madrasah aliyah darul ulum under the leadership of the madrasah head shows that the school is growing quite rapidly from year to year, this is evident from the acquisition of various achievements achieved by madrasah aliyah darul ulum students, both at the sub-district, district and provincial levels, namely Japanese language competitions, Japanese language quiz competitions, economics olympiads, English olympiads and chemistry olympiads. Therefore, parents are very enthusiastic about sending their children to school.

This study aims to determine the meaning of the madrasah principal's leadership tasks at the stage of fostering teacher performance at Madrasah Aliyah Darul Ulum. In

addition, this study aims to describe the principal's leadership in the work of teachers in Islamic educational institutions. This research helps both theoretically and practically. Theoretically, it can increase knowledge about the role of school leaders in improving teacher effectiveness. Ultimately, it can improve principals' information about their work as pioneers of teaching in schools. Through the impact of this review, both local and central government can help develop the ability of outstanding educators and the authority of principals in Islamic schools.

## **LITERATURE REVIEW**

### **Leadership**

Leadership comes from the word "*leader*". The leader (*leader*) is the person who leads, while the leader is the position. In another sense, etymologically the term administration comes from the word *pimpin* which means to direct or lead. From the word "*pimpin*" comes the verb "*leader*" which means to direct and direct.

Hidayat & Makmun (2012) leadership is the ability to move, influence, motivate, invite, direct, advise, advance, and guide all the resources of an organization in order to effectively and efficiently achieve the desired goals to be achieved. This definition shows that leadership has three elements, namely leaders, members and situations. Leadership is defined by individual characteristics, behavior, influence over others, communication patterns, role relationships, place in managerial positions, and perceptions of others about competence to influence ( Bolden, 2011 ).

According to Overton (2002) , Leadership is the ability to work with trust and cooperation. Leadership is the method involved in influencing the actions of individuals or groups to achieve clear goals ( Blanchard & Hersey, 1996 ). Erkutlu (2008) defines leadership as a process of social influence. According to Viethzal Rivai & Dieddy Mulyadi principal leadership is the ability to mobilize subordinates, whose leaders are appointed by choice or official arrangement to replace the leader. Darma & Julkifli (2021) The principal is a teacher who works and is in charge of managing the school, where the teaching and learning process takes place or where the interaction between teachers and students takes place.

Leadership plays a role in protecting against more serious organizational problems, such as the distribution of power, lack of resources, and inadequate procedures that hinder effective action. Because of the central role of leadership in organizations, complex aspects of leadership must be understood and studied systematically so that leadership roles can be effective. These aspects Dolong (2018) are the meaning of leadership, various studies on leadership, leadership effectiveness, and leadership improvement efforts.

### **Head of Madrasah**

Madrasahs are schools that have advantages in terms of religious learning Tanaka (2018) . The term "madrasah" is now combined with the word "school" or "university" (especially Islamic colleges). The author is inclined to harmonize the importance of madrasahs with schools. Thus, in simple terms Ichda & Mustiningsih (2023), the principal or madrasah is defined as "a functional teacher who is assigned to organize a school/madrasah where the teaching and learning process takes place or where the interaction between teachers takes place" can be defined as a person who gives lessons and students who receive lessons.

Work can be defined as the planned and desired activities of a person in a particular position. Managers in institutions have duties, and each position has expectations about how the person holding the role should behave. Managerial duties can be interpreted as a series of behaviors expected of a person depending on his position as a manager. According to Rivai and Mulyadi (2010) , management can play its role by considering several things. First, leadership effectiveness is not based solely on a person's appointment as a "leader," but rather on the acceptance of that leadership by others. Second, leadership effectiveness is reflected in the ability to grow and improve over time. Third, effective leadership requires skill in "reading" a situation. Finally, human character is not simply

formed, but rather goes through a process of growth and development. By paying attention to these aspects, management can better carry out its role in an organization.

In fact, the job of a madrasah leader is a job that requires special skills. The Ministry of Education (previously called Depdikbud) stipulates that madrasah leaders must be able to carry out the duties of educator; manager; administrator; and supervisor (EMAS). In further development, in accordance with the needs of society and the times, madrasah heads must also be able to act as leaders, innovators, and motivators in madrasah. In the future, madrasah leaders must be able to act as educators, managers, administrators, supervisors, leaders, innovators, motivators (EMASLIM) Mulyasa (2007) .

How important the role of madrasah leaders in the movement of madrasah life to achieve its goals. According to Setiyati (2014) , leadership in the context of madrasah requires consideration of two main things. First, the madrasah head needs to act as the driving center of madrasah life, showing the importance of an active role in encouraging the dynamics of life in the madrasah environment. Second, madrasah leaders must have a deep understanding of their duties and roles in order to achieve madrasah success. In addition, attention to staff and students is also an important factor in carrying out madrasah leadership effectively. By paying attention to these two aspects, leadership in the context of madrasah can be more efficient and successful in achieving the desired educational goals.

### **Some Roles of Madrasah Heads**

#### ***Madrasah Head as Educator***

The Head of Madrasah as an Educator must always strive to improve the quality of learning provided by teachers. In this case, experience has a great influence on the professionalism of madrasah leaders, especially helping teaching staff to develop an understanding of how to fulfill their responsibilities. Initiatives that madrasah leaders can take to improve their effectiveness as educators and especially as lecturers include employing teachers in training to broaden their horizons. Madrasah leaders should also provide opportunities for teachers to study at higher levels to improve their skills and knowledge ( Farhurohman 2018 ).

#### ***Madrasah Head as Manager***

In exercising his/her powers and duties, the madrasah head should have proper procedures to strengthen the instructive staff through collaboration or coordinated efforts, provide valuable opportunities to the training staff to develop their vocation and encourage all auxiliary staff to take part in various supporting exercises. Madrasah program activities. First; Strengthening the teaching force through cooperation and collaboration means that madrasah leaders should prioritize cooperation with the teaching force and the local community to strengthen the competence of madrasah teachers. Second; providing professional development opportunities for teachers, because madrasah leaders need to improve their profession convincingly. Third; encouraging the entire faculty to participate. In other words, the madrasah head must ensure that all educators participate in all madrasah activities (participation).Farhurohman (2018).

#### ***Madrasah Head as Administrator***

The Head of Madrasah as an administrator is closely related to various administrative management functions in the form of recording, editing and documenting all school programs (Farhurohman 2018). Teacher empowerment cannot be separated from the cost factor, especially in financial management. The amount of budget that schools can allocate for teacher development clearly affects the level of teacher qualifications. Therefore, principals must be able to allocate sufficient budget for teacher capacity building. Daryanto (2011) .

#### ***Madrasah Head as Supervisor***

The Head of Madrasah as a supervisor knows the skills of teachers in carrying out learning, so it is necessary to hold regular trainings, especially through class visits, saan. Ensuring direct monitoring of the learning process in the selection and use of methods and media used, as well as student involvement in the learning process. Based on the results of the supervision, the weaknesses and strengths of the teachers in the

implementation of learning can be known. The competency level of the supervised teachers is controlled through solutions, guidance and special monitoring to help teachers overcome existing deficiencies and maintain good performance.

#### ***Madrasah Head as a leader***

As a leader, the madrasah principal should be able to lead and supervise, increase the responsibility of teaching staff, facilitate two-way communication and delegate tasks, but this is not the case. The subject of leadership is studied by experts Koontz, O'Donnell and Weyrich which states that leadership means influencing or the process of influencing others to want to try to achieve organizational goals, Setiyati (2014). In other words, madrasah leaders as leaders must have the ability to influence or persuade their subordinates to convince their subordinates that what they are doing is right. So that they are ready to work to achieve the goals that have been set.

#### ***Madrasah Head as Innovator***

The role of Madrasah Leaders as Innovators is to help Madrasah Leaders build harmonious relationships with the environment, explore new ideas, integrate all activities, and lead by exemplifying the right strategy to become one, developing innovative learning models for all teaching staff.

#### ***Madrasah Head as Motivator***

The task of the madrasah head as a motivator is to have an appropriate plan in encouraging teachers to carry out their various responsibilities. Inspiration can be expanded by organizing the actual atmosphere, workplace arrangements, discipline, inspiration, proper appreciation and providing different learning assets, creating learning assets

#### **Teacher Performance**

Performance refers to the successful performance of individuals or groups in fulfilling their obligations and responsibilities, as well as the ability to obtain predetermined targets and principles. In other words, performance is the result of certain tasks or work activities and consists of three aspects, namely the clarity of the task or work that is accounted for, the clarity of the expected work or activity results, and the clarity of the expected work or activity results. Efficiency is defined as an expression of progress based on knowledge, attitude and work motivation (Gunarsa, 1991). People will work better if their work and skills match, for example when teachers are assigned to their profession. It is important to find teachers who match your skills. If a teacher accepts a job that deviates from his or her competence, it can lead to a decrease in work attitude and teacher effectiveness, as well as teacher dissatisfaction Wilson (2016).

The definition of a teacher is a job that requires specialized knowledge and skills obtained through academic education Ariani (2021). From this academic education, teachers gain an ability. Individual capabilities cover various aspects, and Purnomo (2020) distinguishes them concretely into two kinds, namely intellectual expertise and physical capacity. Intellectual skills involve a person's ability to perform intellectual activities, especially in mastering a number of materials. In the context of the curriculum, students are taught methods, mediation, communication and evaluation techniques to develop their intellectual expertise. Physical capacity, on the other hand, involves a person's physical readiness to carry out various tasks and obligations. Understanding these two dimensions of capability is important in forming a comprehensive profile of individual abilities (Purnomo, 2020).

Teacher performance is the competence demonstrated by a teacher in relation to the roles, responsibilities, and accountabilities he fulfills based on his professional skills Setiyati (2014). Okeniyi (1995) defines teacher performance as the skill of a teacher in integrating inputs related to improving the teaching and learning process. according to Obilade (1999) teacher performance defines the responsibilities performed by educators at a particular moment in the education system to achieve hierarchical goals. Performance is the result that a person achieves in accordance with organizational goals, which is achieved after carrying out his work in accordance with the duties and tasks assigned by the rules and agreements that have been set *Lengkong et al.*, (2020).

Teacher performance is closely related to productivity because it is a measure of the school organization's efforts to achieve a high level of productivity. In this context, efforts to evaluate organizational performance are important. Talking about the performance of education personnel, we need to apply performance standards or standards, because this is closely related to how we assess a person's work.

## **METHODS**

This research uses a qualitative approach with a case study research design. The reason researchers use a case study design is that by using a case study approach, researchers can conduct an in-depth study to reveal the leadership role of school principals in improving teacher performance at Madrasah Aliyah Darul Ulum. The purpose of this research is to find out as much information as possible about the subject matter under study. Case studies are used in this research because they aim to investigate intensively and then describe a case. Qualitative research in a broad sense can be defined as a type of inquiry that deals with non-numerical natural data ( Nassaji, 2020 ). In qualitative research, data is collected through qualitative data collection tools such as interviews, field notes, and data collection tools. Daily Notes and Observation Nassaji (2020). This research uses observation techniques. Researchers have collected or obtained a number of data and information from various informants, so the next step is to analyze the data that has been obtained through data reduction, data presentation and data verification Nurdin et al., (2021) .

The leadership of madrasah principals in improving teacher performance is the subject of this study. The purpose of this study is to determine the extent of the readiness of the madrasah principal to act as a leader and improve teacher performance in relation to student learning and other academic processes.

## **RESULTS AND DISCUSSION**

### **Describing leadership qualities that need to be applied in Madrasahs**

The initiative character prevalent in an association ensures whether an association achieves its goals. Management of people, execution of work, and mobilization of material resources are the most important responsibilities of a manager. Leadership skills are worth working on through improving thinking skills and self-confidence. Improving your thinking ability directly affects your ability to make decisions, which in turn affects the quality of work of each individual who leads it. Communication skills should also be added so as to shape and influence the thinking and behavior of the people being managed. Effective problem solving and appropriate decision making can be achieved by improving thinking and communication skills Nawawi (1993) .

Based on the results of the author's observations, it can be assumed that the strength of leadership can be used as an indicator of the quality of leadership of madrasah leaders. Always encourage subordinates with the belief that humans are the noblest people and have extraordinary obligations in completing the tasks assigned to them. Judging from organizational goals, the ability to convey the impression and tasks given to subordinates is also important.

### **Describing the Efforts Made by Madrasah Heads in Improving the Competence of Teaching Staff**

Given the importance of teachers in the quality of student education, the madrasah head makes various efforts to improve teacher competence. Some of the efforts made by madrasah leaders to improve teacher performance include educational supervision, training, providing continuous motivation and changing work culture.

Supervision is a coaching activity that aims to support Madrasah Aliyah Darul Ulum Waru teachers to actively fulfill their responsibilities. Supervision is not a temporary activity such as an inspection, but a continuous and ongoing process that allows teachers to continue to develop in carrying out their duties and solving various pedagogical and pedagogical problems effectively and efficiently. Implicitly, the notion of supervision includes key ideas such as encouraging teachers' professional development, developing

democratic leadership, releasing energy, and solving various problems related to the effectiveness of teaching and learning processes.

Supervision should be carried out democratically and collaboratively, creatively and constructively, scientifically and effectively, instilling in teachers a sense of, providing security, supervision based on reality, and supervision to provide teachers with opportunities to evaluate themselves Purwanto (2019) .

Training is a way of developing workers beyond a variety of procedures and techniques in such a way as to produce the expected results. Madrasah aliyah darul ulum prepares teachers for training, to enhance their skills and experience. Many of them have not had training for a long time and are working in an environment where they are unable to keep up with change and progress. In addition, many of them do not develop their skills as education personnel and are immersed in routine classroom activities. The madrasah head has held training on writing scientific papers, workshops on making curriculum documents, training on making hot questions in CBT applications and other training. Training is an activity offered and accepted by educational authorities with the aim of improving and improving the quality of teachers. by educational officers who aim to increase and improve the quality of teachers. Gordon (2019) states that the hallmark of an effective ministry training program is a comprehensive ministry training program design that encourages the organization to carry out its mission.

Inspiration is the main drive that transforms human energy into substantial activity as a whole to achieve certain goals. An energetic shift in a person's personality characterized by the emergence of feelings and reactions to achieve a goal is known as motivation Hamalik (2020) . For this situation motivation is separated into two parts. Inner motivation arises within a person, either because of invitation, command or pressure from others, so that in this situation he finally believes that this is what should make it happen. Foreign motivation arises because of external influences carried out by humans, either because of invitations, orders, or pressure from others, so that in these conditions in the end they must further develop their ability to educate. The madrasah head inspires educators by rewarding successful teachers. These rewards generally do not come in the form of money, but also as an obligation and trust that educators will complete the responsibilities requested or given.

Changes in the accepted way of life that occur due to geographical, cultural, material, demographic, ideological shifts, or the spread of new discoveries in society are examples of changes in work culture. For this reason, the work culture can be changed by building a culture of discipline with the aim that teachers are serious in completing their duties and obligations at Madrasah Aliyah Darul Ulum Waru. The ability to control oneself and behave in an orderly and obedient manner is an example of discipline. Discipline is a form of obedience and wisdom, deliberately, objectively, without curbing feelings so that it does not become a feeling.

## **CONCLUSION**

Leadership qualities are essential in Madrasahs, with the character of initiative being crucial to achieving goals. Managers are responsible for managing people, carrying out work, and mobilizing resources, and should work to improve thinking and communication skills to enhance decision-making and problem-solving. Leadership power can be used as an indicator of the leadership quality of the madrasah head, who should encourage subordinates and effectively convey tasks and goals.

Madrasah principals make efforts to improve the competence of teaching staff through educational supervision, training, continuous motivation, and changes in work culture. Educational supervision is an ongoing process that aims to support teachers in fulfilling their responsibilities and developing professionally. Training is provided to enhance teachers' skills and experience, with the aim of improving the quality of education. Ongoing motivation is essential to inspire educators and reward successful teachers, while work culture change aims to build discipline and ensure teachers fulfill their duties and obligations.

Efforts made by madrasah heads in improving the competence of teaching staff include educational supervision, training, continuous motivation, and changes in work culture. Educational supervision is an ongoing process that aims to help teachers fulfill their responsibilities and develop professionally. Training is provided to improve teachers' abilities.

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