



## Management of School Principal Leadership in Improving Teacher Performance at Madrasah Ibtidaiyah Negeri (MIN)

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### ARTICLE INFORMATION

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### ABSTRACT

This study aims to examine the management of school leadership in improving teacher performance at Madrasah Ibtidaiyah Negeri (MIN). This research uses a descriptive qualitative approach with the subjects being the school principal and MIN teachers. Data collection techniques were carried out thru interviews, observations, and document studies. Data analysis was conducted thru the stages of data reduction, data presentation, and conclusion drawing, while data validity was ensured thru source and technique triangulation. The research results show that the management of the principal's leadership is carried out thru targeted work program planning, proportional organization of teachers' tasks, participatory leadership implementation, and supervision thru continuous academic supervision. In addition, the principal also provides continuous motivation, guidance, and coaching to the teachers. Communicative and humanistic leadership can enhance teachers' motivation, discipline, and responsibility in carrying out their professional duties. The conclusion of this research shows that the management of school principal leadership plays an important role in improving the performance of teachers at Madrasah Ibtidaiyah Negeri (MIN). Effective and sustainable leadership is the main factor in creating a conducive work environment and improving the quality of education in madrasahs.

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### 1. INTRODUCTION

Education is one of the main pillars in the development of quality human resources. The success of education is not only determined by the curriculum used but is also greatly influenced by the quality of educational institution management and the performance of educators. Schools,

as educational organizations, require effective management so that all components within them can function optimally in achieving national educational goals. (Fauzi, 2021)

In the context of a school, the principal plays a strategic role as an educational leader and manager. The principal is responsible for planning, organizing, directing, and supervising all school activities. Effective school leadership will be able to create a conducive work environment, enhance teacher motivation, and encourage the creation of quality learning. Therefore, the management of school principal leadership becomes a key factor in determining the success of educational administration in schools. (Purnomo & Mulyasa, 2013)

Madrasah Ibtidaiyah Negeri (MIN) as an Islamic-based primary education institution has its own challenges in management. In addition to emphasizing the mastery of general knowledge, MIN also has the responsibility of shaping the character and Islamic values of its students. This requires the principal of MIN to possess leadership skills that are not only managerial but also capable of being a role model in moral and religious values. Such leadership is expected to motivate all members of the madrasah, especially the teachers, to work professionally and responsibly. (Lolita, 2022)

Teachers are the spearhead of education implementation in madrasahs. A good teacher's performance will directly impact the quality of the learning process and the students' learning outcomes. However, in practice, various issues related to teacher performance are still found, such as suboptimal lesson planning, the use of less varied teaching methods, low work motivation, and a lack of innovation in the learning process. These problems can be influenced by various factors, one of which is the management of the principal's leadership. (Dian Rostikawati, 2022)

Effective school principal leadership management is characterized by clear work program planning, proportional task distribution, good communication, and continuous supervision and coaching. Thru participatory and humanistic leadership, the principal can empower teachers, enhance their sense of responsibility, and foster their commitment to professional duties. Thus, teachers' performance can significantly and sustainably improve. Based on the description, it can be concluded that the management of the principal's leadership plays a very important role in improving the performance of teachers at Madrasah Ibtidaiyah Negeri (MIN). Therefore, this research is important to conduct in order to deeply examine how the management of the principal's leadership improves teacher performance, so that the results of this research are expected to provide theoretical and practical contributions to the development of educational quality in madrasahs. (Erwinsyah et al., 2024)

### **a. Management of School Principal Leadership**

The management of school principals' leadership is a process of managing and mobilizing all school resources in a planned and systematic manner to achieve the established educational goals. Management and leadership are two interrelated concepts that cannot be separated in the context of school management. Management emphasizes the functions of planning, organizing, implementing, and supervising, while leadership focuses more on the ability to influence, direct, and motivate school members to work optimally.

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The principal, as an educational leader, has a significant responsibility in managing the school effectively and efficiently. In carrying out his leadership management, the principal must be able to develop a well-thought-out plan based on the school's vision and mission. The planning includes the preparation of work programs, curriculum development, improvement of

teacher competencies, and the management of facilities and infrastructure. Good planning serves as the foundation for the implementation of school activities and as a guideline for teachers in carrying out their professional duties. ([Asrin, 2021](#))

Beside planning, organizing is an important part of school principal leadership management. Organizing is carried out by dividing tasks, authority, and responsibilities among teachers and educational staff proportionally according to their competencies and areas of expertise. Clear organization will create a well-structured work environment, avoid task overlap, and improve work effectiveness and efficiency in the school. Thru good organization, the principal can build a solid and harmonious team collaboration. ([Kurniawati et al., 2020](#))

At the implementation stage, the principal actively plays a leadership role by providing direction, guidance, and motivation to teachers. Effective leadership is demonstrated thru the principal's ability to communicate, make decisions, and serve as a role model for the entire school community. The principal not only acts as a controller but also as a driver of change and a professional mentor for teachers. A democratic and participatory leadership approach will encourage teachers to actively engage in decision-making and the implementation of school programs. ([Djafri, 2017](#))

Supervision is also an inseparable part of the principal's leadership management. Supervision is carried out to ensure that all school activities run according to the established plans and standards. In the context of learning, supervision is realized thru academic supervision aimed at nurturing and improving teachers' performance. Constructive and continuous supervision will help teachers identify shortcomings and enhance the quality of learning. In the context of Madrasah Ibtidaiyah Negeri (MIN), the management of the principal's leadership is not only oriented toward academic achievement but also toward the cultivation of Islamic values and the character of the students. Therefore, the principal is required to possess integrity, exemplary behavior, and leadership skills that reflect religious values. Effective leadership management at MIN is expected to create a conducive, religious, and professional educational environment, thereby improving teacher performance and the overall quality of education. ([Harto & Madihah, 2025](#))

## **b. The Role of the Principal as an Educational Leader**

The principal is a central figure in the administration of education at the school. As an educational leader, the principal is responsible not only for managing school administration but also for developing the quality of learning and human resources, particularly teachers. The principal's leadership significantly determines the direction, policies, and success in achieving educational goals at the school or madrasah. ([Rivayanti et al., 2020](#))

As an educational leader, the principal acts as an educator who nurtures and develops teachers' competencies. The principal is responsible for providing direction and guidance to teachers in enhancing their pedagogical, professional, and personal skills. Thru continuous development, the principal can encourage teachers to improve the quality of learning, develop innovative methods, and tailor learning to meet the needs of students. ([Gunawan, 2025](#))

Beside being an educator, the principal also plays the role of a manager and administrator. In this role, the principal manages all school activities in a planned and systematic manner, including curriculum management, finance, facilities and infrastructure, as well as human resources. The principal must be able to make decisions accurately and strategically so that all school programs can run effectively and efficiently. Good managerial skills will directly impact the smooth execution of teachers' duties and their performance improvement. The principal also plays the role of an educational supervisor. In carrying out this role, the principal conducts academic supervision of the learning process in the classroom. Supervision aims to help teachers improve the quality of learning thru observation, evaluation, and the provision of constructive feedback. Continuous and developmental supervision will encourage teachers to continuously improve and enhance their performance. ([Sarifudin, 2019](#))

As a leader and motivator, the principal is required to create a conducive work environment and motivate teachers to work optimally. Democratic, communicative, and participatory leadership will foster a sense of togetherness and responsibility among teachers. A principal who can provide appreciation, trust, and support to teachers will enhance work motivation and teacher loyalty to the school.

In addition, the principal plays a role as an innovator and agent of change in the world of education. Principals are expected to be able to respond to the developments in science and technology as well as the ever-changing educational policies. Thru innovation and renewal, the principal can encourage teachers to develop creativity and professionalism in teaching. In the context of Madrasah Ibtidaiyah Negeri (MIN), this innovative role must also align with Islamic values and the character development of students.

Thus, the role of the principal as an educational leader is very complex and strategic. The success of the principal in carrying out these roles will have a significant impact on improving teacher performance, the quality of learning, and the overall quality of education. Therefore, school principals are required to possess professional, visionary, and human resource development-oriented leadership competencies. ([Hasan & Shaleh, 2023](#))

### **c. Teacher Performance**

Teacher performance is a reflection of the level of success a teacher has in carrying out their professional duties and responsibilities as an educator. Teacher performance is not only measured by the final learning outcomes but also by the process the teacher undertakes in planning, implementing, and evaluating the learning. Teacher performance is one of the main indicators of the success of education delivery in schools or madrasahs because teachers are the direct implementers of the learning process in the classroom. (Kurniawati et al., 2020) Conceptually, teacher performance encompasses several important aspects, namely lesson planning, lesson implementation, and assessment of learning outcomes. In lesson planning, teachers are required to be able to prepare teaching materials such as syllabi, lesson plans (RPP), as well as media and learning resources that are appropriate to the characteristics of the students. Good planning will help teachers carry out learning in a directed and systematic manner. ([Rahman & Hamdi, 2021](#))

At the stage of implementing learning, the teacher's performance is reflected in the teacher's ability to manage the classroom, deliver material, use varied teaching methods and media, and create an active, creative, and enjoyable learning atmosphere. Teachers with high performance are able to adjust their teaching strategies to the needs and abilities of the students, so that the learning process runs effectively and meaningfully.

The assessment aspect is also an important part of a teacher's performance. Teachers are required to design and implement objective, fair, and sustainable assessments to measure students' competency achievements. Assessment not only serves to determine learning outcomes but also as a basis for follow-up learning activities, such as remedial and enrichment programs. In addition to the technical aspects of teaching, a teacher's performance also includes professional attitudes, such as discipline, responsibility, loyalty, and commitment to educational duties. A teacher with good performance demonstrates discipline in attendance, punctuality, and seriousness in carrying out teaching duties and other additional tasks. This professional attitude greatly influences the image and quality of education in schools or madrasahs. ([Mardizal, 2025](#))

Teacher performance is influenced by various factors, both internal and external. Internal factors include competence, work motivation, experience, and the professional attitude of teachers. Meanwhile, external factors include school leadership, work climate, facilities and infrastructure, and educational policies. In the context of Madrasah Ibtidaiyah Negeri (MIN), effective school leadership based on Islamic values is an important factor in improving teacher performance. (Harto & Madihah, 2025) Thus, teacher performance is a strategic component in improving the quality of education. Efforts to improve teacher performance must be carried out

continuously thru coaching, supervision, and support from the school principal. Optimal teacher performance will directly impact the quality of learning and the achievement of educational goals at Madrasah Ibtidaiyah Negeri (MIN). ([Santika et al., 2025](#))

#### **d. The Relationship between School Principal Leadership Management and Teacher Performance**

The management of the principal's leadership has a very close relationship with teacher performance. The principal, as an educational leader, plays a role in directing, coordinating, and mobilizing all school resources to achieve educational goals. The success of the principal in carrying out management and leadership functions will directly impact the attitudes, behaviors, and performance of teachers in carrying out their professional duties. ([Wulandari et al., 2025](#))

Managerially, a principal who is able to formulate clear and directed planning will provide definite work guidelines for teachers. A systematically organized school work program, such as academic supervision programs, teacher professional development, and performance evaluations, will help teachers understand the targets and work standards that must be achieved. With good planning, teachers can carry out their teaching tasks in a more structured and responsible manner, thereby optimizing their performance. ([Seriyananti et al., 2020](#))

In the aspect of organization, the principal's leadership management is reflected thru the proportional distribution of teachers' tasks and responsibilities according to their competencies and areas of expertise. Effective organization will create role clarity and avoid task overlap, allowing teachers to work with focus and efficiency. This condition positively affects the improvement of teachers' performance, both in the implementation of teaching and in additional tasks at school. ([Pitriyani, 2023](#))

At the implementation stage of leadership, the principal acts as a driver and motivator for the teachers. Democratic, communicative, and participatory leadership will foster a sense of ownership and responsibility among teachers toward the school. A principal who is able to provide motivation, appreciation, and support will enhance teachers' work spirit and encourage them to continuously develop their competence and professionalism. This has an impact on the improvement of the quality of learning and the overall performance of teachers.

The supervision conducted by the principal thru academic supervision also has a significant impact on teacher performance. Supervisory activities that are developmental and continuous help teachers identify weaknesses and strengths in the learning process. Constructive feedback from the principal encourages teachers to make improvements and innovations in their teaching. Thus, supervision not only serves as a control tool but also as a means of professional development for teachers. ([Jaliah et al., 2020](#))

In the context of Madrasah Ibtidaiyah Negeri (MIN), the relationship between the principal's leadership management and teacher performance is further strengthened by the religious values and work culture of the madrasah. A principal who can combine professional leadership with moral and spiritual exemplarity will create a conducive, harmonious, and service-oriented work environment. That positive work climate will enhance teachers' loyalty, discipline, and performance in carrying out educational tasks.

Thus, it can be concluded that the management of the principal's leadership is a strategic factor that significantly influences teacher performance. Effective leadership, supported by planned and sustainable management, will be able to enhance teachers' motivation, professionalism, and performance, thereby contributing significantly to the improvement of educational quality at Madrasah Ibtidaiyah Negeri (MIN). ([Marce et al., 2020](#))

## **2. RESEARCH METHOD**

This research uses a descriptive qualitative approach with the aim of obtaining an in-depth understanding of the principal's leadership management in improving teacher performance

at Madrasah Ibtidaiyah Negeri (MIN). Qualitative research was chosen because it allows researchers to understand the phenomena of leadership and teacher performance naturally based on real conditions in the field without any treatment or manipulation of the research objects. ([Moleong, 2018](#))

The research was conducted at the Madrasah Ibtidaiyah Negeri (MIN) during the current academic year. The research subjects consist of the principal as the main informant and teachers as supporting informants. The object of this research is the management of the principal's leadership and the performance of teachers at the madrasah. Data were collected thru in-depth interviews, direct observations, and document studies. Interviews were conducted to explore information regarding the planning, implementation, and supervision of the principal's leadership, while observations were used to directly observe the principal's leadership activities and the teachers' performance in the learning process. Document studies were conducted to review supporting documents such as school work programs, teaching materials, and madrasa activity reports. ([Creswell & Poth, 2016](#))

Data analysis is conducted qualitatively thru the stages of data reduction, data presentation, and conclusion drawing. To ensure the validity of the data, this study uses source and technique triangulation, which involves comparing data obtained from various informants and data collection techniques. With this method, it is hoped that the research results can provide an objective and accurate picture of the role of school principal leadership management in improving teacher performance at Madrasah Ibtidaiyah Negeri (MIN). ([Miles et al., 2014](#))

### **3. RESULTS AND DISCUSSION**

#### **a. Hasil Penelitian**

The research results show that the principal's leadership management at Madrasah Ibtidaiyah Negeri (MIN) has been carried out in a planned and continuous manner in an effort to improve teacher performance. The principal plays an active role in managing all educational activities by referring to the vision and mission of the madrasah as well as the need to improve the quality of learning. In the aspect of planning, the principal prepares annual and semester work programs that include activities to improve teacher performance, such as academic supervision, professional development, and teacher competency development activities. These programs are socialized to teachers thru work meetings so that teachers understand the direction and goals that the madrasah aims to achieve. This clear planning provides guidelines for teachers in carrying out their duties systematically.

In the aspect of organization, the principal distributes teachers' tasks and responsibilities proportionally according to their competencies and educational backgrounds. Teachers are assigned teaching duties, additional tasks, and committee responsibilities, taking into account their abilities and workload. This structured division of tasks has resulted in an increased sense of responsibility and discipline among teachers in carrying out their duties. In terms of leadership implementation, the principal demonstrates communicative and participative leadership. The principal regularly provides motivation, guidance, and direction to teachers both formally and informally. In addition, the principal is directly involved in teacher development activities thru learning supervision and professional discussions. This condition encourages teachers to be more enthusiastic and committed to improving the quality of learning.

In terms of supervision, the principal conducts periodic academic supervision of the classroom learning process. Supervision is carried out thru learning observations, examination of teaching materials, and evaluation of teacher performance. The results of the supervision are followed up with constructive and solution-oriented feedback. Continuous supervision helps teachers improve and enhance their performance.

Overall, the research results indicate an improvement in teacher performance marked by increased discipline, the ability to plan lessons, a variety of teaching methods and media, as well

as responsibility in conducting learning outcome assessments. Teachers also showed an increase in work motivation and awareness to develop professionalism independently. This shows that the management of the principal's leadership plays a significant role in improving the performance of teachers at Madrasah Ibtidaiyah Negeri (MIN).

## **b. Discussion**

Based on the research findings, the management of school leadership at Madrasah Ibtidaiyah Negeri (MIN) has proven to play a very important role in improving teacher performance. The principal systematically carries out management functions, starting from planning, organizing, implementing, to supervising all educational activities. The implementation of these management functions provides clear direction for teachers in carrying out their professional duties. In the aspect of planning, the principal formulates a school work program oriented toward improving the quality of learning and teacher performance. This program includes the formulation of the school's vision and mission, planning of academic supervision, and teacher professional development programs. Thorough planning provides teachers with clear guidelines in carrying out their tasks, making their performance more directed and measurable. This finding is in line with educational management theory, which states that good planning will facilitate the achievement of educational organization goals.

At the organizing stage, the principal assigns tasks and responsibilities to teachers proportionally according to their competencies and areas of expertise. Clear task distribution encourages teachers to work more focused and be responsible for the tasks they undertake. In addition, the principal also builds solid teamwork thru open and participatory communication. This has a positive impact on the conducive and harmonious work environment of the madrasah, making teachers feel comfortable and motivated in carrying out their duties. In the implementation of leadership, the principal plays a role as a leader who is capable of providing motivation, guidance, and exemplary conduct to the teachers. The principal not only gives instructions but also directly engages in teacher development, both thru academic supervision and professional discussions. A humanistic and democratic leadership approach makes teachers feel valued and supported, thereby fostering an internal awareness to improve performance and professionalism. The aspect of supervision also becomes an important part of the principal's leadership management. The principal conducts continuous supervision thru learning supervision, teacher performance assessment, and evaluation of the madrasah's work programs. The supervision carried out is not aimed at finding faults, but rather as an effort for guidance and improvement. Constructive feedback from the principal helps teachers identify weaknesses and strengths in the learning process, allowing them to make continuous improvements.

The implementation of effective school principal leadership management has a tangible impact on improving teacher performance. Teachers become more disciplined in carrying out their duties, more creative in selecting teaching methods and media, and more responsible in conducting assessments and evaluations of learning. In addition, teachers also show an increase in work motivation and commitment to professional development, such as participating in training and self-development activities. The findings of this research reinforce the view that school principal leadership is a key factor in improving teacher performance. Effective leadership is capable of creating a work environment that supports the continuous professional development of teachers. Thus, the management of school leadership at Madrasah Ibtidaiyah Negeri (MIN) not only functions as administrative management but also as a strategic means to improve the quality of human resources and the overall quality of education.

## **4. CONCLUSION**

Based on the research and discussion results, it can be concluded that the management of the principal's leadership plays a very important role in improving teacher performance at

Madrasah Ibtidaiyah Negeri (MIN). The principal is able to carry out educational management functions effectively, from planning, organizing, implementing, to supervising. Communicative, participative, and development-oriented leadership has a positive impact on the discipline, responsibility, and motivation of teachers in carrying out their professional duties. Additionally, the sustainable implementation of school principal leadership management can create a conducive work environment and support the professional development of teachers. Teachers become more creative in the learning process, more responsible in conducting learning evaluations, and have a high commitment to improving the quality of education. Thus, the management of the principal's leadership is a strategic factor that needs to be continuously developed as an effort to improve the quality of human resources and the quality of education at Madrasah Ibtidaiyah Negeri (MIN).

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