



The Principal's Leadership in Implementing Performance to Improve School Quality



Amelia¹ , Amiruddin Siahaan² 

¹Islamic Education Management, Universitas Islam Negeri Sumatera Utara, Indonesia

²Islamic Education Management, Universitas Islam Negeri Sumatera Utara, Indonesia

¹ameliavegaazzahra@gmail.com , ²amiruddin.siahaan@gmail.com 

*Corresponding Author

Article Info	ABSTRACT
<p>Article history: Submission March 15, 2025 Revised March 28, 2025 Accepted June 20, 2025 Published June 30, 2025</p> <hr/> <p>Keywords: <i>Leadership, Principal, School Quality</i></p> <div></div>	<p>Although many studies have examined school leadership, few have specifically explored the implementation of leadership in private vocational high schools, particularly regarding performance improvement strategies and their relation to teacher development and educational quality. This study analyzes the principal's leadership in improving school quality through performance enhancement. A qualitative case study method was employed, using observation, interviews, and documentation techniques. Data were analyzed through reduction, presentation, and conclusion drawing, and validated through source triangulation. The results show that the principal of PAB 8 Sampali Private Vocational High School plays a strategic role as a leader, manager, and motivator in enhancing educational quality. He effectively manages resources, implements innovations such as the “Work, Study, Entrepreneurship” program, motivates teachers, and fosters collaboration to create a conducive learning environment. Despite challenges such as policy changes and diverse student characteristics, these were addressed through teacher training and strategic adjustments. His leadership has had a significant positive impact, as evidenced by the school’s accreditation improvement from grade C to A, increased student enrollment, and enhanced achievements. Implementing the Eight National Education Standards has strengthened school quality and fulfilled stakeholder expectations. Conclusion: The principal’s leadership effectively improves educational quality through innovation, sound management, and the ability to adapt to various challenges.</p> <div></div>

This is an open-access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license.

©Authors retain all copyrights

A. INTRODUCTION

The principal plays a strategic role in improving the quality of education through idealistic, intelligent, caring, and charismatic leadership, innovative collaboration, a conducive school climate, and adequate supervision. Principals drive innovation and manage change in alignment with organizational goals (Ubaidillah et al., 2018). As instructional leaders, they influence teaching and curriculum, particularly in science and mathematics (Arokiasamy et al., 2025; Adams &

Hamdhiyya, 2022; Macleod, 2020; Shava & Heystek, 2021). They also support teacher training (Dhanpat & Naicker, 2024; Naidoo, 2019), foster a positive school culture (Culduz, 2024; Gholamshahi, 2017), and balance pedagogical and administrative responsibilities (McMahon & Torrance, 2022).

School leadership is vital in improving education quality through program management, teacher performance enhancement, and achieving educational goals (Fauzana et al., 2024; Mohamad, 2020; Usfandi, 2024). Leadership influences a group to achieve goals with fairness, integrity, and inspiration. School principals' behavior directly impacts teacher performance and student achievement (Pardosi & Utari, 2022). Leadership and principal performance influence school management and the optimal attainment of educational goals (Triatna, 2015; Romaulina et al., 2024).

As Indonesian regulations require, improving educational quality requires meeting the Eight National Education Standards to satisfy students, parents, and the community. Education quality has a significant impact on student outcomes and societal advancement. Quality is key, as effective teachers contribute to short-term academic success and long-term higher education attainment (Adel, 2019; Aykac, 2016). A relevant curriculum and effective teaching methods improve student engagement and learning outcomes (Fang et al., 2015; Pang & Chen, 2023; Olawale, 2024; Shrivastava et al., 2024). Regular evaluations are essential to maintain standards and assess teaching effectiveness (Ip et al., 2017).

Quality education fosters critical thinking, academic success, and personal development (Zajda, 2023; Stukalova, 2018). On a broader scale, it builds human capital crucial for economic growth and social well-being (Ciarko, 2022). Equitable access to quality education promotes social justice for all groups (Sayyad et al., 2024; Alammery & Alkhayyal, 2019). Nevertheless, challenges remain in universally defining education quality, requiring a unified framework (Jebli et al., 2024; Garira, 2020). Continuous professional development and educational technology innovation are essential for sustainable quality improvement (Bakker & Montessori, 2017; Gentles & Newman, 2016; Zhang, 2022).

The performance of principals significantly affects school quality and student achievement, with improvements of up to 0.1 standard deviations observed in schools led by high-quality principals (Böhlmark et al., 2016). Leadership that fosters a shared vision and a positive environment strongly influences learning outcomes (McLeskey et al., 2016). Transformational leadership styles enhance academic performance (Kitur et al., 2020). Principal quality correlates with teacher evaluation and development (Husain, 2024). Democratic selection processes contribute to effective leadership (Pereda et al., 2019). Internal and external factors influence leadership competencies (Le et al., 2021). Leadership styles have direct and indirect impacts (Nurabadi et al., 2021), while instructional leadership supports achievement (Pietsch et al., 2016). The effectiveness of policy evaluations remains debated (Donaldson et al., 2021).

This study explains and analyzes the principal's leadership in implementing performance to improve school quality at the PAB 8 Sampali Private Vocational High School. The findings demonstrate that effective leadership significantly improves teacher performance, creates a favorable school climate, and achieves educational goals. The impact is evident in increased student discipline, participation, and achievement. Principals who act as instructional, communicative, and collaborative leaders can drive positive change and strengthen the overall quality of school management.

B. RESEARCH METHODS

This research was conducted at a private vocational high school in North Sumatra. The school was selected because its characteristics align with the study's objectives, namely to examine the principal's leadership in improving school quality. A qualitative research method with a case study approach was used to gain an in-depth understanding of the principal's role in managing and enhancing school performance.

Data collection techniques included observation, interviews, and documentation. Observations were carried out to observe the principal's leadership activities directly, interactions between leadership and teachers, and the overall learning environment at the school. In-depth interviews were conducted with the principal and vice principal to obtain information regarding leadership strategies, decision-making processes, and efforts to improve school performance. Documentation collected included school work programs, teacher performance evaluation reports, supervision agendas, and lesson planning and implementation documents. These three techniques were applied in an integrated manner to obtain rich and accurate data.

Data analysis was carried out in three main stages: reduction, display, and conclusion drawing. Data reduction involved filtering and summarizing important information from the data collected. Data display was used to help the researcher identify patterns and relationships among the data. The final stage, conclusion drawing, involved interpreting the meaning of the data comprehensively. This process was conducted systematically to ensure the findings were objective and aligned with the focus of the research problem.

To ensure the accuracy of the research findings, source triangulation was used by comparing and verifying information obtained from observations, interviews, and documentation. Triangulation helped ensure that the data were not one-sided or biased but reflected truth from various perspectives. By comparing data from multiple sources, the researcher could assess the consistency of the information, thus enhancing the credibility and validity of the research overall.

C. RESULTS AND DISCUSSION

1. The Leadership Role of the Principal of PAB 8 Sampali Private Vocational High School in Improving School Quality

The principal at PAB 8 Sampali Private Vocational High School plays a strategic and multifunctional role in supporting the achievement of educational objectives. This role is manifested in several capacities, described as follows:

a. The Principal as a Leader

The principal of Vocational Middle School PAB 8 Sampali plays a central role in shaping the school's vision and mission, becoming an example of ethics and discipline. The principal creates an efficient management system, supported by the managerial team (vice principal, department head, homeroom teacher). The teacher compensation policy above the UMR increases motivation and teaching quality. A selective participatory approach is applied in decision-making, involving teachers in collective but firm decisions. Integrity, noble morals, and respect for all educators mark the principal's leadership. Exemplary behavior is reflected in discipline, neat appearance, abstinence, and ethical interaction. This approach has succeeded in significantly improving the quality of education and achieving institutional goals.

To become a leader, certain conditions are needed based on the perspective of the Qur'an: faith in God Almighty, being fair and trustworthy, having a personality like the Messenger of Allah SWT (Hamzah, 2018). As Allah SWT has explained in his words: Al Qur'an Surah Al Maidah: 57

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَتَّخِذُوا الَّذِينَ اتَّخَذُوا دِينَكُمْ هُزُوءًا وَلَعِبًا مِّنَ الَّذِينَ أُوتُوا الْكِتَابَ مِنْ قَبْلِكُمْ وَالْكَافِرَ أَوْلِيَاءَ وَاتَّقُوا اللَّهَ إِنَّ
كُنْتُمْ مُّؤْمِنِينَ

"O you who believe. Do not make your leaders those who make your religion a subject of ridicule and games (i.e., among those who have been given the Book before you and the disbelievers). Moreover, fear Allah if you are believers".

As leaders, principals face challenges in balancing the roles of managers and learning leaders, including delegating tasks, building cooperation, and managing resources effectively (Carvalho et al., 2021; Gholamshahi, 2017). In instructional leadership, they formulate school vision, manage learning programs, and create a favorable climate (Ralebese et al., 2025; Ghavifekr & Ramzy, 2020). Principals also play an important role in organizing professional development for teachers, encouraging a culture of innovation and collaboration (Bessong, 2024), and increasing teachers' professional capacity (McLeskey et al., 2016).

b. The Principal as a Manager

The principal is responsible for efficiently managing human and physical resources as a manager. At PAB 8 Sampali, the principal develops and implements work programs, manages budgets, and proportionally delegates tasks. Program evaluation is data-driven, including monthly discipline monitoring through attendance, alumni tracking via university admission and tracer studies, and evaluation of school production units for improvement. The principal also monitors teacher competencies, and although most meet professional standards, the school continues to offer development programs such as training and workshops. His managerial competence is demonstrated through strategic and accountable governance to achieve sustainable educational quality. Principals must effectively balance instructional and administrative responsibilities (Kanavas & Triantari, 2024), support continuous professional development, and create a collaborative learning culture (Cheng, 2017; Paganin et al., 2025). In challenging settings like rural schools, principals must provide targeted training and build collaborative networks (Liu et al., 2024), and resource management remains a critical element for effective learning outcomes (Gholamshahi, 2017).

c. The Principal as an Administrator

As an administrator, the principal ensures all administrative processes operate systematically and by regulations. This includes document management, correspondence, financial records, and other essential documentation. Active monitoring ensures compliance with standards, fostering transparent and accountable governance. Responsibilities include budgeting, staff supervision, and curriculum development to align institutional systems and culture with educational goals (Mugwaze & Smith, 2024). Although effective resource management is vital, it often faces limitations due to insufficient support or funding (Želvys & Esenova, 2019). Many new principals feel unprepared due to a lack of formal training in leadership and management (Gil-Espinoza

et al., 2024; Sepuru & Mohlakwana, 2020). Empowerment through stakeholder support, structured training, and adequate resources is key to successful instructional leadership (Tsegaye & Botha, 2020).

d. The Principal as a Supervisor

As a supervisor, the principal oversees and evaluates 38 teachers, focusing on discipline, competence, and effective human resource management. Supervision is done objectively and regularly, supported by foundation supervisors and school leadership. Evaluations serve as the basis for feedback and the development of instructional improvement programs. Supervision identifies professional development needs and informs training initiatives. The collaborative approach fosters harmony among leadership, teachers, and stakeholders. Recognition received by the school reflects the success of this professional supervision. Principals play a vital role in organizing development programs and enabling teachers to enhance their skills (Arendse et al., 2024), supporting instructional equity through differentiated strategies (Rainey, 2020; Thessin & Reyes, 2022), often using collegial and data-driven supervision methods (Hansen & Lárusdóttir, 2015). Adequate supervision improves teacher self-efficacy, teaching quality, and student outcomes (Kasa et al., 2020), and strengthens instructional leadership practices (Thessin & Reyes, 2022).

e. The Principal as an Innovator

As an innovator, the principal drives positive change across the school, from accreditation improvements to academic quality and staff competency. Innovation includes transparent financial management through a general fund with designated treasurers. School-generated funds support teacher welfare initiatives, such as financial aid and pilgrimage incentives. In academics, a tiered learning model is implemented: Grade X students attend compulsory extracurriculars on Saturdays; Grade XI hosts guest lecturers; and Grade XII receives enrichment from senior educators. The school also builds strategic partnerships with training institutions to enable employment in Japan and runs language and culture programs. These efforts led to the school's accreditation rising from grade C to A. Quarterly, semesterly, and annual evaluations ensure continuous improvement. The principal also fosters entrepreneurial values such as independence, creativity, and innovation to develop students' character and graduate quality. Principals play a key role in building a school culture of innovation that enhances learning outcomes, operational efficiency, and institutional quality (Alzouebi et al., 2025). In the digital age, they are also expected to lead technological transformation (Zhang et al., 2023), which requires structured professional development in innovation and leadership (Leksy et al., 2023).

f. The Principal as a Motivator

The principal fosters morale among teachers, staff, and students as a motivator. Role modeling in discipline is a significant strategy for establishing a positive work culture. The principal regularly provides constructive and tailored motivation to teachers via formal and informal channels. This approach ensures teachers feel appreciated and supported, motivating them to pursue professional growth. Motivational leadership improves teacher enthusiasm and indirectly enhances educational quality. Principals motivate staff by providing support and recognition, preventing burnout, and increasing job satisfaction (Slišković et al., 2016; Blaum & Tabin, 2019). A positive work environment and adequate

resources are also essential (Baidi et al., 2020), and career development opportunities help maintain morale (Paramboor et al., 2015). Effective leadership enables teachers to face challenges, perform better, and positively impact student outcomes (Rachmadi et al., 2024).

g. The Principal as a Connector

The principal builds partnerships with industry and higher education institutions as a connector between the school and external stakeholders. The school ensures graduates have diverse pathways through the BMW program (Work, Study, Entrepreneurship). Collaborations with businesses create job opportunities, and support for further education is evident in alumni university enrollment. Internally, the principal maintains open and constructive communication with teachers, staff, and students, fostering teamwork and a supportive school culture. Professional development and inclusive learning environments are prioritized. Alignment of vision between school leadership and faculty marks the collective success. The principal believes sustainable quality depends on leadership synergy and active stakeholder participation. External partnerships with parents and the local community further support school advancement. As instructional leaders, principals influence teaching and learning by fostering positive school climates, ensuring resource availability, and supporting teacher growth (Gholamshahi, 2017; Adams, 2023). They promote Professional Learning Communities (PLCs) through human-centered leadership, trust-building, and collaboration (Tai & Omar, 2022), though balancing instructional and administrative demands remains a challenge (McMahon & Torrance, 2023). In some contexts, like South Africa, principals collaborate with School Governing Bodies (SGBs) despite resource limitations and role overlaps (Mohapi & Chombo, 2021). Partnerships with NGOs are vital for innovation and support but require careful management (Gali & Schechter, 2020).

2. Challenges and Obstacles Faced by the Principal of PAB 8 Sampali Private Vocational High School in Exercising Leadership

Duties and responsibilities are inherent components of every professional position, particularly for principals who strategically manage and lead educational institutions. The principal of PAB 8 Sampali Private Vocational High School carries complex responsibilities to ensure the continuity and effectiveness of educational processes. In fulfilling these leadership duties, the principal encounters various challenges and obstacles. One of the primary challenges involves navigating the dynamic nature of government regulations, especially the frequent changes in education policies and curriculum reforms. These changes require swift and precise adaptation processes and demand deep understanding and preparedness from all school components regarding planning, implementation, and evaluation of learning activities.

Internally, the principal faces challenges stemming from the diversity of student characteristics and varying levels of discipline. These require differentiated managerial and pedagogical approaches that are inclusive and responsive. The principal has strategically implemented ongoing professional development and training for teachers to address these issues. This effort strengthens teachers' capacity to adapt to changes and fosters a dynamic and collaborative learning culture within the school. Furthermore, the principal is expected to continuously update and align decisions to national education policy developments to ensure that the school's strategic direction is consistent with governmental educational goals. This

alignment plays a crucial role in improving the overall quality of education at PAB 8 Sampali Private Vocational High School.

3. Impact of the Principal's Leadership on School Quality at PAB 8 Sampali Private Vocational High School

The principal of PAB 8 Sampali Private Vocational High School recognizes that the leadership style implemented has had a significant positive impact on the improvement of overall school quality. This impact is evident through several key performance indicators demonstrating measurable progress. First, the school's accreditation has improved from grade C to grade A, indicating a systemic enhancement in educational quality and institutional governance. Second, student enrollment has increased from approximately 300 to 558, reflecting growing public trust and confidence in the school. Third, the school's institutional capacity has expanded, as shown by the increase in class groups (*rombel*), with six classes established at each level, grades X, XI, and XII, demonstrating the school's practical management of growth and institutional development. Furthermore, the quality of student outcomes has improved. Students have achieved greater success in various academic and non-academic competitions, highlighting the school's ability to nurture high-achieving, competitive learners. Another significant indicator is the growing number of graduates who successfully continue their education at reputable public and private universities, evidencing that the school provides a strong academic foundation and character development for its students.

These achievements result from the school's consistent implementation of the Eight National Education Standards, which serve as a foundation for quality assurance. These standards covering content, process, graduate competence, educators and education personnel, facilities and infrastructure, management, financing, and educational assessment are applied comprehensively throughout the school environment. Importantly, these standards are not implemented merely in an administrative sense but have directly impacted improving learning processes, school management, and graduate quality. Concrete outcomes of these standards include improved accreditation status, enhanced teaching and learning quality, and better infrastructure management. Therefore, it can be concluded that PAB 8 Sampali Private Vocational High School has fulfilled the quality indicators set by the National Accreditation Board for Schools/Madrasahs and has successfully met stakeholders' expectations in delivering high-quality education.

D. CONCLUSION

The principal of PAB 8 Sampali Private Vocational High School plays a highly strategic role in improving educational quality through multiple leadership functions, including leader, manager, administrator, supervisor, innovator, motivator, and liaison. The principal formulates the school's vision, leads by example, manages resources efficiently, and objectively supervises teacher performance. Innovations have been introduced in financial management, academic programming, and strategic partnerships, notably through the program (Work, Further Education, and Entrepreneurship). Moreover, the principal actively motivates teachers and fosters collaboration with various stakeholders to create a supportive and conducive learning environment. Despite challenges such as rapidly changing education policies, diverse student characteristics, and complex managerial demands, these obstacles are addressed through targeted

teacher training and adaptive strategies aligned with national regulations. This leadership has yielded significant positive outcomes, evidenced by the school's accreditation improvement from grades C to A, increased student enrollment and class groups, and enhanced student achievements. Many graduates have successfully continued their studies at reputable higher education institutions. Consistent implementation of Indonesia's Eight National Education Standards has further strengthened the quality of teaching, school management, and infrastructure. As a result, PAB 8 Sampali Private Vocational High School has not only met national accreditation standards but also fulfilled the expectations of diverse stakeholders.

ACKNOWLEDGMENTS

I want to express my sincere gratitude to all parties who supported completing this research, especially to my academic advisor for their invaluable guidance and insightful direction throughout the study. I also wish to thank the Principal of PAB 8 Sampali Private Vocational High School and all the teachers and staff for their willingness to provide essential data and information. I hope this research will make a meaningful contribution to improving school leadership quality and educational standards. May the findings serve as a valuable reference for developing leadership strategies and enhancing teaching and learning processes in similar educational institutions.

AUTHOR CONTRIBUTIONS

- Author 1 : Formulating the research problems and objectives, collecting and analyzing data, and composing the initial draft of the research report
- Author 2 : Conducting a literature review, establishing the theoretical framework, developing research instruments, visualizing data findings, and compiling and editing the final manuscript.

LITERATURE

- Adams, D. (2023). Educational leadership in the twenty-first century. In *Educational Leadership: Contemporary Theories, Principles, and Practices* (pp. 1–15). Springer. https://doi.org/10.1007/9789819984947_1
- Adams, D., & Hamdhiyya. (2022). Leadership in science instruction: A systematic review of research. *Asia Pacific Journal of Educators and Education*, 37(2), 247–261. <https://doi.org/10.21315/apjee2022.37.2.12>
- Adel, D. F. B. (2019). Pulling back the curtain: The relationship between teacher quality and students' educational outcomes and its effect on the communities issues. *Proceedings of International Conference on Research in Education and Science*, 5(1), 89–108.
- Alammary, S., & Alkhayyal, B. A. (2019). Improving quality in higher education: Considering surrounding factors. *Proceedings of the International Conference on Industrial Engineering*

and Operations Management, 459–462.

- Alzouebi, K., Al Hammadi, D. Y., Ankit, A., & Abu Khurma, O. (2025). School innovation: Building a culture through leadership and stakeholder engagement. *Societies*, 15(4), Article 77. <https://doi.org/10.3390/soc15040077>
- Arendse, B., Phillips, H. N., & Waghid, Z. (2024). Leadership dynamics: Managing and leading continued professional teacher development in schools to enhance learner performance. *Perspectives in Education*, 42(4), 305–319. <https://doi.org/10.38140/pie.v42i4.7044>
- Arokiasamy, A. R. A., Tasaloti, M., Ngadiron, S., Hossain, S. F. A., & Tanucan, J. C. M. (2025). Leading STEM success: The role of school principals in advancing science and mathematics through instructional leadership. *International Journal of Innovative Research and Scientific Studies*, 8(3), 545–557. <https://doi.org/10.53894/ijirss.v8i3.6571>
- Aykac, N. (2016). Evaluation of pre-service teachers' opinions about teaching methods and techniques applied by instructors. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 2016(66), 87–104. <https://doi.org/10.14689/ejer.2016.66.5>
- Baidi, B., Putra, H. R. P., & Junaidah, J. (2020). The effect of leadership style and work motivation on work productivity for teachers in all state junior high schools of Surakarta. *Universal Journal of Educational Research*, 8(3D), 67–72. <https://doi.org/10.13189/ujer.2020.081710>
- Bakker, C., & Montessori, N. M. (2017). Introduction. In *Complexity in Education: From Horror to Passion* (pp. 3–8). https://doi.org/10.1007/978-94-6300-764-1_1
- Bessong, R. (2024). Creating space for teachers as curriculum leaders in secondary schools. *International Journal of Learning, Teaching and Educational Research*, 23(8), 265–288. <https://doi.org/10.26803/ijlter.23.8.14>
- Blaum, B., & Tobin, K. (2019). Motivating the motivators: An examination of high school principals' drive to succeed. *NASSP Bulletin*, 103(3), 253–267. <https://doi.org/10.1177/0192636519871625>
- Böhlmark, A., Grönqvist, E., & Vlachos, J. (2016). The Headmaster Ritual: The importance of management for school outcomes. *Scandinavian Journal of Economics*, 118(4), 912–940. <https://doi.org/10.1111/sjoe.12149>
- Carvalho, J. M. S., Delgado, P., & Diogo, F. (2021). The impact of the management model on the principal's leadership: The Portuguese case. *Revista Brasileira de Educação*, 26, 1–17. <https://doi.org/10.1590/S1413-24782021260070>
- Cheng, E. C. K. (2017). Managing school-based professional development activities. *International Journal of Educational Management*, 31(4), 445–454. <https://doi.org/10.1108/IJEM-02-2016-0042>
- Ciarko, M. (2022). Measuring the quality of educational services on the example of secondary schools in Poland. *Virtual Economics*, 5(3), 50–68. [https://doi.org/10.34021/ve.2022.05.03\(3\)](https://doi.org/10.34021/ve.2022.05.03(3))
- Culduz, M. (2024). The impact of educational leadership in improving the learning experience.

In *Promoting Crisis Management and Creative Problem-Solving Skills in Educational Leadership* (pp. 168–189). IGI Global. <https://doi.org/10.4018/978-1-6684-8332-9.ch008>

- Dhanpat, K., & Naicker, S. R. (2024). Perceptions of principals and district officials regarding how the school district supports principals' instructional leadership. *Perspectives in Education*, 42(4), 349–365. <https://doi.org/10.38140/pie.v42i4.8510>
- Donaldson, M., Mavrogordato, M., Dougherty, S. M., Al Ghanem, R., & Youngs, P. (2021). Principal evaluation under the Elementary and Secondary Education Act: A comprehensive policy review. *Education Finance and Policy*, 16(2), 347–361. https://doi.org/10.1162/edfp_a_00332
- Fang, Z., Ge, M., & Li, J. (2015). The teachers' teaching ability is the fundamental guarantee for promoting the quality of classroom teaching. *Future Communication, Information and Computer Science - Proceedings of the International Conference on Future Communication, Information and Computer Science, FCICS 2014*, 185–188. <https://doi.org/10.1201/b18049-44>
- Fauzana, A., et al. (2024). *Strategi kepemimpinan kepala sekolah untuk meningkatkan kinerja pendidik dan tenaga kependidikan di sekolah menengah atas*. *JPGI (Jurnal Penelitian Guru Indonesia)*, 9(2).
- Gali, Y., & Schechter, C. (2020). NGO involvement in education policy: Principals' voices. *International Journal of Educational Management*, 34(10), 1509–1525. <https://doi.org/10.1108/IJEM-02-2020-0115>
- Garira, E. (2020). A proposed unified conceptual framework for quality of education in schools. *SAGE Open*, 10(1). <https://doi.org/10.1177/2158244019899445>
- Gentles, C. H., & Newman, M. (2016). Educating teacher educators: Towards a curriculum for preparing and developing teacher educators in the Caribbean. In *Redefining Teacher Education for the Post-2015 Era: Global Challenges and Best Practices* (pp. 173–187).
- Ghavifekr, S., & Ramzy, M. I. (2020). Exploring effective leadership practices of private school principals to improve teachers' academic excellence and students' learning achievement. *Journal of Research in Education Sciences*, 65(3), 123–156. [https://doi.org/10.6209/JORIES.202009_65\(3\).0005](https://doi.org/10.6209/JORIES.202009_65(3).0005)
- Gholamshahi, A. (2017). Role of the language school's principals in academic achievements. *Journal of Research in Applied Linguistics*, 8(Special issue), 21–281. <https://doi.org/10.22055/rals.2017.12865>
- Gil-Espinosa, F. J., López-Fernández, I., Cadenas-Sanchez, C., & Burgueño, R. (2024). The perspectives of school principals in Spain: Identifying professional competencies beyond their scope. *School Leadership and Management*, 44(4), 466–493. <https://doi.org/10.1080/13632434.2024.2345082>
- Hansen, B., & Lárusdóttir, S. H. (2015). Instructional leadership in compulsory schools in Iceland and the role of school principals. *Scandinavian Journal of Educational Research*, 59(5), 583–603. <https://doi.org/10.1080/00313831.2014.965788>

- Honig, M. I., & Rainey, L. R. (2020). A teaching-and-learning approach to principal supervision. *Phi Delta Kappan*, 102(2), 54–57. <https://doi.org/10.1177/0031721720963234>
- Husain, A. N. (2024). The relationship between principals and teacher development: Evidence from the District of Columbia Public Schools. *Leadership and Policy in Schools*, 23(2), 370–391. <https://doi.org/10.1080/15700763.2022.2137042>
- Ip, R. K. F., Iong, S. I. F., Wu, M. X. Y., & Wang, S. S. Y. (2017). A preliminary study on teaching quality assessment from the perspective of ‘students as customers’. *Proceedings of 2017 IEEE International Conference on Teaching, Assessment and Learning for Engineering (TALE)*, 444–448. <https://doi.org/10.1109/TALE.2017.8252376>
- Jebli, S., Foulad, R., Amellah, S., Sahib, A. O., & Bouaziz, A. (2024). Reflections on the definition of quality of education and a focus on its significance for contemporary Muslim societies. *Edelweiss Applied Science and Technology*, 8(4), 1324–1332. <https://doi.org/10.55214/25768484.v8i4.1509>
- Kanavas, C., & Triantari, S. (2024). The rational decision-making and the social responsibility in the optimal functioning of the school. *Cogent Social Sciences*, 10(1), Article 2419542. <https://doi.org/10.1080/23311886.2024.2419542>
- Kasa, M. D., Mahmood, M. H. H., Yaakob, M. F. M., Yusof, M. R., Omar-Fauzee, M. S., Khun-Inkeeree, H., & Sofian, F. N. R. M. (2020). The morale of supervision: The impact of technical supervision skills of teaching and learning on teachers' self-efficacy. *International Journal of Criminology and Sociology*, 9, 335–349. <https://doi.org/10.6000/1929-4409.2020.09.32>
- Kitur, K., Choge, J., & Tanui, E. (2020). Relationship between principals’ transformational leadership style and secondary school students’ academic performance in Kenya Certificate of Secondary Education in Bomet County, Kenya. *Universal Journal of Educational Research*, 8(2), 402–409. <https://doi.org/10.13189/ujer.2020.080210>
- Le, L. K., Tran, T., Le, H. T. T., & Le, T. T. T. (2021). A study on factors affecting school principals’ competencies in Vietnam’s mountainous provinces. *Management in Education*, 35(4), 174–181. <https://doi.org/10.1177/0892020620918254>
- Leksy, K., Gawron, G., Rosário, R., Sormunen, M., Velasco, V., Sandmeier, A., Simovska, V., Wojtasik, T., & Dadaczynski, K. (2023). The importance of school leaders in school health promotion: A European call for systematic integration of health in professional development. *Frontiers in Public Health*, 11, Article 1297970. <https://doi.org/10.3389/fpubh.2023.1297970>
- Liu, S.-M., Huang, Y.-C., & Wang, R.-J. (2024). Challenges and professional support for principals at rural schools for sustainable development. *Sustainability*, 16(21), Article 9251. <https://doi.org/10.3390/su16219251>
- Macleod, L. (2020). Shaping professional development of educators: The role of school leaders. In *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes* (pp. 189–217). Springer. https://doi.org/10.1007/978-981-15-6667-7_10
- McLeskey, J., Billingsley, B., & Waldron, N. L. (2016). Principal leadership for effective inclusive

schools. *Advances in Special Education*, 32, 55–74. <https://doi.org/10.1108/S0270-401320160000032005>

- McMahon, M., & Torrance, D. (2023). Standards for school leadership and principalship. In *The Palgrave Handbook of Teacher Education Research: Volume 1* (pp. 665–686). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-16193-3_25
- Mohapi, S. J., & Chombo, S. (2021). Governance collaboration in schools: The perceptions of principals, parents and educators in rural South Africa. *Cogent Social Sciences*, 7(1), Article 1994723. <https://doi.org/10.1080/23311886.2021.1994723>
- Mugwaze, F., & Smith, C. (2024). Rethinking the role of the principal in the strategic management of human capital in public secondary schools in Zimbabwe. *SAGE Open*, 14(3). <https://doi.org/10.1177/21582440241254604>
- Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, 39(2), Article 1534. <https://doi.org/10.15700/saje.v39n2a1534>
- Nurabadi, A., Irianto, J., Bafadal, I., Juharyanto, Gunawan, I., & Adha, M. A. (2021). The effect of instructional, transformational and spiritual leadership on elementary school teachers' performance and students' achievements. *Cakrawala Pendidikan*, 40(1), 17–31. <https://doi.org/10.21831/cp.v40i1.35641>
- Olawale, B. E. (2024). Impact of pre-service teacher education programme on mathematics student teachers' teaching practices during school experiences. *Education Sciences*, 14(7), Article 762. <https://doi.org/10.3390/educsci14070762>
- Paganin, G., Mameli, C., Guglielmi, D., & Mazzetti, G. (2025). Transformational leadership and teacher satisfaction: The enhancing roles of professional development and learning program management. *Journal of Education for Teaching*, 51(2), 275–293. <https://doi.org/10.1080/02607476.2025.2469125>
- Pang, Y., & Chen, J. (2023). Exploration and practice of the evaluation system of college teaching quality based on MSF mechanism in OBE perspective. In *Lecture Notes on Data Engineering and Communications Technologies* (Vol. 181, pp. 901–912). https://doi.org/10.1007/978-3-031-36118-0_77
- Paramboor, J., Ibrahim, M. B., Musah, M. B., & Al-Hudawi, S. H. V. (2015). Teachers' perception of the role of school administrators in motivating high school teachers. *Mediterranean Journal of Social Sciences*, 6(5), 569–575. <https://doi.org/10.5901/mjss.2015.v6n5p569>
- Pardosi, J., & Utari, T. I. (2022). Effective principal leadership behaviors to improve the teacher performance and the student achievement. *F1000Research*, 10, Article 465. <https://doi.org/10.12688/f1000research.51549.2>
- Pereda, P., Lucchesi, A., Mendes, K., & Bresolin, A. (2019). Evaluating the impact of the selection process of principal in Brazilian public schools. *Nova Economia*, 29(2), 591–621. <https://doi.org/10.1590/0103-6351/4242>
- Pietsch, M., Lücken, M., Thonke, F., Klitsche, S., & Musekamp, F. (2016). The relation of school

- leadership, instructional quality and student achievement: An argument-based validation study on the interpretations and uses of school inspection results. *Zeitschrift für Erziehungswissenschaft*, 19(3), 527–555. <https://doi.org/10.1007/s11618-016-0692-4>
- Rachmadi, D., Yanto, H., Sukestiyarno, S., & Sutopo, Y. (2024). Navigating the dynamics of teacher job satisfaction: Leadership, supervision and performance. *Journal of Ecohumanism*, 3(7), 1271–1298. <https://doi.org/10.62754/joe.v3i7.4290>
- Ralebese, M. D., Jita, L. C., & Badmus, O. T. (2025). Perceptions and practices of principals: Examining instructional leadership for curriculum reform. *Frontiers in Education*, 10, Article 1591106. <https://doi.org/10.3389/feduc.2025.1591106>
- Sayyad, S., Sayyad, F., & Ansari, I. (2024). The quality of educational services and examining the impact on engineering education. *Journal of Engineering Education Transformations*, 37(4), 157–163. <https://doi.org/10.16920/jeet/2024/v37i4/24168>
- Sepuru, M. G., & Mohlakwana, M. A. (2020). The perspectives of beginner principals on their new roles in school leadership and management: A South African case study. *South African Journal of Education*, 40(2), 1–11. <https://doi.org/10.15700/saje.v40n2a1755>
- Shava, G., & Heystek, J. (2021). Managing teaching and learning: Integrating instructional and transformational leadership in South African schools context. *International Journal of Educational Management*, 35(5), 1048–1062. <https://doi.org/10.1108/IJEM-11-2020-0533>
- Shrivastava, S. R. B. L., Shrivastava, P. S., Mendhe, H., Tiwade, Y., & Mishra, V. (2024). Revitalizing medical education delivery through teacher-led curriculum critiques: A narrative review. *Journal of Pharmacy and Bioallied Sciences*, 16(Suppl 2), S1091–S1095. https://doi.org/10.4103/jpbs.jpbs_1236_23
- Slišković, A., Burić, I., & Knežević, I. (2016). Job satisfaction and burnout in teachers: The importance of perceived support from principal and work motivation. *Drustvena Istrazivanja*, 25(3), 371–391. <https://doi.org/10.5559/di.25.3.05>
- Stukalova, O. V. (2018). Quality of continuing education: Specific features and conditions for objective expertise, factors of improvement. *Quality - Access to Success*, 19(163), 104–110.
- Sulistiyarini, E., et al. (2024). *Peran kepemimpinan kepala sekolah dalam meningkatkan mutu sekolah di sekolah dasar*. *Journal of Education Research*, 4(3).
- Tai, M. K., & Omar, A. K. (2022). Essential practices of school principals in developing professional learning communities in schools: A systematic literature review 2010–2019. *International Journal of Learning and Intellectual Capital*, 19(4), 291–311. <https://doi.org/10.1504/IJLIC.2022.123900>
- Thessin, R. A., & Reyes, C. (2022). Leading in urban contexts: How principal supervisors coach principals to lead improvement. In J. Ainscow (Ed.), *International Encyclopedia of Education* (4th ed., pp. 325–336). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.05015-6>
- Tsegaye, M. A., & Botha, R. J. (2020). Empowering secondary-school principals in Ethiopia to perform their instructional leadership roles more effectively. *Tydskrif vir*

Geesteswetenskappe, 60(3), 764–782. <https://doi.org/10.17159/2224-7912/2020/v60n3a12>

- Ubaidillah, M., Imron, A., Wiyono, B. B., & Arifin, I. (2018). Innovation leadership in improving the quality of education. *International Journal of Mechanical Engineering and Technology*, 9(7), 1288–1299.
- Zajda, J. (2023). Quality education in schools. *Curriculum and Teaching*, 38(2), 93–108. <https://doi.org/10.7459/ct/38.2.07>
- Želvys, R., & Esenova, K. (2019). Mapping priority areas for the development of leadership competencies of school principals. *Pedagogika*, 135(3), 200–216. <https://doi.org/10.15823/p.2019.135.11>
- Zhang, Y. (2022). Influence of teacher-student interaction on course learning effect in distance education. *International Journal of Emerging Technologies in Learning*, 17(10), 215–226. <https://doi.org/10.3991/ijet.v17i10.30913>
- Zhang, Y., Adams, D., & Cheah, K. S. L. (2023). Technology leadership for schools in the twenty-first century. In D. Adams, K. S. L. Cheah, & Y. Zhang (Eds.), *Educational leadership: Contemporary theories, principles, and practices* (pp. 151–165). Springer. https://doi.org/10.1007/9789819984947_10
- Zikrani Khalilah, et al. (2023). Peningkatan kualitas kepemimpinan kepala sekolah sebagai upaya meningkatkan kinerja sekolah di MAS Al Washliyah Lubuk Pakam. *Madani: Jurnal Ilmiah Multidisiplin*, 1(11).