

PRINCIPAL'S LEADERSHIP STRATEGY IN IMPROVING TEACHER PERFORMANCE AT STATE SENIOR HIGH SCHOOL 1 SINGKEP LINGGA REGENCY, RIAU ISLANDS PROVINCE

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Abstract

This study aims to analyze the principal's leadership strategy in improving teacher performance at Singkep 1 State Senior High School, specifically through strengthening teachers' pedagogical, professional, social, and personality competencies. The research approach used is descriptive qualitative with data collection techniques through observation, interviews, and documentation studies. The results show that the principal applies transformational and collaborative leadership strategies, including competency improvement program planning, academic supervision, motivation, and strengthening work culture and teacher discipline. Pedagogical competency improvement is carried out through classroom supervision, lesson study, and training on learning tools; professional competency through workshops, MGMP, and scientific publications; social competency through collaboration between teachers and partnerships with the community; and personal competency through character development, role models, and professional ethics. The impact of these strategies is an increase in the quality of learning, work discipline, and teachers' ability to develop learning tools, as well as contributing to improving school accreditation. In conclusion, the principal has a strategic role in improving teacher performance through a structured, sustainable, and measurable competency improvement program.

Keywords: *Leadership Strategy, Principal, Teacher Performance, Pedagogical Competence, Professional Competence, Social Competence, Personality Competence*

A. Introduction

Teacher performance is a key factor in determining the quality of education in schools. Teachers serve not only as instructors but also as facilitators, motivators, and role models for students. The success of the learning process depends heavily on teacher competence, which encompasses pedagogical, professional, social, and personality competencies. Pedagogical competence focuses on teachers' abilities to plan, implement, evaluate, and follow up on learning. Professional competence encompasses mastery of teaching materials and the development of relevant knowledge. Social competence relates to the ability to build effective communication, cooperation, and interaction within the school environment. Personal competence, meanwhile, reflects teachers' attitudes, ethics, and behavior as role models for students and the community.

At Singkep 1 State Senior High School, improving the quality of education is a top priority. However, various observations and evaluations have revealed several obstacles, such as suboptimal lesson planning and implementation, low creativity in delivering materials, and limited collaboration between teachers. These conditions highlight the need

for effective principal leadership strategies to improve overall teacher performance. The principal plays a strategic role in managing the school's human resources. Through appropriate leadership, the principal can design a structured and sustainable teacher development program. The strategies implemented must improve pedagogical competence through classroom supervision and lesson study; professional competence through training and scientific publications; social competence through collaboration and partnerships; and personal competence through character development and the principal's role model.

Improving teacher competency holistically will impact the quality of learning, work discipline, motivation, and student academic achievement. Therefore, this study focuses on the principal's leadership strategies in improving teacher performance at SMA Negeri 1 Singkep through a pedagogical, professional, social, and personality competency development approach. Principal leadership is the process of influencing and directing teachers and all school staff to achieve educational goals effectively and efficiently. A principal not only acts as an administrative manager but also as a pedagogical leader oriented towards improving the quality of learning through the development of teacher competencies. In practice, the principal's leadership style can be realised through three main approaches, namely transformational leadership that focuses on inspiration and motivation, transactional leadership that emphasises a system of rewards and sanctions, and collaborative leadership that fosters cooperation and teacher participation in decision-making. The combination of these three styles is believed to create a productive, disciplined, and professional working environment at school.

Teacher performance reflects the results of their work in carrying out professional duties, including planning, implementation, evaluation, and follow-up of learning. Good performance can be seen in the quality of learning, innovation in methods, discipline, and the ability to utilise educational technology. Optimal teacher performance has a direct impact on student achievement, school culture, and the image of educational institutions. Therefore, school principals need to implement strategies that can continuously improve teacher motivation, competence, and professionalism.

Teacher competence itself includes four main aspects as stipulated in Law Number 14 of 2005, namely pedagogical, professional, social, and personal competence. Pedagogical competence includes the ability to manage learning effectively according to student characteristics. Professional competence relates to mastery of subject matter, scientific development, and the application of learning innovations. Social competence requires the ability to communicate and collaborate with various parties in the school environment, while personal competence emphasises the integrity, ethics, and exemplary behaviour of teachers as role models for students.

To improve teacher competency, school principals need to implement systematic strategies such as academic supervision, lesson study programmes, professional training, character building, and inter-teacher mentoring programmes. Through these strategies, it is hoped that a conducive learning environment will be created, teacher motivation will increase, and overall performance and learning quality will improve.

B. Method

This study utilises a descriptive qualitative approach with the aim of systematically, factually, and accurately describing the leadership strategies of the school principal in improving teacher performance at Singkep 1 State Senior High School. A qualitative approach was chosen because this study focuses on a deep understanding of real phenomena related to leadership, teacher competence, and the dynamics of the performance improvement process in the school environment. The research was conducted at SMA Negeri 1 Singkep, Lingga Regency, Riau Islands Province, for three months, from January to March 2025. This location was chosen because the school is known as one of the leading schools that actively implements various teacher competency improvement programmes.

The research subjects included the principal and teachers, with informants selected using purposive sampling, namely those considered to have relevant information about leadership strategies and teacher performance. The informants consisted of the principal, the vice principal for curriculum, subject teachers from various fields of study, and senior teachers who acted as mentors for new teachers. The selection of informants aimed to obtain representative and in-depth data on the implementation of leadership strategies in schools. Data collection techniques were carried out through observation, interviews, and documentation. Observations were conducted directly in classrooms and school activities to observe the principal's leadership practices and teachers' behaviour in conducting learning. Interviews were conducted with the principal, teachers, and deputy principal to explore information about the strategies implemented to improve teachers' pedagogical, professional, social, and personal competencies. Meanwhile, documentation included various school documents such as the Lesson Plan (RPP), supervision schedule, teacher evaluation records, and training and workshop results, which were used to reinforce the results of observations and interviews.

Data analysis in this study used the interactive model of Miles and Huberman (1994), which consists of three stages, namely data reduction, data presentation, and conclusion drawing and verification. Data reduction was carried out by selecting and simplifying relevant data to make it more structured. The reduced data was then presented in the form of descriptive narratives, tables, or diagrams to facilitate understanding of the principal's leadership strategies. The final stage was drawing conclusions and verification through a data triangulation process to ensure that the research findings were valid and reliable. To ensure the validity and reliability of the data, this study applied source and method triangulation. Source triangulation was carried out by comparing information from the headmaster, teachers, and deputy headmaster, while method triangulation was carried out by comparing the results of observations, interviews, and documentation. With these steps, the research results are expected to have a high level of credibility and be scientifically accountable.

C. Finding and Discussion

Principal's Strategy in Improving Teachers' Pedagogical Competence

Pedagogical competence is a teacher's ability to manage effective and efficient learning, including planning, implementing, evaluating, and following up on the learning process. Principals play a central role in improving teachers' pedagogical competence through various systematic and sustainable strategies. One of the main strategies implemented at SMA Negeri 1 Singkep is classroom academic supervision. The principal regularly observes the learning process in class, provides constructive feedback, and assists teachers in improving teaching methods and techniques. This supervision is conducted individually and in groups, allowing teachers to share experiences and best practices.

In addition to supervision, principals encourage teachers to participate in Lesson Study as a form of professional collaboration. Through Lesson Study, teachers plan lessons collaboratively, conduct learning experiments, and then reflect on them to identify the most effective strategies. This approach enhances teachers' ability to design Lesson Plans (RPPs), select learning methods, and adapt media and learning resources to suit student characteristics.

The principal also establishes a periodic internal training program, including training in developing teaching materials, authentic assessment, and utilizing learning technology. This program aims to ensure that each teacher has strong pedagogical skills and is able to create active, creative, and innovative learning. The implementation of this strategy is evident in the improvement in the quality of lesson plans, the variety of teaching methods, and teachers' abilities in classroom management and evaluation of learning outcomes.

Principal's Strategy in Improving Teacher Professional Competence

Professional competency encompasses mastery of teaching materials, scientific development, and learning skills relevant to the field of study. At SMA Negeri 1 Singkep, the principal emphasizes a strategy of continuous professional development (PKB) for teachers.

The strategies implemented include:

1. External workshops and training sessions facilitated by the education office or the Subject Teachers' Consultative Assembly (MGMP). These workshops provide training on the latest learning methods, competency-based learning evaluation, and the use of digital technology.
2. Improving research and scientific publication capabilities. The principal encourages teachers to write scientific articles, attend seminars, and share best practices through the school journal. These activities not only broaden teachers' knowledge but also build the school's reputation.

3. Certification and academic qualification enhancement. Principals support teachers in participating in teacher certification programs, further study, or professional training relevant to their field.
4. The impact of this strategy is that teachers develop a deep understanding of the subject matter, are able to design assessments that align with competency standards, and enhance their innovative teaching abilities. Furthermore, professional teachers can lead project-based learning and research, thereby improving the quality of school education.

Principal's Strategy in Improving Teachers' Social Competence

Social competence relates to teachers' abilities to interact, collaborate, and build professional relationships within the school environment. The principal at SMA Negeri 1 Singkep implemented several important strategies:

1. A collaborative culture is fostered among teachers through regular meetings, learning communities, and discussion forums. Each teacher is encouraged to actively share experiences, solve learning problems together, and provide constructive feedback.
2. Strengthening communication with relevant stakeholders, including the school committee, parents, and the surrounding community. The principal encourages teachers to actively participate in community activities, develop extracurricular programs, and participate in community service projects.
3. A mentoring and coaching program between teachers. Senior teachers guide junior teachers in developing learning strategies, resolving classroom conflicts, and managing classes effectively.

The results of this strategy are the creation of a harmonious work environment, increased teacher concern for students, and strengthening of professional networks that support the improvement of overall teacher performance.

Principal's Strategy in Improving Teacher Personality Competence

Personality competencies reflect attitudes, ethics, and behaviors that serve as role models for students and the community. Principals serve as role models in fostering teachers' personality competencies.

The strategies implemented include:

1. Professional ethics and work discipline are fostered through regular meetings, self-evaluations, and internal school regulations. The principal emphasizes the importance of punctuality, integrity, and responsibility in every task.
2. Character training and habituation of positive behavior such as discipline, cooperation, social awareness, and professionalism in classroom management.
3. The principal's exemplary behavior and consistent decision-making. Teachers emulate the principal's fair, communicative, and goal-oriented behavior.
4. The results of implementing this strategy are evident in increased teacher motivation, a strengthened work ethic, and the creation of a positive school culture. Teachers are

empowered to serve as role models for students and colleagues, impacting the quality of learning and the school's image.

Impact of Leadership Strategy on Teacher Performance

The implementation of the principal's leadership strategy shows a significant impact on improving teacher performance:

1. The quality of learning has improved, as seen from the variety of teaching methods, the use of media and technology, and better mastery of teaching materials.
2. Teachers' discipline and work ethics have improved, including adherence to teaching schedules, preparation of teaching materials, and participation in school activities.
3. Collaboration between teachers is more effective, reflected in the success of joint projects, Lesson Study, and discussion forums.
4. Improving the accreditation value and image of the school, because professional, creative, and dedicated teachers positively influence student learning outcomes.
5. Overall, the principal's leadership strategy which is systematic, collaborative, and focused on developing teacher competencies has proven to be able to improve the quality of human resources at SMA Negeri 1 Singkep.

E. Conclusion

Based on the results of the study on the principal's leadership strategies in improving teacher performance at SMA Negeri 1 Singkep, it can be concluded that effective leadership is a key factor in creating a productive and professional school environment. The principal plays a dual role – not only as an administrative manager but also as a pedagogical leader who provides guidance, direction, and motivation for teachers to continuously develop their competencies. The strategies implemented by the principal combine transformational, transactional, and collaborative approaches, which work synergistically to encourage teachers to be more enthusiastic, disciplined, and committed to improving the quality of learning. Through academic supervision, professional training, lesson study activities, and teacher mentoring programs, the principal successfully fosters a work culture that supports the enhancement of teachers' pedagogical, professional, social, and personal competencies. Furthermore, the study reveals that improving teacher performance does not rely solely on individual ability but also on leadership systems that promote effective communication, teamwork, and a conducive environment for learning and innovation. With the implementation of well-directed leadership strategies, teachers become more motivated, learning processes improve in quality, and students' academic achievements increase. Overall, this research emphasizes that principal leadership oriented toward teacher competency development has a significant impact on teacher performance and the overall quality of education. Therefore, efforts to strengthen the leadership capacity of school principals must continue to be developed to achieve an excellent, adaptive, and sustainable educational system.

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