

Managerial Leadership of the Principal in Improving Teacher Quality: A Multi-Case Study at State Senior High School 1 Ambalawi and Darul Husna Senior High School Ambalawi, Bima Regency

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Abstract

This study examines the principal's managerial leadership in improving teacher quality at SMAN 1 Ambalawi and SMA Darul Husna Ambalawi through a structured and practical needs-based approach. This research is motivated by the importance of principal leadership in improving teacher quality to create quality education. This study aims to describe planning in improving teacher quality in principal leadership at SMAN 1 Ambalawi and SMA Darul Husna Ambalawi. This study uses a qualitative method with a multi-case study approach to describe the principal's managerial leadership in improving teacher quality at SMA Negeri 1 Ambalawi and SMA Darul Husna Ambalawi, Bima Regency. Data were obtained through observation, interviews, and documentation. Analyzed using data condensation techniques, data display, and conclusions. Triangulation was used to validate the validity of the data. The results showed that principals focused on planning to improve teacher quality through needs identification, training, supervision, and the application of a collaborative approach. Training programs involving technology, creative methods, and professional workshops, as well as open communication and awards for outstanding teachers, contributed to the continuous improvement of teacher competence. The principal acts as a facilitator by providing motivation and constructive feedback, creating a work environment that supports innovation and learning. The leadership strategies implemented play a crucial role in building a productive and sustainable learning culture.

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1. INTRODUCTION

Education plays a strategic role in improving the quality of human resources. The success of education in schools is largely determined by the quality of teachers, the primary implementers of the learning process. Teachers serve not only as transmitters of material but also as educators who shape the character, attitudes, and competencies of students. Therefore, improving teacher quality is a primary focus in efforts to improve the quality of education.

Teacher quality encompasses subject matter mastery, pedagogical skills, professionalism, and commitment to educational duties. Qualified teachers can design effective lessons, implement meaningful learning processes, and conduct ongoing evaluations. However, in practice, various problems related to teacher quality persist, such

as suboptimal professional development, weak academic supervision, and a lack of teacher competency development programs.

In this context, the principal plays a crucial role. The principal serves not only as an administrator but also as an educational leader responsible for managing school resources, particularly teachers. Effective principal leadership can create a conducive work climate, motivate teachers, and encourage them to improve their competence and performance.

The principal plays a role in planning and implementing teacher quality improvement programs through various activities, such as training, workshops, academic supervision, and ongoing coaching. Furthermore, the principal plays a role in building a school culture that supports collaboration, discipline, and professional responsibility among teachers. With appropriate leadership, the principal can guide teachers to continuously develop in line with the demands and dynamics of the educational world.

However, implementing the principal's leadership role in improving teacher quality is not without its challenges. Limited facilities and infrastructure, limited time, and differences in teacher characteristics and readiness present unique challenges for principals. Therefore, an in-depth study is needed to understand how the principal's leadership role is implemented in the real-world context of schools.

Based on this background, this study aims to analyze the role of principal leadership in improving teacher quality at SMA Negeri 1 Ambalawi and SMA Darul Husna Ambalawi, Bima Regency.

2. THEORETICAL STUDY

1. Principal Leadership

Principal leadership is a principal's ability to influence, direct, and motivate all members of the school community to achieve established educational goals. The principal serves not only as an administrator but also as an educational leader responsible for effectively managing school resources, particularly human resources.

In the context of education, principal leadership encompasses the ability to plan, organize, implement, and evaluate school programs. Principals are expected to be the primary drivers of improving educational quality through policies and decisions that support teacher professional development. Effective leadership is characterized by the ability to build effective communication, provide motivation, and create a conducive work climate within the school environment.

Principals also play a strategic role in developing and overseeing teacher performance. Through academic supervision and ongoing coaching, principals can help teachers improve their pedagogical skills and professionalism in the learning process. Therefore, principal leadership is a key factor in successfully improving teacher quality.

2. Teacher's Lecture

Teachers are a key component in the delivery of education in schools. Teacher quality is crucial to the success of the learning process and the achievement of educational goals. Teacher quality is measured not only by mastery of subject matter, but also by pedagogical skills, professional attitudes, and commitment to carrying out educational duties.

Qualified teachers can design effective learning, implement student-centered learning, and conduct ongoing learning evaluations. Furthermore, teachers are required to continuously develop their competencies through training, professional development, and reflection on their teaching practices.

In practice, improving teacher quality requires ongoing support and guidance from the school, particularly the principal. Without supportive leadership, efforts to improve teacher quality will be difficult to achieve optimally.

3. The Role of Principal Leadership in Improving Teacher Quality

Principal leadership is closely linked to improving teacher quality. Principals play a role in designing and implementing teacher development programs, providing professional development, and motivating teachers to improve their performance.

The principal's leadership role in improving teacher quality can be realized through several aspects, including planning teacher competency improvement programs, implementing academic supervision, providing opportunities for teachers to participate in training and workshops, and creating a conducive work environment. With effective leadership, the principal can encourage teachers to improve their professionalism and responsibility in carrying out their teaching tasks.

However, in its implementation, principals face various challenges, such as limited time, suboptimal supporting facilities, and differences in teacher characteristics and readiness. Therefore, principal leadership requires adaptability and the ability to adjust coaching strategies to suit the school's conditions and needs.

4. Research framework

Based on this theoretical study, it can be understood that principal leadership is a crucial factor in improving teacher quality. Effective leadership will foster professional development, ongoing academic supervision, and a conducive work climate. These conditions ultimately contribute to improving teacher quality in implementing the learning process in schools.

The framework of this research places the principal's leadership as the main factor influencing the quality of teachers at SMA Negeri 1 Ambalawi and SMA Darul Husna Ambalawi, Bima Regency.

3. RESEARCH METHODS

This research uses a qualitative approach with a case study. This approach was chosen because the research aims to deeply understand the phenomenon of principal leadership in improving teacher quality in a real-life school context.

The research was conducted at two high schools: SMA Negeri 1 Ambalawi and SMA Darul Husna Ambalawi in Bima Regency. The research locations were selected based on the consideration that both schools have certified principals and teachers who have participated in professional development programs.

The data sources in this study consist of primary and secondary data. Primary data were obtained through structured interviews and observations of the principal, teachers, and education staff. Secondary data were obtained through documentation in the form of school archives, activity reports, and other supporting documents.

Data analysis was conducted through the stages of data collection, data condensation, data presentation, and conclusion drawing. Data validity was tested using source triangulation techniques and techniques to ensure the credibility of the research results.

4. RESULTS AND DISCUSSION

a. Results

The research results show that the principals at SMA Negeri 1 Ambalawi and SMA Darul Husna Ambalawi play a crucial role in improving teacher quality. This role is

realized through the planning of teacher development programs tailored to the needs and conditions of the schools.

The principal provides professional development to teachers through regular academic supervision. This supervision aims to help teachers improve their pedagogical skills and professionalism in the learning process. Furthermore, the principal encourages teachers to participate in training, workshops, and other competency-building activities.

Principals also play a role in creating a conducive work climate by establishing good communication, providing motivation, and serving as role models for teachers. A conducive work environment encourages teachers to be more disciplined, responsible, and committed in carrying out their duties.

b. Discussion

Research findings indicate that principal leadership plays a strategic role in improving teacher quality. This aligns with the concept of educational leadership, which emphasizes the importance of the principal's role as a learning leader.

Through sound planning, professional development, and academic supervision, principals can improve teacher competence and performance. However, they face several obstacles, such as limited time, suboptimal supporting facilities, and differences in teacher characteristics.

Therefore, ongoing efforts are needed to strengthen the leadership role of school principals so that teacher quality improvement can proceed optimally and sustainably.

5. CONCLUSION

Based on the results of research conducted by researchers regarding the role of principal leadership in improving the quality of teachers at SMA Negeri 1 Ambalawi and SMAS Darul Husna Ambalawi, the research can be concluded as follows:

The principals at SMA Negeri 1 Ambalawi and SMAS Darul Husna Ambalawi focused on planning teacher quality improvement through needs identification, training, and supervision. The program included technology training, creative methods, mentoring, and professional workshops. The strategies implemented involved collaboration, motivation, and appreciation to create a supportive work environment. Group discussions, experience-sharing forums, and teacher involvement in decision-making were part of the collaborative approach. Rewards for outstanding teachers and clear disciplinary rules were also implemented to improve performance. With this approach, the principals ensured continuous teacher development to improve the quality of education.

The principals' leadership at SMAN 1 Ambalawi and SMAS Darul Husna Ambalawi plays a significant role in improving teaching quality through a transformational approach. The principals act as facilitators, providing motivation, coaching-based supervision, and supporting teacher professional development. Open communication, structured planning, and direct example are the foundation for creating a conducive work environment. Supervision that emphasizes constructive feedback and relevant training continuously improves teacher competency. This leadership style not only supports innovation in teaching methods but also builds a productive learning culture, making the principals agents of change for the overall improvement of educational quality.

The principals' leadership strategies at SMAN 1 Ambalawi and SMAS Darul Husna Ambalawi have been effective in improving teacher and teaching quality. Through direct coaching, regular evaluation of learning materials, professional training, and support for technology use, the principals encourage teacher competency improvement.

Furthermore, a collaborative approach, open communication, and systematic administrative strengthening create a productive and innovative work environment. The principals also provide space for teachers to innovate and enhance their sense of responsibility in teaching. With this holistic approach, the quality of learning has significantly improved, reflecting leadership oriented toward sustainable development.

6. SUGGESTION

Based on the results of research on the role of principal leadership in improving teacher quality at SMA Negeri 1 Ambalawi and SMA Darul Husna Ambalawi, Bima Regency, the following suggestions can be made:

1. For the Principal

Principals are expected to continue strengthening their role as educational leaders by improving the quality of planning and implementation of teacher development programs. Academic supervision should be conducted continuously and be of a coaching nature, so that teachers are not only assessed but also guided to improve their pedagogical and professional competencies. Furthermore, principals need to continue to create a conducive work climate through effective communication, motivation, and exemplary leadership.

2. For Teachers

Teachers are expected to increase their commitment and professional awareness to continuously develop their competencies, whether through training activities, workshops, or reflection on their teaching practices. Teachers are also expected to utilize the coaching and supervision provided by the principal as a means to improve the quality of teaching and professional performance.

3. For Schools

Schools are expected to support efforts to improve teacher quality by providing adequate facilities and infrastructure and creating a school culture that supports teacher professional development. Institutional support is essential for teacher quality improvement programs to run optimally and sustainably.

4. For Further Researchers

Further research is recommended to examine the role of principal leadership in improving teacher quality using different approaches and methods, and within a broader school context. This is expected to enrich scientific research and provide a more comprehensive picture of principal leadership in the educational context.

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