

Strategic Management of Principals in Improving Teacher Performance at SDN 6 Tanjung Jaya, Central Lampung

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Abstract: *This study aims to analyze the principal's management strategy for improving teacher performance at SDN 6 Tanjung Jaya. The research approach used is qualitative with a case study method. The study population includes all teachers at SDN 6 Tanjung Jaya, with a sample selected using purposive sampling techniques. The instruments used in this study include in-depth interviews, observations, and documentation analysis. Data analysis was carried out using thematic analysis techniques. The results of the study show that school principals implement various strategies, such as academic supervision, motivation, professional development, and continuous evaluation and monitoring. Academic supervision is carried out through classroom observation and professional guidance, while teacher motivation is enhanced with rewards and moral support. Professionalism development involves training and improving teacher competencies on an ongoing basis. Evaluation and monitoring are implemented to ensure the effectiveness of the strategies implemented and assess their impact on teacher performance. Overall, the strategies implemented by the principal proved to be effective in increasing teacher motivation and professionalism, which ultimately contributed to improving the quality of learning and student achievement at SDN 6 Tanjung Jaya. The results of this study can be a reference for other schools in implementing principal management strategies to improve the quality of education.*

Keywords: *Strategic Management, School Principal, Teacher Performance*

Introduction

Education has an important role in shaping quality and competitive human resources. At the elementary school level, the role of the principal as an educational leader greatly determines the success of the learning process.¹² School principals are not only responsible for administration but also have a

¹ Luk Luk Yata Lalak Muslimin and Muqowim Muqowim, "Peran Kepala Sekolah Terhadap Kebijakan Pendidikan Inklusi di Tingkat Sekolah Dasar," *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran* 7, no. 3 (September 7, 2021): 708, <https://doi.org/10.33394/jk.v7i3.3468>.

² Dita Prihatna Wati et al., "Analisis Kepemimpinan Kepala Sekolah di Sekolah Dasar," *Jurnal Basicedu* 6, no. 5 (June 21, 2022): 7970-77, <https://doi.org/10.31004/basicedu.v6i5.3684>.

strategic role in improving teacher performance to achieve optimal educational goals.³⁴ Strategic management implemented by school principals is a key factor in creating a conducive work environment for teachers to develop their competencies.⁵

At SDN 6 Tanjung Jaya, the challenge of improving teacher performance is one of the issues that needs to be taken seriously. Based on initial observations, some of the factors that affect the performance of teachers in this school include the level of discipline, the learning methods used, and the lack of regular professional training. Therefore, this study aims to analyze the management strategies implemented by school principals in improving teacher performance at SDN 6 Tanjung Jaya. School principals can improve teacher performance through various strategies, such as academic supervision, competency coaching, and achievement provision.⁶⁷⁸ This strategy not only increases teacher motivation but also contributes to creating a positive and professional work culture in the school environment.

Several previous studies have shown that principal management strategies play a crucial role in improving teacher performance. For example, research conducted by Elmah Norlatifah et al. revealed that school principals who apply a transformational approach in their leadership are able to create high work motivation and increase teachers' creativity, which contributes to improving their performance in educational institutions.⁹ In addition,

³ Jawatir Pardosi and Tria Ina Utari, "Effective Principal Leadership Behaviors to Improve the Teacher Performance and the Student Achievement," *F1000Research* 10 (March 21, 2022): 465, <https://doi.org/10.12688/f1000research.51549.2>.

⁴ Fetia Nurul Hidayat and Rugaiyah, "Peran Kepemimpinan Kepala Sekolah Terhadap Mutu Pendidikan," *Cetta: Jurnal Ilmu Pendidikan* 6, no. 1 (February 5, 2023): 1-15, <https://doi.org/10.37329/cetta.v6i1.2142>.

⁵ Enjang Suhaedin, Muhammad Giatman, and Hasan Maksum, "Manajemen Kepemimpinan dalam Meningkatkan Kualitas Pendidikan Sekolah Menengah Kejuruan (SMK)," *Journal Of Education Reaserch* 5, No. 1, 2024. DOI <https://doi.org/10.37985/jer.v5i1.719>

⁶ Min Zhong, Mat Rahimi Bin Yusof, and Nurul Huda Binti Ibrahim, "Enhancing Virtual Instructional Leadership of Primary School Principals: An Assessment and Strategy Development Study," *Environment and Social Psychology* 9, no. 10 (November 21, 2024), <https://doi.org/10.59429/esp.v9i10.3099>

⁷ André Meyer and Dirk Richter, "Longitudinal Effects of a Professional Development Program on Principals' Leadership Practices: Results of a Baseline Latent Change Score Model," *Professional Development in Education*, October 8, 2024, 1-18, <https://doi.org/10.1080/19415257.2024.2413119>

⁸ Herman Herman and Oshamah Ibrahim Khalaf, "Evidence from School Principals Academic Supervision Decision-Making on Improving Teacher Performance in Indonesia - Advances in Decision Sciences (ADS)," accessed March 26, 2025, <https://iads.site/evidence-from-school-principals-academic-supervision-decision-making-on-improving-teacher-performance-in-indonesia/>.

⁹ Elmah Norlatifah, Aslamiah, and Wahyu, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Kreativitas, Motivasi Kerja Terhadap Kinerja Guru

research by Kelly Rozalinda and Ali Marzuki Zebua also revealed that the implementation of co-leadership in schools improves teacher performance through effective communication and staff involvement.¹⁰ Some researchers also revealed that the principal's leadership and school climate significantly affect teacher performance.¹¹¹²¹³¹⁴ This research will strengthen these findings by adapting the context of SDN 6 Tanjung Jaya.

This study aims to analyze the management strategies implemented by school principals in improving teacher performance at SDN 6 Tanjung Jaya. Specifically, this study will identify factors that affect teacher performance, evaluate the effectiveness of management strategies implemented by school principals, and provide research-based recommendations to improve the quality of learning in elementary schools.

This research needs to be carried out because although there is research on the role of school principals in improving teacher performance, there is still a significant gap, especially in the context of elementary schools such as SDN 6 Tanjung Jaya. The school faces challenges such as low teacher discipline, ineffective learning methods, and limited professional training. Previous research focused more on general leadership without considering local factors that affect teacher performance in primary schools. Therefore, this study is important to analyze the principal's management strategies that can overcome these challenges and provide practical solutions to improve the quality of learning at SDN 6 Tanjung Jaya.

Di Lembaga Paud Di Kecamatan Amuntai Tengah," *Golden Age : Jurnal Pendidikan Anak Usia Dini* 8, no. 2 (2024): 325–38, <https://doi.org/10.29313/ga>.

¹⁰ Kelly Rozalinda and Ali Marzuki Zebua, "Shared Leadership in Schools: Strategies for Improving Teacher Performance," *Ál-Fâhim: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2024): 546–61, <https://doi.org/10.54396/alfahim.v6i2.1549>.

¹¹ Mulyadi, Mohamad Muspawi, and Dini Apriliani, "Kepemimpinan Kepala Sekolah dan Iklim Sekolah Terhadap Kinerja Guru SMP Negeri Kota Jambi," *Al-fahim : Jurnal Manajemen Pendidikan Islam* 5, no. 2 (September 8, 2023): 152–65, <https://doi.org/10.54396/alfahim.v5i2.768>.

¹² Badrudin Badrudin et al., "Pengaruh Kepemimpinan Kepala Sekolah dan Kelompok Kerja Guru Terhadap Kinerja Guru Sekolah Dasar," *Tadbir: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (February 27, 2020): 66–75, <https://doi.org/10.30603/tjmpi.v8i1.1151>.

¹³ Raden Fitri Karina Suryadhiningrat, Tjutju Yuniarsih, and Janah Sojanah, "Analisis Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru (Studi Kasus Sekolah Dasar Muhammadiyah Priangan Kota Bandung)," *Jurnal Pendidikan Manajemen Perkantoran* 7, no. 2 (July 29, 2022): 164–74, <https://doi.org/10.17509/jpm.v7i2.46376>.

¹⁴ Dedi Sihabudin Ahmad, "Kepemimpinan Kepala Sekolah Dalam Upaya-Upaya Peningkatan Mutu Pendidikan," *ALACRITY : Journal of Education*, December 27, 2022, 72–82, <https://doi.org/10.52121/alacrity.v2i3.115>.

Method

This study uses a qualitative approach. Qualitative research is research in which data is expressed verbally and analyzed without using statistical techniques.¹⁵ The method used is a case study based on the goal of gaining an in-depth and contextual understanding of the managerial policies and programs implemented in schools, as well as how the policies are accepted and implemented by principals, teachers, and education staff. The location of the research, SDN 6 Tanjung Jaya, was chosen because the school is considered to have characteristics that are relevant to the focus of the research, where managerial policies implemented by the principal have the potential to provide insight into strategies to improve teacher performance that can be applied in other schools.

Purposive sampling is used to find informants.¹⁶ The main informants are school principals, teachers, and education personnel who are directly involved with school management policies. The goal is to get rich and relevant data from these people that can help with research. Data was collected through in-depth interviews, direct observations, and documentation studies related to policies and programs that have been implemented in schools. Data collection was carried out for six weeks, from November to December 2024. The first two weeks will focus on interviews with principals and education staff; the third and fourth weeks will be with teachers; and the fifth and sixth weeks will be direct observation and documentation collection related to managerial policies in schools. Data analysis was carried out using thematic analysis techniques based on the stages proposed by Miles and Huberman, namely data reduction, data presentation, and conclusions drawn.¹⁷ Data obtained from various sources will be tested for validity through triangulation techniques to ensure the accuracy and consistency of research findings. The results of this study are expected to provide a comprehensive overview of the principal's management strategy in improving teacher performance in elementary schools.

Result and discussion

Academic supervision strategies to improve teacher performance

Academic supervision is one of the strategies used by school principals to improve teacher performance in the learning process. School principals are one of the components of education that play the most role in improving the

¹⁵ Yuli Supriani, Nanat Fatah Natsir, and Erni Haryanti, "Paradigma Keilmuan yang melandasi proses Transformasi Universitas Islam Negeri Walisongo Semarang," *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 4, no. 7 (November 29, 2021): 725–32, <https://doi.org/10.54371/jiip.v4i7.335>

¹⁶ Husna Nashihin Syaiful Anam, *Research Methods (Qualitative, Quantitative, Experimental, and R&D)* (Padang: PT GLOBAL EXECUTIVE TECHNOLOGY, 2023).

¹⁷ Mathew B. Miles and A. Michael Huberman, *Extended Source Books: Qualitative Data Analysis* (London: Sage Publications, 1994).

quality of education.¹⁸ Academic supervision aims to provide guidance and support to teachers in developing their professional competencies. At SDN 6 Tanjung Jaya, the principal carries out academic supervision through classroom observation, learning reflection, and group discussions to improve teaching effectiveness.¹⁹ This strategy is expected to be able to improve the quality of teacher teaching and student learning outcomes.

One of the main methods of academic supervision is classroom observation, which is carried out periodically by the principal. This observation aims to assess the effectiveness of learning strategies implemented by teachers as well as provide constructive feedback that can be used for improvement.²⁰ Academic supervision carried out with a collaborative approach allows teachers to feel more comfortable in receiving input and more motivated to improve their teaching skills.²¹

In addition to observation, learning reflection is also an important part of the academic supervision strategy. After the observation was made, the principal held a reflection session with the teacher to discuss the strengths and weaknesses found in the learning process. This reflection provides an opportunity for teachers to evaluate the teaching methods used and find solutions to improve the effectiveness of learning.²² Directed learning

¹⁸ Andrianto, "Peran Kepala Sekolah Dalam Implementasi Manajemen Mutu Peserta Didik(Smk Darul Maghfiroh Di Sinar Rejeki, Kecamatan Jati Agung, Kabupaten Lampung Selatan)," *Manajemen Pendidikan Islam* 02, no. 2 (2020): 39–55. <https://www.academia.edu/download/82416671/74.pdf>

¹⁹ Muthoifin et al., "An Interfaith Perspective on Multicultural Education for Sustainable Development Goals (SDGs)," *Journal of Lifestyle and SDGs Review* 4, no. 3 (September 30, 2024): e01720, <https://doi.org/10.47172/2965-730X.SDGsReview.v4.n03.pe01720>.

²⁰ James Ko, Zhijun Chen, and Jieyan Lei, "Theoretical and Methodological Issues of Lesson Observation as a Tool for Research and Teacher Evaluation," in *Implementing a 21st Century Competency-Based Curriculum Through Lesson Study: Teacher Learning About Cross-Curricular and Online Pedagogy* (Taylor and Francis, 2024), 19–41, <https://doi.org/10.4324/9781003374107-3>; Danielle A. Buechlein, Margaret T. Floress, and Hao-Jan Luh, "Five-In-20 Classroom Observation Tool (FCOT): A Reliable Consultation Tool for Observing Classroom Management Practices," *Journal of Educational and Psychological Consultation*, 2024, <https://doi.org/10.1080/10474412.2024.2443746>.

²¹ António Carmo and Gabriela Salis, "Contribution of the Dynamics of Supervised Teaching Practice for the Transformation of Teaching Practice in School," *Revista Lusófona de Educacao* 63, no. 63 (2024): 49–61, <https://doi.org/10.24140/issn.1645-7250.rle63.03>; Cristina Dumitru, Maria Magdalena Stan, and Georgiana Dumitru, "Academic Support through Tutoring, Guided Learning, and Learning Diaries in the Context of the COVID-19 Pandemic: An Experimental Model for Master's Students," *Frontiers in Education* 9 (2024), <https://doi.org/10.3389/feduc.2024.1256960>

²² Julie Lefebvre et al., "Reflection on Teaching Action and Student Learning," *Teaching and Teacher Education* 134 (2023), <https://doi.org/10.1016/j.tate.2023.104305>.

reflection can assist teachers in identifying the challenges faced and improving their pedagogical skills.²³

Group discussions between principals and teachers are also one of the strategies implemented in academic supervision at SDN 6 Tanjung Jaya. Through these discussions, teachers can share experiences, exchange teaching strategies, and gain new insights into more effective learning approaches.²⁴ A supervisory approach that involves two-way communication between principals and teachers can increase teachers' confidence and provide additional motivation to continue to improve in their profession.²⁵

Table 1 Academic Supervision Strategies

No	Academic Supervision Strategies	Surveillance Approach	Findings
1	Classroom Observation	Periodic supervision by the principal	Observation of the effectiveness of learning strategies and providing constructive feedback
2	Reflection on Learning	Reflection session after observation	Helping teachers evaluate teaching methods and find solutions for improvement
3	Group Discussion	Two-way communication between principals and teachers	Increase teachers' confidence and motivation to continue to develop

These findings suggest that academic supervision involving observation, reflection, and group discussion can significantly improve the quality of teaching and teacher professionalism. Overall, the academic supervision strategy implemented by the principal at SDN 6 Tanjung Jaya has had a positive impact on improving teacher performance. Classroom observation, learning reflection, and group discussion are effective

²³ Batoul Mohammed Alnijres, "Reflecting on Different Aspects of Classroom Teaching: Mirrors on the Road of Educators' Self-Professional Development," *Journal of Ecohumanism* 3, no. 7 (2024): 3368–73, <https://doi.org/10.62754/joe.v3i7.4469>
Lefebvre et al., "Reflection on Teaching Action and Student Learning." <https://doi.org/10.1016/j.tate.2023.104305>

²⁴ Ingka Harlita and Zaka Hadikusuma Ramadan, "Peran Komunitas Belajar Di Sekolah Dasar Dalam Mengembangkan Kompetensi Guru," *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024): 2907–20. DOI <https://doi.org/10.58230/27454312.989>

²⁵ Nur Husnul Khatimah et al., "Peran Kepala Sekolah Dalam Supervisi Pendidikan," *INSANIA : Jurnal Pemikiran Alternatif Kependidikan* 3, no. 1 (2023): 39–54, <https://doi.org/10.24252/jme.v3i1.40058>.

approaches in guiding teachers to achieve higher standards of professionalism. With systematic and continuous academic supervision, it is hoped that the quality of learning in schools can continue to improve and provide greater benefits for students.

The Role of School Principals in Increasing Teacher Motivation

The principal's leadership plays an important role in creating a conducive work environment for teachers at SDN 6 Tanjung Jaya. As a leader, the principal has the responsibility to direct, guide, and provide support to teachers so that they remain motivated to carry out their duties.²⁶ Transformational leadership applied by principals can boost teacher morale through a clear vision, effective communication, and the provision of inspiration and rewards for outstanding performance.²⁷

The motivation of teachers at SDN 6 Tanjung Jaya is influenced by various factors, including the principal's leadership style, work climate, and professional development opportunities. School principals who are able to create a harmonious working relationship with teachers can increase their motivation and dedication to teaching.²⁸ The findings of this study reveal that the principal of SDN 6 Tanjung Jaya has implemented a participatory leadership approach, where teachers are involved in decision-making related to school policies.

One of the strategies implemented by the principal in increasing teacher motivation is to give awards for achievements. These awards can be in the form of appreciation in teacher meetings or even additional incentives.²⁹ Herzberg, in his two-factor theory, emphasizes that motivational factors such as recognition and achievement can increase teachers' job

²⁶ Herlina Permata Sari, Azhar Azhar, and Widia Murni Wijaya, "Kepemimpinan Partisipatif Dan Demokratis Kepala Sekolah Dalam Upaya Menerapkan Manajemen Modern Di Sekolah," *Jurnal Akuntabilitas Manajemen Pendidikan* 10, no. 1 (2023): 105–13, <https://doi.org/10.21831/jamp.v10i1.64838>.

²⁷ K Nasikhah, B Maunah, and A Patoni, "Kepemimpinan Kepala Sekolah Perempuan Dalam Meningkatkan Kerjasama Guru," *Analisis Penerapan Gaya Kepemimpinan Transformasional* 3, no. 2 (2022): 140–43. DOI <https://doi.org/10.53802/fitrah.v3i2.159>

²⁸ Haiyan Qian and Allan Walker, "Building Emotional Principal-Teacher Relationships in Chinese Schools: Reflecting on Paternalistic Leadership," *Asia-Pacific Education Researcher* 30, no. 4 (2021): 327–38, <https://doi.org/10.1007/s40299-021-00563-z>

²⁹ Tisna Ayu Selvi et al., "Peran Kepala Sekolah Dalam Meningkatkan Budaya Kerja Para Guru Sekolah Dasar" 19, no. 2 (2024): 209–23, <https://doi.org/10.23917/jmp.v9i2.8141>

satisfaction and productivity.³⁰ Teachers who feel valued will have a greater drive to improve the quality of their teaching.³¹

In addition, the principal also encourages the improvement of teacher professionalism through various training programs and workshops. This program aims to improve teachers' pedagogical competence and professionalism in facing the ever-evolving learning challenges. Increasing the capacity of teachers through continuous training can increase their confidence and motivation in teaching.³² At SDN 6 Tanjung Jaya, the principal actively initiates cooperation with various parties to provide training for teachers so that they can continue to develop in their profession.

Table 2 Role of the Principal

No	Research Aspects	Factors Found	Findings
1	Leadership Approach	Transformational and participatory leadership of school principals	Effective principal leadership can increase teacher motivation through a clear vision, effective communication, and rewards.
2	Awarding	Recognition and appreciation of teacher achievements (verbal, appreciation, additional incentives)	Awards increase teachers' motivation and job satisfaction, which has an impact on better teaching quality.
3	Professionalism Development	Training programs and workshops to improve teacher competence	Continuous training increases teachers' professionalism and confidence, thus motivating them to teach.

These findings show that the role of school principals in increasing teacher motivation is very important, especially through a transformational and participatory leadership approach. Principals who reward achievements,

³⁰ Anissa Amrah Husaeni and Wenny Desty Febrian, "Pengaruh Beban Kerja , Budaya Organisasi , Dan Kepuasan Kerja Terhadap Produktivitas Kerja Karyawan Yang Bekerja Pada Perusahaan Importir Bahan Makanan Di Jakarta Barat" 1, no. 2 (2023): 66–78. <https://doi.org/10.38035/jpkn.v1i2.932>

³¹ Oddfrid Førland and Torgny Roxå, "Establishing Reward Systems for Excellence in Teaching—the Experience of Academics Pioneering a Reward System," *European Journal of Higher Education* 14, no. 3 (2024): 451–69, <https://doi.org/10.1080/21568235.2023.2214713>

³² Nur Efendi and Muh Ibnu Sholeh, "Manajemen Pendidikan Dalam Meningkatkan Mutu Pembelajaran," *Academicus: Journal of Teaching and Learning* 2, no. 2 (2023): 68–85. <https://doi.org/10.59373/academicus.v2i2.25>

as well as provide professional development opportunities through training and workshops, can increase teachers' motivation and professionalism. Thus, effective principal leadership contributes directly to improving teacher performance. With this strategy, teachers at SDN 6 Tanjung Jaya feel more motivated to improve the quality of their teaching, which ultimately has a positive impact on student learning outcomes. Therefore, the leadership of school principals who are oriented towards increasing teacher motivation is a key factor in creating a quality and highly competitive educational environment.

The Impact of Professional Development on Teacher Performance

The development of teacher professionalism is a crucial factor in improving the quality of learning in elementary schools.³³ Professionalism development includes increasing pedagogical competence, teaching skills, and adaptability to changes in curriculum and technology.³⁴ At SDN 6 Tanjung Jaya, the principal has implemented various teacher professional development strategies, such as periodic training, workshops, and group discussions. Based on the results of interviews and observations, it was found that teachers who regularly participated in training showed an increase in learning planning and implementation compared to those who were rarely involved in self-development activities.

One of the professional development programs that has a significant impact is lesson study-based training. Lesson Study allows teachers to collaboratively design, observe, and reflect on learning practices.³⁵ At SDN 6 Tanjung Jaya, this program has improved teachers' understanding of designing learning that is more innovative and in accordance with the characteristics of students. In addition, the existence of reflective discussions after the implementation of learning helps teachers identify challenges and find solutions to improve teaching effectiveness.³⁶ The observation results

³³ Husna Nashihin et al., "Empowering Creativity Of Disabled Students Through Sustainable Agropreneur Education at Ainul Yakin Islamic Boarding School in Yogyakarta to Support the SDGs," *Journal of Lifestyle and SDGs Review* 5, no. 2 (December 30, 2025): e02878, <https://doi.org/10.47172/2965-730X.SDGsReview.v5.n02.pe02878>

³⁴ Avicni Miramadhani, Apriliyani Putri, and Faelasup, "Strategi Pengembangan Profesionalisme Guru," *SINOVA: Jurnal Ilmu Pendidikan & Sosial* 2, no. 3 (2024): 253–66, <https://doi.org/10.71382/sinova.v2i3.155>

³⁵ Mutiani Mutiani et al., "Membangun Komunitas Belajar Melalui Lesson Study Model Transcript Based Learning Analysis (TBLA) Dalam Pembelajaran Sejarah," *Historia: Jurnal Pendidik Dan Peneliti Sejarah* 3, no. 2 (2020): 113–22, <https://doi.org/10.17509/historia.v3i2.23440>

³⁶ Dwi Rahmy Zarlis and Susiati Elfitra, "Supervisi Klinis Dalam Menghadapi Dinamika Pendidikan" 2 (2024): 17–28. <https://doi.org/10.61104/jq.v2i2.292>

show that teachers involved in lesson studies are more responsive to student needs and more flexible in adjusting learning methods.

The positive impact of teacher professional development can also be seen in the improvement of skills when utilizing educational technology. Training on the use of the Learning Management System (LMS) and digital-based learning applications provided by the principal and the school's IT team has helped teachers create a more interactive learning experience for students. Mastery of technology in learning (TPACK framework) is an important aspect in the development of teacher professionalism in the digital era.³⁷ The results of the interviews showed that teachers who actively participated in technology training were more confident in using digital media and were able to create teaching materials that were more captivating and in accordance with students' learning styles.

In addition to improving technical and pedagogical skills, the development of professionalism also has an impact on increasing teachers' work motivation. According to Herzberg, in the theory of two motivational factors, the opportunity to develop and gain recognition is the main factor that affects a person's job satisfaction.³⁸ Teachers at SDN 6 Tanjung Jaya who get the opportunity to take part in training or further study feel more appreciated and motivated to provide the best teaching for students. A study by Day also showed that the continuous development of professionalism can help teachers improve their pedagogical skills and problem-solving abilities in the classroom, which directly improves the quality of teaching.³⁹

However, the study also found that not all teachers have the same enthusiasm for participating in professional development programs. Some teachers experience obstacles such as time constraints, high administrative burdens, and lack of support from the surrounding environment. Therefore, principals need to optimize time management strategies and incentives to encourage teacher participation in professional development programs. With a systematic approach and adequate support, the development of professionalism at SDN 6 Tanjung Jaya can continue to improve the quality of teaching and have a positive impact on student learning achievement.

³⁷ Achmad Ruslan Afendi, "Pengembangan Profesional Guru Di Era Digital : Strategi Mengintegrasikan Teknologi Dan Pedagogi (Studi Kasus Di MAN Insan Cendekia Paser Kalimantan Timur)" 5, no. 5 (2024): 490-513, <https://doi.org/10.32832/idarah.v5i5.18096>

³⁸ Husaeni and Febrian, "Pengaruh Beban Kerja , Budaya Organisasi , Dan Kepuasan Kerja Terhadap Produktivitas Kerja Karyawan Yang Bekerja Pada Perusahaan Importir Bahan Makanan Di Jakarta Barat." <https://doi.org/10.38035/jpkn.v1i2.932>

³⁹ Josephine Ambon et al., "The Impact of Continuous Professional Development on Teaching Quality: A Systematic Review," *International Journal of Evaluation and Research in Education* 13, no. 6 (2024): 3838-47, <https://doi.org/10.11591/ijere.v13i6.30427>

These findings demonstrate the significant impact of professional development on teacher performance, with periodic training, lesson study, and technology training enhancing teachers' pedagogical, technical, and work motivation skills. This has a positive impact on the quality of teaching and student achievement. However, obstacles such as time limitations and administrative burdens need to be overcome to increase teacher participation.

Evaluation and monitoring to improve teacher performance

Evaluation and monitoring are two important elements in education management that aim to measure the effectiveness of teacher performance in the learning process. Teacher performance evaluation oriented to professional development is not just an assessment method but a system that forms the foundation of sustainable growth in the world of education.⁴⁰ At SDN 6 Tanjung Jaya, the principal has implemented an evaluation system based on classroom observations, interviews with students, and teachers' self-reflection in the form of learning journals. This process aims to get a comprehensive picture of the challenges faced by teachers and the opportunities for improvement that can be made.⁴¹

One form of monitoring carried out at SDN 6 Tanjung Jaya is academic supervision, which is carried out periodically by the principal. This supervision not only aims to assess teacher performance but also provides input and solutions to improving learning effectiveness.⁴² When the principal acts as a guide and facilitator during participatory academic supervision, it helps create an environment where people are willing to cooperate and show empathy, leading to better teaching outcomes.⁴³ The results of the study show that teachers who receive regular guidance are more motivated to improve their competence, especially in the use of innovative learning strategies.

In addition to academic supervision, SDN 6 Tanjung Jaya also carries out performance-based evaluations carried out through analysis of student

⁴⁰ Ilham Kamaruddin et al., "Evaluasi Kinerja Guru: Model Dan Metode Dalam Meningkatkan Mutu Pendidikan," *Journal on Education* 06, no. 02 (2024): 11349–58. <https://doi.org/10.32672/mister.v2i1b.2929>

⁴¹ Ko, Chen, and Lei, "Theoretical and Methodological Issues of Lesson Observation as a Tool for Research and Teacher Evaluation." <https://www.taylorfrancis.com/books/mono/10.4324/9781003374107/implementing-21st-century-competency-based-curriculum-lesson-study?refId=26a3318a-8b7d-460d-a1a3-bd196697938b&context=ubx>

⁴² Nani Mediatati and Dionisius Heckie Puspoko Jati, "Supervisi Kepala Sekolah: Peningkatan Kualitas Pembelajaran Guru Dan Hasil Belajar Peserta Didik," *Jurnal Penelitian Dan Pengembangan Pendidikan* 6, no. 3 (2022): 422–31, <https://doi.org/10.23887/jppp.v6i3.48774>

⁴³ Atep Suherman et al., "The Improvement of Teaching Effectiveness through Supervising Academic Practice with the Grow Me Please Model," *International Journal of Innovation, Creativity and Change* 12, no. 5 (2020): 411–22.

learning outcomes. Teacher performance evaluation can not only be measured from direct observation but also from the resulting impact on improving student achievement.⁴⁴ Therefore, the principal analyzes students' test scores and class participation, as well as feedback from parents, to assess the effectiveness of the learning methods applied by teachers. The results showed that teachers who received periodic performance evaluations were more responsive to changes and tended to improve their professionalism in teaching.

Implementing evaluation and monitoring is difficult because some teachers think it is more controlling than guiding. The effectiveness of performance evaluation is highly dependent on how feedback is delivered.⁴⁵ To get around this, the principal of SDN 6 Tanjung Jaya uses a reflective approach where the results of the evaluation are shared in a way that encourages constructive discussion. Teachers are given the opportunity to convey the obstacles faced and share best practices with fellow colleagues.

With systematic evaluation and monitoring, SDN 6 Tanjung Jaya has shown an improvement in the quality of teaching and teachers' work motivation. Based on the results of interviews with teachers, most stated that the evaluations conducted by the principals helped them in identifying weaknesses and improving learning methods. The CIPP (context, input, process, and product) evaluation model emphasizes that effective evaluation must include various aspects of education management.⁴⁶ Thus, continuous evaluation and monitoring are expected to improve teacher professionalism and the quality of education at SDN 6 Tanjung Jaya.

These findings suggest that evaluation and monitoring to improve teacher performance can create an environment that supports the development of teacher professionalism. An evaluation process that involves observation, self-reflection, and constructive feedback not only improves the quality of teaching but also motivates teachers to continue to improve, especially in terms of the use of innovative learning strategies. In addition, with evaluations that are carried out periodically and based on student learning outcomes, teachers become more responsive to changes and tend to

⁴⁴ Carlos Andrés Bravo Erazo, Juan José Vizcaino Figueroa, and Patty Janeth Guarnizo Cumbicus, "Performance Metrics of Item Developers for the Assessment of Learning Outcomes," *Salud, Ciencia y Tecnología - Serie de Conferencias* 3, no. 1006 (2024), <https://doi.org/10.56294/sctconf20241006>.

⁴⁵ Matthew A. Kraft and Alvin Christian, "Can Teacher Evaluation Systems Produce High-Quality Feedback? An Administrator Training Field Experiment," *American Educational Research Journal* 59, no. 3 (2022): 500–537, <https://doi.org/10.3102/00028312211024603>.

⁴⁶ Bella Kumalasari and Lusiana Idawati, "Evaluasi Program Pendidikan Karakter Di SD Athalia Dengan Model CIPP (Context, Input, Process, Product)," *Jurnal Akuntabilitas Manajemen Pendidikan* 11, no. 2 (2023): 61–73, <https://doi.org/10.21831/jamp.v11i2.65007>

improve their competencies to produce a positive impact on student achievement.

Challenges in the Implementation of Strategic Management of School Principals in Improving Teacher Performance

The implementation of strategic management of school principals at SDN 6 Tanjung Jaya Central Lampung faces major challenges related to limited resources. Hitt, Ireland, and Hoskisson state that adequate resources are essential to the achievement of organizational goals.⁴⁷ In schools, limited budgets for teacher training and competency development can hinder the implementation of strategies. In addition, the limited time for the principal to plan and execute the strategy is also an obstacle.

Another challenge comes from the organizational culture that exists in schools. According to Kotter, changes in the organization require an effective approach to be acceptable to all parties.⁴⁸ Principals must be able to manage change and direct teachers to adapt to new strategies, even if there is often resistance to the changes being implemented.

In addition, measuring teacher performance is a challenge in itself. Armstrong revealed that performance appraisals should be objective and data-driven.⁴⁹ If the evaluation system is ineffective or inflexible, the performance development of teachers is difficult to monitor, which can hinder the achievement of management goals. Frequently changed education policies can also affect the strategies implemented by school principals, and strategic management can adapt to these policy changes.

Conclusion

This research shows that the leadership of the principal at SDN 6 Tanjung Jaya plays an important role in motivating teachers to improve their performance through participatory leadership strategies, performance-based awards, and professional development. The transformational approaches applied, such as effective communication and teacher involvement in decision-making, have improved teacher morale and professionalism. To maximize these outcomes, it is recommended that principals strengthen two-way communication with teachers, introduce a performance-based reward system, and facilitate teacher professional development through relevant

⁴⁷ Nur Asni Gani and Medo Maulianza, "Kepemimpinan Strategis: Pemimpin Visioner, Pengembangan Kapasitas Sumber Daya Dan Organisasi Adaptif," *Media Riset Bisnis Ekonomi Sains dan Terapan* 2, no. 2 (August 2, 2024): 28–37, <https://doi.org/10.71312/mrbest.v2i2.170>.

⁴⁸ Roselind Ucha Jubong and Aida Hanim A. Hamid, "Higher Education Change Management: Eight Steps of the Kotter Model," *Journal of the World of Education* 6, no. 4 (December 1, 2024): 14–22.

⁴⁹ Erni Qomariyah et al., *Performance Management* (Tri Scientific Education Foundation, 2025).

training. By implementing these recommendations, it is hoped that teacher motivation will continue to increase so that it can have a positive impact on the quality of learning and student achievement at school.

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