

## Principal Leadership: Implementation and Supervision to Improve Teacher Performance

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### Abstract

This study investigates how principal leadership management implementation and monitoring enhance teacher performance in an elementary school in Central Java's Klaten Regency. The principal of the school and the homeroom teachers participated in interviews, observations, and document analysis as part of a qualitative descriptive case study design. The results demonstrate how systematic work programs, academic supervision, motivational assistance, and frequent assessments are used to establish leadership management, which has a good impact on teachers' pedagogical and professional performance. This study underlines the differences between supervision, which stresses monitoring, assessment, and feedback procedures, and implementation, which concentrates on program execution and instructor assistance. However, the consistency of leadership methods is impacted by issues with time restrictions and the principal's external duties. Given the single-case qualitative design, the findings are context-specific and should be interpreted cautiously. This research contributes to educational leadership studies by providing empirical insights into how implementation and supervision function as complementary leadership practices in supporting teacher performance at the elementary school level.

### Keywords:

principal leadership,  
educational  
management,  
implementation,  
supervision, teacher  
performance

## 1. Introduction

Through efficient leadership management and the improvement of teacher performance, school principals play a crucial role in raising the standard of education. According to the Minister of Education and Culture Regulation of the Republic of Indonesia No. 15 of 2018, school principals are responsible for managerial tasks, entrepreneurial development, and supervision (Peraturan Menteri Pendidikan dan Kebudayaan RI, 2018). Principals are positioned by these duties as both administrators and instructional leaders who have a direct impact on the caliber of teaching and learning procedures in schools.

In many elementary schools, issues with teacher performance persist despite this regulatory system. Innovative learning methodologies and instructional media are rarely used by teachers, who frequently rely on traditional teaching approaches. These circumstances could lower student involvement and make it more difficult to attain the best possible learning outcomes. Effective principal leadership can enhance teacher performance through professional development support, supervision, and motivation, according to earlier research. However, depending on workload demands, institutional settings, and leadership capacity, the application of leadership management techniques frequently differs among educational environments.

Observations in an elementary school in Klaten Regency, indicate that some teachers are still reluctant to utilize available facilities and infrastructure optimally, and they tend to rely on familiar teaching methods rather than exploring more innovative approaches. This aligns with Prastya's research (2016), which emphasizes the choosing the right learning media can significantly improve the effectiveness of the teaching and learning process. Additionally, the principal's numerous administrative

duties can occasionally limit possibilities for methodical oversight and guidance. Despite their strategic significance in enhancing teacher performance, these circumstances imply that leadership management methods, especially with regard to implementation and supervision, may not always be carried out consistently or efficiently. The Republic of Indonesia's Regulation of the Minister of Education and Culture No. 15 of 2018 explicitly governs this function in Indonesia. Principals are positioned by these duties as both administrators and instructional leaders who have a direct impact on the caliber of teaching and learning procedures in schools.

However, limited training and a lack of supervision from school principals contribute to the underutilization of varied teaching methods and media. This study aims to analyze how school leadership management can improve teacher performance through two key aspects: implementation and supervision. In terms of implementation, the principal provides motivation and supervision. In terms of implementation, the principal provides motivation and fosters a conducive work environment, while supervision includes monitoring, evaluation, and identifying obstacles to ensure teacher performance aligns with established standards.

This study holds several important purposes including: (1) ensuring that the learning process meets students' needs and encourages their active participation, (2) providing insights and benefits for both principals and teachers in developing strategies to enhance performance, (3) improving the quality of the learning process by enhancing teacher performance, and (4) contributing to the overall improvement of education quality in an elementary school in Klaten Regency.

Several previous studies have discussed the role of school leadership in enhancing teacher performance, such as Irmayanti's research (2023), which emphasizes the importance of principal discipline, Al Masyar's (2022) study on democratic leadership, and Suli's (2021) research on school management during the pandemic. The role of school principals in improving teacher performance has been the subject of numerous earlier studies, including those on democratic leadership styles, leadership discipline, and crisis management in schools. Although these studies offer insightful information, they frequently concentrate on broad management functions or leadership styles without making a clear distinction between how leadership management is operationalized through particular procedures like implementation and supervision. Furthermore, little focus has been placed on how these two elements work as related but separate practices in school administrators' day-to-day leadership responsibilities.

By specifically concentrating on the implementation and supervision components of principal leadership management in enhancing teacher performance, this study fills this knowledge vacuum. While supervision focuses on monitoring, evaluation, feedback, and follow-up measures to ensure teaching quality, implementation is defined as carrying out planned programs, assigning tasks, motivating teachers, and providing assistance. This study provides a more nuanced view of how leadership management functions in practice at the elementary school level by looking at these elements independently but in connection to one another.

Thus, the goal of this study is to examine how the leadership management of the school principle enhances teacher performance in an elementary school in Klaten Regency through implementation and supervision. This study uses a qualitative descriptive case study methodology to offer context-specific insights that could help school administrators and other educational stakeholders dealing with comparable issues. The results add to the body of empirical knowledge on principal leadership methods and their implications for enhancing primary school teacher performance, even though they are not meant for wide generalization.

## **2. Method**

This research was conducted in an elementary school in Klaten Regency, Central Java. The selection of the research site was based on several considerations: the lack of previous research on leadership implementation and supervision at the school, the researcher's accessibility, and the existence of problems pertaining to teachers' restricted creativity in employing instructional media and learning tools. The research was carried out from December 2024 to Januari 2025, encompassing stages such as preparation, data collection, data analysis, and report writing (Udod et al., 2025).

This study employed a qualitative approach with a descriptive research design. According to Moleong (2014), the qualitative approach is used to deeply understand social phenomena experienced by research subjects, utilizing natural and detailed data collection techniques. In order to investigate

principal leadership management strategies in enhancing teacher performance, this study used a qualitative descriptive approach using a case study design. Because it enables a thorough knowledge of leadership processes, interactions, and contextual aspects within a natural school setting, a qualitative approach was selected.

Sampling in this study employed purposive sampling, a technique of selecting samples based on specific criteria aligned with the research objectives. According to Sugiyono (2021), purposive sampling allows the researcher to choose subject directly relevant to the research problem. Purposive sampling was used to choose the participants. Teachers who actively participate in the implementation of school programs, individuals directly involved in school leadership and instructional processes, and participants with enough experience to offer pertinent information about leadership implementation and supervision were among the selection criteria. Six homeroom instructors and one school principal made up the participants based on these criteria.

Data were collected through interviews, observations, and document analysis. Interviews were conducted to obtain direct information from the principal and teachers regarding the leadership management practices used to enhance teacher performance. Observations were carried out to examine the principal's managerial practices in supporting effective teaching at the school. Document analysis involved reviewing materials related to school program implementation, such as teaching modules, instructional materials, media, and observation-based assessments (Goni et al., 2020).

Data reduction, data display, and conclusion drawing were all steps in the data analysis process. Data from observations, interviews, and documents were initially organized and transcribed before being coded to find recurrent themes pertaining to implementation and oversight procedures. To identify trends, connections, and difficulties in primary leadership management, the categorized data were analyzed. The uniformity of results across data sources was the basis for drawing conclusions.

To enhance the validity of the data, this study applied both source triangulation and technique triangulation (Jannah & Wahyudi, 2025). Source triangulation was carried out by comparing information obtained from different informants, such as the principal and teachers, to gain more accurate data. Technique triangulation involved combining various data collection methods, including interviews, observations, and document analysis, this method aimed to ensure that the research findings are more objective and reliable. By applying triangulation, the study sought to provide a more holistic picture of the implementation and supervision of the principal's leadership management in improving teacher performance in an elementary school.

Prior to data collection, informed consent was obtained from each participant in order to address ethical concerns. The study's goals, methods, and participants' ability to withdraw at any moment were explained to them. Non-identifiable codes were used for research sites and participants to preserve confidentiality and anonymity.

### **3. Results and Discussion**

#### **3.1 Results**

This study aims to analyze the implementation and supervision aspects of school principal leadership management in improving teacher performance in an elementary school. Data were obtained through interviews with the principal and teachers, observations of school activities, and document analysis (Alfiyah et al., 2025). The research findings show that implementation and supervision are carried out systematically through various methods to monitor teacher performance and ensure the achievement of learning objectives.

##### **3.1.1 Implementation of Principal Leadership Management**

Implementation in school principal leadership management is a crucial phase that determines the success of program aimed at enhancing teacher performance. Based on the interview with the principal of in an elementary school on December 8, 2024, the implementation is carried out through the execution of a pre-designed work program, including task distribution, guidance, and the provision of facilities to support the learning process (Roy et al., 2024). The principal plays an active role in guiding teachers to carry out their duties according to the agreed plans.

Interviews with several teachers indicated that they felt encouraged to improve their performance through various forms of support from the principal, such as technical guidance, provision of learning

resources, and the organization of training activities in collaboration with the Teacher Working Group (KKG) and the Regional Coordinator (Korwil). However, some teachers noted challenges in the implementation of programs due to the principal's limited time, which sometimes hinders quick decision-making. To overcome this, more effective time management is needed to ensure smooth program implementation.

### **3.1.2 Supervision of Principal Leadership Management**

Supervision in school principal leadership management is conducted regularly to ensure the effectiveness of program implementation and teacher performance. Based on observations and interviews supervision is carried out through several methods, such as classroom supervision, evaluation of learning outcomes, and regular meetings. The principal conducts direct classroom supervision to monitor the teaching process and provide constructive feedback to teachers (Dumex & Madu, 2025).

Some teachers stated that the supervision provided clear guidance for improving teaching quality and helped identify areas that need improvement (Velez, 2025). Additionally, the principal holds routine evaluation meetings to discuss the outcomes of supervision and assess the success of ongoing programs. However, challenges were found in the form of delays in the supervision process due to the principal's external commitments, which reduce the consistency of teacher performance monitoring.

## **3.2 Discussion**

Figure 1

*School program implementation and supervision activities*



The findings of this study show that the principal's oversight of school programs demonstrates active leadership participation in making sure that instructional activities go as planned. According to Karimi et al. (2025), supervision serves not only to regulate program execution but also to maintain activity quality, offer expert advice, and assess program results. In this situation, routine observation and helpful criticism are crucial tools for raising teacher professionalism and boosting learning outcomes.

The results of source triangulation also show that teachers actively participated in a variety of professional development events, and the work program was generally implemented as planned. This result bolsters the claim made by Normianti et al. (2019) that good supervision guarantees that educators carry out their responsibilities in compliance with predefined guidelines while receiving direction to improve their pedagogical and professional competencies. However, as the principal's numerous obligations may limit supervision practices, the results also imply that better planned scheduling and regular follow-up could enhance the efficacy of supervision.

The principal plays an active role in facilitating program implementation and providing guidance to teachers through various supervisory methods. However, time management optimization and improved consistency in supervision are needed to make the implementation and improved consistency in supervision are needed to make the implementation and oversight more effective and impactful in enhancing professionalism and the quality of learning in an elementary school.

## **4. Conclusion**

This study comes to the conclusion that enhancing teacher performance in an elementary school in Klaten Regency is significantly influenced by the implementation and oversight of principle leadership management. Teachers can improve their pedagogical and professional competencies through professional development activities, motivating assistance, and the implementation of structured work

programs. Through performance reviews, classroom observations, and helpful criticism that promotes ongoing instructional development, supervision supports these initiatives.

However, contextual limitations specifically, the principal's workload and external administrative responsibilities, have an impact on the efficacy of leadership implementation and monitoring. These elements have an impact on the regularity and intensity of leadership practices, suggesting that in order to maximize instructional leadership roles, better time management and work prioritizing are required.

Based on these results, the study advises school administrators to make sure that supervisory feedback is regularly followed up on and to enhance the methodical planning and scheduling of implementation and supervision operations. In order to relieve principals of administrative responsibilities and free them up to concentrate more on instructional leadership and teacher development, educational stakeholders may also think about offering institutional assistance.

There are a number of limitations to this study. The study was a single-case qualitative investigation at a single elementary school, which restricts the applicability of the results. Furthermore, the study included qualitative data, which can represent the subjective opinions of the participants. Future studies could use longitudinal or comparative designs with several schools to look at leadership implementation and supervision over time and in various educational contexts.

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