

A Managerial Leadership Model for Teacher Performance Improvement: Insights from Madrasah Aliyah in Garut Regency

Dayum Sugandi¹, R. Supyan Sauri²

^{1,2}Universitas Islam Nusantara, Bandung, Indonesia

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ABSTRACT

Madrasah principals' managerial leadership is crucial for enhancing teacher performance, a key factor in the quality of Madrasah Aliyah education. This study examines principals' managerial leadership practices to improve teacher performance, focusing on work discipline, academic supervision, and instructional planning. To address challenges such as inconsistent performance and discipline at Madrasah Aliyah Al Maarif and Al Ulfa in Garut Regency, this study uses a descriptive qualitative case study design. Data from interviews, observations, and documents were analysed using reduction, display, and verification, with triangulation to ensure validity. Findings show principals' leadership boosts performance through structured planning, organisation, implementation, and evaluation. Planning goes beyond administration, with principals as motivators and models. Organisation involves systematic learning management, professional development, democratic styles, and collaborative environments. Implementation leverages motivation, communication, and supportive settings to advance professionalism through guidance, supervision, and training. Evaluation provides direction, communication, and potential nurturing through monitoring and appraisals. Ultimately, effective leadership holistically integrates these functions with discipline, supervision, and planning to elevate teacher professionalism and educational quality.

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Corresponding Author:

Dayum Sugandi
Universitas Islam Nusantara, Indonesia
Email: dayumsugandi@uninus.ac.id

1 INTRODUCTION

The managerial leadership of madrasah principals plays a strategic role in improving teacher performance, which is one of the main determinants of educational quality in Madrasah Aliyah [1], [2]. A madrasah principal does not merely function as an administrative manager but also as a leader capable of planning, organising, directing, and supervising all educational resources, particularly teachers, to achieve optimal professional

performance [3], [4]. Effective teacher performance has a direct impact on the quality of learning, the academic climate, and the attainment of institutional educational goals [5], [6]. This underscores the necessity for principals to possess professional management capabilities to cultivate effective madrasa environments [7]. This involves not only overseeing daily operations but also fostering a culture of continuous improvement, where teachers are motivated and equipped to enhance their instructional practices [8], [9]. However, research indicates that many Islamic educational institutions still face challenges in maximising overall performance, suggesting that attention to the quality of leadership and institutional management remains paramount.

In Garut Regency, Madrasah Aliyah Al Maarif and Al Ulfa represent educational institutions actively striving to improve teacher performance by strengthening principals' managerial leadership [10]. However, empirical evidence indicates persistent challenges, including variability in teacher performance, uneven work discipline, and limited optimisation of managerial functions in areas such as planning, supervision, and control of instructional programs [5], [10]. These conditions suggest that managerial leadership has not yet been implemented systematically and sustainably, resulting in suboptimal achievement of expected educational quality standards [1], [2].

Improving teacher performance is therefore an urgent necessity to achieve quality education within the Madrasah Aliyah context [1], [11]. As managerial leaders, madrasah principals hold a pivotal position in integrating disciplinary policies, academic supervision, and effective instructional planning to foster teacher professionalism and sustainably enhance educational quality [3], [12]. This intricate interplay between leadership efficacy and pedagogical outcomes necessitates a deeper exploration into how specific managerial leadership styles influence teacher motivation, commitment, and overall instructional delivery [13].

Several previous studies have examined the relationship between madrasah leadership and teacher performance. Akib and Salnawati (2022) and Ridlwan et al. (2021) emphasise that teacher performance is strongly influenced by the effectiveness of school or madrasah leadership in managing human resources and creating a conducive working environment [8], [14]. Similarly, Umam (2020) found that managerial leadership of madrasah principals significantly contributes to teacher performance effectiveness through structured planning, organising, and supervisory functions [15].

Another study by Hanim et al. (2020) demonstrated that leadership policies implemented by madrasah principals have a direct effect on teacher performance, particularly in terms of work discipline and professional task execution [16]. Nevertheless, most existing studies remain general in nature and have not specifically examined the integration of managerial dimensions such as discipline, supervision, and instructional planning within the context of Madrasah Aliyah in specific regions.

Based on a review of previous studies, a clear research gap is identified: the limited contextual and in-depth analysis of managerial leadership implementation and its impact on teacher performance improvement, particularly in Madrasah Aliyahs located in Garut Regency. Furthermore, prior research has rarely explored how managerial leadership

strategies are systematically and sustainably implemented in accordance with the social, cultural, and managerial characteristics of local madrasah settings.

The novelty of this study lies in the development and analysis of a managerial leadership model for madrasah principals that integrates work discipline, academic supervision, and comprehensive instructional program planning. This study adopts a contextual approach tailored to the characteristics of Madrasah Aliyah Al Maarif and Al Ulfa in Garut Regency, while also utilising information technology as a supporting tool for school management and supervision.

In addition, this research offers a multidimensional framework that positions managerial leadership as a key predictor of teacher performance improvement, incorporating performance indicators aligned with curriculum demands and student needs. Consequently, the findings are expected to provide practical, adaptive managerial solutions for improving Madrasah Aliyah quality.

This study aims to comprehensively analyse the implementation of managerial leadership by Madrasah Aliyah principals to improve teacher performance. Specifically, it examines the role of managerial leadership in improving teacher work discipline, analyses the effectiveness of academic supervision conducted by madrasah principals in enhancing teacher professionalism and performance, and identifies the role of instructional program planning as a component of managerial leadership strategies in improving the quality of teacher performance in Madrasah Aliyah.

2 METHOD

This research adopts a descriptive qualitative approach to analyse in depth the managerial leadership strategies of Madrasah Aliyah principals for improving teacher performance. A qualitative approach is chosen because it allows for an in-depth, contextual exploration of complex phenomena, yielding rich, nuanced understandings of the managerial leadership practices of madrasah principals [17]. According to Creswell, qualitative research aims to understand a social problem or phenomenon from the participants' perspectives, exploring their meanings within their natural contexts [18].

The research method used is a case study. This approach provides an opportunity to comprehensively analyse an entity or phenomenon within its real-life context [19]. Yin defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident, and the researcher has little control over events [20]. Meanwhile, Stake views case studies as an approach centred on the case itself rather than its methodology, aiming to understand the case's complexity intrinsically [21]. This case study design allows researchers to explore the unique and complex details of the cases under investigation, namely the managerial leadership of madrasah principals at Madrasah Aliyah Al Maarif and Al Ulfa in Garut Regency.

Data collection techniques involve method triangulation to obtain comprehensive information from various perspectives, thereby enhancing the validity and reliability of the findings [22], [23]. These techniques include in-depth interviews conducted with madrasah principals, vice principals, and teachers to explore their views, experiences, and perceptions

regarding managerial leadership and teacher performance. In-depth interviews allow researchers to obtain rich, detailed data from participants' perspectives. Participatory observation is conducted to directly observe interactions, leadership practices, the madrasah's working environment, and how managerial strategies are implemented in daily activities. Participatory observation helps researchers understand the context and nuances of behaviour that might not be revealed in an interview. Document analysis involves studying relevant documents, such as madrasah strategic plans, teacher performance reports, curriculum, and internal policies, to complement and verify data obtained from interviews and observations. Bowen explains that document analysis is a systematic procedure for reviewing or evaluating documents, both print and electronic, to extract meaning, gain understanding, and develop empirical knowledge [24]. Data processing will proceed through stages of data reduction, data display, and conclusion drawing. Data reduction is performed to select, focus, simplify, abstract, and transform raw data emerging from field notes. Saldaña emphasises the importance of coding in the qualitative data analysis process, in which short words or phrases are used to provide concise, essential attributions to segments of verbal or visual data [25], [26]. Subsequently, data are presented in descriptive narratives, matrices, or charts to organise information for easier understanding. The final stage is systematic and verified conclusion drawing to ensure the validity of the research findings. Data analysis will also emphasise source and method triangulation to enhance the reliability and validity of the research results. Triangulation allows researchers to assess the consistency of information across sources and methods, thereby strengthening the credibility of the findings [27].

3 RESULTS AND DISCUSSION

3.1 Results

3.1.1 Managerial Leadership Planning of Madrasah Aliyah Principals

The leadership planning of the principals of Madrasah Aliyah Ma'arif and Al Ulfah in Garut Regency shows that their leadership plays a crucial role in improving the quality and performance of educational institutions. The principal, as a strategic leader, is required to design a robust planning framework to manage the madrasah effectively. Findings show that successful principals not only prioritise administrative and managerial tasks but also serve as role models and motivators for teachers and students, thereby fostering a conducive, productive learning environment.

At Madrasah Aliyah Ma'arif, leadership planning is implemented with a transformative approach, in which the principal strives to foster cooperation, build harmonious relationships among madrasah members, and provide inspiring motivation and intellectual stimulation. The principal also consistently evaluates and improves educational programs and manages available resources to ensure the madrasah's vision and mission are achieved to the fullest. For example, increased accreditation and the development of a disciplined culture that maintains togetherness among teachers and students are indicators of leadership success. One principal stated, "We always prioritise deliberation and consensus in developing work programs. By involving all teachers, they feel ownership and

responsibility for every target set." For Madrasah Aliyah Al Ulfah, the focus of leadership planning is directed at managing educational quality in accordance with the National Education Standards. The principal also demonstrates the ability to implement the vision and mission through joint discussions, by creating educational programs guided by quality standards, and by mobilising the school community to improve educational quality. A teacher added, "At the beginning of every academic year, we are always invited to discussions to align the madrasah program with student needs and applicable standards. This makes us feel valued."

3.1.2 Managerial Leadership Organisation of Madrasah Aliyah Principals in Improving Teacher Performance

The effective organisation of leadership to improve teacher performance at MA Ma'arif and Al Ulfah in Garut Regency involves the principal performing managerial functions, including planning, organising, implementing, and systematically evaluating learning activities and professional development for teachers. They apply a democratic leadership style by involving teachers in deliberations and decision-making regarding the madrasah's academic and administrative policies. Furthermore, the principals actively provide continuous motivation, guidance, and supervision to teachers to enhance discipline, professionalism, and work ethic. They also provide adequate facilities and resources to support learning activities and the development of teacher competency. The harmonious relationship between principals and teachers is a key supporting factor in effective leadership and organisational effectiveness, thereby creating a conducive and collaborative working environment. Observations indicate that teacher meetings in both madrasahs are often characterised by open, constructive discussions, with the principal serving as the main facilitator. In this context, the principal develops a clear organisational structure, effectively delegates tasks and responsibilities to staff and teachers, and forms work teams to achieve the madrasah's established goals. One internal madrasah document shows the existence of a "Curriculum Development Team" whose members come from various subject backgrounds, indicating a structured delegation of tasks.

3.1.3 Managerial Leadership Implementation of Madrasah Aliyah Principals in Improving Teacher Performance

The leadership of madrasah principals at MA Ma'arif and Al Ulfah in Garut Regency plays a crucial role in improving teacher performance. Principals implement various leadership strategies, such as motivating, fostering effective communication, and creating a conducive work environment. This is significant in boosting teacher professionalism, as many teachers show an increased desire to improve their competencies through further education and training facilitated by the principal. A teacher stated, "I feel very supported by the principal. He often reminds and motivates us to keep learning, even helping us find relevant training information."

The implementation of leadership by principals also involves academic supervision and the management of professional development programs, which directly contribute to improving the quality of teacher performance. Teachers become more disciplined, more

active in participating in training, and more enthusiastic in carrying out their teaching duties. Another impact is improved student learning outcomes, accompanied by teachers' greater effectiveness in managing learning. However, this research also identified obstacles, including limited supporting facilities and infrastructure and variations in teacher participation in training programs.

The implementation of managerial leadership by madrasah aliyah principals to improve teacher performance involves various strategies, ranging from continuous guidance and academic supervision to curriculum development aligned with students' needs. These strategies also include recruiting additional teachers, ensuring a fair distribution of teaching hours, and delegating administrative tasks to support staff to enhance overall teacher performance. Principals also implement continuous training programs and workshops to enhance teachers' pedagogical and professional competencies, in line with modern curricula and scientific developments. Effective principals also apply transparent and open communication, socialise the madrasah's vision and mission, and make wise decisions in curriculum deliberations, thereby creating a conducive work environment for teacher professional development. Furthermore, visionary principals innovate by implementing character-building programs for all madrasah members, including teachers, through discipline and exemplary behaviour. Observations in the teacher's room reveal notice boards with regularly updated training and workshop schedules, as well as motivational posters on professional development.

3.1.4 Managerial Leadership Evaluation of Madrasah Principals in Improving Teacher Performance

The evaluation of madrasah principals' leadership in improving teacher performance at MA Ma'arif and Al Ulfah in Garut Regency shows that principals' leadership significantly influences teacher performance. Principals who can effectively carry out leadership functions, such as providing clear direction, fostering effective communication, and motivating and developing teachers' potential, are reflected in improved teaching quality and teacher work discipline. This research found that principals who apply participatory and transformative leadership styles can create a conducive work environment and boost teachers' work enthusiasm. In addition, leadership that is responsive to teachers' needs and the madrasah environment can increase work commitment and teachers' sense of responsibility for learning tasks. This has a positive impact on teacher performance, particularly in classroom management, learning innovation, and attendance and discipline.

This evaluation includes regular monitoring of teacher professional development programs, individual performance appraisals, and analysis of the program's impact on learning quality and student academic achievement. Effective principals will use these evaluation results to identify strengths and weaknesses in teacher performance improvement strategies, then formulate planned, data-driven corrective steps. In addition, principals also evaluate the effectiveness of supervision implemented in the madrasah to ensure that the objectives of teacher performance improvement are optimally achieved. Academic supervision, as an integral part of the evaluation, is carried out regularly through guidance, observation, and assessment of teacher competence to help improve their ability to manage

teaching and learning activities. A vice principal explained, "Every semester, we conduct teacher performance evaluations based on classroom observations and student feedback. We use these results as the basis for the next semester's guidance program".

3.2 Discussion

3.2.1 Synthesising Prior Research, Identifying the Research Gap, and Presenting the Study's Novelty

Previous studies have consistently underscored the significant relationship between madrasah leadership and teacher performance. Akib and Salnawati, Ridlwan et al., and Umam demonstrate that effective school or madrasah principal leadership in managing human resources and creating a conducive work environment has a strong impact on teacher performance. Similarly, Hanim et al. show that leadership policies implemented by madrasah principals directly influence teachers' work discipline and the execution of professional tasks.

However, the literature review reveals a significant research gap. Most existing studies are general and have not specifically examined the integration of managerial dimensions such as work discipline, academic supervision, and instructional program planning in the context of Madrasah Aliyah in specific regions. Additionally, previous research rarely examines how managerial leadership strategies are systematically and sustainably implemented in line with the social, cultural, and managerial characteristics of the local madrasah environment. Challenges such as variability in teacher performance, uneven work discipline, and limited optimisation of managerial functions at Madrasah Aliyah Al Maarif and Al Ulfa in Garut Regency, as identified in the introduction, underscore the urgency to address this gap.

This study introduces several significant novelties to address these limitations. First, this research develops and analyses a madrasah principal managerial leadership model that comprehensively integrates work discipline, academic supervision, and instructional program planning. Second, this study adopts a contextual approach tailored to the characteristics of Madrasah Aliyah Al Maarif and Al Ulfa in Garut Regency, providing an in-depth understanding of leadership practices in a specific environment. Third, this research also identifies the utilisation of information technology as a supporting tool in school management and supervision. By offering a multidimensional framework that positions managerial leadership as a key predictor of teacher performance improvement, this study is expected to provide practical, adaptable managerial solutions to improve Madrasah Aliyah quality.

3.2.2 Managerial Leadership Functions and Teacher Performance: An Integrated Perspective

The findings of this research strongly support and expand on the perspectives from previous studies, while also demonstrating how the integrated managerial leadership model works in the specific context of Madrasah Aliyah in Garut. The success of madrasah principals in carrying out managerial leadership functions (planning, organising, implementing, and evaluating) directly correlates positively with improvements in teacher

performance, which, in turn, enhances the quality of education in the madrasah. This aligns with the views of Akib and Salnawati, as well as Ridlwan et al., who emphasise the effective role of leadership in human resource management and in creating a conducive work environment.

The research shows that leadership planning at Madrasah Aliyah Ma'arif is carried out with a transformative approach, focusing on fostering cooperation, harmonious relationships, motivation, and intellectual stimulation. Meanwhile, Madrasah Aliyah Al Ulfah focuses its planning on managing educational quality in line with the National Education Standards. Both approaches are effective in involving teachers in deliberations and decision-making, cultivating a sense of ownership and responsibility for the madrasah's work programs. This aspect directly contributes to systematic "instructional program planning," one of the study's core dimensions, which has not been extensively researched in a contextual context. This also affirms the role of the madrasah principal as a strategic leader capable of designing mature planning, as indicated by Umam.

Effective leadership organising at MA Ma'arif and Al Ulfah is characterised by the implementation of a democratic leadership style, involving teachers in deliberations, and clearly delegating tasks and responsibilities. Madrasah principals actively provide motivation, guidance, and continuous supervision to improve teachers' work discipline, professionalism, and work ethic. Harmonious relationships between madrasah principals and teachers become the primary supporting factor, creating a collaborative and conducive work environment. Clear organisational structures, such as the formation of the "Curriculum Development Team," demonstrate how this organising function supports teacher performance improvement and contributes to the integrated "work discipline" and "academic supervision" dimensions of the managerial leadership model.

Leadership implementation involves various strategies, including motivating, communicating effectively, and creating a conducive work environment. These strategies directly enhance teacher professionalism, sparking their desire to continuously improve competencies through education and training facilitated by the madrasah principal. Academic supervision and ongoing professional development programs significantly improve the quality of teacher performance, making them more disciplined, more active in training, and more enthusiastic in teaching. Despite challenges such as limited facilities, consistent leadership remains the primary driver of success. These findings explicitly illustrate the application of "academic supervision" and improvement in "work discipline" as integral parts of managerial leadership implementation, which is the main focus of this research's novelty.

The evaluation of madrasah principals' leadership demonstrates a significant role in influencing teacher performance through clear direction, effective communication, and the development of teachers' potential. The application of participatory and transformative leadership styles creates a conducive work atmosphere, increasing teachers' commitment and sense of responsibility toward learning tasks. Routine monitoring of professional development programs, individual performance assessments, and program impact analysis becomes an integral part of the evaluation, helping madrasah principals identify strengths and weaknesses and formulate data-based corrective steps. Academic supervision, as an

inseparable part of the evaluation, is conducted periodically to ensure that teacher performance improvement objectives are optimally achieved. This evaluation process ensures that the integrated managerial dimensions are continuously enhanced and refined.

In the end, these findings collectively fill the research gap by providing a contextual and in-depth analysis of the implementation of managerial leadership in Madrasah Aliyah in Garut Regency. This study clearly demonstrates how madrasah principals systematically and sustainably integrate work discipline, academic supervision, and instructional program planning, in accordance with the local madrasah characteristics. Thus, this research not only strengthens previous findings on the importance of leadership but also offers an integrated managerial leadership model that can serve as a practical, adaptable guide to improve the quality of education in Madrasah Aliyah. Enhancing madrasah principals' managerial competencies through training and professional development is crucial to strengthening leadership organisations that can sustainably improve teacher performance at MA Ma'arif and Al Ulfah in Garut Regency.

4 CONCLUSION

This study concludes that principals' managerial leadership is a decisive factor in strengthening teacher performance in Madrasah Aliyah when implemented as an integrated, continuous leadership process. The main finding indicates that teacher performance improvement is closely associated with the principal's capacity to align managerial functions, work discipline, academic supervision, and instructional program planning within a coherent leadership framework. Rather than functioning independently, these managerial dimensions collectively shape a professional work culture that supports teacher commitment, accountability, and instructional quality.

The findings imply that effective managerial leadership should be positioned as a strategic instrument for sustainable teacher performance development, rather than merely an administrative obligation. However, this research is limited to a qualitative case study conducted in two Madrasah Aliyah in Garut Regency, which may limit the transferability of the findings to different institutional or regional contexts. Future research is recommended to involve broader samples, apply mixed or quantitative methods, and examine the long-term impact of managerial leadership on student learning outcomes and institutional performance. For the general public, this study contributes by highlighting the importance of strong school leadership in improving teacher professionalism, which ultimately supports the delivery of higher-quality education and the development of competent human resources within Islamic secondary education.

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