



Principal Leadership Practices in Enhancing the Quality of Primary Education: A Case Study from Bandar Dua District

Cut Zahara^{1*}, Saiful Bahri¹, Iskandar¹

¹ Program Studi Magister Administrasi Pendidikan, Universitas Al Muslim, Matang Glumpang Dua, Aceh, Indonesia

ARTICLE INFO

Article history:

Received: December, 2025

Received in revised from: January, 2026

Accepted: February, 2026

Available online: March, 28, 2026

Keywords: *principal leadership; education quality; primary schools; school management; Bandar Dua;*

ABSTRACT

This study examines how school principals implement leadership strategies that improve the quality of primary education through the organised application of essential managerial functions—planning, organizing, implementing, and evaluating (POAE). The research employed a qualitative multi-site case study design commenced in two public primary schools in the Bandar Dua District, each representing distinct accreditation levels. Data were produced via comprehensive interviews, participant observation, and document analysis, and were thematically evaluated through triangulation to guarantee analytical rigor and reliability. The findings indicate that effective principals perceive leadership as a process rather than a collection of discrete actions. Principals convert collective school visions into data-driven planning, coordinate resources through collaborative and decentralized frameworks, enhance instructional quality through systematic oversight and ongoing professional development, and integrate evaluative practices grounded in learning outcomes and performance metrics to facilitate continuous improvement. These techniques exemplify a cohesive implementation of dispersed, transformational, instructional, and learning-centred leadership, tailored to specific contextual situations. Nonetheless, the efficacy of leadership is limited by inconsistent teacher capabilities, administrative requirements, and variations in resources among schools. This study enhances the educational leadership literature by promoting a process-oriented comprehension of principal leadership that connects leadership theory with routine managerial practice. The findings highlight the necessity of cohesive integration of POAE functions, participatory governance, and evidence-based decision-making to maintain quality enhancement in primary schools, affecting principal preparation and school-based management policy.

1. Introduction

Improving educational quality has emerged as a primary goal of global education policy, especially at the fundamental level when essential cognitive skills, socio-emotional abilities, and character values are deliberately cultivated (Kemethofer et al., 2025). The learning experiences at this stage significantly impact students' academic paths, learning attitudes, and civic engagement, so rendering the improvement of primary education both a strategic imperative and a moral obligation (Hariyadi

* Corresponding author.

E-mail address: Cutzahara82@admin.sd.belajar.id
<https://doi.org/10.56806/jh.v7i1.405>

et al., 2022). Primary schools serve as the initial formal institutions that significantly influence educational outcomes, ensuring processes are effective, equitable, and attuned to learners' developmental requirements (Mustoip et al., 2023).

In this framework, elementary schools operate as intricate social entities where the attainment of educational objectives is significantly influenced by the calibre of leadership (Johnson et al., 2024). Effective school leadership is crucial for integrating human resources, managing financial and physical assets, and guiding instructional procedures towards common goals (Zaini et al., 2023). School principals serve as pivotal figures who convert educational objectives into tangible actions by planning, coordinating, implementing, and evaluating school programs (Juharyanto et al., 2023). Their leadership capacity dictates the mobilization of resources, the support and supervision of teachers, and the ongoing enhancement of instructional quality (Faizuddin et al., 2022). Thus, comprehending how principals implement leadership in daily school operations is essential for enhancing the quality of primary education (Setiawati et al., 2024).

Comprehensive global studies designate school principals as pivotal figures in influencing school efficacy, instructional excellence, and organizational culture (Surbaski & Aisyah, 2024). In Indonesia, the significance of principle leadership has intensified due to decentralization and school-based management reforms, which have augmented principals' authority and accountability in overseeing school programs, people, and educational processes (Meyer et al., 2022). Thus, principals are anticipated to transcend administrative roles and function as strategic leaders who plan, organize, implement, and assess school initiatives to guarantee ongoing quality enhancement (Pardosi & Utari, 2022). The efficacy of school-level leadership has become a pivotal factor in determining educational quality and equity (Aryani & Haryadi, 2023).

Although considerable advancements in broadening educational access and enhancing school infrastructure, notable inequalities in learning quality endure among elementary schools (Pisriwati et al., 2024). Disparities in educator effectiveness, teaching methodologies, institutional environment, and student results persistently impede national quality assurance initiatives (Dacholfany et al., 2024). Empirical studies consistently recognize that leadership impacts these dimensions, especially regarding teacher motivation, professional collaboration, and learning environments (Santosa, 2022). However, much of the current literature conceptualizes leadership in abstract or outcome-focused terms, frequently highlighting leadership styles or correlational relationships with performance metrics (Nuhari et al., 2025).

As a result, there is a paucity of empirical insight into the mechanisms by which school principals implement leadership in daily school operations (Izzati & Novita, 2024). Research has infrequently investigated how principals execute leadership via the integrated managerial tasks of planning, organizing, implementing, and evaluating (POAE), nor how these processes change among schools with varying accreditation statuses (Gule et al., 2024). This study enhances the literature by transcending normative and style-based leadership frameworks to offer a comprehensive, process-oriented examination of principle leadership as it is practiced in actual organizational settings (Bahri et al., 2025). This study elucidates the translation of leadership into specific managerial activities that enhance instructional quality and facilitate school improvement, so providing a contextually relevant contribution that connects leadership theory with practical application at the school level.

This study investigates principals' leadership methods aimed at enhancing the quality of elementary education in Bandar Dua District, Indonesia. The study employs a qualitative multi-site methodology to examine how principals implement leadership through the four fundamental administrative responsibilities of POAE in schools with varying accreditation levels. The research specifically aims to address the following question: (1) In what manner do principals strategize quality improvement initiatives? How do they structure resources and responsibilities to facilitate

instructional objectives? How are initiatives executed to enhance pedagogy, learning outcomes, and institutional culture? How is evaluation employed to facilitate ongoing enhancement?

This study enhances the literature on educational leadership and school management by concentrating on the operational aspects of leadership, providing detailed and contextually rich insights. The results are anticipated to guide leadership development initiatives, bolster evidence-based policies, and improve school management practices to mitigate quality inequities and enhance primary education outcomes.

2. Methodology

This study investigates the effect of school principal leadership on improving educational quality through a qualitative research methodology (Roulston & Choi, 2017). Data were gathered via systematic observations and comprehensive interviews with key individuals to document leadership techniques within the school environment. A variety of information sources were utilized to guarantee a thorough comprehension of the phenomenon being examined (Gioia, 2021). The qualitative approach was used to facilitate a comprehensive description and analysis of leadership techniques grounded in empirical facts. The research concentrates on leadership initiatives executed at SD Negeri 1 Bandar Dua and SD Negeri 7 Bandar Dua, emphasizing academic supervision procedures designed to improve teacher performance. Data analysis was performed iteratively to discern patterns and themes that accurately represent leadership processes and contextual situations over the study period.

2.1 Research Location and Duration

The study was conducted in the Bandar Dua District of Pidie Jaya Regency, Indonesia, at SD Negeri 1 Bandar Dua and SD Negeri 7 Bandar Dua. The selected public primary schools were purposely chosen to offer a relevant and comprehensive environment for analyzing the leadership of school principals in enhancing educational quality. The selection of these locations was predicated on multiple factors. Both schools are situated in the administrative core of Pidie Jaya Regency, guaranteeing accessibility and institutional representation. Secondly, the schools exhibit recognized organizational capacity, as evidenced by their accrediting status, student enrollment, availability of instructional personnel, and sufficiency of educational facilities and infrastructure. These features create an appropriate environment for examining the implementation of principle leadership in schools that function under comparatively favorable organizational and resource conditions. The research locations provided a suitable framework for examining leadership practices related to quality enhancement in elementary school.

2.2 Research Participant

Participants were selected from two public primary schools in Bandar Dua District, Indonesia: SD Negeri 1 Bandar Dua (Accreditation A) and SD Negeri 7 Bandar Dua (Accreditation B). The schools were intentionally chosen to facilitate the comparison of principal leadership practices across various institutional contexts. The principals of both schools were the main participants since they are accountable for designing, organizing, implementing, and assessing school activities aimed at enhancing educational quality. Educators from both institutions served as secondary informants to offer insights on the execution of leadership at the instructional level. Selected educational workers, comprising administrative staff and program coordinators engaged in curriculum and quality assurance, were incorporated to facilitate data triangulation. Participants were chosen through purposive sampling due to their relevance to leadership and quality enhancement activities. Data

collecting persisted until topic saturation was attained. The incorporation of various participant groups augmented the validity of the results.

2.3 Data Collection Techniques

Data were obtained by comprehensive semi-structured interviews, participant observation, and document analysis. Interviews concentrated on the leadership responsibilities of principals in the development, organization, implementation, and evaluation of school programs. Observations were undertaken to document leadership techniques in authentic environments, encompassing meetings, supervisory activities, and instructional exchanges. The analysis of papers encompassed academic work plans, supervision records, evaluation reports, and accreditation-related materials to substantiate the data obtained from interviews and observations.

2.4 Data Analysis

Thematic data analysis was performed through an iterative methodology. The transcripts from interviews, notes from observations, and various documents were systematically coded and classified in accordance with the four fundamental managerial functions: planning, organizing, implementing, and evaluating (POAE). A cross-case analysis was subsequently conducted to discern the similarities and differences in leadership practices across the two educational institutions. This process facilitated the emergence of analytical themes that elucidate the mechanisms through which leadership is enacted to enhance the quality of education.

3. Results

The findings indicate that principal leadership at SD Negeri 1 Bandar Dua and SD Negeri 7 Bandar Dua plays a pivotal role in driving improvements in educational quality at the school level. Leadership is ratified not merely through administrative compliance, but through proactive and sustained engagement with instructional and organizational processes. Principals function as central actors who shape the direction of school improvement by articulating shared goals, aligning resources with instructional priorities, and ensuring coherence between school programs and quality standards.

Beyond fulfilling formal managerial duties, principals actively foster teacher development by providing academic supervision, professional guidance, and continuous feedback aimed at strengthening instructional practices. This leadership approach encourages reflective teaching, enhances professional competence, and supports the consistent implementation of curriculum and assessment standards. In addition, principals promote a collaborative organizational culture by facilitating teamwork, shared decision-making, and open communication among teachers and staff, thereby strengthening collective responsibility for student learning outcomes.

Furthermore, principal leadership contributes to the creation of a positive school climate that is conducive to quality learning. By establishing clear expectations, maintaining supportive relationships, and reinforcing values of professionalism and accountability, principals cultivate an environment that motivates teachers and supports effective teaching and learning processes. These findings suggest that educational quality improvement in both schools is closely linked to leadership practices that integrate administrative management with instructional guidance and organizational development.

3.1 Principal Leadership in Planning Instructional Improvement.

The role of principal leadership throughout the planning phase functions as a pivotal factor that connects strategic direction to educational results. The results indicate that the leaders at SD Negeri 1 Bandar Dua and SD Negeri 7 Bandar Dua embark on enhancing quality through a leadership approach that delineates planning priorities, directs resource allocation, and establishes anticipated

performance outcomes. Instead of viewing planning merely as a procedural requirement, principals leverage it as a strategic instrument to convert the school's vision and policy directives into tangible programs.

This planning process, controlled by leadership, significantly affects the mobilization and utilization of resources. By employing a methodical approach to needs assessment and analyzing learning evaluation data, principals strategically prioritize initiatives that enhance instructional quality and foster teacher professional growth. Resources, encompassing financial, human, and instructional aspects, are subsequently distributed in alignment with these established priorities, thereby fostering coherence between intended activities and the capacity of the school. Consequently, resources are allocated not in a uniform manner, but rather with strategic intent, focusing on areas that hold the greatest potential for enhancing teaching quality and student learning outcomes. The results of this process manifest in more cohesive educational programs, enhanced teaching methodologies, and a school environment that fosters ongoing advancement. The results suggest that the leadership of principals plays a crucial role in shaping educational quality by acting as a mediator between planning processes, resource management, and instructional outcomes.

The findings indicate that principal leadership during the planning phase at SD Negeri 1 and SD Negeri 7 Bandar Dua serves as a pivotal factor in enhancing educational quality. Principals exhibited the ability to convert the institutional vision and mission into structured school planning by systematically developing School Work Plans (RKS) and School Budget Plans (RKAS) based on recognized needs. The planning processes were distinguished by the involvement of stakeholders and the deliberate advancement of curriculum, human resources, facilities, and financial management, thereby ensuring coherence among priorities, resources, and anticipated outcomes.

These practices demonstrate a leadership style that transcends mere administrative management, embracing visionary, participatory, and adaptive approaches. Principals operated as catalysts for transformation, engaging school stakeholders, cultivating a sense of shared responsibility, and integrating accountability into the planning framework. Through the amalgamation of strategic planning, stakeholder engagement, and resource optimization, principals cultivated an environment conducive to enduring and progressive quality enhancement. This discovery aligns with modern educational leadership theory, highlighting the significance of transformational and innovative leadership in fostering collaborative school cultures that can adapt to changing educational needs.

3.2 Principal Leadership in Organizing Instructional Resources and Roles.

The role of principal leadership during the organizing phase is a crucial aspect of school management, as it connects strategic planning with practical implementation. At this stage, principals operate not only as administrative managers but also as organizational leaders who manage human resources, infrastructure, and financial management to advance the goals of school improvement. The results demonstrate that the administrators at SD Negeri 1 Bandar Dua and SD Negeri 7 Bandar Dua regulate school operations in a manner that promotes coherence among roles, responsibilities, and institutional objectives.

The examination of data derived from observations, interviews, and document reviews reveals that the manifestation of organizing leadership is realized through the principles of participation, accountability, and professionalism. Principals delineate the requirements of the school, allocate roles in accordance with the competencies of the staff, and create well-defined organizational frameworks to enhance collaboration and the coordination of tasks. Moreover, a focus on the administration of facilities, financial resources, and work environments plays a significant role in fostering a secure and nurturing educational atmosphere. The amalgamation of these organizational

practices fosters enhanced coordination and optimizes resource efficiency, consequently underpinning enduring advancements in the quality of education.

The principal leadership during the organizing phase at SD Negeri 1 and SD Negeri 7 Bandar Dua is crucial in enhancing educational quality through efficient resource management, professional support for educators and staff, clear organizational frameworks, and the creation of a secure and nurturing school environment. These organizational techniques enhance coordination, elucidate roles, and promote the execution of school reform programs.

The results demonstrate that principals implement leadership methods that prioritize involvement, flexibility, and collective accountability. In addition to administrative coordination, principals engage school personnel in collaborative and accountable work processes, thus cultivating an organizational culture focused on continual quality enhancement. This leadership augments schools' ability to adapt to changing educational requirements and fosters the continuous enhancement of educational services.

3.3 Principal Leadership in Implementing Academic Supervision and Support

The implementation stage is a very important part of the school management cycle because it turns strategic ideas into everyday actions. At this point, the primary method that planned programs are linked to classroom-level execution is through principal leadership. The principals at SD Negeri 1 Bandar Dua and SD Negeri 7 Bandar Dua are in charge of making sure that school programs are carried out consistently and in line with quality goals. They do this by coordinating instructional activities, keeping an eye on program execution, and giving direction. Principals help instructors carry out planned lessons and organizational tasks by setting clear expectations and keeping in touch with them regularly.

From an analytical standpoint, leadership throughout the implementation phase affects educational results by determining how consistently and faithfully plans are carried out. Good implementation leadership helps teachers get involved, improves teaching methods, and encourages people to follow agreed-upon rules and standards. Because of this, planned improvements are more likely to lead to real changes in the quality of teaching, the way students learn, and the overall success of the school. These results indicate that principal leadership influences the connection between strategic planning and educational achievements by guaranteeing that implementation processes are consistent, endorsed, and adaptable to contextual circumstances.

However, the principal's leadership at the implementation stage in SD Negeri 1 and SD Negeri 7 Bandar Dua is very important for turning school plans into effective practice. Principals help teachers and students understand the school's vision and mission, encourage teachers and students to work together to use technology in the classroom and in administrative tasks, provide constructive academic supervision, and run training programs, facilities, and financial resources in a clear way. These leadership measures make ensuring that planned projects are carried out consistently and in line with quality goals.

The results reveal that implementation leadership is more about showing off leadership skills than just being a technical part of management. By overseeing instruction, encouraging cooperation, and being open about how resources are used, principals make it easier for teachers to be involved, improve their teaching, and hold the school accountable. These kinds of things help build a school culture that values working together and always becoming better. Both schools' research shows that strong implementation leadership makes institutions more ready to deal with changing educational difficulties, such as those that come with new technology and higher quality standards.

3.4 Principal Leadership in Evaluating Instructional Quality and Outcomes

The evaluation stage is a very important part of management that makes sure that school programs work and last. At this point, evaluation is not just a way to keep things under control; it is also a way for schools to learn from their mistakes and make evidence-based improvements. Principal leadership is crucial in shaping the design, interpretation, and application of assessment processes within the school organization.

At SD Negeri 1 and SD Negeri 7 Bandar Dua, the principals make evaluation a regular part of both academic and managerial work by regularly looking at how well students are learning, how well teachers are doing their jobs, and how well programs are being put into place. In terms of analysis, leadership throughout the evaluation stage affects the quality of education by closing the feedback loop between planning, implementation, and ongoing improvement. When evaluation results are shared openly and used in a positive way, they help instructors think about their work, hold them accountable, and make strategic changes. These results show that good evaluation leadership turns assessment results into learning for the business, which supports a culture of constant quality improvement instead of just following rules.

The results show that the principal leadership styles at SD Negeri 1 Bandar Dua and SD Negeri 7 Bandar Dua are diverse but work well together. This shows that the schools are using context-responsive methods to improve. At SD Negeri 1 Bandar Dua, the principal's leadership style is very focused on processes that are based on a vision and involve everyone. The principal puts the school's vision and mission at the top of the list and bases strategic planning on the school's needs. This method is put into action by making the School Work Plan (RKS) and School Budget Plan (RKAS) open to everyone and using clear and accountable procedures. Structured professional development programs help teachers feel more empowered, and regular evaluations of student learning results through academic supervision and analysis provide a basis for making changes to teaching and management decisions.

On the other hand, leadership at SD Negeri 7 Bandar Dua is more focused on consolidating and operationalizing, with an emphasis on making the best use of resources and improving implementation efficiency. The principal's main goals are to make better use of facilities and infrastructure and to improve teacher discipline and performance by using more strict supervision methods. Data from instructor supervision and student achievement assessments are methodically employed to enhance instructional programs and elevate learning results. While working with parents and the community as a whole is still important, it is mostly used to support activities that have already been decided on within the organization, not as a way to plan together.

The findings indicate that principal leadership in both schools' functions through varying emphases within an identical administrative structure. At SD Negeri 1, vision-oriented participation and at SD Negeri 7, efficiency-driven consolidation are examples of adaptable leadership that respond to the needs of the organization. They show that there isn't just one way to be a good leader in improving the quality of primary education. Instead, it depends on how principals strategically align planning, execution, and evaluation with the needs of the situation and the strengths of the organization.

5. Conclusions

This study finds that principal leadership significantly enhances the quality of primary education when administrative tasks are effectively integrated and implemented via participatory governance, instructional support, and evidence-based decision-making. The results show that good leadership doesn't come from just one technique, but from making sure that planning, organizing, implementing, and evaluating all work together to improve the quality of instruction and learning in the business. From a policy and practice standpoint, the findings highlight the necessity of enhancing principal preparation programs, especially in strategic leadership, instructional supervision, and data-driven management. To keep improving the quality of schools over time, it is also important to reduce unnecessary administrative work and increase principals' data literacy. Researchers should evaluate the proposed POAE-based leadership framework in different educational settings using quantitative or mixed-methods approaches to learn more about how well it works and how widely it may be used.

References

- Aryani, R. M., & Haryadi, R. (2023). PRINCIPALS' IMPLEMENTATION OF COLLABORATIVE LEADERSHIP TO IMPROVE LEARNING QUALITY. *EduFisika: Jurnal Pendidikan Fisika*, 8(1), 06–15. <https://doi.org/10.59052/edufisika.v8i1.24602>
- Bahri, S., Munawar, & Novita, L. (2025). Pengembangan Profesionalisme Guru melalui Prilaku Inovatif dan Partisipatif Guru. *Jurnal Serambi Ilmu*, 26(1), 26–42. <https://doi.org/10.32672/JSI.V26I1.2259>
- Dacholfany, M. I., Iqbal, M., Rahmi, E., Purwanto, B., Metro, U. M., Darussalam, P., Ahlusunnah, S., & Tinggi, B. (2024). Principal's Leadership Strategy in Efforts to Development the Quality of Human Resources in Schools. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(1), 487–493. <https://doi.org/10.54371/jiip.v7i1.3356>
- Faizuddin, A., Azizan, N. A., Othman, A., & Ismail, S. N. (2022). Continuous professional development programmes for school principals in the 21st century: Lessons learned from educational leadership practices. *Frontiers in Education*, 7, 983807. <https://doi.org/10.3389/feduc.2022.983807>
- Gioia, D. (2021). A Systematic Methodology for Doing Qualitative Research. *Journal of Applied Behavioral Science*, 57(1), 20–29. <https://doi.org/10.1177/0021886320982715;REQUESTEDJOURNAL:JOURNAL:JABA;WEBSITE:WEBSITE:SAGE;WGR OUP:STRING:PUBLICATION>
- Gule, A., Alawiyah, T., Nainggolan, A. S., & Elfrianto, E. (2024). The Principal's Leadership Role In Improving School Quality. *Indonesian Journal Education*, 3(2), 35–42. <https://doi.org/10.56495/ije.v3i2.651>
- Hariyadi, A., Darmuki, A., Shofwani, S. A., Auruma, P. H. M., & Sasmita, W. R. (2022). School Principal Leadership Strategies in Improving Academic Quality in High Schools. *ANP Journal of Social Science and Humanities*, 3(1), 48–53. <https://doi.org/10.53797/anp.jssh.v3i1.7.2022>
- Izzati, N., & Novita, R. (2024). The Influence of School Principal Leadership Style on Teacher Performance at SD Negeri 2 Banda Aceh: A Literature Review. *International Conference on Education, Science, Technology and Health (ICONESTH)*, 596–603. <https://doi.org/10.46244/ICONESTH.VI.407>
- Johnson, E., Mendoza, C., Syafiuddin Sobirin, M., Wahab Hasbullah, K. A., Kh Muhammad Ali Shodiq Tulungagung, S., Manajemen, J., & Pemikiran Islam, dan. (2024). Strategies of School Principals in Improving Educational Quality An Analysis of Best Practices in American Schools. *JMPI: Jurnal Manajemen, Pendidikan Dan Pemikiran Islam*, 2(2), 112–124. <https://doi.org/10.71305/jmpi.v2i2.84>

- Juharyanto, J., Arifin, I., Sultoni, S., Adha, M. A., & Qureshi, M. I. (2023). Antecedents of Primary School Quality: The Case of Remote Areas Schools in Indonesia. *SAGE Open*, 13(1). <https://doi.org/10.1177/21582440221144971>
- Kemethofer, D., Helm, C., & Warwas, J. (2025). Does educational leadership enhance instructional quality and student achievement? The case of Austrian primary school leaders. *International Journal of Leadership in Education*, 28(3), 461–485. <https://doi.org/10.1080/13603124.2021.2021294>
- Meyer, A., Hartung-Beck, V., Gronostaj, A., Krüger, S., & Richter, D. (2022). How can principal leadership practices promote teacher collaboration and organizational change? A longitudinal multiple case study of three school improvement initiatives. *Journal of Educational Change* 2022 24:3, 24(3), 425–455. <https://doi.org/10.1007/s10833-022-09451-9>
- Mustoip, S., Tabroni, I., Sulaiman, S., & Marliani, L. (2023). Promoting Equity and Excellence in Elementary Education: A Global Approach to School Management and Leadership. *IJOBBA : International Journal of Bunga Bangsa Cirebon*, 2(2), 210-217–210 – 217. <https://jurnal.uibbc.ac.id/index.php/ijobba/article/view/2574>
- Nuhari, I., Jalaluddin, J., & Salfiyadi, T. (2025). Principal Leadership and its Impact on Teacher Performance: a Case Study of Elementary School in Banda Aceh. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian*, 6(1), 633–638. <https://doi.org/10.56806/jh.v6i1.197>
- Pardosi, J., & Utari, T. I. (2022). Effective principal leadership behaviors to improve the teacher performance and the student achievement. *F1000Research*, 10, 465. <https://doi.org/10.12688/f1000research.51549.2>
- Pisriwati, S. A., Hardi, Y., & Siswanto, D. H. (2024). Enhancing Organizational Development through Principal Leadership to Improve Teacher and Staff Work Discipline. *Journal of Organizational and Human Resource Development Strategies*, 1(01), 52–62. <https://doi.org/10.56741/ohds.v1i01.670>
- Roulston, K., & Choi, M. (2017). The SAGE Handbook of Qualitative Data Collection. *The SAGE Handbook of Qualitative Data Collection*, 1–736. <https://books.google.ie/books?id=X0VBDwAAQBAJ>
- Santosa, A. B. (2022). PRINCIPAL'S LEADERSHIP STRATEGY IN THE DEVELOPMENT OF TEACHER PROFESSIONALISM. *JAMP : Jurnal Administrasi Dan Manajemen Pendidikan*, 5(1), 1–7. <https://journal-fip.um.ac.id/index.php/jamp/article/view/1658>
- Setiawati, L., Wijaya, H. A., Jamilah, J., Riyanto, M., & Purwandari, E. (2024). The Role of Principal Leadership in Improving Teacher Performance. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 5(1), 70–86. <https://doi.org/10.37812/ZAHRA.V5I1.1531>
- Surbaskti, A., & Aisyah, S. (2024). The Impact of Principal Leadership on Teacher Quality and Performance: A Mixed-Methods Study in Deli Serdang Regency. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 9(4), 589–600. <https://doi.org/10.14421/jga.2024.94-02>
- Zaini, M., Barnoto, B., & Ashari, A. (2023). Improving Teacher Performance and Education Quality through Madrasah Principal Leadership. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(2), 79–90. <https://doi.org/10.59373/kharisma.v2i2.23>