

Driving Teacher Professionalism Through Human-Centric Leadership: Evidence From a Qualitative Case Study in an Indonesian Elementary School

Puji Mulyani¹, Widya Kusumaningsih², Violinda³

¹Department of Management Education, Universitas PGRI Semarang, Indonesia

Article Info

Article history:

Received 27 Februari 2026

Revised 18 Maret 2026

Accepted 20 April 2026

Keywords:

School Leadership;
Managerial Skills;
Teacher Performance;
Educational Management;
Professional Development.

ABSTRACT

School principals play a crucial role in shaping teacher performance through their managerial skills. This study examines the impact of technical, human, and conceptual skills on teacher effectiveness, focusing on motivation, classroom management, and instructional quality. A qualitative case study approach was employed, utilizing interviews, observations, and document analysis to gather data from a primary school. The findings reveal that human skills, particularly communication and teacher support, have the most significant influence on teacher performance, fostering a collaborative and engaging learning environment. The study highlights challenges such as administrative burdens and resistance to change among teachers, which hinder effective school leadership. These findings provide valuable insights for policymakers and educators in designing targeted interventions to strengthen school leadership and teacher effectiveness. By addressing these areas, schools can create a more adaptive and dynamic learning environment that benefits both teachers and students.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Puji Mulyani

Department of Management Education, Universitas PGRI Semarang, Indonesia

Jl. Sidodadi Timur No. 24, Karangtempel, Kec. Semarang Timur, Jawa Tengah, Indonesia

Email: pujimulyani1113@gmail.com

INTRODUCTION

Education is vital for the development of a country and it has significant implications on human resource quality and socioeconomic progress. The principal is a central figure at an educational level who manages school resources and develops educators while building an environment conducive to learning. Their management skill is related to performance of the teacher as well as student achievement and teaching effectiveness on the whole school. An increasing amount of evidence indicates that the managerial capability of the principal has a major impact on teacher motivation, quality of teaching, and dedication to professional responsibility (Riyadi et al., 2024; Salim, 2020). Successful management (technical, human and conceptual abilities) allow managers in charge to assist teachers, curriculum implementation and to cultivate a positive school culture (Gusdila et al., 2024; Pardosi & Utari, 2021).

On the other hand, low levels of managerial competence frequently contribute to low co-operation, low levels of innovation and poor teacher performance (Azainil et al., 2021; Shen et al., 2021). Similarly, other studies show that leadership styles are crucial in terms of supporting supportive and efficient work settings (Da'as, 2020; Shen et al., 2021). For example, transformational leadership has been demonstrated to enhance teacher's job satisfaction, enhance their trust, and develop the feeling of accountability in reaching the educational objectives (Azainil et al., 2021; Mobonggi et al., 2024). Even in the context of the pandemic school leadership was particularly crucial in the continuity of the learning process and the management strategies were adjusted to emergencies (Dare & Saleem, 2022). According to Ajmi (2024), leadership ability compatible with state-specific education strategies is fundamental for the realization of dynamic goals. Putri

& Murniati (2022) state that managerial competence has positive effects on school organizational performance. Romero et al. (2021) prove that direct and indirect management training significantly contribute to leadership. Similarly, Odinga et al. (2024) indicated that a principal's conceptual skills are related to student academic performance. Gusdila et al. (2024) highlight the reciprocal influence of leadership, managerial ability and technological capacity on teacher performance. Bada et al. (2020) emphasize the importance of a principal's instructional leadership as a determinant of teacher effectiveness. Persson et al. (2021) also reported that a supportive managerial climate could be related to greater workability among principals themselves, which is another indirect effect on teacher results. Tan et al. (2020) conducted a meta-analysis that demonstrated a strong relationship between school leadership and several school outcomes. R. Agasisti et al. (2020) provide that the managerial behavior of a principal directly affects student performance. Lastly, Awodiji & Katjiteo (2024) posit that the development of soft skills in leadership is one of the key factors on which it is possible to enhance sustainable administrative effectiveness.

This study is empirical in nature rather than taking a strong position in generic leadership theories and grounded in contemporary literature that highlighted the importance of managerial competence in education. For instance, Polo (2020) emphasizes that educational leaders who exhibit a high level of managerial capability contribute to school productivity and stresses the importance of technical, human, and conceptual competences that lead to better institutional performance. Likewise, Van Waeyenberg et al. (2020) argue, performance management systems meaningfully impact teacher outcomes when aligned to teachers' emotional commitment and well-being, illustrating the importance of organizational support structures. Also, Bawon et al. (2023) found a direct relationship between managerial competence and teacher performance, particularly upon teacher commitment serving as an intermediary factor. These results suggest that leadership based on managerial execution, not only on vision or motive, is essential during implementation of the curriculum in the Indonesian education setting. Romero et al. (2021) point out that quality management affects the teacher's well-being, which ultimately matters for building the sustainable school. Furthermore, Sakiz et al. (2020) show that teachers' perceptions of their principal's managerial capabilities correspond to their self-efficacy levels quite strongly, revealing the psychological and professional effects of effective leadership. The objective of this research is to respond to the following research question: how do the principal managerial abilities influence teacher performance in elementary schools? This study seeks to examine the linkage between the technical, human, and conceptual management skills of the principal and their capacity to foster and improve teacher performance.

Identify the factors which will help close gaps in existing research and give the solutions to improve educational leadership and teacher productivity. Additionally, the principal's professional and managerial competence have substantial impact on their development of the potential of teachers and optimal curriculum implementation (Bawon et al., 2023; Putri & Murniati, 2022). These are responsible for academic supervision, teaching support, empowerment of teachers and data analysis (R. Agasisti et al., 2020; Romero et al., 2021). Thus, enhancement of the management capability of school principals is a vital factor to realise high-quality education. Yet, a reality-based management competence gap between expectations and practice is still remaining between principals' managerial skill and practice. A lack of training, policy support, or school organizational culture causes some principals to struggle to execute their managerial responsibilities (Persson et al., 2021; Wati et al., 2024). Therefore, this study highlights why there is a need for a deeper study examining how a principal's managerial competence affects teachers' performance and student achievement in different educational settings.

The latest changes in Indonesian education policy, especially with the Kurikulum Merdeka (Independent Curriculum), have served to underscore that principals must take on more adaptive, visionary managerial approaches. Principals in practice are well-positioned to successfully implement this framework to ensure that curriculum innovation meets teacher readiness, with teaching practices that are grounded on the student and relevant to 21st-century skills (Mobonggi et al., 2024; Mongkau & Pangkey, n.d.). Nonetheless, challenges for principals, including insufficient professional development, resistance to new ideas, and heavy administrative workloads, have plagued the efficiency of the process (Dare & Saleem, 2022; Wati et al., 2024). However, despite the recognized significance of managerial competence, the impact of a principal's specific technical, human, and conceptual skills on teacher performance in the elementary-school context is under-explored in the context of their contribution to Kurikulum Merdeka implementation. Existing studies have tended to cover generic leadership styles but not distinctively the respective contributions of these managerial domains (Bawon et al., 2023; Romero et al., 2021). Fewer empirical studies are available on how principals might integrate managerial capabilities purposefully to cope with curriculum redesign changes in Indonesian schools (Wijayanti et al., 2024; Zaenab et al., 2024).

From these gaps, the aim of this study is to focus on the significance of school principals' managerial skills on teachers' performance in the implementation of Kurikulum Merdeka in elementary schools. Specifically, this study aims to: (a) Analyze the influence of the principal's technical managerial skills on teacher performance in elementary schools; (b) Analyze how the principal's interpersonal skills

(human skills) influence teacher motivation, collaboration, and professional commitment; (c) Evaluate the role of the principal's conceptual skills in shaping instructional leadership and strategic decision-making; (d) Explore how managerial competence supports the implementation of Kurikulum Merdeka and enhances overall educational effectiveness. This research addresses these objectives, thus provides input relevant to strengthening strategies for school leadership practice, and policy to improve quality teachers, educators, and other stakeholders to improve teachers' work, curriculum, and instruction implemented at the elementary level.

METHOD

This study employs qualitative study with case study design. The qualitative method is justified as it allows for deep immersion concerning a person's perception, experience and managerial behaviors according to a real world educational setting. The case study design allows to holistically investigate school leadership, with the focus being on one elementary school where the principal's managerial skill affects the performance of the teachers. According to Sariakin et al. (2025), effective leadership and management practices create an effective educational environment that inspires teachers and strengthens their performance. Likewise, Pardosi & Utari (2021) highlight that strategic leadership behaviors play a critical role in shaping teacher effectiveness and student achievement. This study employs purposive sampling to draw from one public elementary school and its research subjects in accordance with following inclusion criteria: Active implementation of Kurikulum Merdeka. A certified principal with two or more years' leadership experience. Teachers with at least five years of collective teaching experience. Schools that underwent major changes in leadership, or restructuring during the period under scrutiny were ruled out. Because the selected school is a representative urban public elementary school in Central Java where there is curriculum reform going on, it is useful as a case study for study purposes only. Though this affects the generalizability of our findings, we expect our work to yield potentially translatable insights for educational settings within similar geographic communities, where leadership and curricula are in common. By analyzing different datasets, interviews, observations, and document analysis we can see a holistic perspective on the relation between managerial skills and the quality of teacher performance. It is well established in the empirical literature that principals' management styles have a major impact on the achievement of educational initiatives such as the education curriculum. Primary data sources include:

Table 1. Data collection methods, participants, and purpose

Data Collection Method	Participants	Purpose
Interviews	Principal, teachers, administrative staff	To gain insights into leadership strategies and their impact on teacher performance.
Observations	School environment, classroom settings	To analyze how managerial skills are applied in daily practices and interactions.
Document Analysis	School reports, policy documents, meeting minutes, teacher evaluations	To complement qualitative data and provide contextual depth.

The sampling of different sources of data supports triangulation and increases validity and reliability of this study. As suggested in the literature, a principal's competence is a significant factor in teacher job satisfaction and work commitment, thus underscoring the need to utilize diverse sources of information. Research data will be obtained using a number of qualitative approaches to gain a thorough understanding of the subject. The data collection methods were as follows: (a) Semi-structured interviews: conducted with the principal, teachers and administrative staff to find detailed information on leadership practice and its influence on the behaviour of teachers; (b) Non-Participant Observation: Observing daily activities, management behavior, classroom routine to observe the practical impact of managerial skill in schools; (c) Document Analysis: Examining school reports, teacher evaluations, policy documents and minutes to support the interview and the observation of the institute. These approaches offer multiple points of corroboration of data and hence are valid and trustworthy indicators on the significance of managerial skills in enhancing teacher performance. Research supports the notion that increased leadership is related to school performance, underscoring the significance of multi-method data collection and cross-research in this manner of study.

This research also uses a parallel convergent mixed-methods approach that integrates both qualitative thematic analysis and supported quantitative correlation data to increase the depth to the interpretive interpretation. Qualitative data is analysed with NVivo 12 thematically. Interview transcripts, observation notes, and documents were coded by two independent researchers. These codes were sub-categorized and combined into themes indicating various technical, human, and conceptual managerial skills. Inter-rater reliability was obtained through consensus discussions, and data reliability was enhanced through member checking and peer debriefing.

Quantitative data from teacher performance rubrics was processed with Pearson correlation to examine the interactions between the principal's management abilities (described in field notes) and four teacher performance variables. The correlation coefficients (r-values) and p-values were established based on SPSS 25. Integration of qualitative and quantitative findings has the advantage of being a possibility for triangulating results further and adding more depth to the analysis, while the case study remained the base of the study. A systematic application of this method provides a comprehensive and structured analysis of the data, and results in findings with strong supporting research evidence. Gusdila et al. (2024) highlight a strong positive effect of effective principal managerial competence on vocational teacher performance, especially when technology is incorporated, indicating a need to explore these competencies thematically.

RESULTS AND DISCUSSION

Results

This section presents the research findings based on data collected through interviews, observations, and document analysis. The results are organized into key themes concerning the influence of the school principal's managerial skills on teacher performance.

Demographic Profile of Respondents

Table 1 presents the demographic profile of the respondents, including their roles, years of experience, and educational levels. The table illustrates the characteristics of the study participants, comprising 1 principal, 27 teachers, and 1 administrative staff member. Regardless of their positions, all respondents (100%) hold a Bachelor's degree. In terms of professional experience, the teachers possess the highest average of 10.5 years, indicating a relatively experienced teaching staff. The administrative staff member has an average of 8 years of experience, while the principal—who was recently appointed—has 3 years of experience in the current role. This suggests that the principal is relatively newer to their leadership position compared to the teaching staff. Overall, the demographic profile reflects a well-educated group with diverse yet generally substantial professional experience.

Table 2. Respondents demographic profile

Respondent Category	Number of Respondents	Years of Experience (Average)	Education Level (%)
School Principal	1	3	Bachelor's (100)
Teachers	27	10.5	Bachelor's (100)
Administrative Staff	1	8	Bachelor's (100)

The observed managerial skills of the school principal

The top section reflects managerial ability as a dimension of performance in the school and its impact on the teacher as well as on their performances. On all three fields of managerial competence, the principal was found to display high competence. The highest performance with a final score of 4.7 for Human Skills demonstrates outstanding talent in communication, supporting teachers and fostering collaboration. 4.0 for Technical Skills and 4.0 for other instructional leadership: these are areas where you will need to practice - especially in recent years when curriculum changes or alterations are being made to ensure effectiveness. Aspect of Conceptual Skills scored 4.2, indicating the head is good at making decisions, if not good at long term strategic planning. Overall, the findings portray a principal of a school of outstanding interpersonal and leadership ability, with some minor opportunities for professional development. The relationship between managerial skills and teacher performance Although the study was a qualitative case study design, a rubric assessment of the skillset of teachers was used supplementarily to provide quantitative validation of the findings. The relationship of the manager's managerial skills with evaluation of the teacher performance indicators used Pearson correlation was investigated.

Table 3. School principal's managerial skills

Managerial Skill	Observation Score (1–5)	Key Findings
Technical Skills	4.0	Strong instructional leadership is observed, but further training on curriculum updates is required.
Human Skills	4.7	Excellent communication and support for teachers, which fosters collaboration.
Conceptual Skills	4.2	Effective decision-making, though improvements are needed in strategic planning.

Impact of Managerial Skills on Teacher Performance

Although this study is primarily based on a qualitative case study design, a complementary rubric-based evaluation of teacher performance was utilized to provide quantitative support for the observed patterns. Using Pearson correlation analysis, the relationship between the principal's managerial skills and specific teacher performance indicators was explored.

Table 4. Correlation between managerial skills and teacher performance

Teacher Performance Indicator	Correlation with Managerial Skills (r)	Significance (p)
Lesson Planning and Implementation	0.75	0.002**
Classroom Management	0.70	0.004**
Student Engagement	0.68	0.006*
Professional Collaboration	0.72	0.003**

*Note: (*p < 0.05; **p < 0.01)

The results indicate that stronger managerial skills, particularly in communication, planning, and support, are significantly associated with higher teacher performance across key areas. This numerical evidence supports the qualitative findings, providing a basis for triangulation in the interpretation of results.

3.4. Teacher Performance Assessment

Table 5 presents the teacher performance assessment based on classroom observations and work behavior evaluations. The data indicates that teacher performance is highly positive across both domains.

Table 5. Teacher Performance Evaluation

Performance Aspect	Rating Category	Percentage (%)
Classroom Observation	Meets Expectations	100
Work Behavior	Exceeds Expectations	85
Overall Performance	Good	100

As shown in Table 4, all teachers (100%) were rated as meeting expectations during classroom observations, demonstrating consistent instructional delivery in accordance with established standards. Regarding work behavior, 85% of teachers were rated as exceeding expectations, reflecting strong professional attitudes, responsibility, and collaboration. Overall, teacher performance was rated as "Good" by all respondents (100%), confirming that the teaching staff maintains a high level of effectiveness in both instructional and professional capacities.

Challenges Faced by the School Principal in Enhancing Teacher Performance

Table 5 highlights the key obstacles faced by the school principal in enhancing teacher performance. The most frequently reported challenge, cited in 50% of the observations, is the limitation of professional development opportunities. This constraint hinders teachers' ability to effectively adapt to evolving curriculum demands and new instructional strategies. Resistance to change emerged as the second major challenge, with 30% of teachers experiencing difficulty in adopting innovative teaching methods. This suggests a need for more robust change management strategies and targeted support during transitions. The overall challenges that come up was drawing through this following picture:



Figure 1. Challenges Faced by the School Principal

Finally, 20% of the challenges are related to the heavy administrative burden placed on the school principal. An excessive workload of administrative tasks and non-instructional duties diverts time and energy from core leadership responsibilities, particularly those directly associated with improving teaching practices. These challenges underscore the importance of providing structured professional development, fostering a culture of adaptability among teachers, and streamlining administrative tasks to allow school leaders to focus more on instructional leadership.

Discussion

The results of the study show that school principals' managerial skills are associated with teacher performance. This study highlights that interpersonal skills are the highest in importance, consistent with previous studies that highlight the significance of constructive communication and teacher support in educational leadership. Positive and effective interpersonal relationships that exist between school administrators and teachers encourage collaborative teamwork and have positive effects on teacher motivation and job satisfaction. As per Pardosi & Utari (2021), good leadership behaviors which can enhance the teacher performance and student learning outcomes include encouraging teachers' open communication and empowering the teacher to make changes. Technical skills are critical but, as seen, need more work, particularly around adapting to changes in an academic curriculum. This is consistent with Gusdila et al. (2024), who argue that school leaders should constantly revise and modify their instructional leadership approaches in response to new educational standards.

As a result, managerial skills are critical for the successful implementation (or adaptation) of school-based management to changes in curriculum. At the conceptual level it was also recognized that these factors also are essential in relation to decision-making and strategic planning. Although the principal excelled in this area, challenges involved in long-term strategic thinking and administrative tasks are evident. This means that Gusdila et al. (2024) demonstrate that the combination of technical competence with conceptual ability adds to a principal's ability to innovate and lead in vocational education settings. There are various implications to the leadership of educational institutions. This research supports that school leadership plays a strong role in teacher performance especially during lesson preparation, classroom management and student engagement. Technical competencies of the principal could be improved, especially in curriculum and technology. Mobonggi et al. (2024) suggest that principals should constantly enhance their managerial abilities to provide support to change agents, namely "driving teachers" (guru penggerak) through the independent curriculum.

This research also stresses the importance of implementing policy changes that curb unnecessary administrative burden which would enable school leaders to concentrate on leadership skills teaching and teacher training. Sariakin et al. (2025) stated that a supportive leadership environment may reduce resistance by enhancing teacher motivation and contributing to a constructive school environment. The findings of this study are consistent with prior studies. Similar to Bada et al. (2020), This study establishes that when school leaders prioritize human and conceptual skills, they generate a more engaged and motivated teaching force. Such results corroborate the argument of Shen et al. (2021) that having principals who are actively engaged in instructional leadership has a direct correlation with classroom effectiveness. In addition, the study's

*findings align with Gusdila et al. (2024), reporting that excessive administrative burdens and resistance to change are significant barriers of principals. According to Azainil et al. (2021), managerial skills and teacher discipline are significant predictors of teachers' productivity showing the interrelation between leadership and teacher behavior as facilitators of school achievement. Nonetheless, while this study offers important findings, there are many lines of inquiry that merit attention. In the longer term and with ongoing data, future studies might find that performance and management skills are influenced by teachers' managerial skills and see their effects over time.

A comparison between principals in other regions or levels of education (e.g., elementary versus secondary schools) would give a wider view on managerial effectiveness. In the context of an age of technology in education, additional research could investigate how digital-based leadership skills relate to teacher achievement and how an institution's curriculum can be adapted. Moreover, more research should also investigate the impact of focused leadership development on performance of schools and targeted leadership training programs. Wati et al. (2024) in that while managerial planning is a key determinant of quality of education, it also points to the importance of strategy planning competence on managing management resources in improving education quality, thus calling for further interventions to address the strategic planning and resources management of future intervention. To conclude, this study underlines the importance of managerial skills of school principals on a classroom teaching effectiveness. Humans were the key attribute that shone for the performance in this study but also the need for continuous development of technical and conceptual skills remain the ongoing key. These changes will be compounded by increased education and administrative workload and a more deliberate approach to change management. These results serve as a basis for policymakers and educators to design targeted interventions that bolster school leadership for the development of a more effective system of learning.

CONCLUSION

This study emphasizes the crucial role of principals' managerial skills—technical, human, and conceptual—in enhancing teacher performance and effectively implementing the Kurikulum Merdeka at the elementary level. Among these, human skills, particularly communication and teacher support, were found to have the strongest influence on motivation, collaboration, and instructional quality, while technical and conceptual skills remain essential for curriculum adaptation and long-term strategic development. The study contributes a more focused understanding of managerial competence by highlighting the distinct roles of each skill dimension, although its single-school qualitative design limits generalizability. Therefore, future research should involve multiple contexts and longitudinal approaches to examine long-term impacts, as well as integrate digital leadership competencies. Practically, the findings suggest the need for continuous professional development for principals, reduced administrative burdens, and the inclusion of mentoring and collaborative learning systems to support teachers, ultimately leading to more effective curriculum implementation and sustained educational quality improvement.

ACKNOWLEDGEMENTS

The authors would like to express their gratitude to the Faculty of Education at Universitas PGRI Semarang for providing the institutional support necessary to conduct this research. We also wish to acknowledge the principal, teaching staff, and administrative personnel of the participating elementary school in Central Java for their invaluable cooperation and openness during the data collection process. Additionally, we are grateful to the peer reviewers and our colleagues for their constructive feedback and insights, which significantly enhanced the quality of this manuscript. Finally, without the support of the educational stakeholders committed to the successful implementation of the Kurikulum Merdeka in Indonesia, this work would not have been possible.

REFERENCES

- Ajmi, H. (2024). Principals' leadership skills to meet the national strategy for education in basic schools. *Journal of Education and E-Learning Research*. <https://doi.org/10.20448/jeelr.v11i2.5644>
- Awodiji, O., & Katjiteo, A. (2024). Modelling school principals' soft skills with sustainable administrative effectiveness. *International Journal of Evaluation and Research in Education (IJERE)*. <https://doi.org/10.11591/ijere.v13i6.29321>
- Azainil, A., Komariyah, L., & Yan, Y. (2021). The effect of principal's managerial competence and teacher discipline on teacher productivity. *Cypriot Journal of Educational Sciences*, 16, 563–579. <https://doi.org/10.18844/CJES.V16I2.5634>
- Bada, H., Arifin, T. F. T., & Nordin, H. (2020). The Effectiveness of Teachers in Nigerian Secondary Schools: The Role of Instructional Leadership of Principals. *International Journal of Leadership in Education*, 27, 44–71

- Bawon, J., Muttaqin, M. I., Tsaqila, Q. (2023). Kualitas Kinerja Kepemimpinan Kepala Sekolah. *Ainara Journal*. <http://journal.ainarapress.org/index.php/ainj/article/view/309>
- Budak, Y., Dagli, G., Altınay, F., & Altınay, Z. (2020). School Principals' Performance and Its Relationship with Teachers' Organizational Citizenship Behavior. *Revista De Cercetare Si Interventie Sociala*, 69, 293–312. <https://doi.org/10.33788/rcis.69.19>
- Da'as, R. (2020). School principals' skills and teacher absenteeism during Israeli educational reform: Exploring the mediating role of participation in decision-making, trust and job satisfaction. *Journal of Educational Change*, 22, 53–84. <https://doi.org/10.1007/s10833-020-09385-0>
- Dare, P. S., & Saleem, A. (2022). Principal Leadership Role in Response to the Pandemic Impact on School Process. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.943442>
- Gusdila, A., Ernawati, E., & Mardizal, J. (2024). Kajian Literatur: Hubungan Kepemimpinan, Manajerial Kepala Sekolah, dan Kemampuan Teknologi dengan Kinerja Guru SMK. *Journal On Education*, 7(1), 8246–8253. <https://doi.org/10.31004/joe.v7i1.7656>
- Mobonggi, A., Hula, I. R., Djafar, F., Hakeu, F., & Mariana, A. (2024). The Principal's Managerial Influence on Mover Teachers in the Implementation of the Independent Curriculum. *TEM Journal*. <https://doi.org/10.18421/tem133-45>
- Mongkau, J., & Pangkey, R. (n.d.). Kurikulum Merdeka: Memperkuat Keterampilan Abad 21 untuk Generasi Emas. *Journal on Education*. <https://doi.org/10.31004/joe.v6i4.6323>
- Odinga, T. M., Kibaara, J. M., & Nyaga, P. (2024). School Principals' Conceptual Skills and Students' Academic Performance in Public Secondary Schools in Kakamega County. *Journal of Education*. <https://doi.org/10.70619/vol4iss8pp15-26>
- Pardosi, J., & Utari, T. I. (2021). Effective principal leadership behaviors to improve the teacher performance and the student achievement. *F1000Research*, 10, 465. <https://doi.org/10.12688/f1000research.51549.2>
- Persson, R., Leo, U., Arvidsson, I., Nilsson, K., Österberg, K., & Håkansson, C. (2021). Supportive and demanding managerial circumstances and associations with excellent workability: a cross-sectional study of Swedish school principals. *BMC Psychology*, 9. <https://doi.org/10.1186/s40359-021-00608-4>
- Polo, E. (2020). Management skills of educational leaders as related to school productivity. *International Journal of Approximate Reasoning*, 8, 814–824. <https://doi.org/10.21474/ijar01/10989>
- Putri, P. N., & Murniati, N. A. N. (2022). Pengaruh Peran Kepala Sekolah, Motivasi Kerja, dan Disiplin Kerja Terhadap Kinerja Guru Sekolah Dasar Negeri di Kecamatan Sambong Kabupaten Blora. *Jurnal Pendidikan dan Konseling (JPDK)*. 4(6) <https://doi.org/10.31004/jpdk.v4i6.9620>
- R Agasisti, T., Falzetti, P., & Soncin, M. (2020). School principals' managerial behaviours and students' achievement. *International Journal of Educational Management*. <https://doi.org/10.1108/ijem-11-2018-0350>
- Riyadi, F. A., Kusumaningsih, W., & Ginting, R. B. (2024). Pengaruh Supervisi Akademik, Keterampilan Manajerial Kepala Sekolah dan Motivasi Kerja Terhadap Kinerja Guru SD Negeri di Kecamatan Bulu Kabupaten Temanggung. *Jurnal Inovasi Pembelajaran Di Sekolah*, 5(1), 236-244. <https://doi.org/10.51874/jips.v5i1.214>
- Romero, M., Bedoya, J., Yáñez-Pagans, M., Silveyra, M., & De Hoyos, R. (2021). Direct vs indirect management training in schools: Experimental evidence from Mexico. *Journal of Development Economics*. <https://doi.org/10.1016/j.jdeveco.2021.102779>
- Sakız, H., Ekinci, A., & Sarıcam, H. (2020). Teachers' perceptions of their school managers' skills and their own self-efficacy levels. *International Journal of Leadership in Education*, 23, 585–603. <https://doi.org/10.1080/13603124.2018.1562094>
- Salim, A. (2020). Pengaruh Motivasi, Kemampuan manajerial kepala Sekolah dan Iklim Organisasi terhadap Kinerja Guru Di sekolah Menengah Kejuruan (SMK) YPT Pangkalan Kabupaten Langkat. *Manajemen Bisnis Jurnal Magister Manajemen*, 2(1), 114-122. <https://jurnal.uisu.ac.id/index.php/MdB/article/view/2895>
- Sariakin, S., Yeni, M., Usman, M., Mare, A. S., Munzir, M., & Saleh, M. (2025). Fostering a productive educational environment: the roles of leadership, management practices, and teacher motivation. *Frontiers in Education*. <https://doi.org/10.3389/educ.2025.1499064m>
- Shen, J., Ma, X., Mansberger, N., Wu, H., Palmer, L. A. B., Poppink, S., & Reeves, P. L. (2021). The relationship between growth in principal leadership and growth in school performance: The teacher perspective. *Studies in Educational Evaluation*, 70, 101023. <https://doi.org/10.1016/J.STUEDUC.2021.101023>
- Tan, C., Gao, L., & Shi, M. (2020). Second-order meta-analysis synthesizing the evidence on associations between school leadership and different school outcomes. *Educational Management Administration & Leadership*, 50, 469–490. <https://doi.org/10.1177/1741143220935456>

- Van Waeyenberg, T., Peccei, R., & Decramer, A. (2020). Performance management and teacher performance: the role of affective organizational commitment and exhaustion. *The International Journal of Human Resource Management*, 33, 623–646. <https://doi.org/10.1080/09585192.2020.1754881>
- Wati, R., Ernawati, E., & Mardizal, J. (2024). Kompetensi Manajerial Kepala Sekolah dalam Perencanaan Peningkatan Mutu Pendidikan di SMK: Kajian Literatur. *Journal on Education*. <https://doi.org/10.31004/joe.v7i1.7660>
- Wijayanti, D. M., Pramono, S., & Handoyo, E. (2024). Principal decision-making in implementing Merdeka Curriculum in elementary schools: a review. *International Journal of Evaluation and Research in Education (IJERE)*. <https://doi.org/10.11591/ijere.v13i6.28940>
- Zaenab, Samsudi, Wahyudin, A., & Hidayah, I. (2024). Enhancing TPACK for Excellent Vocational Teachers: The Role of Teacher Engagement in Implementing the Merdeka Curriculum. *Journal of Ecohumanism*.