

Principal Strategies in Strengthening Teacher Leadership for Learning Innovation and School Quality at SMP MBS Al Amin Bojonegoro

Cebeng Alhudayatul Ustadza

Master of Pedagogy Study Program, Universitas Muhammadiyah Malang

cebengalhudayatul@gmail.com

ABSTRACT

This study aims to analyze the principal's strategies in strengthening teacher leadership to promote instructional innovation and improve school quality at SMP MBS Al Amin Bojonegoro. This research employs a qualitative descriptive approach using in-depth interviews, observations, and document analysis as data collection techniques. The findings reveal that the principal plays a role as a facilitator, motivator, and driver of an innovation culture through training programs, regular discussion forums, academic supervision, and providing opportunities for teachers' participation in school decision-making. Teachers are encouraged to implement innovative learning models such as Problem Based Learning (PBL) integrated with interactive digital media, which enhances student engagement, creativity, and critical thinking skills in the learning process. Collaboration among the principal, teachers, and administrative staff creates positive synergy in improving the overall quality of learning in the school. Supporting factors include leadership trust, administrative support, and a collaborative school culture, while challenges involve limited time, varying student readiness, and teacher welfare issues. The study concludes that strengthening teacher leadership is an effective strategy to foster an innovative school culture and sustainably improve educational quality.

Keywords : *Principal strategy, teacher leadership, learning innovation, school quality, collaboration.*

INTRODUCTION

Education is one of the essential foundations in developing quality human resources (Sanga & Wangdra, 2023). In this context, the role of the principal as an educational leader becomes highly significant. The principal is not only responsible for school managerial aspects but also functions as a facilitator in developing teacher leadership to encourage learning innovation and improve educational quality. Effective leadership from the principal contributes to the creation of a productive, collaborative, and innovative work culture within the school environment (Utami et al., 2025).

Muhammadiyah Boarding School (MBS) Al Amin Bojonegoro is one of the educational institutions that is interesting to examine. This school is one of the leading boarding schools under Muhammadiyah Bojonegoro, located at Jalan Basuki Rahmat No. 40 Sukorejo, Bojonegoro. Established in 2015, the school has graduated several cohorts with a continuously growing number of students, although the student quota has not been fully achieved and some educators and educational staff still do not completely meet the school's ideal needs. This condition creates a particular challenge for the principal in establishing a high-quality and sustainable education system.

Based on the research conducted by Zahra et al. (2025), effective leadership has a direct influence on teacher motivation and performance. Therefore, developing teacher leadership becomes an important strategy that principals need to implement in order to build a solid working team. Teachers who are involved in the decision-making process tend to have a greater sense of responsibility and engagement in improving learning quality. In addition, according to Shafitri et al. (2026), collaboration among teachers is essential in building an innovative school culture because it enables the exchange of ideas and more effective learning practices.

The principal and Majelis Dikdasmen have carried out various efforts to strengthen teacher leadership, one of which is through teacher training and professional development programs that focus not only on pedagogical aspects but also on strengthening an innovation culture. The principal also acts as a driving force in creating a collaborative culture, such as through monthly discussion forums that provide opportunities for teachers to present innovative learning methods they have implemented (Purnasari et al., 2026). These forums not only increase teacher participation but also strengthen collective learning within the school environment. The principal's leadership in this context aligns with the concept of visionary leadership, which focuses on change, professional development, and the achievement of educational organizational goals (Azmaniar et al., 2025).

Based on the background above, the research questions formulated in this study are as follows: 1) What strategies are implemented by the principal in developing teacher leadership at SMP Muhammadiyah Boarding School Al Amin Bojonegoro? 2) What factors support and hinder the principal in developing teacher leadership at SMP Muhammadiyah Boarding School Al Amin Bojonegoro? 3) How does the implemented teacher leadership contribute to learning innovation at SMP Muhammadiyah Boarding School Al Amin Bojonegoro? 4) How does the implemented teacher leadership contribute to improving educational quality at SMP Muhammadiyah Boarding School Al Amin Bojonegoro?

This study also aims to further examine the principal's strategies in developing teacher leadership at SMP MBS Al Amin Bojonegoro and their impact on learning innovation and improving educational quality in the school. In this research, the focus is directed toward various aspects that influence the process of strengthening teacher leadership within the school environment.

METHODS

This study employed a descriptive qualitative approach to gain an in-depth understanding of the principal's strategies in developing teacher leadership at SMP MBS Al Amin Bojonegoro. The qualitative approach was selected because it allows researchers to explore phenomena holistically based on the perspectives of participants, including the principal, teachers, and educational staff. This study did

not apply hypothesis testing but emphasized the interpretation of processes, experiences, and interactions occurring within the school environment.

The research data were collected through in-depth interviews, observations, and documentation studies. Interviews were conducted with the principal, teachers, and administrative staff to explore information related to leadership strategies, implementation experiences, and challenges encountered. Observations were carried out directly in the school environment to examine leadership practices and learning innovations in real situations, including interactions between teachers and the principal as well as student involvement in the learning process. In addition, documentation was used to support the main data, including school program plans, teacher development policies, and reports on educational quality improvement activities. The research subjects consisted of 15 informants, including one principal, 13 teachers from various subjects, and one educational staff member. The subjects were selected purposively by considering their involvement in the learning process, teaching experience, and contribution to school innovation.

The collected data were analyzed using qualitative analysis techniques through the stages of data reduction, data presentation, and conclusion drawing. The analysis was also conducted thematically to identify major patterns related to the principal's strategies in strengthening teacher leadership and their impact on learning innovation and school quality. The analysis process was carried out interactively and repeatedly until data saturation was achieved. To ensure data validity, this study applied source and method triangulation techniques by comparing the results of interviews, observations, and documentation. Furthermore, member checking was conducted with the informants to ensure the consistency between the researcher's interpretation and the actual conditions in the field. Therefore, the research findings are expected to have a high level of credibility, validity, and reliability in describing the principal's strategies for strengthening teacher leadership in the school.

RESULTS AND DISCUSSION

Results

The research findings indicate that the principal's strategies in strengthening teacher leadership at SMP Muhammadiyah Boarding School (MBS) Al Amin Bojonegoro were implemented through empowerment approaches, trust-building, competency development, and the establishment of a collaborative culture within the school environment. Based on the results of interviews, observations, and documentation, it was found that the principal not only performed administrative functions but also acted as a facilitator who provided opportunities for teachers to develop as instructional leaders. Teacher leadership was understood as teachers' ability to take initiative, develop learning practices, and provide positive influence within the school community. This finding was reflected in the statement of one teacher:

Indonesian version: “Kepemimpinan guru bagi saya adalah kemampuan guru untuk mengambil inisiatif dalam meningkatkan kualitas pembelajaran, tidak hanya di kelasnya sendiri tetapi juga memberi pengaruh positif bagi rekan sejawat, serta berpartisipasi aktif dalam pengambilan keputusan sekolah demi kemajuan siswa.”

English translation: “Teacher leadership, in my opinion, is the ability of teachers to take initiative in improving the quality of learning, not only within their own classrooms but also by providing positive influence to colleagues and actively participating in school decision-making for the advancement of students.” (G1/Teacher/09-12-2025)

The main strategy implemented by the principal in strengthening teacher leadership was providing autonomy and trust for teachers in developing the learning process. Interview data showed that teachers were given opportunities to design learning strategies according to students’ characteristics. The principal also provided support through professional development activities such as training programs, workshops, Subject Teacher Forums (MGMP), and internal school discussion forums. One respondent explained:

Indonesian version: “Kepala sekolah memberikan kepercayaan penuh kepada guru untuk mengelola kelas secara kreatif, memfasilitasi dan memberikan arahan untuk guru melakukan pelatihan (workshop/MGMP), serta memberikan ruang untuk berpendapat.”

English translation: “The principal gives full trust to teachers to manage classrooms creatively, facilitates and provides guidance for teachers to participate in training programs (workshops/MGMP), and provides opportunities for teachers to express their opinions.” (G2/Teacher/09-12-2025)

These findings indicate that the principal applied a participatory leadership pattern by involving teachers as an essential element in the school quality improvement process. The trust provided by the principal encouraged teachers to become more confident in developing learning ideas and implementing innovations according to classroom needs.

The results of observations on school activities also showed that strengthening teacher leadership was realized through collaborative activities such as regular teacher meetings, learning coordination, and discussions on teaching method development. Teachers were provided opportunities to share experiences and successful learning practices implemented in their classrooms. Through this mechanism, teachers did not merely act as implementers of instructions but began to become drivers of learning transformation. Documentation of MGMP activities and coordination meetings demonstrated the existence of two-way communication between the principal and teachers, which supported the development of a more open, collaborative, and innovative school culture.

Strengthening teacher leadership contributed to the emergence of various learning innovations in the classroom. Based on interview findings, one of the innovations implemented was the use of the Problem Based Learning (PBL) model

combined with interactive digital media. Teachers attempted to transform conventional teaching patterns into more active learning processes that encouraged students to solve problems independently and collaboratively. One teacher stated:

Indonesian version: *"Saya mulai menerapkan pembelajaran berbasis permasalahan (PBL) dan mengintegrasikan media digital interaktif. Pengalamannya sangat menantang namun memuaskan; saya melihat siswa menjadi lebih aktif, antusias, dan memiliki kemampuan berpikir kritis yang lebih baik dibandingkan metode ceramah konvensional."*

English translation: *"I started implementing Problem Based Learning (PBL) and integrating interactive digital media. The experience was very challenging but satisfying; I observed that students became more active, enthusiastic, and developed better critical thinking skills compared to conventional lecture-based methods."* (G3/Teacher/09-12-2025)

The observation results of the learning process showed a transformation in the teacher's role from being the center of information to becoming a facilitator of learning. Students were no longer passive recipients of information but were actively involved in discussions, problem-solving activities, and the use of digital media as learning resources. The principal's support in providing facilities became one of the important factors that strengthened the success of these innovations. Based on the interview results, one teacher explained:

Indonesian version: *"Dukungan berupa ketersediaan fasilitas penunjang seperti akses internet dan smart TV serta dukungan moral berupa apresiasi dan izin untuk melakukan eksperimen metode baru tanpa rasa takut salah atau dinilai negatif sangat membantu kami dalam berinovasi."*

English translation: *"Support in the form of supporting facilities such as internet access and smart TVs, as well as moral support through appreciation and permission to experiment with new methods without fear of making mistakes or being negatively evaluated, greatly helps us in creating innovations."* (G4/Teacher/09-12-2025)

However, the implementation of teacher leadership in learning innovation still faced several challenges. Based on interview data, the main obstacles were related to limited time in preparing innovative teaching materials, differences in students' learning readiness, and the adaptation process toward changes in learning culture. One teacher stated:

Indonesian version: *"Tantangan utama adalah keterbatasan waktu dalam menyiapkan perangkat ajar yang inovatif, variasi tingkat kesiapan siswa yang berbeda-beda, serta terkadang adanya zona nyaman dari lingkungan sekitar yang membuat kita harus ekstra sabar dalam melakukan perubahan/inovasi."* (G5/Guru/09-12-2025)

English translation: *"The main challenges are limited time in preparing innovative teaching materials, variations in students' readiness levels, and sometimes the comfort zone within the surrounding environment that requires us to be extra patient in implementing changes and innovations."* (G5/Teacher/09-12-2025)

In addition to the principal and teachers, the research findings revealed that administrative staff also played an important role in supporting the success of teacher leadership. Administrative staff acted as a support system by reducing teachers' administrative workload, allowing teachers to focus more on learning activities. Based on an interview with administrative staff, the respondent explained:

Indonesian version: *"Mengambil alih tugas-tugas rutin seperti pendataan inventaris, administrasi surat-menyurat sehingga guru memiliki waktu lebih untuk fokus pada pembelajaran, menyediakan data yang akurat mengenai kehadiran siswa, capaian nilai, atau profil belajar secara cepat kepada guru yang intinya adalah mengelola operasional, data, dan legalitas pendukung."*

English translation: *"Taking over routine tasks such as inventory data collection and correspondence administration allows teachers to have more time to focus on learning. Providing accurate data regarding student attendance, achievement results, or learning profiles quickly to teachers essentially supports operational management, data management, and supporting legal documentation." (TAS1/School Administrative Staff/09-12-2025)*

The role of administrative staff was also reflected in the documentation and evaluation process of learning innovations. Interview findings showed that school administration was not only responsible for formal documentation but also contributed to the sustainability of innovation programs through data management and activity documentation. The respondent stated:

Indonesian version: *"Mendokumentasikan perjalanan inovasi foto, video, dan laporan untuk keperluan evaluasi atau perlombaan di masa depan."*

English translation: *"Documenting the innovation process through photos, videos, and reports for future evaluation or competition purposes." (TAS2/School Administrative Staff/09-12-2025)*

Collaboration among the principal, teachers, and administrative staff contributed to improving the school's quality culture. The interview findings showed that strengthening teacher leadership created a school environment that was more dynamic, open to change, and oriented toward student development. A teacher explained:

Indonesian version: *"Perubahan sangat terasa pada budaya sekolah yang menjadi lebih dinamis. Terjadi peningkatan disiplin positif, guru lebih berani berbagi ilmu, hasil belajar siswa lebih beragam (tidak hanya nilai angka), dan sekolah menjadi tempat yang lebih menyenangkan untuk belajar."*

English translation: *"The changes are clearly felt in the school culture, which has become more dynamic. There has been an improvement in positive discipline, teachers are more willing to share knowledge, student learning outcomes have become more diverse (not only focused on scores), and the school has become a more enjoyable place for learning." (G6/Teacher/09-12-2025)*

Overall, the findings indicate that the principal's strategies in strengthening teacher leadership at SMP MBS Al Amin Bojonegoro were built through three main components: empowering principal leadership, teachers as instructional leaders, and administrative staff support as a strengthening element of the school system. These three components are interconnected in developing learning innovation and improving educational quality. Although challenges remain regarding time management, student readiness, and adaptation to change, the established collaborative culture has become a key factor supporting sustainable school innovation.

Based on the analyzed interview, observation, and documentation data, the synthesis of research findings regarding principal strategies in strengthening teacher leadership for learning innovation and school quality is summarized in the following table.

Table 1. Synthesis of Research Findings

Research Focus	Data Collection Results	Supporting Quotations/Data	Impact on School Quality
Principal strategies in strengthening teacher leadership	The principal provides trust, opportunities for participation, workshops, Subject Teacher Forums (MGMP), and professional development opportunities for teachers	Indonesian version: "Kepala sekolah memberikan kepercayaan penuh kepada guru untuk mengelola kelas secara kreatif..." (G2/Guru/09-12-2025) English translation: "The principal gives full trust to teachers to manage classrooms creatively..." (G2/Teacher/09-12-2025)	Teachers become more independent, confident, and actively involved in school development
The role of teachers as instructional leaders	Teachers take initiative in learning activities and provide positive influence to colleagues	Indonesian version: "Kepemimpinan guru adalah kemampuan guru untuk mengambil inisiatif..." (G1/Guru/09-12-2025) English translation: "Teacher leadership is the ability of teachers to take initiative..." (G1/Teacher/09-12-2025)	A culture of sharing best practices and teacher collaboration is established

Learning innovation	Teachers implement Problem Based Learning (PBL) integrated with interactive digital media	Indonesian version: “Saya mulai menerapkan pembelajaran berbasis permasalahan (PBL) dan mengintegrasikan media digital interaktif...” (G3/Guru/09-12-2025) English translation: “I started implementing Problem Based Learning (PBL) and integrating interactive digital media...” (G3/Teacher/09-12-2025)	Students become more active, enthusiastic, and develop critical thinking skills
Facility support and innovation culture	The school provides technology, appreciation, and freedom for teachers to experiment with new teaching methods	Indonesian version: “Dukungan berupa akses internet dan smart TV serta dukungan moral berupa apresiasi...” (G4/Guru/09-12-2025) English translation: “Support in the form of internet access, smart TVs, and moral support through appreciation...” (G4/Teacher/09-12-2025)	Teachers become more confident in implementing learning innovations
Challenges in implementing innovation	Challenges include limited time, differences in students’ abilities, and adaptation to changes	Indonesian version: “Tantangan utama adalah keterbatasan waktu dalam menyiapkan perangkat ajar...” (G5/Guru/09-12-2025) English translation: “The main challenge is limited time in preparing innovative teaching materials...” (G5/Teacher/09-12-2025)	Strengthening time management and continuous mentoring are required
Support from	Administrative	Indonesian version:	Teachers can

school administrative staff	staff assist with data management, documentation, facilities, and teachers' operational needs	"Mengambil alih tugas-tugas rutin seperti pendataan inventaris..." (TAS1/Tenaga Administrasi Sekolah/09-12-2025) English translation: "Taking over routine tasks such as inventory data collection..." (TAS1/School Administrative Staff/09-12-2025)	focus more on improving learning quality
Collaboration for school quality improvement	The principal, teachers, and administrative staff work as an integrated system	Indonesian version: "Perubahan sangat terasa pada budaya sekolah yang menjadi lebih dinamis..." (G6/Guru/09-12-2025) English translation: "The changes are clearly felt in the school culture, which has become more dynamic..." (G6/Teacher/09-12-2025)	An innovative, collaborative, and quality-oriented school culture is developed

Discussion

The research findings indicate that the principal's strategies in strengthening teacher leadership at SMP Muhammadiyah Boarding School Al Amin Bojonegoro were carried out through teacher empowerment, professional competency development, opportunities for participation, and the establishment of a collaborative culture. The principal did not only act as a school administrator but also as a transformational leader who encouraged teachers to become agents of change in the learning process. The findings revealed that providing trust for teachers to develop learning methods became an important factor in encouraging teachers' confidence to implement innovations. This finding is consistent with the study conducted by Paulina et al. (2026), which explains that teacher leadership refers to teachers' ability to take initiative in improving learning quality, establishing collaboration with colleagues, and actively participating in school decision-making. Therefore, the principal's strategies implemented at SMP MBS Al Amin Bojonegoro demonstrate a paradigm shift in which educational quality

improvement is not only the responsibility of the principal but also the result of contributions from all school members.

The teacher leadership development strategies identified in this study were also reflected through various teacher capacity-building programs, such as professional training, workshops, Subject Teacher Forums (MGMP), regular discussion forums, academic supervision, monitoring, and learning evaluation. These programs served as platforms for teachers to improve their pedagogical competence while developing a culture of sharing best practices among educators. This finding strengthens the research conducted by Firnando (2023), which stated that academic supervision and continuous evaluation are important principal strategies in maintaining learning quality and improving teacher professionalism. In addition, teacher involvement in the school policy formulation process also reflects participatory leadership, as explained by Henirwan et al. (2025), that providing opportunities for teacher participation can create a sense of ownership toward the school and increase commitment in implementing educational programs.

The findings also reveal that emotional and professional relationships between the principal and teachers greatly influence the success of strengthening teacher leadership. Teachers feel more appreciated when they are given freedom to experiment with new learning methods without fear of failure. This trust creates a psychologically safe environment that encourages teachers to be more creative in designing learning activities. This result is in line with the study by Al Alawi et al. (2025), which explains that principal leadership strategies are not only related to organizational management but also to building professional relationships that can improve teacher motivation and performance. From the perspective of transformational leadership, the principal becomes an individual who provides inspiration, motivation, and support for teacher development. This is also supported by Rahmi et al. (2026), who stated that transformational leadership can create an innovative work environment through empowerment and collaboration.

The success of the principal's strategies in developing teacher leadership cannot be separated from various supporting factors within the school environment. The research findings indicate that support from the principal in the form of trust, appreciation, technological facilities, and opportunities for self-development became the main factors that encouraged teachers to be more confident in implementing innovations. This finding is consistent with Willadayita et al. (2026), who explained that providing trust to teachers is an important foundation in building the courage to make decisions and introduce learning improvements. In addition, the collaborative culture developed through discussion activities and experience sharing among teachers also strengthened the implementation of teacher leadership. Basri and Tambunan (2023) emphasized that training, professional forums, and teacher learning communities are important factors in improving teachers' capacity as instructional leaders. Therefore, the collaborative culture

developed at SMP MBS Al Amin Bojonegoro has become one of the main foundations for the successful strengthening of teacher leadership.

Although the strategy for strengthening teacher leadership has been implemented effectively, this study also identified several inhibiting factors that influenced the implementation of learning innovation. The main challenges experienced by teachers included limited time to prepare innovative learning materials, high workloads, and variations in students' readiness to accept new learning approaches. This finding is consistent with the study conducted by Jamilah et al. (2024), which showed that time limitations and multiple teacher responsibilities often become obstacles in optimizing learning innovation. In addition, administrative factors and the welfare of educational staff also became challenges that need attention. Baridi (2026) stated that the success of school quality development is not only influenced by teachers but also by organizational support and the condition of human resources within the institution. Nevertheless, coordination through regular meetings, work procedures, and open communication can minimize these obstacles, as explained by Widyaningsih (2023), regarding the importance of coordination systems in effective school management.

The role of teacher leadership in this study was clearly reflected through the emergence of learning innovations implemented by teachers in the classroom. Teachers did not merely implement the curriculum but were also able to act as innovators by developing more active learning strategies that suited students' needs. This finding supports the research conducted by Werang et al. (2025), which explained that teachers with strong leadership abilities tend to create positive changes in learning through the development of more effective methods, media, and approaches. At SMP MBS Al Amin Bojonegoro, the concrete form of this innovation was demonstrated through the implementation of the Problem Based Learning (PBL) model integrated with interactive digital media. This transformation indicates a shift in teachers' roles from knowledge transmitters to facilitators who help students construct understanding through meaningful learning experiences.

The implementation of digital-based Problem Based Learning demonstrates that teacher leadership contributes to a more student-centered learning process. Teachers provide opportunities for students to participate in discussions, analyze problems, and find solutions through critical thinking processes. This finding aligns with Khurliyah et al. (2025), who explained that PBL can increase student engagement because learning does not only focus on knowledge transfer but also emphasizes the development of thinking and problem-solving skills. However, the implementation of technology-based innovation still requires teacher readiness in managing the learning process. Noviko et al. (2025) explained that technological adaptation and student readiness are challenges that must be addressed in implementing innovative learning. Therefore, continuous teacher competency development is essential to ensure that learning innovation continues to improve.

The contribution of teacher leadership is not only reflected in improving classroom learning quality but also has an impact on improving overall school quality. The findings show a transformation in school culture toward being more open, collaborative, and oriented toward improving educational services. Teachers became more active in sharing learning practices, students demonstrated better engagement, and coordination among school elements became more effective. This finding is consistent with Apriani et al. (2025), who stated that teacher leadership can create a learning environment that supports creativity, collaboration, and educational quality improvement. In the context of school-based management, teacher involvement as instructional leaders serves as a bridge between principal policies and actual classroom practices, creating alignment between educational planning and implementation.

Overall, the results of this study strengthen the understanding that developing teacher leadership is an important strategy in creating innovative and high-quality schools. The principal serves as the main driver through empowerment strategies, while teachers act as implementers and leaders of change in the learning process. This finding is consistent with Ilyas et al. (2026), who explained that teachers within the concept of teacher leadership do not only function as educators but also as leaders within the school community. Support from administrative staff also plays an important role because it provides a system that enables teachers to focus more on improving learning quality. In line with Baridi (2026), the success of improving educational quality requires synergy between school leadership, human resource readiness, and an organizational culture that supports change.

The limitation of this study lies in its research scope, which was only conducted in one educational institution, namely SMP Muhammadiyah Boarding School Al Amin Bojonegoro. Therefore, the research findings cannot be fully generalized to schools with different characteristics. In addition, the qualitative approach used in this study focused more on the experiences and perceptions of the principal, teachers, and administrative staff, meaning that it has not quantitatively measured the influence of teacher leadership on students' academic achievement or other school quality indicators. Therefore, future studies are recommended to involve more schools with different characteristics and apply a mixed methods approach so that the relationship between principal strategies, teacher leadership, learning innovation, and educational quality improvement can be analyzed more comprehensively.

CONCLUSION

This study shows that the principal's strategies in developing teacher leadership at SMP Muhammadiyah Boarding School Al Amin Bojonegoro were implemented through various approaches, including training and workshops, regular discussion forums, academic supervision, and providing trust for teachers in managing learning activities. These strategies played an important role in

establishing a collaborative, participatory, and quality-oriented school culture. The development of teacher leadership in this school was also influenced by supporting factors, including principal support, collaborative work culture, and professional development programs. However, several challenges were identified, such as limited time, differences in student readiness, and high administrative workloads. Nevertheless, these challenges can be minimized through effective communication and coordination among all school elements.

In addition, teacher leadership has proven to contribute significantly to learning innovation, particularly through the implementation of the Problem Based Learning (PBL) model and the utilization of interactive digital media. This approach encourages increased student engagement, critical thinking skills, and the creation of more active and meaningful classroom learning experiences. Overall, strengthening teacher leadership directly contributes to improving educational quality in schools. Collaboration among the principal, teachers, and educational staff becomes a key factor in creating a dynamic and high-quality educational environment. Therefore, the development of teacher leadership needs to be continuously strengthened as a primary strategy for sustainable school quality improvement.

REFERENCES

- Al Alawi, M. K., Al-Mahdy, Y. F. H., & Al-Balushi, A. M. (2025). Principal-Teacher Leadership Interactions in Omani Schools: A Qualitative Exploration of School Improvement. *Education Sciences*, 15(9), 1129. <https://doi.org/10.3390/educsci15091129>
- Apriani, B. K., Sudirman, S., Jaelani, A. K., Asrin, A., & Setiadi, D. (2025). Pengaruh kepemimpinan kepala sekolah, profesionalitas guru, dan efikasi diri terhadap inovasi pendidikan di sekolah dasar Kota Mataram. *Reflection Journal*, 5(1), 330-347. <https://doi.org/10.36312/rj.v5i1.2864>
- Azmaniar, Y., Desmira, S., Gistituati, N., Rusdinal, R., & Nellitawati, N. (2025). Peran kepemimpinan transformasional dalam membangun budaya sekolah yang inovatif dan kolaboratif di SMPN 2 Lubuk Alung Kabupaten Padang Pariaman. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 10(4), 2237-2249. <https://doi.org/10.34125/jkps.v10i4.1159>
- Baridi, I. (2026). Gaya kepemimpinan kepala madrasah dalam meningkatkan kinerja guru di MTS Jailul Qur'an Wal Lughah Al-Asyari Simpang Purwakarta. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 3(8), 409-418. <https://doi.org/10.5281/zenodo.19439239>
- Basri, H., & Tambunan, N. (2023). Faktor pendukung dan penghambat manajemen kepemimpinan kepala sekolah dalam meningkatkan kualitas kinerja pendidik dan tenaga kependidikan di Madrasah Aliyah Sunggal. *Innovative: Journal of Social Science Research*, 3(2), 2575-2587. <https://j-innovative.org/index.php/Innovative>

- Firnando, H. G. (2023). Strategi keunggulan kepribadian efektif kepala sekolah dan profesionalisme guru sebagai fondasi pendidikan berkualitas. *Jurnal Madinasika: Manajemen Pendidikan dan Keguruan*, 5(1), 13-21. <https://doi.org/10.31949/madinasika.v5i1.7096>
- Henirwan, M. A., Putri, N. F., Ermita, E., & Wildanah, F. (2025). Partisipasi guru dalam pengambilan keputusan untuk pengembangan organisasi. *Jurnal Ilmu Manajemen dan Pendidikan*, 2(1), 329-337. <https://jurnal.kopusindo.com/index.php/jimp/article/view/872>
- Ilyas, I., Mallala, S., & Fatmasari, R. (2026). Principal leadership behavior in increasing teacher work participation at Muhammadiyah 1 Elementary School, Melak District, West Kutai Regency. *JKIP: Jurnal Kajian Ilmu Pendidikan*, 7(2), 901-909. <http://journal.al-matani.com/index.php/jkip/index>
- Jamilah, J., Warman, W., Azainil, A., & Dwiyono, Y. (2024). Upaya kepala sekolah mengatasi hambatan dalam meningkatkan kinerja guru di SMP. *Jurnal Muara Pendidikan*, 9(1), 143. <https://doi.org/10.52060/mp.v9i1.1920>
- Khurliyah, F., Sobri, A. Y., Kusumaningrum, S. R., Anggraini, A. E., & Faizah, S. (2025). Inovasi kepemimpinan kepala sekolah dalam memaksimalkan kinerja guru melalui pemanfaatan platform ruang GTK: Kajian systemic literature review (SLR). *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 6(6), 5151-5164. <https://doi.org/10.38035/jmpis.v6i6.5212>
- Noviko, H., Maksum, H., & Novaliendry, D. (2025). Pengaruh kepemimpinan transformasional terhadap inovasi guru melalui pemanfaatan teknologi pembelajaran digital. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 5(4), 1276-1286. <https://doi.org/10.51878/manajerial.v5i4.8013>
- Paulina, E. E., Mulyadi, M., & Kurniati, E. (2026). Kepemimpinan partisipatif kepala sekolah dalam keterlibatan guru pada pengambilan keputusan di SMA Negeri 13 Kota Jambi. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 11(3), 1175-1183. <https://doi.org/10.34125/jkps.v11i3.2219>
- Purnasari, N. K., Purbonuswanto, W., Mulyono, R., & Saryanto, S. (2026). Kepemimpinan transformasional kepala sekolah dan budaya kerja kolaboratif di SMP Abdi Siswa Bintaro. *PIJAR: Jurnal Pendidikan dan Pengajaran*, 4(2), 688-703. <https://doi.org/10.58540/pijar.v4i2.1618>
- Rahmi, N., Safitri, N. H., Al Khafi, A. R., Fitriah, F., Maharani, A., Azizah, Z. A., & Suhaimi, S. (2026). Praktik kepemimpinan kolaboratif dalam mewujudkan hubungan harmonis. *Jurnal Ilmiah Nusantara*, 3(3), 38-50. <https://doi.org/10.61722/jinu.v3i3.9484>
- Sanga, L. D., & Wangdra, Y. (2023, September). Pendidikan adalah faktor penentu daya saing bangsa. *Prosiding Seminar Nasional Ilmu Sosial dan Teknologi*, 5, 84-90. <https://doi.org/10.33884/psnistek.v5i.8067>

- Shafitri, A. D., Fibriani, N. I. L., Husniatin, N. A., Muhlisin, M., & Mafaakhir, A. (2026). Kolaborasi guru dalam transformasi pembelajaran digital: Tantangan, strategi, dan implikasi etis. *JIEEC UMG*, 8(1). <https://doi.org/10.30587/jieec.v8i1.11627>
- Utami, A. P., Mulyadi, M., Agustinawati, T., Yansyah, B. A., & Ikrom, A. R. (2025). Peran kepemimpinan kepala sekolah dalam membangun budaya sekolah yang positif. *Journal of Literature Review*, 1(2), 801-809. <https://doi.org/10.63822/y0xmr665>
- Werang, A. H., Kwen, K. M., & Bhoki, H. (2025). Peran kepemimpinan guru PAK dalam meningkatkan motivasi belajar peserta didik di SDN Ebang. *Inovasi: Jurnal Sosial Humaniora dan Pendidikan*, 4(2), 751-767. <https://doi.org/10.55606/inovasi.v4i2.4308>
- Widyaningsih, N. W. (2023). Kepemimpinan kepala sekolah dalam meningkatkan kinerja guru SMP Al-Fudhola' Sungai Lilin Kab Musi Banyuasin. *Jurnal Tazkirah: Transformasi Ilmu-Ilmu Keislaman*, 8(1), 23-30. <https://e-journal.iai-al-azhaar.ac.id/index.php/tazkiroh/index>
- Willadayita, A. R., Hapsari, A. T., Bawana, D. I. G., Afnani, A., & Karwanto, K. (2026). Faktor pendukung dan penghambat perubahan. *Sindoro: Cendikia Pendidikan*, 18(6), 231-240. <https://doi.org/10.99534/4sxahw36>
- Zahra, L., Tampubolon, M. H., Alifah, T. A., Saputra, M. I., & Musad, A. (2025). Pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru. *Jurnal Penelitian Ilmiah Multidisipliner*, 2(4), 369-373. <https://ojs.ruangpublikasi.com/index.php/jpim/article/view/1327>.