

School Principal Policy Management in Improving Primary School Teacher Performance in Cluster 2, Sangkulirang District

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ABSTRACT

The principal's policy serves as a strategic guide for implementing initiatives aimed at enhancing teacher performance. This study seeks to elucidate the managerial functions embedded within the principal's policy—namely, planning, organizing, implementing, and supervising—in the specific context of improving teacher performance in public primary schools within Cluster 2 of Sangkulirang Subdistrict. Data analysis followed the model proposed by Sugiyono, which includes data collection, data reduction, data presentation, and conclusion drawing. Data validity was ensured through both source and technique triangulation. The findings indicate that during the planning stage, the principal's policy was operationalized through: (1) effective and transparent communication; (2) active involvement of teachers in decision-making and school planning; (3) the use of data-driven approaches to maintain objectivity; (4) resource mapping to identify institutional strengths and weaknesses; (5) prioritization of strategic policies; and (6) the inclusion of school supervisors as mediators in vertical communication. In the organizing stage, policy implementation included: (1) task distribution based on main duties and supplementary competencies; (2) equitable workload assignment and open communication; (3) formal assignment via official decrees; (4) implementation of a rotating homeroom teacher system; (5) participatory decision-making involving all stakeholders; and (6) maintaining a balance between formal structures and adaptive flexibility. The implementation phase involved: (1) encouraging continuous professional development through training; (2) offering recognition and incentives; (3) delegating responsibilities for peer learning and knowledge dissemination; (4) fostering a supportive work environment; (5) ensuring policy coordination; and (6) prioritizing participatory approaches.

INTRODUCTION

The role of school principals in enhancing teacher performance is a critical aspect of educational management (Alhabsyi et al., 2022). As the highest authority at the school level, principals are not only responsible for administrative tasks but also for formulating and implementing policies that directly impact the quality of teaching and learning. Effective leadership at the school level plays a key role in creating an environment conducive to professional growth, motivation, and instructional quality among teachers (Amirudin et al., 2024).

The policies enacted by principals—such as those related to resource allocation, teacher development, and the cultivation of a positive school culture—are central to improving educational outcomes. Studies have shown that principals who develop targeted, responsive policies can foster more collaborative environments, increase teacher engagement, and improve overall school performance (Hanim et al., 2020b; Rapang et al., 2022).

In Indonesia, the responsibilities of school principals are regulated through various government policies. Ministerial Regulation No. 25 of 2024 emphasizes the strategic role of principals in managerial, supervisory, and entrepreneurial capacities. They are expected to manage school programs, lead educational personnel, and foster innovation in response to social and technological change (Triyastuti et al., 2024). Likewise, Ministerial Regulation No. 40 of 2021 stipulates that principals must promote a safe and inclusive learning environment, support student-centered teaching, and engage in continuous institutional reflection (Gustiyanti et al., 2023).

Despite these regulatory frameworks, challenges remain. In the absence of well-formulated school policies, principals often struggle to meet educational goals, and teacher performance tends to stagnate (Dasmana et al., 2021). Moreover, poor implementation of policies often due to a lack of teacher understanding, inadequate professional development, or weak leadership support can hinder school improvement (Nuriati et al., 2022).

At the national level, teacher performance in Indonesia is uneven. Urban schools often struggle with teacher stress caused by high demands and complex administrative duties, while rural schools face issues related to infrastructure, limited access to resources, and understaffing (Dewi et al., 2024). In East Kalimantan Province, according to a 2019 audit on teacher deployment, critical issues include limited human resources, poor infrastructure, and accessibility challenges (Ayuningtias, 2021).

In Sangkulirang Subdistrict of East Kutai Regency, similar patterns emerge. According to Rahman (2022), issues affecting teacher performance include unequal teacher distribution, lack of access to digital tools, and poor teaching facilities. Preliminary observations by the researcher in several primary schools within Cluster 2 of this subdistrict revealed that while some principals actively implement strategic policies to enhance teacher performance, others face difficulties in planning, implementing, and evaluating such policies.

Schools in this cluster vary widely in their contexts ranging from differences in geographic location, student enrollment, teacher and student

demographics, infrastructure conditions, to access to information and communication technology. These contextual factors result in diverse strengths, weaknesses, opportunities, and challenges, making it necessary to examine how principals formulate and implement strategies to improve teacher performance.

For instance, some principals have succeeded in aligning teacher development programs with actual school needs, while others have struggled due to lack of training, low motivation among teachers, or insufficient resources. In terms of organizational management, some school leaders distribute tasks effectively and maximize limited resources, while others face challenges related to time management and staff shortages. When it comes to implementation, proactive principals have encouraged participation in professional development, but others report barriers such as limited training access and poor connectivity. Finally, many principals lack systematic tools for monitoring and evaluating the effectiveness of their policies, making it difficult to assess their real impact on teaching quality.

Given these disparities, it is necessary to investigate how principals in different schools within the same cluster approach policy formulation and implementation, and how these efforts influence teacher performance. The present research focuses on the strategic role of principals in managing teacher-related policies in Cluster 2 of Sangkulirang Subdistrict. This setting is particularly relevant due to its distance from district-level education authorities, limited infrastructure, and local challenges in educational delivery.

This study aims to examine which policy management principles are most effective and how they are interpreted and implemented by both principals and teachers. It seeks to identify not only best practices but also areas for improvement that may hinder teacher performance. By analyzing school-level policies in various schools within a single cluster, this research provides comparative insights that go beyond isolated case studies. Additionally, three more schools beyond the cluster will be included for further comparison.

The novelty of this study lies in its focus on how principals' strategies are operationalized in diverse local contexts and the extent to which these strategies are perceived as catalysts for teacher performance. It also aims to capture teacher perspectives how they understand, feel about, and respond to these policies and whether they believe such policies improve their sense of professionalism and instructional effectiveness.

LITERATURE REVIEW

This research contributes to the broader discourse on school leadership and educational quality by offering practical insights into the conditions under which school-level policies succeed or fail in improving teacher performance. It also highlights the importance of context-sensitive leadership that can respond to localized needs while aligning with national educational priorities.

In conclusion, this study is expected to inform policy makers, school principals, and educational stakeholders about the critical role of principal leadership in shaping teacher performance, particularly in remote and underserved areas like Sangkulirang. By examining the policy strategies

employed by principals, the study hopes to promote more responsive, inclusive, and effective leadership practices that ultimately lead to improved teaching quality and student outcomes.

METHODOLOGY

This study uses a qualitative approach with a case study method to explore how school principal policies act as a catalyst in improving teacher performance in Cluster 2, Sangkulirang Subdistrict. The qualitative approach is chosen for its ability to explore complex social phenomena in depth and provide insight into the experiences of individuals involved in the implementation of school policies. Through case studies, this research can map out the real-world context of the phenomena being studied, where the boundary between the phenomenon and its context is often unclear. Data are collected through semi-structured interviews with school principals, teachers, and school supervisors, providing detailed insights into participants' perceptions and experiences regarding the policies implemented, as well as contextual factors influencing teacher performance.

Furthermore, data collection is supported by multiple sources of information. Primary data are obtained from interviews with school principals, teachers, and supervisors, while secondary data in the form of the School Operational Curriculum (KOSP) document are used to support a more comprehensive analysis. The primary instrument used is an interview guide tailored to the research focus and adjusted to the characteristics of each informant. The data collection techniques, which include interviews, direct observation, and documentation, aim to provide a thorough understanding of the implementation of school principal policies and their impact on teacher performance at the selected schools.

In this study, data collection involves three main techniques. First, semi-structured interviews are conducted with three school principals, twelve teachers, and one supervisor to gather information about the policies implemented by the principals and their effects on teacher performance. Second, direct observation is carried out at the selected schools to assess the school atmosphere, culture, facilities, and interactions between school principals and teachers. This observation provides valuable context for understanding how policies are enacted in practice. Lastly, documentation such as the School Operational Curriculum (KOSP) is reviewed to complement the interview and observation data, adding depth to the analysis. By combining these techniques, this research aims to achieve a comprehensive understanding of how school principal leadership and policies influence teacher performance and overall school quality.

RESULT AND DISCUSSION

The role of school leadership is pivotal in improving teacher performance, a critical component of effective school management (Hifsy et al., 2022). Effective planning by school principals ensures that clear objectives are achieved efficiently through the judicious use of resources, including human, material, and technological assets. This research investigates specific strategies

employed by school leaders in Gugus 2, Kecamatan Sangkulirang to enhance teacher performance.

To enhance the effectiveness of policies implemented within elementary schools, school principals must adopt a variety of managerial strategies that are not only responsive to teachers' needs but also adaptable to the dynamic changes in education. The following approaches represent strategic practices that can be employed by school leaders to ensure that policies are implemented effectively, well-received by all stakeholders, and have a positive impact on the overall quality of education. These strategies include

1. **Implementing Effective and Open Communication:** Establishing robust and transparent communication channels between the school head and teachers is vital for ensuring that there is a mutual understanding of the policies being enacted. Transparent communication helps eliminate misunderstandings, encourages feedback, and fosters a collaborative environment where both school leaders and teachers can express concerns, expectations, and ideas. According to Mulawarman & Srihandari (2021), when communication is clear and open, teachers are more likely to embrace policy changes, leading to smoother implementation. It also empowers teachers to contribute their perspectives, making them feel valued in the decision-making process and improving overall engagement with the policies being implemented.
2. **Involving Teachers in Decision-Making and School Planning:** Involving teachers in the decision-making and school planning processes is essential for building a sense of ownership and accountability among educators. When teachers are actively engaged in shaping the policies and strategies that affect their work, they develop a stronger commitment to the success of these initiatives. Agustin et al. (2024) emphasize that when teachers are part of the planning process, they are more likely to feel a sense of responsibility for the implementation of these policies. Moreover, their firsthand experience in the classroom allows them to offer valuable insights, which can help create more practical, effective, and contextually relevant policies. This involvement not only increases their buy-in but also enhances their professional development as they become more invested in the school's overall goals.
3. **Utilizing a Data-Driven Approach:** A data-driven approach to policy planning ensures that decisions are based on objective, reliable, and current information, which minimizes bias and enhances the integrity of the planning process. By relying on data, the school head can identify trends, measure the effectiveness of existing policies, and forecast future needs based on real-time evidence. Jamil et al. (2024) argue that such an approach helps to eliminate personal biases and subjective opinions, leading to more rational and justifiable decisions. Data-driven strategies not only ensure fairness but also make it easier to track progress and make adjustments as necessary, improving both the transparency and accountability of school management.

4. **Conducting Resource Mapping:** Resource mapping is a crucial step in identifying and understanding the available assets, including human, financial, and material resources, along with their strengths and weaknesses. This process helps the school head make informed decisions about where and how to allocate resources most effectively. Hifsy et al. (2022) highlight that resource mapping allows school leaders to recognize areas where resources may be underutilized or overburdened, facilitating more strategic planning. By conducting a thorough mapping exercise, the school head can ensure that resources are used in ways that directly support the school's goals and address its most pressing needs, leading to more efficient operations and improved educational outcomes.
5. **Establishing Policy Prioritization:** Setting clear priorities for policy implementation is an essential strategy for effective school management. When policies are aligned with the most urgent and relevant needs of the school community, the school head can focus efforts on areas that will have the greatest impact. Ayu & Nawawi (2023) assert that by identifying and prioritizing the most critical needs, school leaders can allocate resources and attention where they are most needed, ensuring that the most pressing challenges are addressed first. This approach also prevents the school head from becoming overwhelmed by a large number of policies and initiatives, instead allowing for a more focused and strategic approach that ensures better outcomes and long-term sustainability.
6. **Involving Supervisors as Facilitators in Vertical Communication:** Supervisors play a vital role in facilitating vertical communication, providing a bridge between school leadership and teachers. Their input can offer an objective perspective on policy implementation, ensuring that decisions are not only reflective of the needs at the ground level but are also aligned with the broader educational goals of the school. As facilitators, supervisors can assist in the communication of policies, helping to interpret and clarify them for teachers while also gathering feedback from educators to inform future decisions. Qodri et al. (2022) note that when supervisors are actively involved in the communication process, they help maintain a balance between top-down directives and bottom-up feedback, fostering a more inclusive and collaborative policy development process that benefits all stakeholders involved.

Effective organizational management within elementary schools is crucial to ensuring a harmonious, productive, and sustainable working environment. Principals play a central role in structuring and distributing tasks among staff members in a way that aligns with both institutional goals and individual competencies. The following strategies reflect key organizational practices that support clarity, collaboration, and fairness in the school setting. These include:

1. **Distributing Tasks Based on Duties and Additional Expertise:** Effective organizational management begins with a clear and strategic distribution of tasks that aligns with each teacher's primary job description while also considering any additional skills or expertise they may possess. By

recognizing the unique strengths of each teacher, principals can assign roles more meaningfully and efficiently, maximizing both individual and team performance. Narindro et al. (2021) emphasize that this approach not only enhances the quality of educational service but also promotes professional satisfaction among teachers, as they feel their abilities are acknowledged and utilized appropriately.

2. **Prioritizing Fairness in Task Distribution and Open Communication:** Ensuring fairness in task allocation is essential for fostering a cooperative and trusting work atmosphere. When all members of the school community perceive that tasks are distributed equitably, it reduces the potential for conflict and resentment. Open communication further reinforces this sense of fairness, as it allows for concerns, suggestions, and adjustments to be discussed transparently. According to Ayu & Nawawi (2023), combining equitable task distribution with clear, continuous dialogue builds mutual respect and strengthens collaboration across the school organization.
3. **Allocating Responsibilities Based on Qualifications with Official Decrees:** To support transparency and accountability, every staff assignment should be formalized through an official decree or decision letter (Surat Keputusan). This documentation not only defines the scope of each role but also ensures that appointments are made based on professional qualifications and relevant experience. Such formal mechanisms help to avoid ambiguity, reinforce a sense of responsibility, and ensure that roles are filled by individuals who are best suited to carry them out, thereby improving organizational efficiency.
4. **Implementing a Rolling System for Class Teacher Assignments:** The use of a rolling or rotation system for assigning class teachers offers several organizational benefits. It helps prevent monotony, avoids overburdening particular individuals, and introduces fresh dynamics into classroom environments. Qodri et al. (2022) argue that this system contributes to a positive working climate by providing teachers with new challenges and learning experiences, while also promoting adaptability and resilience within the teaching staff. Over time, such rotation can contribute to a more versatile and collaborative teaching team.
5. **Applying Participatory Mechanisms in Decision-Making:** Inclusive decision-making processes that involve teachers and other staff members lead to more democratic and effective organizational practices. By creating spaces for open dialogue and shared input, principals can ensure that policies and decisions reflect the actual needs and insights of the people they affect most. Asni et al. (2023) highlight that participatory mechanisms foster a sense of shared responsibility and enhance collective commitment to school goals, ultimately resulting in policies that are more practical, relevant, and sustainable.
6. **Maintaining a Balance Between Formal Structure and Flexibility:** While a formal structure provides the necessary framework for organizing school operations, maintaining a level of flexibility is equally important to adapt to changing needs and unforeseen circumstances. Rapang et al. (2022) assert

that this balance supports a healthier work culture, where teachers and staff feel both guided and trusted. A flexible approach allows for occasional adjustments in task distribution based on individual or situational factors, while still preserving overall coherence and institutional integrity.

Strengthening teacher motivation and commitment is a fundamental responsibility of school leaders in achieving quality education. A motivated teaching staff is more likely to engage actively in school development, contribute to a positive learning atmosphere, and demonstrate consistent professional growth. To cultivate such motivation, school heads must implement a range of supportive strategies that acknowledge teachers' efforts, provide opportunities for development, and encourage participation in decision-making. The following approaches illustrate key efforts that school leaders can take to foster an environment where teachers feel valued, empowered, and committed to their roles:

1. **Encouraging Self-Development Through Training Programs and Professional Development Activities:** One of the most impactful ways to foster motivation among teachers is by encouraging continuous self-improvement. School heads can actively promote participation in training sessions, seminars, and professional development activities that are relevant to pedagogical growth. Qowama et al. (2024) highlight that such opportunities not only enhance teachers' instructional skills but also broaden their methodological repertoire, enabling them to adapt to diverse classroom needs. When teachers feel their professional growth is supported, they are more likely to remain engaged, confident, and innovative in their teaching practices.
2. **Providing Awards to Teachers:** Recognizing and rewarding teachers for their dedication and achievements is a powerful motivational tool. Awards whether formal certificates, public acknowledgments, or even small tokens of appreciation serve as positive reinforcement and can significantly uplift morale. When teachers feel their hard work is noticed and appreciated, it encourages continued excellence and strengthens their emotional investment in the school community. Moreover, a culture of appreciation inspires healthy competition and shared pride among staff members.
3. **Assigning Responsibilities for Knowledge Sharing:** Appointing teachers as facilitators or mentors to share their expertise with colleagues can be both empowering and motivating. This responsibility acknowledges their competence and leadership while fostering a spirit of collaboration. Agustin et al. (2024) assert that knowledge-sharing initiatives promote professional dialogue, increase peer learning, and build a collective sense of responsibility. As teachers engage in mutual support, it not only boosts confidence but also enhances their commitment to the overall success of the school.
4. **Creating a Supportive Work Environment:** A supportive and resource-rich work environment is essential for sustaining teacher motivation. This includes ensuring that teachers have access to adequate teaching materials, administrative support, professional respect, and emotional well-being.

School heads play a critical role in cultivating a culture that prioritizes trust, collaboration, and open communication. When teachers feel safe, respected, and supported, they are more likely to perform effectively and remain dedicated to their work.

5. **Conducting Effective Coordination in Policy Implementation:** Clear and coordinated implementation of school policies helps avoid confusion and promotes a shared understanding among all staff. Asni et al. (2023) emphasize that when stakeholders are well-informed and involved in policy execution, it leads to a smoother, more cooperative working environment. This coordination ensures that teachers do not feel isolated in their roles and that they understand how their responsibilities contribute to broader school objectives, which strengthens their sense of belonging and accountability.
6. **Employing Participatory Approaches in Decision-Making:** Involving teachers and staff in decision-making processes not only enhances the relevance of policies but also fosters a sense of ownership. Hifsy et al. (2022) point out that participatory decision-making enables school heads to tap into the insights and experiences of educators, leading to more grounded and practical solutions. Teachers who are part of the policy-making process are more likely to feel responsible for its success and more motivated to ensure its implementation.

Effective supervision plays a pivotal role in ensuring that school head policies are properly implemented and contribute meaningfully to the improvement of teacher performance. In the primary schools of Cluster 2, Sangkulirang District, supervision is not merely a formality but a strategic effort to monitor, evaluate, and support the professional growth of teachers in alignment with school objectives. By employing a range of methods from traditional observations to modern technology-based tools school heads aim to create an environment where policies are not only understood but also practiced effectively. The following are key methods used to supervise policy implementation with the goal of enhancing teacher performance:

1. **Conducting Observation and Evaluation-Based Supervision:** The school head adopts a comprehensive supervision strategy by directly observing classroom activities and instructional practices to ensure that the implemented policies are being followed effectively. This process includes not only formal class visits but also informal observations to gain authentic insights into daily teaching practices. In addition to observation, structured evaluation tools such as questionnaires and interviews are employed to gather in-depth information regarding teacher performance and policy implementation. These instruments help uncover both qualitative and quantitative data that reveal teachers' understanding of policies, the challenges they encounter, and their strategies for addressing them. The combination of direct observation and evaluative feedback provides a holistic view of how policies are functioning at the classroom level, thus enabling the school head to make informed decisions for future improvement (Jamil et al., 2024; Hifsy et al., 2022).

2. **Ensuring Continuous Monitoring:** Rather than relying solely on periodic evaluations, the school head emphasizes the importance of consistent and ongoing monitoring to maintain the momentum of policy implementation. This continuous approach includes regularly checking in with teachers, conducting brief walkthroughs, holding follow-up meetings, and analysing teaching logs or documentation. By doing so, any deviations from the intended implementation path can be identified early, allowing for timely intervention and support. Additionally, this method fosters a responsive and adaptive leadership style, where feedback from teachers and staff is considered valuable in refining current strategies. Continuous monitoring also reflects a commitment to maintaining policy relevance in light of changing school dynamics, educational demands, or external challenges (Ayu & Nawawi, 2023; Barasa et al., 2022).
3. **Implementing Technology-Based Supervision:** To improve the efficiency and scope of supervision, the school head integrates digital technologies into the monitoring framework. This involves the use of software applications for survey distribution, data analysis, and performance tracking, which significantly reduces the time and effort required in manual supervision processes. Tools such as online forms, supervision dashboards, and data visualization platforms allow for real-time data collection and interpretation. This digital approach not only facilitates broader participation from teachers but also enhances transparency and accountability, as performance data becomes easier to access, interpret, and report. Moreover, by leveraging technology, school leaders can detect trends, identify problem areas quickly, and generate evidence-based recommendations for improvement (Hanim et al., 2020a; Hifsy et al., 2023).
4. **Encouraging Teacher Autonomy and Responsibility:** In addition to formal oversight, the school head fosters a professional culture that values teacher independence and self-regulation. Teachers are encouraged to take initiative, set personal and professional goals, and monitor their own progress in implementing school policies. This sense of autonomy not only nurtures intrinsic motivation but also builds trust and mutual respect between teachers and school leadership. When teachers feel empowered and supported to manage their own responsibilities, they are more likely to be proactive, reflective, and committed to excellence. Moreover, this approach cultivates a shared responsibility for school success, where teachers see themselves as key contributors to institutional development rather than passive recipients of directives. Over time, such empowerment enhances overall teacher performance and drives collective improvement in school outcomes (Agustin et al., 2024; Nurmalasari et al., 2024).

Despite the strategic efforts made by school heads in Cluster 2 of Sangkulirang District to enhance teacher performance through well-planned policies, several challenges continue to emerge. These obstacles often stem from internal and external factors that hinder smooth implementation. The key challenges encountered are as follows:

1. **Burden of Adaptation and Acceptance:** One of the primary challenges lies in ensuring that all members of the school community teachers, administrative staff, and students are willing and able to adapt to the newly introduced policies. This burden is not merely technical but also psychological and cultural. Resistance may arise due to miscommunication, limited understanding of the policy's purpose, or fear of increased workload and change. School leaders must invest additional time and effort into conducting socialization sessions, providing supporting documents, and facilitating open discussions to minimize resistance. This adjustment process can be particularly taxing when multiple stakeholders have differing levels of readiness and expectations, thereby slowing down the policy's adoption (Widjajanti & Hasanah, 2024).
2. **External Factors Influencing Policies:** The successful implementation of school-level policies is also heavily affected by shifts in national and regional education regulations. Changes in curriculum mandates, assessment standards, or funding allocations can override or conflict with local policy initiatives. Such volatility requires school heads to remain highly flexible and responsive, often having to revise or postpone their programs. Furthermore, external audits or new ministerial regulations may disrupt the continuity of ongoing school strategies, demanding sudden adjustments that strain planning and execution processes. These unpredictable external influences create uncertainty that must be strategically navigated by school leadership (Fitria & Suryadinata, 2023).
3. **Limited Human Resources and Infrastructure:** A critical obstacle in policy implementation is the shortage of competent teachers in specific subject areas, which leads to uneven instructional delivery and a lower standard of learning experiences for students. In some cases, teachers are asked to handle subjects outside their expertise, compromising the effectiveness of the educational process. Additionally, infrastructure issues—such as inadequate classroom space, poor internet connectivity, or lack of educational technology—further hinder the realization of policy goals. These deficiencies require the school head to constantly balance ambitions with practical limitations, seeking external support or gradually implementing initiatives based on available capacity (Arifin, 2023).
4. **Insufficient Time for Policy Implementation:** Effective policy implementation demands not only well-structured plans but also sufficient time for execution, monitoring, and revision. However, school administrators and teachers are often burdened with overlapping duties, including administrative tasks, teaching responsibilities, and extracurricular commitments. As a result, policies may be implemented hastily or superficially, without thorough understanding or long-term integration. The lack of dedicated time for training, reflection, and adaptation reduces the depth of engagement, thereby affecting the quality and sustainability of the new initiatives. This time constraint is a significant barrier that requires thoughtful scheduling and strategic delegation (Hanan et al., 2020).

CONCLUSIONS AND RECOMMENDATIONS

The planning of school leadership policies to enhance teacher performance in the primary schools of Cluster 2, Sangkulirang District, involves maintaining effective and open communication, involving teachers in decision-making and school planning, employing data-driven approaches to reduce bias and maintain integrity, mapping resources to identify strengths and weaknesses, prioritizing policy objectives, and involving supervisors as facilitators in vertical communication. The organization of these policies entails distributing tasks based on job functions and additional expertise, ensuring equitable distribution of tasks and open communication across school components, assigning tasks based on qualifications with formal decisions, implementing a rotation system for class assignments to maintain a positive working atmosphere, using participatory decision-making processes to involve everyone in the school, and balancing formal structures with flexibility to ensure a harmonious work environment. The implementation of these policies includes promoting self-development through training and professional development activities, rewarding teachers, assigning mentoring responsibilities to increase motivation, creating a supportive work environment, coordinating effectively in policy implementation, and adopting participatory approaches in decision-making. Monitoring policy implementation involves observation-based evaluation, ensuring continuous monitoring, implementing technology-based oversight, and encouraging teacher independence and responsibility. Barriers to policy implementation include the challenge of adapting to the policies and ensuring acceptance from all school members, external factors such as changing national and regional policies, limited human resources and infrastructure, including a shortage of qualified teachers in specific subjects, and insufficient time for policy execution.

FURTHER STUDY

This research still has limitations so further research is still needed on this topic.

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