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Implementation of Principal Strategic Management in Improving Teacher Performance

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Abstract

This study aims to describe the implementation of educational strategic management at SDN 0401 Pasar Ujung Batu, examine the level of teacher performance, and analyze the relationship between strategic management implementation and teacher performance improvement. The study employed a qualitative field research approach conducted directly at SDN 0401 Pasar Ujung Batu. The research informants consisted of the principal as the key informant and teachers as supporting informants. Data were collected through interviews, direct observation, and documentation of school-related documents, including the School Work Plan, supervision programs, and teaching materials. The data analysis process involved data collection, data reduction, data presentation, and conclusion drawing. The findings reveal that the implementation of educational strategic management was carried out through strategic planning, program implementation, and continuous evaluation and supervision. The strategies included academic supervision, teacher training, workshops, and Teacher Working Group activities aimed at improving teacher professionalism. The implementation of these strategies contributed positively to teachers' pedagogical, professional, and social competencies, as reflected in improved lesson planning, classroom management, creativity in teaching, discipline, and professional responsibility. Therefore, systematic educational strategic management plays an important role in improving teacher performance and enhancing the quality of learning at the school.

Keywords: Strategic Management, Teacher Performance, School Principal, Educational Management, Elementary School

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Introduction

Education is the main foundation in developing qualified human resources and improving the quality of society. In the development of an increasingly dynamic educational world, effective management is needed so that educational goals can be achieved optimally. One important form of management is strategic management, which is considered capable of directing educational institutions toward better achievements and sustainable development. Strategic management helps schools organize resources, formulate programs, and improve institutional performance effectively. (Suharto, 2024) explained that strategic management in education contributes significantly to improving school effectiveness through systematic planning and proper implementation of educational programs. Therefore, strategic management becomes an important aspect in supporting the achievement of educational quality in schools.

Strategic management in the educational context includes the process of formulating, implementing, and evaluating cross-functional decisions that enable educational institutions to

achieve their objectives. According to David (2019), strategic management is the art and science of formulating, implementing, and evaluating decisions that allow organizations to achieve their goals effectively. In educational institutions, strategic management is essential because appropriate strategies can improve school quality, organizational effectiveness, and teacher professionalism. stated that the implementation of educational strategic management can improve teacher professionalism and learning quality through systematic planning, program organization, and continuous evaluation.

Teachers play an important role in the teaching and learning process because they directly influence students' academic achievement and character development. To create effective learning, teachers are not only required to master academic competencies but also expected to design learning activities that are suitable for students' characteristics and learning needs. In practice, teachers require effective management support to perform their professional responsibilities properly. (Kusumaningrum *et al.*, 2024) explained that teacher performance is a strategic aspect of educational human resource management because teachers determine the success of the teaching and learning process. Therefore, improving teacher performance must become one of the main priorities in educational management.

In addition, school principals have a strategic role in improving teacher performance through effective management practices. Principals are responsible for preparing school programs, conducting academic supervision, motivating teachers, and creating a conducive working environment. (Shihabuddin *et al.*, 2024) stated that managerial strategies implemented by school principals significantly influence teacher performance improvement and school quality enhancement. These strategies include careful planning, effective organization, supervision of teaching activities, and continuous motivation for teachers to improve their professionalism.

This study uses Strategic Management Theory proposed by David (2019). The theory explains that strategic management consists of three main stages, namely strategic formulation, strategic implementation, and strategic evaluation. These stages become important foundations in managing educational institutions to improve organizational effectiveness and teacher performance. The implementation of strategic management theory in schools aims to optimize educational resources, particularly human resources, to achieve educational objectives effectively and efficiently.

Teacher performance is influenced by both internal and external factors. Internal factors include motivation, commitment, professional competence, and self-development awareness. External factors include leadership, work environment, academic supervision, and opportunities for professional training. (Lelatobur and Waruwu, 2024) explained that continuous academic supervision can improve teachers' competencies in managing classroom learning and enhancing teaching quality. Academic supervision does not only function as a monitoring process but also serves as professional guidance for teachers.

Besides academic supervision, effective supervisory strategies also contribute to improving teacher professionalism. (Kusumaningsih, Dwikurnaningsih and Sanoto, 2024) stated that effective supervision strategies through continuous evaluation and mentoring can improve teacher motivation, discipline, and teaching quality. Through proper supervision, teachers become more motivated to improve their competencies and professional responsibilities in conducting classroom learning activities.

Previous studies indicate that educational strategic management has a close relationship with improving educational quality and teacher performance. (Asbarina and Aulia, 2025) explained that effective school management can create a professional working environment and support educational quality improvement in elementary schools. These strategies include school program planning, human resource organization, academic supervision, and periodic evaluation of educational programs. Therefore, the implementation of educational strategic management becomes one of the essential factors in improving teaching quality and student learning outcomes.

However, in reality, the implementation of educational strategic management at SDN 0401 Pasar Ujung Batu has not been fully optimal. Based on preliminary observations, teacher participation in professional development activities remains low. Out of 20 teachers, only 7 teachers or approximately 35% regularly participate in Subject Teacher Discussion Groups (MGMP) and professional training programs. In addition, only 40% of teachers have complete lesson plans at the beginning of the semester. About 45% of teachers still experience difficulties in implementing student-centered learning approaches. These conditions indicate that the educational management strategies implemented at the school have not fully supported the improvement of teacher performance.

Another problem identified is the limited supervision and evaluation conducted by the principal regarding teachers' teaching activities. Only around 30% of teachers regularly receive supervision and feedback from the principal. (Wahyuni, 2024) explained that principal supervision significantly affects teacher discipline, motivation, and professionalism in carrying out teaching responsibilities. The lack of supervision may reduce the quality control of teaching activities and decrease teachers' motivation to improve their competencies.

The observation data indicate that most teachers have not demonstrated optimal performance according to the established standards. The low level of teacher participation in professional development activities, inadequate lesson planning, and limited academic supervision indicate that the implementation of educational strategic management still requires improvement. If these conditions continue, they may negatively affect the quality of the teaching and learning process as well as student learning outcomes at the school.

Based on these problems, this study is important to analyze how the implementation of principal strategic management can improve teacher performance at SDN 0401 Pasar Ujung Batu. This study is expected to contribute to the development of educational management, especially regarding strategic leadership practices in improving teacher professionalism and performance sustainably. Therefore, the researcher is interested in conducting a study entitled "Implementation of Principal Strategic Management in Improving Teacher Performance at SDN 0401 Pasar Ujung Batu Elementary School."

Methods

This study employed a qualitative approach using field research methods to examine the implementation of principal strategic management in improving teacher performance at SDN 0401 Pasar Ujung Batu. Qualitative research was selected because the study focused on understanding managerial processes, experiences, interactions, and meanings related to educational strategic management practices in the school environment. According to qualitative research principles, this approach enables researchers to explore social phenomena in depth and describe actual conditions occurring in the field comprehensively.

The research was conducted at SDN 0401 Pasar Ujung Batu, located in Sosa District, Padang Lawas Regency, North Sumatra Province, Indonesia. The location was selected because the school had implemented several strategic management programs aimed at improving teacher performance, making it relevant to the objectives of the study. The research was conducted from December 2025 until 2026. The duration of the research allowed the researcher to carry out preparation, data collection, field observation, interviews, documentation, and data analysis systematically and continuously.

The participants of this study consisted of one principal and several teachers at SDN 0401 Pasar Ujung Batu. The principal served as the key informant because of his role in formulating, implementing, and evaluating school strategic management policies. Meanwhile, teachers were selected as supporting informants because they directly experienced the impact of managerial strategies on their professional performance and teaching activities. Informants were chosen purposively based on their involvement, experience, and understanding of school management and teaching processes.

The study utilized two types of data sources, namely primary data and secondary data. Primary data were obtained directly from informants through interviews, observations, and documentation. The primary data sources included the school principal, classroom teachers, subject teachers, and school administrative documents such as the School Work Plan (RKS), supervision schedules, teacher training reports, lesson plans, syllabi, and teacher performance records. Secondary data were obtained from books, scientific journals, government regulations, and previous studies related to strategic management and teacher performance improvement.

Data collection techniques in this study included interviews, observation, and documentation. First, semi-structured interviews were conducted with the principal and teachers to obtain detailed information regarding strategic management implementation, teacher performance improvement programs, supervision activities, and teachers' responses toward school managerial strategies. The interviews were conducted directly at the school using interview guidelines prepared by the researcher. The interview instruments were personally developed and owned by the researcher based on the research objectives and theoretical framework.

Second, non-participant observation was conducted to observe directly the implementation of strategic management activities in the school environment. The researcher observed classroom teaching activities, academic supervision conducted by the principal, teacher participation in professional development programs, and school meetings related to educational management. During the observation process, the researcher acted only as an observer without participating in the activities being studied. Observation sheets and field notes were used as research instruments and were prepared by the researcher before field activities began.

Third, documentation techniques were utilized to support and verify data obtained from interviews and observations. Documents analyzed in this study included lesson plans, supervision reports, school organizational structures, teacher attendance records, meeting minutes, and school annual reports. The documentation method was important to strengthen the validity and reliability of research findings.

The researcher acted as the main instrument in this qualitative study. Supporting tools included notebooks, interview guidelines, observation sheets, smartphones for audio recording and photo documentation, and laptop computers for data processing and storage. All devices used in this research were personally owned by the researcher. Microsoft Word and Microsoft Excel software were used to organize, classify, and analyze the collected data. These software programs were utilized to support systematic documentation and qualitative data organization during the analysis process.

Data analysis in this study employed descriptive qualitative analysis techniques. The analysis process consisted of four stages: data collection, data reduction, data presentation, and conclusion drawing. During the data collection stage, the researcher gathered information from interviews, observations, and documentation. The collected data were then reduced by selecting relevant information, simplifying data, and organizing the findings according to the research focus. After that, the data were presented in narrative form through descriptive explanations supported by interview quotations, observation results, and documentation findings. Finally, conclusions were drawn based on patterns, relationships, and meanings identified from the analyzed data.

To ensure the validity and trustworthiness of the data, several verification techniques were applied. First, prolonged observation was conducted through repeated visits to the school to observe strategic management implementation and teacher performance improvement activities directly. Second, persistent observation was used to obtain consistent and detailed information regarding managerial strategies and teacher activities. Third, triangulation techniques were employed by comparing information obtained from different sources, including principals, teachers, observations, and school documents. Method triangulation was also conducted by combining interviews, observations, and documentation to verify the consistency and accuracy of the findings. Through these validation techniques, the researcher ensured that the research findings accurately reflected the actual implementation of strategic management practices at SDN 0401 Pasar Ujung Batu.

Results and Discussions

1. Results

a. Implementation of Educational Strategic Management at SD Negeri 0401 Pasar Ujung Batu

The findings of this research show that the implementation of educational strategic management at SD Negeri 0401 Pasar Ujung Batu was carried out through three major stages, namely strategy formulation, strategy implementation, and strategy evaluation. These stages involved the principal, teachers, school committee, and educational staff in planning and implementing school programs to improve teacher performance and learning quality.

At the strategy formulation stage, the school formulated its vision, mission, and educational objectives collaboratively. The school also conducted internal and external analyses related to student needs, school conditions, curriculum demands, and educational resources. This process became the basis for designing school programs such as academic supervision, teacher workshops, teacher working groups (KKG), differentiated learning, and the use of technology in learning activities.

Table 1.
Implementation of Educational Strategic Management at SD Negeri 0401 Pasar Ujung Batu

No.	Aspect	Findings	Analysis
1	Strategy Formulation	Vision, mission, and school programs were formulated collaboratively	Strategic planning was implemented systematically and participatively
2	Strategy Implementation	Academic supervision, workshops, KKG, and differentiated learning were implemented	Programs supported teacher competency development
3	Strategy Evaluation	Evaluation conducted through meetings, supervision, and learning outcome analysis	Evaluation supported continuous improvement

Note: Data were obtained from interviews, observations, and school documentation.

The implementation stage was reflected through teacher professional development activities, classroom supervision, workshops, and collaborative discussions among teachers. Teachers applied active learning approaches such as Problem Based Learning (PBL), Project Based Learning (PJBL), group discussions, and interactive learning methods to increase student participation and engagement during classroom instruction. Figure 1. Evaluation and Teacher Discussion Activities

The figure shows teachers conducting evaluation meetings and collaborative discussions regarding learning implementation. Teachers discussed learning outcomes, evaluated teaching strategies, and reflected on classroom challenges to improve future instructional practices. This activity demonstrates the implementation of continuous evaluation as part of educational strategic management at the school.

At the evaluation stage, the school conducted regular monitoring and supervision activities. Evaluation was carried out through classroom supervision, monthly meetings, analysis of student learning outcomes, and accountability reports. The evaluation results became the basis for reflection and improvement of school programs and learning activities.

b. Teacher Performance Based on Professional Development and Learning Implementation Indicators

The research findings indicate that teacher performance at SD Negeri 0401 Pasar Ujung Batu was categorized as very good based on professional development and learning implementation indicators. Teachers not only demonstrated competence in classroom teaching,

but also actively participated in professional development programs such as workshops, training activities, and teacher working group discussions.

Table 2.
Teacher Performance Based on Professional Development Indicators

No.	Indicator	Findings	Analysis
1	Lesson Planning	Teachers prepared lesson plans, teaching materials, media, and assessments systematically	Teachers showed professional readiness in planning learning activities
2	Learning Implementation	Teachers applied active and student-centered learning methods	Learning activities were interactive and innovative
3	Classroom Management	Teachers managed classrooms effectively and maintained positive interaction	Learning atmosphere became conducive and effective
4	Learning Evaluation	Teachers conducted formative and summative assessments continuously	Evaluation results were used for reflection and improvement

Note: Data were adapted from interview and observation findings.

In implementing classroom instruction, teachers used various learning methods such as group discussions, Problem Based Learning (PBL), Project Based Learning (PJBL), educational games, and interactive question-and-answer sessions. Teachers also implemented differentiated learning according to students' needs, abilities, and interests.

Figure 2. Joyful Learning, Meaningful Learning, and Active Learning Activities

The figure illustrates teachers guiding students actively during learning activities. Students participated collaboratively in discussions, projects, and classroom assignments. The learning atmosphere reflected joyful learning, meaningful learning, and active learning approaches, which demonstrated teachers' pedagogical and professional competencies.

Furthermore, teachers conducted evaluations systematically through formative and summative assessments. Evaluation methods included written tests, assignments, projects, observations, and rubric-based assessments. The results of evaluations were analyzed to determine student achievement and followed up through remedial and enrichment activities.

c. The Influence of Educational Strategic Management on Teacher Performance Improvement

The findings revealed that the implementation of educational strategic management significantly influenced teacher performance improvement at SD Negeri 0401 Pasar Ujung Batu. The implementation of strategic management contributed to the improvement of pedagogical competence, social competence, professionalism, and learning quality.

Table 3.
The Influence of Educational Strategic Management on Teacher Performance

No.	Aspect	Findings	Analysis
1	Pedagogical Competence	Teachers improved lesson planning and classroom management skills	Strategic programs supported pedagogical improvement
2	Social Competence	Teachers collaborated actively with colleagues and parents	Communication and teamwork improved
3	Professionalism	Teachers participated in supervision, workshops, and KKG activities	Professional attitudes and responsibilities increased
4	Learning Quality	Learning became more active, innovative, and student-centered	Student participation and learning quality improved

The implementation of educational strategic management encouraged teachers to improve their pedagogical competence through supervision, training, and reflective practices. Teachers became more systematic in preparing instructional materials, selecting learning strategies, and conducting classroom evaluations.

In addition, social competence improved through collaborative school culture, communication forums, coordination meetings, and teacher working group activities. Teachers became more communicative and cooperative in solving student-related problems.

Professionalism also increased through continuous professional development programs and regular evaluation activities. Teachers became more disciplined, responsible, and adaptive to curriculum developments and educational innovation.

Overall, the implementation of educational strategic management positively influenced the quality of classroom learning. Learning activities became more interactive, effective, and student-centered, which contributed to improving student learning outcomes.

2. Discussions

The findings of this study indicate that the implementation of educational strategic management at SD Negeri 0401 Pasar Ujung Batu aligns with Fred R. David's strategic management theory, which consists of strategy formulation, strategy implementation, and strategy evaluation. The school implemented strategic management through collaborative planning, organized implementation, and continuous evaluation activities.

The implementation of educational strategic management through supervision, workshops, KKG activities, differentiated learning, and technology utilization supports teacher professional development and learning quality improvement. These findings are consistent with previous studies which stated that strategic educational management contributes significantly to improving teacher competence and school quality.

Teacher performance at SD Negeri 0401 Pasar Ujung Batu reflects strong pedagogical and professional competencies. Teachers demonstrated the ability to plan lessons systematically, implement active learning approaches, manage classrooms effectively, and conduct continuous evaluations. The implementation of Problem Based Learning (PBL), Project Based Learning (PJBL), and interactive learning methods also reflected student-centered learning practices.

The evaluation process conducted regularly through supervision and reflective discussions became an important factor in improving teacher performance. Teachers used evaluation results as reflective materials to improve learning strategies, methods, and classroom management practices continuously.

Furthermore, the implementation of educational strategic management significantly influenced teacher professionalism and social competence. Collaborative school culture, communication with parents, and teamwork among teachers strengthened teachers' professional attitudes and responsibilities.

Overall, the findings demonstrate that the implementation of educational strategic management at SD Negeri 0401 Pasar Ujung Batu contributed positively to improving teacher performance, learning quality, and educational effectiveness within the school environment.

Conclusion

Based on the findings of this research, it can be concluded that the implementation of educational strategic management at SD Negeri 0401 Pasar Ujung Batu has been carried out systematically through the stages of strategy formulation, strategy implementation, and strategy evaluation. The strategic management process involved the principal, teachers, school committee, and educational staff in planning and implementing school programs aimed at improving teacher performance and learning quality. The implementation of programs such as academic supervision, workshops, teacher working groups (KKG), differentiated learning, and continuous evaluation contributed positively to the effectiveness of educational management within the school.

The findings also indicate that teacher performance at SD Negeri 0401 Pasar Ujung Batu is categorized as very good based on indicators of professional development and learning implementation. Teachers demonstrated competence in planning learning activities, implementing active and student-centered learning, managing classrooms effectively, and conducting continuous evaluations through formative and summative assessments. The use of innovative learning approaches such as Problem Based Learning (PBL) and Project Based Learning (PJBL) further supported the creation of joyful, meaningful, and active learning environments.

Furthermore, the implementation of educational strategic management significantly influenced the improvement of teacher performance, particularly in pedagogical competence, social competence, professionalism, and learning quality. Continuous supervision, professional development activities, collaborative school culture, and reflective evaluation practices encouraged teachers to become more disciplined, responsible, innovative, and professional in carrying out their duties. As a result, classroom learning became more interactive, structured, and effective, which positively affected student participation and learning outcomes.

Overall, this study demonstrates that effective educational strategic management plays an important role in improving teacher performance and educational quality at SD Negeri 0401 Pasar Ujung Batu. Therefore, schools are encouraged to maintain sustainable strategic management practices through continuous professional development, supervision, evaluation, and collaborative activities to support long-term educational improvement. Future research may further examine the influence of educational strategic management on student achievement and school effectiveness in broader educational contexts.

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