School Principal Supervision and Teacher Professionalism: A Study on Leadership in Islamic Schools

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ABSTRACT. The principal plays a crucial role in improving teachers' professional qualifications, making it essential for an educational institution to have a competent school principal to achieve predetermined goals. This study examines the role of school principals as supervisors in enhancing teacher professionalism in Islamic senior high schools. The research aims to analyze the principal's role, identify supporting and inhibiting factors in the supervisory process, and assess their impact on teacher professionalism. This study employs a qualitative research method, emphasizing in-depth observation to explore existing phenomena. The research subjects include the school principal and teacher informants. This qualitative study collects data through observation, interviews, and document analysis, with data validity ensured through triangulation. The findings reveal that school principals supervise through planning, implementation, and evaluation while fostering a sense of collegiality. Adequate supervision includes classroom visits, meetings, and individual discussions. The principal employs direct, indirect, and collaborative supervisory approaches. However, time constraints, external principal duties, and hesitancy towards senior teachers hinder the supervisory process. Supporting factors include strong relationships between teachers and principals, the formation of a quality assurance team, and adequate facilities.

Keywords: *School Principal, Supervision, Teacher Professionalism, Islamic Education*

INTRODUCTION

Education is a fundamental pillar in enhancing human resource quality and is crucial to a nation's progress. Developed countries typically emphasize education, considering it the primary foundation for creating a competitive society in the era of globalization (Azizah & Mardiana, 2024; Malik, 2018; Rahmawati & Purnomo, 2023). Education enables individuals to acquire the skills, knowledge, and competencies necessary to face future challenges. In formal education, schools serve as strategic institutions in shaping students' character and improving their competencies, where the principal, as the educational leader, is primarily responsible for ensuring the effectiveness of the teaching process and teacher professionalism (Arthur, 2008; Bush, 2020).

Recent literature highlights the role of school principals in improving education quality through academic supervision. Several studies indicate that adequate supervision enhances teachers' professional competencies, ultimately improving education quality(Glickman et al., 2001; Karim et al., 2021; Lorensius et al., 2022; Mariani et al., 2024; Tazkiah et al., 2022). Furthermore, collaborative supervision approaches have increased teachers' motivation and performance in developing innovative teaching methods (Chuang, 2021; Ma'arif et al., 2022; Nordahl-Pedersen & Heggholmen, 2022; Wiyono et al., 2021). However, some studies also reveal challenges in implementing supervision, such as principals' limited time, high administrative workload, and organizational culture constraints that hinder effective supervision practices (Alkaabi, 2021; Ngole & Mkulu, 2021; Warman et al., 2022).

Although various studies have examined the effectiveness of principal supervision, research gaps remain concerning implementing academic supervision in Islamic-based schools, particularly at the secondary education level in Indonesia. Previous studies have primarily focused on supervision in public schools, while research on principal supervision in private Islamic schools is still limited. Additionally, few studies have explored how school principals overcome supervision challenges and develop supervision strategies based on the organizational culture of Islamic schools.

This study aims to analyze the role of school principals as supervisors in enhancing teacher professionalism at Brawijaya Islamic Senior High School (SMAI Brawijaya) in Mojokerto. Specifically, the research explores the principal's supervision strategies, identifies supporting and inhibiting factors in the supervision process, and examines the impact of supervision on teaching quality and teacher professional development. By employing a qualitative approach through interviews, observations, and document analysis, this study seeks to provide practical insights and theoretical contributions to the field of educational leadership in Islamic schools.

METHOD

This study employs a qualitative case study approach to explore the role of school principals as supervisors in enhancing teacher professionalism. A case study is a research strategy aimed at gaining an in-depth understanding of a specific case, which can be a program, activity, event, or a group of individuals connected by a particular context, such as time, place, or institutional affiliation (Mills et al., 2009; White & Cooper, 2022). This approach enables researchers to collect comprehensive data, derive meanings, and interpret real-life findings.

The research was conducted at SMA Islam Brawijaya Mojokerto, a private Islamic senior high school chosen for its strong emphasis on integrating religious values with modern educational practices. The principal and teachers were selected as primary subjects due to their direct involvement in the supervision process, providing rich insights into leadership strategies and their impact on teacher professionalism. Data collection involved multiple techniques, including in-depth interviews, direct observations, and document analysis. The researcher conducted semi-structured interviews with the principal and selected teachers to gain insights into supervisory practices and their impact on teacher professionalism (Tisdell et al., 2025). Observations were carried out to examine the implementation of supervision processes, while relevant documents such as supervision reports, evaluation records, and school policy documents were analyzed to triangulate findings (Creswell & Poth, 2016).

The study employed purposive sampling to select participants, ensuring that only individuals directly involved in supervisory activities were included (Patton, 2014). Data analysis followed an interactive model that Miles, Huberman, and Saldana proposed, including data reduction, data display, and conclusion drawing(Miles et al., 2014). To enhance research validity, triangulation was applied through multiple data sources (interviews, observations, and documents) and methodological triangulation (combining qualitative techniques) (Denzin, 2017). Member checking was also conducted by sharing preliminary findings with participants to confirm the accuracy and credibility of interpretations (Lincoln, 1980).

The research was conducted over three months, allowing sufficient data collection and analysis time. Ethical considerations were strictly followed, ensuring participant confidentiality and voluntary participation. The findings from this study provide valuable insights into the leadership role of school principals in supervision, contributing to discussions on effective strategies for improving teacher professionalism in Islamic schools.

RESULT AND DISCUSSION
Result
The Role of the Principal as a Supervisor in Enhancing Teacher Professionalism

The principal plays a strategic role in managing and improving the quality of education in schools. As an instructional leader, the principal is responsible for administrative aspects and guiding and evaluating the performance of both teaching and non-teaching staff. The success of an educational institution largely depends on the principal's skills and leadership in fostering teacher professionalism.

An interview with the Principal of SMA Islam Brawijaya Mojokerto, Mr. Yogie Dana Insani, S.Si, revealed that supervision is one of the key programs to assess and enhance the quality of teachers, employees, and school staff. He stated that, *"Every school conducts supervision. In my opinion, this supervision program is crucial for evaluating teachers, employees, and other staff. Through this process, we can identify any deficiencies in the field and work on improving them. Here, I schedule it at the beginning of each semester"*. This statement indicates that SMA Islam Brawijaya Mojokerto supervision is conducted at least twice an academic year, specifically at the beginning of the odd and even semesters. This is further supported by the statement of Ms. Yuli Amalia, a teacher at the school, who affirmed that the principal actively monitors and evaluates teachers and staff to enhance their professionalism, *"Yes, the principal monitors teachers, employees, and staff at the school. He directly evaluates and provides guidance or mentoring to improve teacher professionalism if any shortcomings are found. This supervision is conducted twice a year, at the beginning of the odd and even semesters"*.

Before carrying out supervision, the principal first conducts thorough planning. This involves gathering various necessary instruments, including assessing conditions both inside and outside the classroom. Mr. Yogie explained, *"The steps I take before conducting supervision include making prior preparations by collecting several instruments. This involves setting up the necessary tools and observing any deficiencies in the field, both inside and outside the classroom."* The principal's academic supervision covers various aspects, including checking the completeness of teachers' administrative documents, such as the Lesson Plan (RPP), monitoring the teaching and learning process, and evaluating the assessments given by teachers.
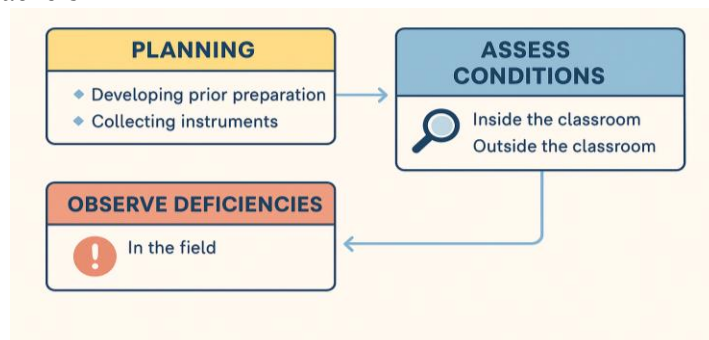

Figure 1: Steps of Principal's Preparation Before Conducting Supervision

Mr. Ahmad Khusairi, one of the teachers at the school, stated, *"The role of the principal when directly observing the field, both inside and outside the classroom, is to evaluate several aspects of academic supervision. This includes checking the completeness of teachers' administrative documents (RPP and others), monitoring the teaching and learning process, and reviewing the teachers' assessment results."* In addition to guiding teachers, the principal is also directly involved in interacting with students. This is achieved through his teaching duties, allowing him to understand the students' conditions and development better. He

stated, "Although I serve as the principal, I also have a teaching assignment in Mathematics. Through this opportunity, I can interact directly with students, enabling me to better understand their development and the situation and conditions in each class."

To enhance the effectiveness of supervision, the principal also holds regular evaluation meetings with teachers. These meetings aim to discuss various school policies and work programs while evaluating the implementation of existing programs. The principal explained, "I often hold meetings with teachers at least twice a month, as well as impromptu meetings if new information needs to be discussed. In these meetings, we also evaluate each work program. This helps in improving teachers' professionalism."

Figure 2: Regular evaluation meetings with teachers

Based on the findings of this study, it can be concluded that the role of the principal as a supervisor at SMA Islam Brawijaya Mojokerto aligns with the duties and responsibilities of a school leader. Supervision is evaluative and focuses on coaching and developing teachers' professionalism. Furthermore, the principal's direct involvement with students and regular discussions with teachers reflect a participatory and responsive leadership approach to the school's dynamics. Through a comprehensive supervision strategy, the principal plays a crucial role in creating a conducive educational environment that enhances the quality of learning

The Principal's Competence in Enhancing Teacher Professionalism

Becoming a school principal is difficult, as it requires a wide range of skills and competencies to implement programs that enhance teachers' professionalism effectively. A principal's competency includes the ability and authority to carry out their primary function as an educational leader. The principal must have the right strategies to enhance the professional capacity of teachers to ensure optimal learning quality.

At SMA Islam Brawijaya Mojokerto, the principal is crucial in creating a conducive and professional academic environment. As the principal, Mr. Yogie Dana Insani, S.Si. effective leadership must begin with setting a good example for all educators and school staff. He stated, *"As a principal, I must be able to support my performance in improving teachers' professionalism by possessing the qualities and character of a good role model to establish the identity of a true leader."* This statement indicates that a principal is not only responsible for administrative management but also serves as a leader who must exhibit strong moral character and act as a role model for teachers and all school stakeholders. A principal with strong character will more easily gain appreciation and support from teachers in implementing programs aimed at enhancing professionalism.

In addition to serving as a role model, the principal is also responsible for designing and preparing strategic plans to develop and manage the school for continuous growth. This aligns with Mr. Yogie's statement, which emphasizes the importance of thorough planning before conducting supervision, *"My role in supervising teachers requires me to prepare beforehand. After that, I must also strive to*

effectively develop and manage the programs I have designed to ensure proper teacher supervision." The supervision carried out by the principal is not solely focused on evaluation but also includes strategic steps to enhance teachers' professionalism. Once supervision is conducted, the principal must promptly follow up on the evaluation results with various innovative development efforts.

Mr. Yogie added, *"As a principal, I consistently drive program innovation. After supervision, I follow up by promoting teacher professionalism through collaboration with educational institutions, enabling participation in seminars, workshops, and training".* This statement highlights the principal's dynamic role in ensuring the continuous professional growth of teachers. Beyond planning and implementing supervision, the principal must innovate in developing programs that enhance teachers' competencies. One strategy employed is establishing collaborations with various educational institutions to provide teachers with opportunities to stay updated with advancements in knowledge and technology through seminars and professional training.

Based on this study's findings, it can be concluded that principals must possess several key competencies to perform their duties effectively. One crucial competency is being a role model for all educators. A principal must have good moral character and integrity to serve as a guiding figure within the school environment. Additionally, principals must be capable of developing well-structured strategic plans to ensure the success of supervision and teacher professional development programs.

Another essential aspect of a principal's job is the ability to manage and develop school programs. With strong management skills, a principal can create a more conducive and high-quality learning environment. Furthermore, innovation in supervision is necessary to ensure that teacher professional development programs run effectively and align with contemporary educational advancements. Equally important, a principal must be able to establish partnerships with various stakeholders, both within and outside the school. Social interactions and collaborations with external institutions can create broader opportunities for teachers to engage in continuous professional development. By mastering these competencies, a principal can effectively fulfill their role in enhancing teachers' professionalism and improving the quality of education in the school.

Supervision as a Tool for Professional Growth and School Improvement

The principal plays a strategic role in an educational institution, not only as a leader but also as a supervisor. The supervision carried out by the principal is crucial in ensuring the growth and development of the school, particularly in improving the quality of learning and the professionalism of educators. As a supervisor, the principal is responsible for identifying problems in the learning process and providing appropriate solutions. Adequate supervision is not limited to evaluating teachers' performance but also includes encouragement, guidance, and opportunities for teachers to develop their skills and competencies. In conducting supervision, the principal guides the implementation of educational reforms in the school to align with policy developments and educational needs. Additionally, the principal promotes the improvement of teaching quality by ensuring that every teacher has a strong understanding of effective teaching strategies.

Selecting appropriate teaching materials and instructional methods is also part of supervision, where the principal must provide guidance and recommendations on using media and innovative teaching techniques. This supervision is further strengthened by a systematic evaluation of all stages of the learning process, aimed at identifying strengths and weaknesses in teaching practices to facilitate continuous improvement. Through this comprehensive approach, the principal ensures that supervision contributes significantly to enhancing teacher professionalism and the overall quality of education in the school.

Figure 3: Supervision by the principal

Supervision is one of the principal's primary responsibilities in maintaining educational quality. Continuous monitoring of the learning process is essential to identifying challenges faced by teachers and providing appropriate solutions to enhance teaching effectiveness. Mr. Yogie Dana Insani, S.Si., the principal of SMA Islam Brawijaya Mojokerto, emphasizes the importance of supervision with a thoughtful approach. He explains that the principal should provide direct guidance to teachers or staff who make mistakes to help them improve without causing discomfort. In an interview, he stated, "*When staff make mistakes, I provide respectful, private guidance and explore the root causes to help them improve and prevent recurrence.*" This statement highlights that supervision is aimed at correcting mistakes and helping teachers understand the underlying causes, allowing them to enhance their competencies.

Mr. Ahmad Khusairi, one of the teachers at SMA Islam Brawijaya, also stated that the principal has his methods for evaluating and guiding teachers to prevent them from repeating the same mistakes. In an interview, he said, "*Through direct discussion and guidance, the principal helps teachers address challenges and encourages learning from past mistakes to foster continuous improvement.*" The supervisory approach taken by the principal is not limited to direct reprimands but also considers the privacy of the teachers or staff involved. For personal matters, the principal prefers an indirect approach by calling the teacher to his office for personal guidance. As stated by Mr. Yogie, "*In handling a teacher's issues, I conduct evaluations indirectly by summoning and following up with the teacher in my office to provide guidance.*"

In addition to direct and indirect approaches, the principal also applies a collaborative supervisory approach. In this approach, the principal invites all teachers, employees, and staff to collectively engage in evaluation meetings to find the best solutions. This approach enables effective two-way communication in identifying problems and designing appropriate improvement strategies. Mr. Ahmad Khusairi emphasized that the principal is open to discussions and deliberations in resolving issues at school. He stated, "*The principal encourages open discussions with teachers and staff to solve problems, allowing everyone to share ideas and find solutions together.*"

Based on the findings of this study, it can be concluded that the principle of SMA Islam Brawijaya Mojokerto implements three main supervisory approaches: direct, indirect, and collaborative. The direct approach involves providing immediate guidance to teachers or staff who make mistakes to prevent recurrence. Meanwhile, the indirect approach handles personal issues through one-on-one meetings in the principal's office, allowing for more personalized and effective guidance. Additionally, the principal employs a collaborative approach by involving all teachers, employees, and staff in evaluation meetings to openly discuss problems and work together to find the best solutions. With these three approaches, the supervision carried out becomes more comprehensive and effectively supports the professional development of teachers in the school

Inhibiting and Supporting Factors of the Principal as a Supervisor in Improving Teacher Professionalism at SMA Islam Brawijaya Mojokerto

Various factors influence the principal's supervision in enhancing teacher professionalism. Supporting factors help facilitate the supervision program, while inhibiting factors can pose challenges that need to be addressed to ensure effective supervision. One of the main obstacles in conducting supervision is the limited time available for direct meetings between the principal and teachers. The principal stated that a busy schedule sometimes prevents supervision from being carried out optimally, *"Sometimes, time hinders the implementation of the supervision program because the teachers and the principal cannot always meet directly."*

In addition to managing the internal affairs of the school, the principal also has various external duties, such as attending official meetings and training sessions or coordinating with relevant stakeholders. This can reduce the frequency of supervision. One of the teachers, Ahmad Khusairi, mentioned, *"One of the obstacles in conducting supervision is that the principal has external duties outside the school, which means he cannot be present full-time to supervise the teachers."*

Psychological factors also pose a challenge in supervision, especially when guiding senior teachers who have been teaching for a long time. The principal admitted that he carefully considers his words to avoid offending teachers, *"Even though the teachers here feel like family, sometimes I feel hesitant when guiding senior teachers who have been here longer. I worry that they might feel offended by my words. That's why I always think carefully before giving suggestions."*

On the other hand, one of the main supporting factors is the strong relationship and family like atmosphere between the teachers and the principal. A harmonious work environment and a strong relationship between the principal and teachers are key factors in supervision success. The close bond fosters effective communication, making it easier for teachers to accept the principal's guidance. The principal stated, *"Alhamdulillah, all the teachers in this school are close and get along well, so we feel like we have a family there."*

To enhance the effectiveness of supervision, the principal has formed an Educational Quality Assurance Team responsible for assisting in the supervision process. This team evaluates teachers' performance and reports the results for further follow up. The principal explained, *"We have formed a quality assurance team assigned to supervise teachers in the school. We discuss and follow up once the results are obtained to ensure improvements."*

The availability of adequate facilities and infrastructure supports teacher professionalism. A comfortable work environment and supportive learning facilities enable teachers to perform optimally. One of the teachers, Ahmad Khusairi, expressed, *"Alhamdulillah, the school facilities are sufficient, making us feel comfortable and able to carry out programs effectively. We are also encouraged to join seminars or workshops to improve our professionalism."* Moreover, the principal actively encourages teachers to participate in training programs to enhance their competencies. *"One of the efforts to support the improvement of teacher professionalism is by facilitating and encouraging teachers to attend workshops or seminars to continue developing, broadening their knowledge, and staying updated with the curriculum every year."*

Table 1. Facilities and Infrastructure SMA Islam Brawijaya

Facility Category	Total	Icon/Symbol	Description
Classrooms & Learning Facilities	9	📚 🧪	Grades X–XII classrooms, Science Labs, Multimedia Room
Teacher Support Facilities	5	🧑‍🏫 🪑	Teachers' Room, Admin Office, Counseling Room, Principal's Office, Storage
General Student Facilities	6	🚻 🛕 🍽️	Student & Teacher Restrooms, Prayer Room, Canteen
Extracurricular Facilities	3	🏀 🏫 💼	Sports Field, Student Council (OSIS), Student Cooperative
Others	11	📦 🛡️ 🅿️	Parking Area, Library, Guard Post, etc.

Discussion
The Role of School Principal Leadership

The research findings indicate that the principal's leadership at SMA Islam Brawijaya significantly improves teacher performance. This finding aligns with the transformational leadership theory proposed by Bass and Avolio (Bass & Avolio, 1994), which emphasizes the importance of vision, inspiration, and intellectual stimulation in motivating subordinates to achieve organizational goals. Transformational leaders can foster a sense of shared purpose, encourage innovation, and empower teachers to improve their instructional practices (Kanyike, 2023).

The study reveals that the school principal at SMA Islam Brawijaya implements leadership practices that support teachers' professional development. This is consistent with Yukl, who states that effective leaders can create a conducive work environment, provide emotional support, and motivate teachers to enhance their performance(Yukl, 2013). Moreover, Hallinger highlights that principal leadership significantly influences school effectiveness by shaping the school culture, setting high expectations, and facilitating teacher collaboration(Çoğaltay & Boz, 2023; Hallinger & Heck, 1998).

In addition, research by Leithwood affirms that strong school leadership contributes to improved teaching quality and student learning outcomes (Leithwood, 2021). This aligns with Robinson, who found that school leaders who engage in instructional leadership, such as providing direct support for teaching strategies, monitoring curriculum implementation, and facilitating professional learning communities, have a more substantial impact on student achievement compared to those who focus solely on administrative tasks (Adhikari, 2022; Basri & Abdullah, 2024; Isnaeni et al., 2025).

Furthermore, Li and Karanxha emphasize that successful school leadership is context-dependent, requiring principals to adapt their leadership styles to their schools' unique challenges and needs(Li & Karanxha, 2024). In the case of SMA Islam Brawijaya, the principal's ability to implement strategic decision-making, provide continuous professional development, and foster a collaborative culture has proven essential in enhancing teacher performance and overall school effectiveness.

These findings suggest that strengthening school leadership capacity is crucial for sustaining educational quality. Future research could explore the longitudinal effects of leadership on teacher motivation and instructional innovation and examine the interplay between leadership styles and organizational culture in different school settings.

Implementation of Quality Assurance Systems

The study also finds that the quality assurance system at SMA Islam Brawijaya contributes significantly to improving teacher performance. This finding aligns with the concept of Total Quality Management (TQM) in education, as proposed by Edward Deming, which emphasizes continuous quality improvement involving all stakeholders(Deming, 2018; Smith, 2021). TQM principles advocate for a structured approach to quality assurance, where systematic planning, consistent evaluation, and stakeholder involvement are essential in fostering a culture of excellence in education (Kayyali, 2024; Tandon et al., 2024).

Sallis further supports this finding, arguing that a well-implemented quality assurance system enhances teacher efficiency and effectiveness through continuous evaluation and a strong culture of quality improvement(Sallis, 2014). This aligns with the quality management framework suggested by Crosby, which highlights the importance of setting clear performance standards, promoting accountability, and ensuring that quality is embedded in all aspects of educational practice(Crosby, 1979).

Moreover, quality assurance systems in education are closely linked to professional development and instructional effectiveness. Quality assurance in higher education is multidimensional, involving curriculum evaluation, assessment standardization, and continuous feedback mechanisms(Schellekens et al., 2023). When applied in school settings, these elements

help foster a culture of self-improvement among teachers, ensuring that instructional methods are aligned with best practices and evolving educational standards (Schindler et al., 2015).

The role of leadership in successfully implementing quality assurance systems is also crucial. Hallinger and Heck emphasize that school leaders play a central role in shaping a school's quality culture by setting clear expectations, facilitating teacher collaboration, and ensuring that quality assurance mechanisms are effectively utilized (Hallinger & Heck, 1998). Kurilovas further supports this perspective, highlighting the need for continuous professional learning and data-driven decision-making to sustain educational quality (Kartiko et al., 2025; Kurilovas, 2020).

Additionally, research by Alanoglu suggests that integrating quality assurance with a learning-centered approach significantly improves teacher engagement and student learning outcomes(Alanoglu, 2023). This is particularly relevant for SMA Islam Brawijaya, where a structured and sustainable quality assurance system has created an environment conducive to professional growth, innovation in teaching, and overall educational excellence.

Given these findings, future research could explore the long-term impact of quality assurance systems on teacher retention, instructional innovation, and student performance. Furthermore, comparative studies could examine how different quality assurance models are applied across various educational institutions, identifying best practices that can be adapted to different contexts.

The Relationship Between Leadership, Quality Assurance, and Teacher Performance

The study confirms that school leadership and quality assurance systems are interdependent in enhancing teacher performance. As described by Birasnav, transformational leadership facilitates the successful implementation of quality assurance mechanisms by fostering a culture of continuous improvement and shared accountability (Alwi & Mumtahana, 2023; Bakar et al., 2023; Birasnav et al., 2023; Enes et al., 2024). Through visionary leadership and strategic decision-making, school principals can inspire teachers to actively participate in quality improvement processes actively, leading to more effective teaching practices and better student outcomes (Adeoye et al., 2025; Asmendri et al., 2024; Baso & Alwy, 2023; Deng et al., 2023). This finding is further supported by Nadeem, who emphasizes that transformational leaders create an environment where collaboration, innovation, and data-driven decision-making become integral to educational practices (Nadeem, 2024; Shellenbarger, 2022). Therefore, the interplay between leadership and quality assurance forms a reinforcing cycle: leadership drives quality initiatives. In contrast, ongoing quality assurance processes provide feedback that refines and strengthens leadership practices, ultimately sustaining long-term educational excellence.

Furthermore, research by Day demonstrates that strong leadership in educational organizations directly contributes to the continuous improvement of school quality (Day et al., 2016; Ma`arif et al., 2023). This is supported by Leithwood, who argues that leadership effectiveness is one of the most influential factors in shaping teacher commitment, motivation, and instructional quality (Leithwood, 2021). Effective school leaders set the vision and direction and establish mechanisms for accountability, professional development, and strategic decision-making that align with institutional goals (Weyers et al., 2024; Yurkofsky, 2022).

The relationship between leadership, quality assurance, and teacher performance is also reinforced by studies on distributed leadership, which emphasize the importance of shared decision-making and collaborative practices among school leaders and teachers (Amels et al., 2021; Azizi et al., 2023; Imaduddin, 2023). When principals actively engage teachers in decision-making and quality assurance processes, it fosters a sense of ownership and accountability, leading to more significant commitment to professional growth and instructional excellence (Lijun & Te, 2024).

Additionally, quality assurance systems provide a structured framework for evaluating teacher performance, identifying areas for improvement, and implementing targeted interventions (Alam, 2023). Research by Srikanthan and Dalrymple highlights that integrating leadership with quality assurance mechanisms enhances the effectiveness of professional development initiatives,

ultimately contributing to better teaching strategies and improved student outcomes (Firdaus et al., 2023; Fitriana & Attalina, 2023; Srikanthan & Dalrymple, 2007; Widarti et al., 2024).

This study reinforces previous theories and research on the critical role of school leadership and quality assurance systems in enhancing teacher performance. The implications of these findings suggest that school principals should continue to develop innovative leadership styles, such as transformational and instructional leadership, to effectively guide teachers in adapting to evolving educational demands. Additionally, comprehensive quality assurance systems should be continuously refined to ensure that evaluation mechanisms, feedback loops, and professional development programs remain relevant and impactful.

Future research could explore how leadership styles interact with quality assurance frameworks across various educational contexts. Moreover, longitudinal studies could examine the sustained impact of leadership and quality assurance on teacher performance and student achievement, providing deeper insights into best practices for educational leadership and institutional development.

CONCLUSION

The results of this study indicate that leadership and the quality assurance system play a significant role in improving teacher performance at SMA Islam Brawijaya. Effective leadership, characterized by good communication, motivation, and wise decision-making, can create a conducive work environment for teachers to develop professionally. Additionally, implementing a structured and sustainable quality assurance system has a positive impact on improving the quality of learning and the professionalism of teachers in carrying out their duties. Ultimately, enhanced teacher performance supported by strong leadership and robust quality assurance systems contributes to better student learning outcomes and overall school effectiveness.

These findings suggest that the synergy between leadership and the quality assurance system is a key factor in enhancing the quality of education at SMA Islam Brawijaya. This study implies that strengthening leadership capacity and continuously improving quality assurance mechanisms are essential for sustaining teacher performance and educational quality. Schools should implement structured leadership training programs and develop more adaptive quality assurance policies that respond to dynamic educational challenges. Schools should conduct regular leadership workshops focused on instructional supervision and establish periodic quality audits to monitor and enhance teaching effectiveness. For future research, further studies can explore the long-term impact of leadership and quality assurance on student achievement and examine how different leadership styles influence teacher motivation and engagement in professional development.

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