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THE PRINCIPAL'S STRATEGIES ON IMPROVING TEACHER QUALITY AT MTSS MANBAUL ULUM BONDOWOSO

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Abstract

In the context of Islamic education, teacher quality is a crucial indicator that determines both the success of the institution and the learning outcomes of students. This study aims to describe the strategies employed by the principal of MTsS Manbaul Ulum Bondowoso in improving teacher quality. This research adopts a descriptive qualitative approach. Data were collected using the simak libat cakap method, which involved attentive observation of the principal's presentation of strategies, supported by recording, note-taking, and interviews with relevant stakeholders. The data analysis process was carried out systematically through the stages of transcription, reduction, classification, tabulation, validation, interpretation, and conclusion drawing. Transcription converted oral data into written form, followed by data reduction to filter relevant information in line with the research focus. Subsequently, the data were classified by type, tabulated using a coding system, and validated through clarification with the principal, vice principals for curriculum and student affairs, as well as teachers. The final stage involved interpretation and formulation of conclusions. The findings reveal that the principal implemented transformational

leadership strategies, continuous professional development, systematic internal supervision, and the creation of a collaborative work culture. These strategies proved effective in enhancing teachers' pedagogical competence, professionalism, and commitment to the institution's vision and mission. The results underscore the importance of strengthening the principal's leadership role as a key factor in fostering a sustainable culture of quality in Islamic educational settings.

Keywords: *teacher quality, transformational leadership, professional development*

Abstrak

Dalam konteks pendidikan Islam, mutu guru merupakan indikator krusial yang menentukan keberhasilan lembaga serta capaian pembelajaran peserta didik. Penelitian ini bertujuan untuk mendeskripsikan strategi kepala Madrasah dalam meningkatkan mutu guru di MTsS Manbaul Ulum Bondowoso. Penelitian ini merupakan penelitian kualitatif deskriptif. Metode yang digunakan dalam mengumpulan data adalah metode simak libat cakap. Data dikumpulkan melalui penyimakan terhadap pemaparan strategi kepala madrasah, yang didukung dengan teknik perekaman, pencatatan, serta wawancara dengan berbagai pihak terkait. Proses analisis data dilakukan secara sistematis melalui tahapan transkripsi, reduksi, klasifikasi, tabulasi, validasi, interpretasi, dan penarikan kesimpulan. Transkripsi dilakukan untuk mengubah data lisan menjadi bentuk tertulis, dilanjutkan dengan reduksi data untuk menyaring informasi relevan sesuai fokus penelitian. Selanjutnya, data diklasifikasikan berdasarkan jenis, ditabulasi dengan sistem pengkodean, dan divalidasi melalui klarifikasi dengan kepala madrasah, wakil kepala bidang kurikulum dan kesiswaan, serta guru. Tahap akhir mencakup interpretasi dan perumusan kesimpulan. Hasil penelitian menunjukkan bahwa kepala madrasah menerapkan strategi kepemimpinan transformasional, pengembangan profesional berkelanjutan, supervisi internal yang sistematis, serta penciptaan budaya kerja kolaboratif. Strategi ini terbukti efektif dalam meningkatkan kompetensi pedagogis, profesionalisme, dan komitmen guru terhadap visi dan misi institusi. Temuan ini menegaskan pentingnya penguatan peran kepemimpinan kepala madrasah sebagai kunci dalam membangun kultur mutu yang berkelanjutan di lingkungan pendidikan Islam.

Kata Kunci: *mutu guru, kepemimpinan transformasional, pengembangan profesional*

A. INTRODUCTION

Education plays a strategic role in shaping the civilization and progress of a nation. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System affirms that education is a conscious and planned process designed to create a learning environment that enables students to actively develop their potential. Such potential encompasses spiritual-religious values, self-control, personality, intelligence, noble character, and life skills relevant to both the individual and society. Within this framework, the quality of education becomes a collective responsibility of all educational stakeholders, with teachers serving as the primary actors directly engaged in the learning process. Therefore, improving teacher quality particularly in pedagogical and professional competencies is key to achieving excellence in the madrasah environment (Dumiyati et al., 2023); (Julhadi et al., 2023); & (Sa'diyah, 2025).

As Islamic educational institutions, madrasahs have an important mandate to produce generations who excel not only intellectually but also morally, with strong competitiveness. In this context, teacher quality serves as a primary indicator of the success of the learning process. Teacher competence, which includes both pedagogical and professional aspects, forms the foundation for managing effective learning. Pedagogical competence relates to the ability to design, implement, and evaluate the learning process, while professional competence entails mastery of subject matter and the ability to adapt to the development of science and technology.

The quality of education is directly correlated with the quality of teaching personnel, particularly teachers. In the madrasah ecosystem, the principal plays a crucial role as a policy director, a creator of a conducive work climate, and the driving force in enhancing teacher capacity. The principal functions not only as an administrative manager but also as an instructional leader responsible for fostering innovation and teacher professionalism. In the midst of rapid globalization and digital transformation, madrasah principals are required to adopt effective, adaptive, and forward-looking leadership strategies to improve teacher quality. This role positions the principal as an agent of change, a strategic decision-maker, and a facilitator of continuous professional development (Qeisiyeh, 2025). Consequently, strategies for improving teacher quality must reflect a systemic approach that is responsive to the needs of the times and the dynamics of contemporary education.

To respond to the evolving dynamics of education and address the need for improving teacher quality, madrasah principals are required to demonstrate visionary leadership that is adaptive to change. Their leadership role extends beyond formulating administrative policies; it must also foster a spirit of collaboration, create a conducive working environment, and encourage innovation within the madrasah. Such a participatory and creative work climate forms a crucial foundation for enhancing teachers' overall competence, both in pedagogical and professional dimensions. This strategic role positions the principal as the key actor in shaping a high-performing madrasah capable of competing in the era of educational transformation.

MTsS Manbaul Ulum Bondowoso, as one of the Islamic educational institutions, faces tangible challenges in its efforts to sustainably improve teacher quality. Therefore, it is essential to identify and examine the leadership strategies employed by the madrasah principal in addressing these challenges, as a basis for quality-oriented institutional development. In recent years, MTsS Manbaul Ulum has demonstrated its commitment to enhancing teacher capacity through various programs such as training, academic supervision, and continuous professional development. Nevertheless, the improvement of teacher quality cannot be separated from the existence of leadership strategies that are focused, well-planned, and consistent.

To date, no study has been found that specifically analyzes the principal's strategies in improving teacher quality at MTsS Manbaul Ulum, particularly in the areas of pedagogical and professional competence. Thus, this research is significant in filling the gap in the literature while providing a new perspective on the strategic role of madrasah principals in sustainably enhancing educational quality. Although no prior research has focused on this specific madrasah, several relevant studies have shown that the success of improving teacher competence is strongly influenced by the leadership style of the madrasah principal, particularly when it fosters a positive work culture (Sutrisno et al., 2023; Rahmawati, 2024). These findings reinforce the urgency of this study as a contribution to the development of a quality-based Islamic educational leadership model.

Research conducted by Fauziah (2023) demonstrates that continuous and systematic teacher development can significantly enhance the professionalism of educators within madrasah settings. This finding is consistent with the results of Handayani's (2024) study, which identified that teachers' pedagogical competence is strongly influenced by the supervisory strategies designed and implemented by madrasah principals. Supporting this conclusion, Mukhlis et al. (2022) emphasized the importance of the principal's role in creating a conducive learning environment as the foundation for teachers' professional growth. Similarly, Kurniawan et al. (2023) asserted that improving teacher quality must be carried out in a planned manner through needs mapping and the implementation of systematic programs.

Accordingly, the leadership strategies employed by the madrasah principal become a crucial element in driving the transformation of teacher quality, particularly in the areas of pedagogical and professional competence—two core dimensions targeted for development at MTsS Manbaul Ulum Bondowoso. It is expected that the findings of this study will make a meaningful contribution to the formulation of policies for improving educational quality at the madrasah level more broadly. Based on this description, it can be concluded that the madrasah principal holds a central role in efforts to improve educational quality, especially in enhancing teacher competence. The principal functions not only as an administrative leader but also as an agent of change who fosters a working climate conducive to the sustainable growth of teacher quality. Pedagogical and professional competence are two aspects that must be

continuously developed to ensure that teachers are able to meet contemporary demands and deliver meaningful learning experiences for students.

Although various studies have discussed the importance of leadership in the educational context, to date no research has specifically examined the strategies employed by the principal of MTsS Manbaul Ulum Bondowoso to improve teacher quality, particularly with a focus on strengthening pedagogical and professional competence. Therefore, this research is considered essential to fill the gap in the literature and to contribute to the development of quality-based leadership practices in madrasah settings. Based on the above background, this study seeks to answer the following research question, what are the strategies employed by the madrasah principal to improve teacher quality at MTsS Manbaul Ulum, particularly in terms of pedagogical and professional competence?.

To address this question, the study draws on theoretical perspectives rooted in the concept of educational quality. Generally, educational quality is strongly influenced by the competence of educators, especially teachers. In the madrasah context, the role of the principal is strategically positioned to create a conducive working environment, enhance teacher capacity, and guide the direction of education in alignment with Islamic values. The principal is not only an administrative manager but also an instructional leader responsible for promoting innovation, professionalism, and the continuous development of teachers.

As a leader, the madrasah principal is responsible for directing and developing teachers' potential to enable them to perform their roles to the fullest. Referring to Law Number 14 of 2005 on Teachers and Lecturers, the principal is required to possess adequate managerial competence to support the improvement of educational quality, particularly through human resource management. In this regard, teachers are the main focus, as their competence, especially pedagogical and professional competence, serves as a primary indicator of learning success (Sari, 2022; (Sitti Nuraini, 2024); & (Sa'diyah, 2025). Pedagogical competence encompasses teachers' ability to design, implement, and evaluate learning so that the teaching and learning process is effective and aligned with students' needs. Meanwhile, professional competence relates to mastery of subject matter as well as teachers' active engagement in continuous self-development (Hasanah, 2023). Therefore, the principal must design a systematic and sustainable teacher development strategy, which includes training, supervision, monitoring, and comprehensive evaluation of teachers' performance and professional growth.

Slamet (2021) asserts that effective leadership strategies by the madrasah principal include empowering teachers, strengthening a professional work culture, and implementing innovations in the learning process. Additionally, the principal serves as a facilitator who actively encourages teachers to participate in Continuous Professional Development (CPD) programs. Wulandari (2023) adds that principal support has a significant impact on teachers' motivation and performance in enhancing their

pedagogical and professional competence. The success of the principal's strategies in improving teacher quality is not solely determined by internal factors, such as teachers' motivation, work ethic, and professional attitude, but also by external factors, including leadership support and a supportive work environment.

Nugroho (2024) emphasizes that high teacher motivation can drive improvements in learning quality, while principals who provide clear direction, constructive supervision, and recognition for teacher performance can further strengthen that motivation. At the same time, a conducive work environment plays a crucial role in facilitating both the learning process and teachers' classroom innovation. Thus, strategies for improving teacher quality—particularly in terms of pedagogical and professional competence—must be planned, comprehensive, and sustainable. This involves careful planning, the implementation of programs aligned with teachers' needs, and objective, systematic evaluation to ensure the effectiveness and continuity of teacher quality improvement initiatives at MTsS Manbaul Ulum Bondowoso.

B. RESEARCH METHOD

This study employs a qualitative approach with a descriptive research design, aiming to gain an in-depth understanding of the principal's leadership strategies in improving teacher quality at MTsS Manbaul Ulum Bondowoso. This approach was chosen for its ability to reveal social realities and the dynamics of school leadership in a contextual and holistic manner, consistent with the characteristics of the phenomenon under investigation. Data collection was conducted using the participant observation method, in which the researcher was not merely a passive observer but actively engaged in interactions with the research subjects. Data were obtained through direct observation of the principal's presentation on strategies for enhancing teacher quality, audio recordings, detailed note-taking of key points during interactions, and in-depth interviews with key informants, including the principal, vice principal for curriculum affairs, vice principal for student affairs, and several teachers directly involved in implementing the strategies.

The data analysis process was carried out in several stages, beginning with transcription, in which spoken data from interviews and recordings were converted into written text ready for analysis. The next stage was data reduction, aimed at filtering out irrelevant information to focus only on data relevant to the research objectives. The remaining data were then classified into thematic categories based on the type of strategy, form of implementation, and its impact on teacher quality. Subsequently, the data were tabulated and coded to facilitate comparative and interpretive analysis. Data validation was performed through source triangulation, involving direct clarification with the main informants to ensure the accuracy and consistency of the information. This process included follow-up interviews with the principal, vice principals, and teachers to confirm the preliminary findings. The final stage was data interpretation,

which entailed deriving meaning from the classified and validated information by referring to relevant theories and the existing empirical context. The results of this interpretation formed the basis for drawing conclusions that provide a comprehensive overview of the principal's leadership strategies, the effectiveness of their implementation, and the challenges encountered in efforts to improve teacher quality.

C. RESULT AND DISCUSSION

RESULT

The findings of this study indicate that the principal's strategies for improving teacher quality at MTsS Manbaul Ulum Bondowoso comprise three main stages; planning, implementation, and evaluation. In the planning stage, the principal identifies teachers' competency needs—particularly in the pedagogical and professional dimensions—and formulates development programs that are relevant, measurable, and tailored to the school's context. The implementation stage is realized through the systematic organization of quality improvement activities, such as academic supervision, internal training, and facilitation of Continuous Professional Development (*Pengembangan Keprofesian Berkelanjutan*, PKB) programs. In the evaluation stage, the principal conducts monitoring and assessment of all programs implemented to measure their effectiveness and identify areas requiring improvement.

The evaluation results are then used as a basis for designing follow-up strategies that are more targeted and oriented toward enhancing the quality of teaching and learning. Thus, this research finds that the principal at MTsS Manbaul Ulum adopts leadership strategies reflecting a transformational approach, promoting continuous professional development, conducting structured internal supervision, and fostering a collaborative work culture. These four approaches are found to be mutually reinforcing in creating a school environment that is conducive to comprehensive and sustainable improvement in teacher quality. The table below presents the specific strategies implemented by the principal to enhance teacher quality.

Table A. 1: The Principal's Strategies on Improving Teacher Quality

Focus Aspect	Planning	Implementation	Evaluation	Achieved Results
Pedagogical Competence	Training on active and innovative teaching methods	Organizing regular workshops every semester	Evaluation of training outcomes through classroom observation	Teachers are able to apply more interactive teaching methods that engage students
Professional Competence	Coaching on subject mastery and self-development	Supervision and mentoring by the head of the madrasah	Periodic teacher performance assessment	Improved subject mastery and increased teacher motivation for continuous learning and competence development

DISCUSSION

Strategic Planning of the Madrasah Principal on Improving Teacher Quality

Based on in-depth interviews with the principal of MTsS Manbaul Ulum, Tangsil Wetan, Bondowoso, it was found that the strategy for enhancing teacher competence is carried out in a structured and systematic manner. The principal emphasized that strategic planning is a crucial foundation for ensuring the success of teacher development programs. The initial stage begins with a comprehensive mapping of teacher competencies through direct classroom observations and performance evaluations. The results of this mapping serve as the basis for designing professional development programs tailored to the specific needs of each teacher, both in pedagogical and professional aspects. The strategy focuses on strengthening two core competencies—pedagogical competence and professional competence—based on the consideration that the quality of learning is highly dependent on the teacher's ability to design, implement, and evaluate learning, as well as the professional attitudes and ethics they uphold in fulfilling their role as educators. The approach taken is not merely top-down or instructional in nature but also participatory. Teachers are actively involved in the planning and implementation of the programs, fostering a sense of ownership and shared responsibility for the success of competence development initiatives.

A variety of activities are implemented to support this strategy, including in-house training, teacher discussion forums, academic supervision, and support for teacher participation in continuous professional development. Furthermore, the strategies are evaluated regularly through monitoring, joint reflection sessions with

teachers, and analysis of their impact on both teaching processes and student learning outcomes. The results of these evaluations are then used as the basis for improving and refining strategies in the future. These findings indicate that the principal possesses a deep understanding of the strategic role of educational leadership. The approach adopted goes beyond administrative management, placing strong emphasis on collaboration, the creation of a positive learning culture, and the sustainability of teacher development programs. Overall, the strategies implemented reflect a holistic and future-oriented effort to improve the quality of educators and the overall standard of education within the madrasah.

Implementation of the Principal's Strategy in Improving Teacher Quality

The results of interviews with the principal of MTsS Manbaul Ulum indicate that the implementation of strategies to improve teacher quality is carried out in a gradual, well-planned, and continuous manner. These strategies do not stop at the planning stage but are realized through various concrete activities within the madrasah environment. The implementation includes internal training sessions conducted at least twice per semester, competency-enhancement workshops, mentoring programs led by senior teachers, and academic supervision carried out regularly and systematically. These activities focus on improving teachers' ability to design learning activities that are relevant to the characteristics of their students and to evaluate learning outcomes effectively. As the principal stated, *"Kami secara rutin mengadakan pelatihan dan pembinaan guru minimal dua kali dalam satu semester, terutama terkait perencanaan pembelajaran dan evaluasi yang sesuai dengan karakteristik peserta didik".* In addition to initiating formal programs, the principal is directly involved in mentoring teachers, providing constructive feedback, and fostering a supportive work environment that encourages learning and professional growth. Open communication between the leadership and teachers serves as a fundamental basis to ensure that the programs implemented address the real needs in the field.

The success of this implementation is supported by several factors, including the principal's commitment, internal support from teachers, a positive organizational climate, and the availability of adequate facilities and infrastructure. However, challenges remain, such as time constraints due to heavy teacher workloads, limited budgets, restricted access to information and external networks, and varying levels of digital literacy among teachers. These findings align with Benedicta Dwi Adventyana's perspective that the success of implementing inclusive education policies in primary schools largely depends on the provision of adequate teacher training, sufficient resource support, and the active involvement of stakeholders in the implementation process. Therefore, the execution of teacher quality improvement strategies at MTsS

Manbaul Ulum needs to be continuously evaluated and adjusted to remain relevant to developments in the education sector and the real needs on the ground. With the active role of the principal, the involvement of teachers, and the support of a conducive school environment, these strategies are expected to foster sustainable improvements in the quality of teaching and learning.

Implementation of Leadership in Teacher Development

The results of interviews and observations indicate that the principal of MTsS Manbaul Ulum Tangsil Wetan, Wonosari, Bondowoso demonstrates strong, focused, and transformative leadership in fostering the professional growth of educators. Teacher development is not carried out incidentally but is systematically designed through mapping teachers' abilities and professional needs, based on classroom observations and performance evaluations. The development programs are implemented through various forms, such as internal training, mentoring by senior teachers, academic supervision focusing on improving teaching methods, media use, and classroom management, as well as professional discussion forums that encourage collaboration and reflection among teachers.

The approach adopted is integrative, combining direct coaching by the principal with a collaborative model that involves reflective discussions and teamwork in lesson plan development. The principal also actively provides opportunities and support for teachers to participate in external training, seminars, and continuous professional development activities, including the provision of facilities and recommendations. All development activities are documented and evaluated periodically to ensure their effectiveness and impact on improving teacher competence and performance. The leadership style applied is participatory and supportive, creating a work climate conducive to sustainable professional growth. This leadership pattern aligns with the perspectives of Harris et al. (2023) and Leithwood (2024), who assert that educational leaders who attend to individual needs, encourage innovation, and foster collective self-efficacy can create a significant impact on overall improvements in the quality of education.

The Impact of the Principal's Strategy on Enhancing Teacher Competence

Based on interviews, observations, and documentation, it can be concluded that the principal's strategy to enhance teacher competence at MTsS Manbaul Ulum Tangsil Wetan, Wonosari, Bondowoso has had a significant impact on strengthening two key aspects of teacher competence—pedagogical competence and professional competence. In terms of pedagogical competence, strategies implemented through academic supervision, internal training, and discussion forums have proven effective in

helping teachers improve their ability to design learning activities, select appropriate teaching methods, and manage classrooms efficiently. Several teachers reported that after participating in the development programs, they became more confident in preparing lesson plans (RPP), applying authentic assessment, and creating a more interactive and enjoyable learning atmosphere for students.

With regard to professional competence, there has been a notable improvement in teachers' attitudes and sense of responsibility as educators. This is reflected in their increased participation in various self-development activities such as seminars, workshops, and teacher collaboration. Teachers have become more disciplined in carrying out their duties, more open to constructive feedback, and more proactive in reflecting on and evaluating their own teaching practices. One of the most prominent positive outcomes of this strategy is the emergence of a learning and collaboration culture among teachers. The principal has succeeded in creating a work environment that fosters the sharing of knowledge and experiences, ultimately strengthening the formation of a professional learning community within the school. Furthermore, the teacher development strategy has had an indirect impact on improving student learning outcomes. Teachers with stronger pedagogical and professional competencies tend to be more responsive to students' learning needs and better able to build positive classroom relationships. Thus, the strategy's effects extend beyond technical teaching skills to cultivating a work culture that promotes continuous professional growth.

Planned and continuous teacher development initiatives at MTsS Manbaul Ulum have been shown to contribute significantly to improving learning quality. Periodic performance evaluations reveal improvements in lesson planning, classroom management, and the use of more varied and contextual teaching methods that align with students' characteristics. This success is also reflected in increased teacher participation in professional development activities—both internal and external—as well as greater personal initiative to pursue certification programs and educational seminars. Enhancing teacher competence has also had a positive impact on the classroom learning environment. Teachers have become more confident, communicative, and reflective in delivering lessons.

The previous one-way learning approach has gradually shifted toward more interactive and participatory methods, increasing student engagement and strengthening healthy emotional connections between teachers and students. Thus, the principal's strategy has successfully cultivated a work culture that emphasizes the importance of continuous and collaborative learning. This strategy aligns with Harris and Leithwood's (2023) view on the importance of building collective teacher efficacy as a foundation for change that directly improves student learning outcomes. In the

context of MTsS Manbaul Ulum, the principal has played a central role in creating an environment that systematically, structurally, and sustainably supports teachers' professional growth.

Evaluation of the Principal's Strategy in Improving Teacher Quality

Based on interviews with the principal and documentation of program implementation, evaluation of the strategies to improve teacher quality is conducted regularly through academic supervision, post-training reflection, and internal evaluative forums involving teachers and the madrasah management team. The purpose of this evaluation is to determine the extent to which the professional development programs have contributed to enhancing teachers' competence—pedagogical, professional, and classroom performance. The principal explained that evaluations are usually carried out after each training session or workshop, using instruments such as classroom observations, follow-up discussions, and written feedback from participants. In addition, academic supervision serves as the main tool for assessing the extent to which teachers apply the training outcomes in their teaching practice. The results of these evaluations form the basis for designing follow-up programs, adjusting the content of future training, and providing individualized coaching for teachers who require further assistance.

Although the overall implementation of the strategy has been successful, evaluations also revealed several challenges that require attention. These include the suboptimal follow-up after training due to teachers' limited time, as well as the uneven integration of technology into teaching and learning activities. These findings indicate that evaluation not only serves as a tool for measuring program success but also as an essential foundation for the continuous improvement of teacher quality strategies in the madrasah. The evaluation of teacher quality improvement strategies is thus carried out continuously through academic supervision, post-training reflection, and evaluative forums. It functions not only to assess achievement but also as a basis for refining subsequent programs. Findings show that although the programs are effective, challenges remain in post-training follow-up and the integration of technology in teaching. This aligns with Michael Quinn Patton's perspective that evaluation is an organized process to assess the extent to which a program achieves its objectives and meets predetermined standards.

This research makes an important contribution to the study of educational management, particularly in the context of the principal's leadership in improving teacher quality. The findings demonstrate that systematically designed strategies—through needs-based planning, sustainable professional development programs, and evaluations grounded in supervision and reflection—can significantly enhance teachers'

pedagogical and professional competencies. Theoretically, this study enriches the literature on transformational leadership in madrasah settings by emphasizing the strategic role of collaboration, adaptability, and context-based approaches. Practically, the findings can serve as a reference for policymakers, school principals, and educational institutions in designing and implementing relevant, applicable, and sustainable teacher quality improvement strategies. The policy implications highlight the importance of institutional support in providing high-quality training, managing time effectively for follow-up activities, and strengthening digital literacy in the learning process. The strategic model applied at MTsS Manbaul Ulum can be replicated and adapted in other educational institutions to foster a professional work culture and broader improvements in educational quality. Moreover, this study opens opportunities for further research to examine the effectiveness of similar strategies in various contexts and educational levels.

D. CONCLUSION

This study aims to describe the principal's strategies in improving teacher quality at MTsS Manbaul Ulum Bondowoso. The findings indicate that the principal implements a transformational leadership strategy combined with a program of continuous professional development, systematic internal supervision, and the cultivation of a collaborative work culture. These strategies have proven effective in enhancing teachers' pedagogical competence, professionalism, and commitment to the institution's vision and mission. Nevertheless, the study identifies areas for further development, particularly in examining more deeply the tangible impact of these strategies on teacher performance and the overall quality of teaching and learning. Future research may focus on evaluating the medium- to long-term effects, with special attention to how leadership strategies influence the improvement of teachers' professional performance, changes in work patterns, participation in self-development programs, and their implications for student learning outcomes.

It is also important to explore the extent to which these leadership strategies have been internalized within the school's organizational culture, as well as to understand the responses of teachers and educational staff to their implementation. Further studies are also expected to identify implementation challenges, such as limitations in human resources, insufficient structural support, restricted time allocation, and varying levels of active teacher participation. Thus, this study not only provides an overview of the outcomes of strategies to improve teacher quality but also opens space for analyzing the dynamics of their implementation process in the field comprehensively, making it a valuable reference for the development of effective and sustainable educational leadership models.

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