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Principals' Managerial Skills in Improving Teacher Performance and Educational Quality in Public Elementary Schools in Cluster 6 of Kota Bahagia

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A B S T R A C T

This study examined the principal's managerial competence in improving teacher performance and educational quality at public elementary schools in Cluster 6 of Kota Bahagia District, South Aceh. The research focused on managerial functions including planning, organizing, directing, and supervision implemented by school principals in managing educational activities. A qualitative approach with a case study design was employed in this study. The participants consisted of 24 respondents, including 8 principals and 16 teachers and administrative staff. Data were collected through interviews, observations, questionnaires, and documentation. Data analysis used descriptive qualitative analysis based on the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The findings revealed that principals had implemented managerial functions relatively well through the preparation of School Work Plans (RKS) and School Activity and Budget Plans (RKAS), task distribution based on teacher competence, academic supervision, and continuous instructional guidance. Teacher involvement in planning and school management strengthened coordination and supported instructional effectiveness. Supervision and professional coaching conducted periodically contributed to improving teacher discipline, instructional responsibility, and classroom learning quality. Principals' managerial competence therefore played an important role in improving teacher performance and educational quality within rural elementary school contexts.

1. Introduction

Human resource development is closely connected to the role of education in shaping knowledge, attitudes, and professional competencies. Educational institutions function as strategic environments where individuals cultivate

intellectual capacity, social responsibility, and adaptive skills required for societal progress. School organizations therefore carry a fundamental mandate not only to transmit knowledge but also to ensure the sustainability of educational quality through effective governance. Leadership within schools becomes a determining factor in how institutional goals are translated into operational practices. Principals occupy a central position in directing educational processes, coordinating stakeholders, and maintaining accountability for institutional performance. Responsibilities attached to the principalship extend beyond administrative routines and encompass managerial, supervisory, and strategic leadership functions that influence long-term institutional development. Managerial competence enables principals to design structured programs, coordinate educational resources, organize institutional activities, and supervise learning processes systematically. Effective managerial practices contribute to the creation of a productive organizational climate that supports teachers in fulfilling their professional responsibilities. The quality of educational outcomes frequently reflects the ability of school leaders to implement consistent and strategic management practices (Filina et al., 2023; Husni et al., 2023).

Teacher performance represents a core component in determining the effectiveness of educational institutions. Teachers act as the primary agents who translate curriculum objectives into meaningful classroom experiences. Professional competence is reflected in the ability to plan lessons systematically, implement interactive instructional strategies, and evaluate learning outcomes accurately. Teacher performance, however, is not shaped solely by individual capability. Leadership practices of school principals significantly influence teachers' motivation, discipline, commitment, and professional growth. Supportive leadership that promotes collaboration, academic supervision, and continuous professional development strengthens teachers' instructional capacity. A conducive organizational climate encourages innovation, reflective practice, and the adoption of student-centered learning approaches. Empirical findings consistently demonstrate that school leadership contributes substantially to improving teacher productivity and professional engagement (Fitri & Wijayanti, 2026; Khairunnisak & Purwanto, 2026; Ridha et al., 2026). Effective managerial leadership therefore plays a strategic role in enhancing teacher performance and sustaining quality learning practices within schools.

Educational quality reflects the degree to which institutions achieve learning objectives and produce competent graduates. Quality education emerges from the interaction between systematic management, professional teacher performance, and supportive institutional environments. School management systems that function coherently enable institutions to align programs with national education standards and policy directions. Principals guide schools toward continuous improvement by coordinating planning processes, allocating resources effectively, and monitoring instructional implementation. Managerial competence encompasses planning, organizing, directing, and supervising functions that shape institutional effectiveness. Research emphasizes that educational quality is largely determined by the consistency and effectiveness of managerial implementation at the school level (Kodliyaka, 2022; Nurbani et al., 2026). Strategic program design, efficient

resource utilization, and continuous supervision strengthen school accountability and internal quality assurance mechanisms. Continuous improvement in managerial practices ensures institutional adaptability to policy reforms and evolving educational demands. Strengthening principals' managerial competence therefore constitutes a critical strategy for improving overall educational quality.

Managerial competence of school principals is reflected in the systematic execution of essential management functions that support institutional goal attainment. Effective school governance requires integrated processes of planning, organizing, implementation, supervision, and evaluation. Proper execution of these stages enhances teacher performance and strengthens institutional transparency. Managerial leadership involves decision-making skills, effective communication, coordination of human resources, management of facilities, and supervision of instructional processes. Studies highlight the necessity of continuous managerial development to sustain school program effectiveness and teacher professionalism (Aslamiah & Bustari, 2026; Mujriyanti et al., 2022; Mulyono et al., 2023; Yanti, 2024). Principals who consistently apply structured managerial principles demonstrate stronger capacity to build collaborative cultures that support innovation and instructional improvement. Integration of managerial functions within a coherent framework therefore becomes essential for achieving sustainable educational advancement.

Persistent challenges in many schools, particularly in developing regions, indicate gaps between managerial expectations and implementation realities. Several managerial issues were identified within the State Elementary School Cluster 6 of Kota Bahagia District, South Aceh. Weak planning of teacher professional development programs remains a significant concern. Systematic training initiatives related to the implementation of the Independent Curriculum have not been fully established in several schools. Limited professional development opportunities have resulted in teachers relying on conventional instructional approaches and underutilizing available learning media. Instructional processes consequently become less innovative, and student engagement shows signs of decline. Program evaluations are conducted periodically; however, findings from evaluations are often not followed by structured improvement strategies. Limited follow-up actions reduce the effectiveness of supervision in strengthening teacher performance. Structural and managerial constraints within the cluster further influence the sustainability of institutional improvement efforts. These contextual conditions highlight the necessity of examining how principals implement managerial functions in addressing teacher performance and educational quality challenges.

Numerous previous studies have explored the relationship between school leadership and educational quality. Emphasis has often been placed on leadership styles or general supervision practices. Comprehensive examination of managerial leadership integrating planning, organizing, directing, and supervising within a unified framework remains relatively limited. Research focusing on specific regional contexts within Indonesian elementary schools is also not extensively documented. Local institutional characteristics frequently shape how managerial

functions are interpreted and implemented. Context-based analysis can therefore provide deeper understanding of how managerial competence operates within particular educational environments. Investigation within the Kota Bahagia elementary school cluster offers an opportunity to explore how leadership strategies respond to contextual constraints while striving to improve teacher performance and institutional effectiveness.

This study investigates the managerial skills of school principals in improving teacher performance and educational quality at State Elementary Schools within the Kota Bahagia Cluster of South Aceh. Four indicators of managerial competence are examined, namely strategic planning, organizing school resources, directing and motivating teachers, and conducting supervision and evaluation. Strategic planning includes formulation of school vision, mission, School Work Plan (RKS), and School Budget Plan (RKAS) aligned with educational policies. Organizing resources involves management of human resources, facilities, and finances to support effective learning processes. Directing and motivating emphasize leadership practices that cultivate collaborative and productive work culture. Supervision and evaluation focus on monitoring instructional implementation and ensuring continuous program improvement. The objective of this research is to analyze how principals' managerial skills contribute to improving teacher performance and strengthening educational quality within the State Elementary School Cluster of Kota Bahagia District, South Aceh.

2. Methodology

Research Method

This study employed a qualitative approach using a case study design. The qualitative approach was used to describe, understand, and analyze principals' managerial skills in improving teacher performance and educational quality. A case study design was selected because the research focused on a specific educational setting, namely the State Elementary School Cluster 6 in Kota Bahagia District, South Aceh. This research used a descriptive qualitative design to explain findings objectively based on data collected from the field. Qualitative research enables researchers to understand social phenomena, educational problems, and managerial practices through direct interaction with participants during the data collection process. The data collected in this study were presented in the form of words, interview statements, field notes, observations, and documentation rather than numerical analysis.

The research was conducted at State Elementary School Cluster 6, Kota Bahagia District, South Aceh. The location was selected purposively because the schools demonstrated particular managerial conditions related to teacher performance and educational quality improvement. The cluster consisted of nine public elementary schools: Public Elementary School 1 Alurdua Mas, Public Elementary School 2 Alurdua Mas, Public Elementary School Betung, Public Elementary School Buket Gading, Public Elementary School Gampong Rambong, Public Elementary School

Jambo Kapok, Public Elementary School Seunobok Keuranji, Public Elementary School Ujong Gunung, and Public Elementary School Seunobok Alur Buloh.

The research subjects consisted of principals, teachers, and administrative staff within the school cluster. The respondents involved in the interviews and questionnaires consisted of eight principals and sixteen teachers, resulting in a total of twenty-four participants. Principals were interviewed directly to obtain information regarding managerial practices, while teachers participated in interviews and questionnaires to provide perspectives regarding principals' managerial abilities in improving teacher performance and educational quality.

Instrument and Data Collection

The main research instrument was the researcher. Supporting instruments included observation guidelines, interview guides, questionnaires, field notes, and documentation records. Data collection was conducted through observation, interviews, questionnaires, and documentation study. Observation was conducted to examine principals' managerial practices in schools. Observations focused on school planning activities, supervision practices, coordination meetings, teacher performance, and interactions between principals and teachers. Field notes were recorded systematically during school activities. Observation indicators included the availability of School Work Plans (RKS) and School Budget Plans (RKAS), implementation of academic supervision, teacher task distribution, monitoring of teacher performance, and evaluation of school programs.

The interview guidelines were developed to obtain in-depth information regarding principals' managerial competence, teacher performance, and educational quality improvement. Semi-structured interviews were conducted with principals, teachers, school committee members, and parents. The interview instruments consisted of several indicators related to managerial planning, organizing, actuating, controlling, teacher performance, and educational quality improvement. The interview process allowed participants to explain their experiences and perspectives openly according to the actual conditions within the schools.

Table 1. Interview Guidelines Used in the Research

Respondents	Research Aspects	Interview Indicators
Principals	Managerial Competence	Preparation of School Work Plan (RKS) and School Budget Plan (RKAS), teacher and school committee involvement, task organization, teacher motivation, instructional guidance, academic supervision, and feedback process
Principals	Teacher Performance Improvement	Teacher competency development programs, monitoring and evaluation of teacher performance, instructional challenges, and problem-solving strategies
Principals	Educational Quality Improvement	Educational quality improvement programs, stakeholder involvement, and educational innovation implementation
Teachers	Teacher Performance	Lesson planning, instructional methods, classroom management, learning evaluation, and instructional challenges

Teachers	Principal Leadership		Direction and guidance provided by principals, teacher motivation, and implementation of academic supervision
Teachers	Educational Quality		Perceptions regarding educational service quality and influential school improvement programs
School Committees / Parents	School Leadership	and	Principal performance in school development, changes in educational services, school-community collaboration, and transparency in school program implementation
	Educational Quality		

The questionnaire was distributed to teachers to obtain supporting data regarding principals' managerial competence, teacher performance, and educational quality improvement within public elementary schools in Cluster 6 of Kota Bahagia, Aceh Selatan. Questionnaire items were developed based on managerial indicators consisting of planning, organizing, actuating, and supervising functions implemented by school principals. The questionnaire also examined teachers' perceptions regarding instructional guidance, supervision practices, communication effectiveness, professional motivation, and school quality improvement efforts. Responses from participants were analyzed descriptively to support findings obtained through interviews, observations, and documentation studies. The following table presents the questionnaire guidelines used in this research.

Table 2. Questionnaire Guidelines Used in the Research

Aspect	Indicators	Questionnaire Statements
Principal Managerial Competence	Planning	The principal involves teachers in preparing school programs such as RKS and RKAS
	Planning	School programs are implemented according to educational priorities and school needs
	Organizing	The principal distributes duties according to teachers' competencies and responsibilities
	Organizing	Coordination among teachers and school staff is conducted effectively
	Actuating	The principal provides motivation and encouragement for teachers to improve instructional quality
	Actuating	The principal provides guidance and support regarding instructional activities
	Supervision	Academic supervision is conducted regularly by the principal
	Supervision	Feedback provided after supervision activities helps improve instructional practices
Teacher Performance	Instructional Activities	Teachers prepare lesson plans and instructional administration systematically
	Instructional Activities	Teachers apply various instructional methods during classroom learning
Educational Quality	Learning Process	Classroom learning activities are conducted actively and effectively
	School Improvement	School programs contribute positively to improving educational quality

Documentation techniques were used to collect supporting documents related to school management and educational quality improvement. Documents analyzed in this study included school profiles, School Work Plans (RKS), School Budget Plans (RKAS), supervision reports, meeting notes, teacher attendance records, and

documents related to teacher professional development. Photographs and school activity records were also used to support observational findings.

Data Validity

This study applied triangulation techniques to ensure data validity, consisting of source triangulation, technique triangulation, and time triangulation. Source triangulation was conducted by comparing information obtained from principals, teachers, and administrative staff. Technique triangulation was carried out through interviews, observations, questionnaires, and documentation studies. Time triangulation was conducted by collecting data at different times to ensure consistency of information.

Data Analysis

Data analysis followed the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing or verification. Data reduction was conducted by selecting, organizing, and simplifying data obtained from interviews, observations, questionnaires, and documentation. Data relevant to principals' managerial skills, teacher performance, and educational quality were categorized systematically. Reduced data were presented descriptively in narrative form to facilitate interpretation and understanding of the findings. The final stage involved drawing conclusions and verifying findings continuously throughout the research process. Conclusions were strengthened through repeated examination of field data and comparison among different data sources.

3. Results and Discussion

This research was conducted in public elementary schools that are members of Cluster 6 in Kota Bahagia. The study focused on principals' managerial competence in improving teacher performance and educational quality. Data were collected through observation, interviews, and documentation involving principals, teachers, and other related stakeholders. Research findings demonstrated that principals implemented managerial functions through planning, organizing, actuating, and controlling activities. Implementation of these managerial functions contributed to teacher performance improvement, instructional effectiveness, and educational quality enhancement in Cluster 6 elementary schools. Field findings also indicated that educational management practices were adjusted to school conditions, including limited facilities, geographical barriers, and differences in students' learning abilities. Observation and interview data revealed that principals attempted to maintain instructional quality through collaboration with teachers, school committees, and parents. Teacher involvement in school programs reflected participatory leadership practices implemented within the schools. Educational improvement efforts were also supported through supervision activities, professional development programs, and instructional innovation adapted to local school conditions.

Observation Results of Principals' Managerial Competence

Observation findings conducted in elementary schools within Cluster 6 indicated that principals had implemented managerial functions relatively effectively. Educational management practices were reflected in the preparation of school programs, task distribution, instructional guidance, and supervision activities. Observation results showed that principals actively coordinated educational activities with teachers and school committees to support school program implementation. Management practices implemented in the schools emphasized cooperation, accountability, and instructional improvement. Research findings demonstrated that managerial competence influenced the effectiveness of school administration and teacher performance. Principals also attempted to create conducive working environments through communication, coordination meetings, and continuous monitoring of instructional activities. Educational leadership practices observed during the research reflected instructional leadership characteristics in which principals directly participated in academic supervision and teacher professional development activities. Field conditions also revealed that principals faced several challenges related to infrastructure limitations and geographical conditions affecting educational services.

Planning

Observation findings demonstrated that principals prepared the School Work Plan (RKS) and School Budget Activity Plan (RKAS) systematically by involving teachers and school committees. Program preparation activities were conducted through coordination meetings and school deliberations adjusted to school priorities and students' learning needs. Planning documents contained educational programs related to instructional improvement, teacher development, student achievement programs, and school infrastructure management. Observation results indicated that principals considered existing school conditions before determining annual educational programs and budget allocation priorities. Interview findings with the principal of Public Elementary School 2 Alur Dua Mas on February 6, 2026, revealed that "*Programs and budgets are prepared based on school priorities and evaluated periodically to ensure accuracy. Teachers provide input related to learning needs, while the school committee helps determine program and budget priorities*." The interview result reflected participatory planning practices involving educational stakeholders in decision-making processes. Teacher involvement contributed to program relevance because instructional needs could be identified directly from classroom learning experiences. School committee participation also strengthened transparency and accountability in school financial planning and program implementation.

Organizing

Observation findings indicated that principals implemented organizing functions by distributing duties according to teachers' competencies, educational backgrounds, and professional responsibilities. Task distribution was conducted through coordination meetings and official assignment decrees to ensure that all teachers

understood their responsibilities clearly. Organizational management within the schools covered classroom teaching responsibilities, extracurricular coordination, student affairs, and administrative duties. Observation results showed that principals attempted to optimize human resource management despite limited numbers of teachers in several schools. Coordination among teachers was maintained through regular meetings and collaborative instructional discussions. Interview results with the principal of Beutong State Elementary School on February 9, 2026, indicated that "*I organize teachers' and staff duties by assigning responsibilities according to their fields and competencies, such as homeroom teachers, activity coordinators, and additional duties so that school activities can run properly*." Effective task organization supported instructional implementation and reduced overlapping responsibilities among teachers. Organizational management practices also encouraged teamwork and strengthened communication between school personnel. Clear task division contributed positively to instructional effectiveness and administrative efficiency within the schools.

Actuating

Observation findings showed that principals implemented actuating functions through motivation, instructional guidance, supervision, and teacher professional development activities. Principals provided encouragement for teachers to improve instructional quality through training participation, workshops, mentoring, and instructional discussions. Observation results demonstrated that principals attempted to create positive working environments by appreciating teacher performance and involving teachers in school decision-making processes. Instructional guidance activities included assistance in lesson planning, classroom management, instructional media utilization, and learning evaluation. Interview findings with the principal of Jambo Keupok State Elementary School on February 16, 2026, revealed that "*I try to motivate teachers by giving appreciation for their work, involving them in decision-making, and encouraging them to continue developing themselves through training and professional development activities*." The statement reflected principals' efforts to strengthen teachers' professional commitment and instructional competence. Observation results also showed that principals frequently communicated directly with teachers regarding instructional challenges and classroom conditions. Motivation and guidance provided by principals contributed positively to teacher confidence, instructional readiness, and classroom management effectiveness. Professional development activities conducted within the schools also supported teachers in adapting instructional methods to students' learning needs and school conditions.

Figure 1. Interview Regarding Teacher Motivation and Guidance at Jambo Keupok Public Elementary School

Controlling

Observation findings indicated that principals implemented controlling functions through routine academic supervision, classroom observation, and instructional evaluation activities. Supervision activities were conducted periodically to monitor classroom instruction and teacher performance. Observation results showed that principals directly visited classrooms to observe instructional implementation, teacher communication skills, classroom management practices, and student participation during learning activities.

Supervision activities were followed by feedback discussions aimed at improving instructional quality and teacher professionalism. Interview findings with the principal of Seneubok Keranji State Elementary School on February 20, 2026, revealed that "*I conduct academic supervision regularly, usually once or twice each semester, to monitor classroom learning and provide guidance to teachers.*" Feedback delivery emphasized constructive suggestions, appreciation for teachers' strengths, and recommendations for instructional improvement. Observation findings demonstrated that supervision activities functioned not only as monitoring mechanisms but also as professional coaching processes for teachers. Principals attempted to maintain instructional quality by continuously evaluating classroom learning implementation. Supervision practices also strengthened communication between principals and teachers regarding educational challenges and instructional effectiveness.

Figure 2. Interview Regarding Supervisory Activities at Seneubok Keranji Public Elementary School

Observation Results of Teacher Performance

Observation findings demonstrated that teacher performance within Cluster 6 elementary schools was categorized as relatively good. Teacher professionalism was reflected in lesson preparation, instructional implementation, classroom management, learning evaluation, and discipline. Observation results indicated that teachers attempted to conduct instructional activities according to curriculum objectives and students' learning needs. Teachers prepared instructional documents before classroom teaching and implemented learning activities using various instructional methods. Classroom learning conditions observed during the research showed active interaction between teachers and students. Evaluation activities were also conducted systematically through written assessments, assignments, classroom observation, and practical activities. Teacher discipline was reflected through punctual attendance and consistency in conducting instructional duties according to school schedules. Observation findings also showed that teachers continued instructional activities despite challenges related to limited facilities, remote school locations, and varying student learning abilities. Professional commitment among teachers contributed positively to the continuity of educational services within Cluster 6 schools.

a. Lesson Planning

Observation findings indicated that teachers prepared lesson plans and teaching modules systematically before conducting classroom instruction. Instructional documents contained learning objectives, instructional materials, teaching strategies, learning activities, assessment instruments, and classroom evaluation procedures. Preparation of instructional documents reflected teachers' readiness in managing classroom learning activities. Observation results demonstrated that teachers attempted to align instructional planning with curriculum standards and students' learning characteristics. Lesson preparation activities also included the preparation of instructional media and assessment instruments adjusted to instructional objectives. Teachers prepared cognitive, affective, and psychomotor

assessment components to evaluate students comprehensively. Instructional planning practices reflected teachers' professional responsibility in ensuring effective classroom learning implementation. Observation findings also showed that teachers adjusted lesson planning according to existing school facilities and available learning resources. Proper instructional preparation contributed positively to classroom management effectiveness and instructional goal achievement.

Instructional Implementation

Observation findings demonstrated that teachers implemented various instructional methods during classroom learning activities. Teaching approaches observed during the research included discussions, question-and-answer sessions, demonstrations, project-based learning, and activity-centered instruction. Classroom learning activities reflected efforts to encourage student participation and improve learning engagement. Observation results showed that teachers attempted to create conducive classroom environments through effective classroom management and positive interaction with students. Teachers also utilized instructional media adjusted to school conditions and available facilities. Interview findings with the principal of Ujong Gunung State Elementary School on February 26, 2026, revealed that "*We have implemented several innovations, such as the use of digital learning media, project-based learning, and extracurricular activities adjusted to students' interests and talents*." Instructional innovation contributed positively to student motivation and classroom participation. Observation results indicated that teachers attempted to adapt instructional strategies according to students' learning abilities and classroom conditions. Instructional implementation practices reflected teachers' efforts to improve learning effectiveness despite limitations in facilities and infrastructure.

Learning Evaluation

Observation findings showed that teachers conducted learning evaluation activities systematically through authentic assessment approaches. Assessment activities covered cognitive achievement, student attitudes, classroom participation, assignments, and practical learning outcomes. Observation results demonstrated that teachers implemented written tests, classroom observation, project assignments, and oral questioning during instructional activities. Evaluation results were analyzed to identify students' learning difficulties and determine follow-up instructional actions. Teachers conducted remedial activities for students who had not achieved instructional mastery and enrichment activities for students demonstrating higher achievement levels. Assessment practices reflected teachers' understanding that evaluation functions not only as measurement activities but also as instruments for instructional improvement. Observation findings also indicated that teachers discussed evaluation results during teacher coordination meetings and instructional reflection activities. Evaluation implementation contributed positively to instructional quality improvement and students' academic development within the schools.

Teacher Discipline

Observation findings indicated that teacher discipline within Cluster 6 elementary schools was relatively good. Teachers attended school according to predetermined schedules and conducted instructional activities consistently. Observation results demonstrated that classroom learning generally started on time and followed school instructional schedules effectively. Teacher responsibility was reflected through instructional preparation, classroom attendance, and participation in school activities. Principals also monitored teacher attendance and instructional implementation regularly through coordination meetings and supervision activities. Professional commitment among teachers contributed positively to instructional continuity despite challenges related to geographical conditions and school infrastructure limitations. Observation findings showed that teachers attempted to maintain educational services during difficult conditions, including seasonal flooding and transportation barriers affecting school accessibility. Discipline and professional responsibility strengthened instructional stability and supported educational quality improvement within Cluster 6 elementary schools.

Discussion

Research findings demonstrated that principals' managerial competence contributed significantly to teacher performance improvement and educational quality enhancement in Cluster 6 elementary schools in Aceh Selatan. Managerial functions consisting of planning, organizing, actuating, and controlling influenced instructional effectiveness, teacher professionalism, and school management quality. Observation and interview findings indicated that principals implemented participatory leadership practices by involving teachers and school committees in educational planning and program implementation. Planning activities conducted through RKS and RKAS preparation enabled schools to organize educational priorities according to existing conditions and instructional needs. Research findings supported Mulyasa (2022), who stated that educational planning functions as a strategic process for determining educational goals and instructional development priorities. Participatory planning practices also strengthened accountability and collaboration among school stakeholders. Effective planning management contributed positively to instructional preparation, educational coordination, and school program implementation.

Research findings regarding organizing functions showed that principals distributed responsibilities according to teachers' competencies and professional capacities. Task distribution practices strengthened organizational coordination and improved instructional efficiency within the schools. Observation results indicated that teachers clearly understood their instructional and administrative responsibilities because principals implemented structured organizational management practices. Interview findings from several schools demonstrated that principals conducted coordination meetings regularly to monitor school activities and maintain communication among teachers. Organizational effectiveness contributed positively to instructional continuity and classroom management implementation. Research findings supported Tompkins (2023) explaining that effective

organization enables institutions to achieve goals efficiently through proper task distribution and coordination. Human resource management practices implemented by principals also strengthened teamwork and professional collaboration among educational personnel.

Research findings concerning actuating functions demonstrated that principals actively motivated teachers through professional development programs, supervision activities, workshops, and instructional mentoring. Observation results showed that principals attempted to strengthen teacher motivation by providing appreciation, involving teachers in school decision-making, and encouraging instructional innovation. Interview findings revealed that principals viewed teacher professional development as an important strategy for improving educational quality and instructional effectiveness. Professional development activities conducted within the schools included training participation, instructional discussions, and mentoring activities adjusted to teachers' instructional needs. Research findings supported Wahjosumidjo theory in Languju et al. (2026) emphasizing that principals function as educational leaders responsible for mobilizing school resources to achieve instructional goals. Motivation and instructional support provided by principals contributed positively to teacher confidence, instructional readiness, and classroom performance. Instructional innovation practices observed during the research also reflected teachers' efforts to adapt learning activities according to students' interests and local school conditions.

Research findings related to controlling functions indicated that principals implemented academic supervision regularly through classroom observations, instructional discussions, and feedback activities. Supervision implementation enabled principals to identify instructional strengths and weaknesses directly from classroom learning activities. Observation results demonstrated that feedback discussions emphasized instructional improvement and professional guidance rather than administrative control alone. Interview findings from Seneubok Keranji State Elementary School revealed that supervision activities were conducted once or twice each semester to monitor instructional implementation and provide instructional recommendations for teachers. Research findings supported Carl D. Glickman theory in Ramhiyati et al. (2026) stating that continuous academic supervision contributes significantly to teacher professionalism and instructional quality improvement. Supervision practices implemented within the schools also strengthened communication between principals and teachers regarding instructional challenges and classroom conditions. Constructive supervision activities encouraged teachers to improve instructional strategies and classroom management practices continuously.

Research findings also identified several challenges affecting educational quality improvement within Cluster 6 elementary schools. Interview results indicated that limited learning facilities, geographical barriers, seasonal flooding, and differences in students' learning abilities became major obstacles in instructional implementation. Remote school locations affected student attendance and instructional continuity during certain periods. Observation findings demonstrated that schools attempted to overcome these challenges by adjusting instructional

methods, utilizing simple learning media, strengthening teacher collaboration, and increasing communication with parents. Instructional adaptation practices reflected schools' efforts to maintain educational services despite infrastructure limitations and environmental challenges. Research findings indicated that educational quality improvement within rural elementary schools requires strong leadership, collaborative school management, and contextual instructional strategies adjusted to local educational conditions.

Research findings confirmed that principals' managerial competence functioned as a strategic factor influencing teacher performance and educational quality improvement within Cluster 6 elementary schools. Principals performed important roles as educational leaders responsible for school management, instructional supervision, teacher development, and educational coordination. Observation and interview findings demonstrated that effective managerial practices contributed positively to instructional effectiveness, teacher professionalism, and school organizational stability. Educational quality improvement was influenced not only by teacher competence and infrastructure availability but also by principals' leadership capacity in managing educational resources systematically. Research findings indicated that strong managerial competence enabled principals to maintain instructional continuity and educational effectiveness despite existing educational challenges and school limitations.

4. Conclusion

The findings of this study revealed that principals' managerial competence played a significant role in improving teacher performance and educational quality in public elementary schools within Cluster 6 of Kota Bahagia. Principals implemented managerial functions through planning, organizing, actuating, and controlling activities that were carried out systematically and collaboratively. School planning activities were conducted through the preparation of the School Work Plan (RKS) and the School Budget Activity Plan (RKAS) involving teachers and school committees in decision-making processes. Organizational management was reflected through task distribution adjusted to teachers' competencies and school needs, enabling instructional activities and school programs to operate effectively. Leadership practices implemented by principals included teacher motivation, instructional guidance, professional development support, and academic supervision conducted regularly to improve instructional quality and teacher professionalism. Observation and interview findings demonstrated that democratic leadership, participatory management, and continuous supervision contributed positively to school management effectiveness and classroom learning implementation.

Research findings indicated that teacher performance within Cluster 6 elementary schools was relatively good despite challenges related to limited facilities, geographical barriers, and differences in students' learning abilities. Teachers demonstrated professional commitment through systematic lesson preparation, implementation of various instructional strategies, authentic assessment practices,

and consistent instructional discipline. Academic supervision and evaluation activities conducted by principals helped teachers improve classroom management, instructional effectiveness, and professional responsibility. Collaboration among principals, teachers, parents, and school committees strengthened educational service implementation and supported school improvement efforts. This study concluded that principals' managerial competence had a positive and significant influence on teacher performance and educational quality improvement in public elementary schools within Aceh Selatan. Effective leadership practices emphasizing participatory planning, professional coaching, instructional supervision, and collaborative school culture became essential factors supporting educational quality improvement within rural elementary school contexts.

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