



THE DYNAMICS OF SCHOOL PRINCIPALS' MANAGERIAL COMPETENCE AND ITS IMPACT ON TEACHER PERFORMANCE: A CASE STUDY AT SIT BINA BANGSA, SERANG CITY

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ABSTRACT

This study aims to describe the dynamics of principals' managerial competencies and analyze their impact on teacher performance at the Bina Bangsa Integrated Islamic School (SIT) in Serang City. These competencies include creating a healthy organizational climate, effective decision-making, and empowering human resources in line with Islamic values. This study used a qualitative case study approach, with the principal as the primary informant and teachers as supporting informants. Data were collected through interviews, observations, and document reviews. The results indicate that principals possess strong competencies in program planning, academic supervision, and relationship and communication management. However, several challenges remain, such as a lack of ongoing training in strategic management and gaps in internal conflict management. The impact is seen in increased teacher professionalism, motivation, and involvement in decision-making. Teacher performance improves significantly when principals implement participatory, responsive, and appreciative leadership. This study recommends strengthening principals' professional development programs, developing measurable performance indicators, and implementing collaborative leadership based on ethics, educational vision, and spiritual values to build an organizational culture that supports sustainable educational quality.

Keywords : *Managerial Competence, Principal, Teacher Performance, Integrated Islamic Education*

INTRODUCTION

Education in the 21st century is faced with increasingly complex and fast-changing dynamics. Curriculum transformation, accelerated globalisation, penetration of digital technology, and increased community participation in education require educational institutions to have leadership that is adaptive, visionary, and oriented towards sustainable quality development. In this context, principals no longer simply act as administrators who take care of technical and administrative aspects, but also as instructional leaders and change agents who are able to mobilize all school resources towards achieving optimal educational goals. (Muslimin, 2018)

Effective school principals must have qualified managerial capacity. These capacities include the ability to formulate the school's vision and mission, develop short-term and long-term strategies, organize human and non-human resources, make the right decisions in the midst of complex situations, and supervise and evaluate the entire learning process. These managerial competencies are not technical abilities alone, but a combination of knowledge, skills, attitudes, and leadership values that are internalized in daily actions (Vitasari, Somanedo, & Somanedo, 2024).



A number of studies have shown a positive relationship between the quality of principal leadership and teacher performance. Principals who apply managerial leadership effectively are able to create a conducive work environment, increase teachers' intrinsic motivation, foster a professional work culture, and encourage learning innovation. Conversely, weak managerial capacity can result in low learning quality, weak internal communication, and declining teacher morale. (Khusnawati, Kusumaningsih, & Miyono, 2024)

Teacher performance itself is a major determinant of learning success. This performance includes not only teaching ability and mastery of material, but also discipline, moral responsibility, involvement in school activities, and the ability to develop learning innovations that are relevant to the needs of students. External factors, particularly the managerial quality of school principals, greatly influence how teachers perform their duties. Leaders who are able to provide direction, support and appreciation tend to encourage teachers to work optimally and be highly committed to the school's vision.

This situation is increasingly interesting to study in Integrated Islamic Schools (SIT), such as SIT Bina Bangsa Serang City. This education model integrates the national curriculum with Islamic values-based education. Thus, principals in SIT are not only required to have general managerial competence, but also sensitivity to the spiritual, moral, and cultural values held by the community. In practice, principals must be able to synergize the vision of Islamic education with school management strategies that are modern, effective, and relevant to global challenges. (Saparudin, Syarifuddin, & Fauzi, 2022)

The task of SIT school principals has its own complexities. They must ensure that academic quality is equal to or even better than public schools, while fostering learners' Islamic character. This requires leadership that is able to integrate data-based management with moral-spiritual development. In addition, principals in SIT are also faced with the challenge of motivating teachers to develop learning methods that are creative, innovate, and remain in accordance with Islamic principles.

This research focuses on comprehensively describing the dynamics of SIT Bina Bangsa principals' managerial competence and analyzing its impact on teacher performance. The research uses a qualitative approach with a case study method, where the principal is the main informant and teachers are the supporting informants. Data collection techniques included in-depth interviews, participatory observation, and document review (Riyadi, 2021).

The preliminary findings show that the principal of SIT Bina Bangsa has excelled in school program planning, implementing academic supervision, and managing interpersonal relationships and communication among school members. The leadership applied is participatory, encouraging teachers to be involved in strategic decision-making. The positive impact of this leadership is seen in the improvement of teachers' professionalism, higher work motivation, and more active involvement in school activities.

However, there are challenges that need to be addressed. Principals still face limitations in ongoing training in strategic management and gaps in internal conflict management. This has the potential to reduce the effectiveness of decision-making and smooth team coordination. Nevertheless, teacher performance improvement remains significant when principals demonstrate responsiveness, appreciation, and openness to feedback. (Suci, Helmalia, & Pratama, 2023)



When compared with previous research, there are several research gaps that form the basis for the importance of this study. Firstly, most of the previous studies examined the relationship between principals' leadership and teachers' performance in public or private schools, so studies in integrated Islamic schools, especially in urban areas such as Serang City, are still limited. Second, previous studies rarely discuss in depth how principals integrate Islamic values into managerial practices strategically and operationally. Third, the dimensions of teachers' intrinsic motivation and learning innovation as an impact of principals' managerial competence are still under-explored, as most previous studies only measure performance in terms of teaching ability and discipline. Fourth, the research approach used in many previous studies tends to be quantitative, so it has not provided a complete picture of the dynamics and processes of interaction between principals and teachers in specific contexts such as SIT. (Niviana, Giatman, & Ernawati, 2021)

This research is expected to contribute to the development of value-based educational leadership theory and local context. Practically, the results can be used as a reference for policy makers, school managers, and principal training institutions to design competency improvement programs that are relevant to the challenges of the 21st century. With a deeper understanding of how the managerial competence of SIT school principals affects teacher performance, it is hoped that a leadership strategy will be created that is able to optimize the quality of education holistically, balanced between academic achievement and Islamic character development. (Khusnawati et al., 2024)

The success of a school is not only determined by the sophistication of facilities or the completeness of the curriculum, but also by the quality of leadership that is able to motivate, inspire, and direct all school members towards a common goal. Principals who have superior managerial competence, a clear vision, and strong moral integrity will be able to create an organizational culture that is healthy, adaptive, and oriented towards improving the quality of education in a sustainable manner. (Pawestri, Zani, & Theresilla, 2023)

METHODS

This research uses a qualitative approach with a case study design to deeply understand the dynamics of the principal's managerial competence and its influence on teacher performance at Bina Bangsa Integrated Islamic School (SIT) in Serang City. The qualitative approach was chosen to explore the meaning, perceptions, and subjective experiences of educational actors in a specific context, while the case study allows researchers to intensively examine managerial practices in one school environment. The research location was SIT Bina Bangsa, Banten, in the even semester of the 2024/2025 academic year. The main informant was the principal, with eight teachers as additional informants who were purposively selected based on a minimum of three years' experience, active involvement in school programs, and a variety of levels and subjects taught. (Sugiyono, 2017)

Data were collected through in-depth interviews with principals and teachers using semi-structured guidelines, participatory observation of school activities to observe leadership and organizational interactions, and documentation studies of work plans, teacher performance evaluation reports, meeting minutes and supervision notes. Data analysis techniques used the interactive model of Miles, Huberman, & Saldana (2014) which includes data reduction, data presentation, and conclusion drawing and verification.



Triangulation of sources and techniques was used to increase validity and reliability, while member checking was conducted to ensure that the findings were consistent with the informants' views. (Moleong, 2019)

Ethical aspects were maintained by ensuring confidentiality of informants' identities, obtaining informed consent, and presenting findings objectively without bias. This approach is expected to produce a comprehensive and contextual understanding of how the principal of SIT Bina Bangsa manages the school effectively and its impact on improving teacher performance, especially in the integration of academic quality and Islamic values that characterize the school. (Jaelani, 2020)

RESULTS AND DISCUSSION

This study found that the managerial competence of the principal of SIT Bina Bangsa Serang City plays a significant role in driving the internal dynamics of the school and influencing teacher performance. Based on the results of in-depth interviews, participatory observation, and document review, the findings are divided into three main focuses. First, the principal's managerial competence includes five main dimensions: strategic planning based on an integrated Islamic vision and mission through an annual deliberation forum; organizing tasks by forming strategic work units according to teacher competencies; academic and non-academic supervision that prioritizes supportive coaching; developing human resources through internal training such as blended learning and digital literacy; and decision-making based on participation and shura values. These five dimensions are in line with the managerial leadership model that emphasizes interpersonal, informational and decision-making roles in a balanced manner. (Irwana, 2017)

Second, the dynamics of managerial competence are influenced by SIT Bina Bangsa's Islamic identity, where the principal not only acts as an organizational manager but also a moral and spiritual role model. Values such as trustworthiness, *ihsan*, *ukhuwah*, and deliberation are integrated in every managerial process, such as meetings that begin with recitation and close with spiritual reflection. However, principals face challenges in aligning national education policies-such as the assessment of learning outcomes (CPs)-with the SIT integrated curriculum, which includes spiritual indicators. In this situation, the principal acts as a mediator, maintaining a balance between formal regulations and the unique needs of the institution, in accordance with Sergiovanni's (1991) view that value-based leadership requires moral and spiritual intelligence on par with technical skills (Khalimah, Soegito, & Nurkolis, 2018)

Third, these managerial competencies have a real impact on improving teacher performance in three dimensions. In the professional dimension, teachers are more active in developing teaching tools, participating in MGMP, and producing scientific papers. In the pedagogical dimension, teachers adapt thematic-integrative learning, apply differentiation, and manage the classroom democratically thanks to constructive feedback from the principal's supervision. On the social dimension, teachers are actively involved in religious activities, parent partnerships and school social programs, supported by two-way communication that builds a collaborative culture. In addition, participative and appreciative leadership styles increase teachers' motivation and job satisfaction, in line with Herzberg's motivation theory that emphasizes the importance of recognition, achievement and responsibility as drivers of performance. However, the study also noted



the need for strengthening performance documentation, managerial training based on the local context, and an objective monitoring and evaluation system to ensure the sustainability of education quality improvement (Lestyarini, Wuryandini, & Nurkolis, 2025)

This study reveals that the managerial competence of the principal of SIT Bina Bangsa Serang City is a key factor that shapes the school's work climate and has a direct impact on teacher performance. Based on data analysis from interviews, observations, and school documents, these competencies are represented in five main dimensions. First, in the strategic planning dimension, the principal develops the Annual Work Plan and School Strategic Plan collaboratively with teachers and the curriculum team, ensuring that each program refers to the vision-mission of integrated Islamic education. Second, the organization is done through the formation of special teams such as the academic quality team, character building team and learning digitalization team, with the placement of teachers according to their expertise and interests to maximize productivity. Third, academic and non-academic supervision is conducted in two forms: formal (classroom observation, written evaluation) and informal (daily mentoring, personal mentoring), creating a supportive coaching atmosphere. Fourth, teacher human resource development is carried out through internal training such as blended learning, emotional management in the classroom, and improving digital literacy, which is based on mapping the competency needs of each teacher at the beginning of the semester. Fifth, decision-making is based on the principles of participation and shura, where the principal involves teachers in solving problems and formulating policies, thus creating a sense of ownership of the school program (Leimena, Zulaikha, & Santosa, 2020)

The dynamics of managerial competence are closely tied to SIT Bina Bangsa's Islamic identity, which requires the principal to play a dual role as a manager and moral-spiritual role model. The managerial process is colored by the values of trustworthiness, *ihsan*, *ukhuwah*, and *deliberation*, for example, work meetings begin with the recitation of the Qur'an and end with *muhasabah*. However, this study also found challenges in harmonizing national policies, such as learning outcome (CP)-based assessment, with the SIT curriculum that includes explicit spiritual and Islamic character indicators. The principal acts as a mediator who bridges the demands of government regulations with the unique needs of the school, maintaining team cohesiveness and consistency of vision. This finding supports Sergiovanni's (1991) view that value-based leadership demands the integration of technical skills and moral-spiritual intelligence. On the other hand, limited resources for local context-based managerial training are still an obstacle, so principals rely more on internal initiatives to develop the capacity of themselves and their teams. (Sanjaya, Fahmi, & Sapuadi, 2025)

The impact of principals' managerial competence on teacher performance can be seen in three main dimensions. In the professional dimension, teachers are more proactive in attending training, participating in MGMP, compiling complete teaching tools, and developing digital learning media, reflected in the increasing number of innovative works and documented teaching reports. On the pedagogical dimension, teachers are able to implement integrative thematic learning, facilitate differentiated learning and manage the classroom democratically thanks to direct guidance from school principals. On the social dimension, teachers are actively involved in school partnership activities, parent coaching programs and community-based social action. In addition, participative and appreciative



leadership styles increase teachers' motivation and job satisfaction, strengthen loyalty and reduce the desire to change schools. This phenomenon is consistent with Herzberg's theory of motivation, where motivating factors such as recognition, achievement and responsibility play a role in improving performance. However, this study identified the need to strengthen the documentation system, develop managerial training based on local challenges, and a data-based monitoring and evaluation system to ensure sustainability and objective measurement of impact. (Mahri, 2014)

This study found that the managerial competence of the principal of SIT Bina Bangsa Serang City is the main factor influencing the internal dynamics of the school as well as teacher performance. Based on in-depth interviews, participatory observation and document analysis, these competencies cover five main dimensions. First, on the strategic planning dimension, the principal develops an Annual Work Plan (RKT) and School Strategic Plan (Renstra) that are fully based on the integrated Islamic vision and mission. This planning is done collaboratively through an annual deliberation forum involving teachers, the curriculum team and the school committee, thus creating a sense of shared ownership of the school's policy direction. (Alkhusyaeri, Fauzi, & Bachtiar, 2022)

Second, the organizational dimension is carried out with a clear division of tasks and the establishment of strategic work units such as the academic quality team, the character building team, and the learning digitalization team. The placement of teachers is done by considering expertise, experience, and personal interests, so that work effectiveness and productivity can be maximized. The principal also ensures that each team has measurable performance targets and monitors their achievements through regular reports. (Holid, ., & Hartaya, 2014)

Third, academic and non-academic supervision is carried out in formal and informal forms. Formal supervision includes structured classroom observations and written evaluations of teachers' teaching tools. Meanwhile, informal supervision is conducted through coaching and mentoring that takes place regularly, both in the teachers' room and on the sidelines of school activities. This approach makes teachers feel nurtured, not repressively supervised, thus encouraging continuous improvement in the learning process. (Rokhman, 2020)

Fourth, developing teachers' human resources (HR) is prioritized. The principal initiated various internal trainings, such as blended learning, emotional management in the classroom, and improving digital literacy. This training is based on the results of the teacher needs evaluation conducted at the beginning of each semester. The program not only improves technical competence but also fosters a spirit of innovation and collaboration among teachers.

Fifth, decision-making is done using a participatory approach that prioritizes the principle of shura (deliberation). In dealing with conflicts or differences of opinion, the principal is neutral, listens to all parties, and refers to Islamic values and formal regulations. This leadership style builds trust and a sense of security for teachers, thus strengthening cooperative relationships in the school environment. This finding is in line with Mintzberg's (2009) managerial leadership model that emphasizes interpersonal, informational and decision-making roles as the main pillars of management. (Agustina, Marsanuddin, & Zainudin, 2023)



In the context of Integrated Islamic Schools, the principal's managerial competence has special dynamics that are influenced by the institution's Islamic identity. The principal not only acts as a manager, but also as a moral and spiritual role model. Every meeting begins with a recitation of the Qur'an and ends with a religious reflection. The values of trustworthiness, *ihsan*, *ukhuwah* and deliberation are the foundation of every managerial process. However, challenges arise when it comes to aligning national education policies, such as learning outcome (CP)-based assessment, with the SIT curriculum that explicitly integrates spiritual indicators. In this case, the principal acts as a mediator, maintaining a balance between regulatory demands and the unique characteristics of the school. (Bakri, Sulistiyo, & Hidayat, 2023)

The impact of managerial competence on teacher performance is seen in three main dimensions. In the professional dimension, teachers show increased initiative in developing teaching tools, attending training, and producing innovative work, reflected in increased participation in MGMP and the number of internal publications. On the pedagogical dimension, teachers adapted thematic-integrative learning, applied differentiation and managed the classroom democratically thanks to direct guidance from the school principal. On the social dimension, teachers are more actively involved in school partnerships, coaching parents and socio-religious activities. In addition, participative and appreciative leadership styles increase teachers' motivation, job satisfaction and loyalty. This is in line with Herzberg's motivation theory that places recognition, achievement, and responsibility as the main factors for improving performance. (Rahmadhani, Yuliani, Arruan, & Mulawarman, 2023)

CONCLUSION

Based on the results of the study, it can be concluded that the managerial competence of the principal of SIT Bina Bangsa Serang City has a strategic role in improving teacher performance and the overall quality of the institution. These competencies include the ability to develop strategic planning, organize roles and tasks, carry out academic and non-academic supervision, develop human resources, and make deliberation-based decisions that are in line with Islamic values. Principals not only perform administrative functions, but also become moral leaders, character builders and agents of change who are able to integrate the vision of integrated Islamic education with modern management practices. The values of trustworthiness, deliberation, exemplary and sincerity become important pillars that form a religious and professional organizational culture.

The impact of managerial competence is reflected in increased work motivation, discipline, active participation of teachers in school programs, innovation in the learning process and loyalty to the institution. Supportive academic supervision, transparent communication and participative leadership create a conducive and collaborative working climate. These conditions not only encourage teachers' professionalism but also strengthen their involvement in realizing educational goals together.

However, this study also identified challenges, such as the need for ongoing managerial training, developing a more structured performance evaluation system and strengthening leadership capacity in responding to changes in national curriculum policy. Therefore, strengthening the leadership capacity of school principals is an important strategy in education reform at the education unit level, especially in integrated Islamic



schools, to be able to face the dynamics of change while maintaining the integrity of Islamic values in the provision of education.

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