Al-Ishlah: Jurnal Pendidikan
Vol.17, 3 (September, 2025), pp. 4115-4127
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v17i3.7662

Transforming Education: The Role of Transformational Leadership in Elevating High School Quality

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ARTICLE INFO

Keywords:

leadership;
principal;
educational administration;
teacher performance;
school management

Article history:

Received 2025-05-02
Revised 2025-06-13
Accepted 2025-09-04

ABSTRACT

This study explores the influence of principal leadership on educational administration and teacher performance at State Senior High School 6 Ambon. Ineffective leadership often leads to a demotivating work environment, negatively affecting both teacher performance and student outcomes. A qualitative research design was employed, utilizing observations, interviews, and document analysis to gather data. The study focused on the principal's role in cultivating a supportive environment, managing resources effectively, and fostering teacher development through training, workshops, and socialization initiatives. The findings reveal that strong, proactive leadership significantly improves both educational administration and teacher performance. The principal's consistent support for professional development initiatives has led to increased teacher motivation and instructional effectiveness. This, in turn, positively impacts student learning outcomes. The study underscores the importance of leadership in shaping the educational climate. A principal who provides guidance, resources, and growth opportunities plays a pivotal role in enhancing school performance. Effective and supportive principal leadership is crucial for strengthening educational administration and improving teacher effectiveness. The results suggest that educational policymakers and stakeholders should invest in leadership development programs to empower school leaders with the skills needed to drive institutional improvement. Such initiatives can lead to meaningful changes that benefit both teachers and students.

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1. INTRODUCTION

Fundamentally, leadership is the essence and character of a leader, including the traits, abilities, and behaviors that allow a person to carry out their tasks and obligations in an efficient manner. It entails having the capacity to clearly communicate and carry out a vision and mission, directing

followers, groups, organizations, or even entire countries toward common objectives (Benmira & Agboola, 2021). Leadership is a strong, dynamic force that propels significant change by a deep bond between leaders and followers. It goes beyond simple authority. This relationship, which exemplifies transformational leadership that inspires and enables people to reach their full potential, is based on mutual trust, respect, and a shared commitment to objectives (Gentry & Fleshman, 2020; Mogaji & Dimingu, 2024). Furthermore, theories of global leadership emphasize how important moral, intellectual, and practical traits—such as bravery, discernment, knowledge, and foresight—are to developing effective leadership across a range of organizational and cultural contexts (Erciyes.E., 2019) Thus, leadership is a social process that aligns the efforts of individuals toward collective success, driving innovation, collaboration, and sustainable growth within complex social environments (Buła et al., 2024).

Leadership can be understood as the unique blend of abilities and skills an individual brings to a leadership role within a work unit. This combination empowers the leader to effectively influence the attitudes and behaviors of others, especially their subordinates, inspiring them to think critically and act in ways that promote positivity and productivity (Cortellazzo et al., 2019). When followers adopt such constructive behaviors, they contribute significantly to the organization's overall success and the achievement of its strategic objectives. However, leadership is not without its challenges; leaders frequently face diverse and complex situations that demand thoughtful decision-making and adaptability (Sonmez Cakir & Adiguzel, 2020). One of the most important tools a leader can use to overcome these obstacles is communication, which is an ongoing, interactive process of sending signals that team members need to comprehend and react to in a meaningful way (Balakrishnan et al., 2024). Consequently, the essence of effective leadership lies not only in the leader's capacity to direct but also in their proficiency in communicating and motivating their team to work collaboratively toward a common vision (Schulze & Pinkow, 2020).

Effective leadership involves the ability to inspire and nurture teamwork while fostering a positive and supportive environment within an organization (Abson et al., 2024). At its foundation, leadership is a combination of skills, knowledge, and the capacity to influence others, whether they are subordinates, colleagues, or members of the broader community in a specific setting (Bakker, Hetland, Kjellevold Olsen, & Espevik, 2023; Anyanugo, Ololube, & Okuru, 2024). In the field of education, the leadership demonstrated by a school principal is crucial in determining the success of the learning process in classrooms (Elfira et al., 2024). The principal's leadership style directly affects how teachers carry out their core duties as educators, making it a key factor in shaping the overall quality of education at the school level (DanDan & Alias, 2024; Sariakin et al., 2025). As the central figure in an educational institution, the principal holds the responsibility of creating a clear vision and mission, serving as a guiding force that motivates and directs all members of the school community toward common goals. This role demands not only the ability to set ambitious yet attainable objectives but also the courage and wisdom to make important decisions that impact the school's future (Mombourquette, 2017). Furthermore, the principal acts as the educational manager, overseeing the smooth operation of the school at every level—whether elementary, middle, or high school—and ensuring that a conducive learning environment is maintained. By fostering such an environment, the principal enables both students and staff to thrive and supports the school in successfully achieving its educational goals (Mullen & Hutinger, 2008).

The principal plays a crucial role as the key individual entrusted with the responsibility of managing the entire school (Krasniqi, 2021). This responsibility includes the strategic task of gathering, utilizing, and mobilizing all available resources—whether human, material, or intellectual—in an optimal way to achieve the school's goals (Mthanti & Msiza, 2023). As the central figure in the educational institution, the principal's leadership significantly influences the overall success and development of the school. According to international research, principals are not only functional teachers but also leaders who must coordinate and inspire all school resources to work harmoniously toward common objectives (Heriana & Abadi, 2023). Their role extends beyond administrative duties

to include setting a clear vision, fostering a positive school culture, and making critical decisions that shape the learning environment. Effective principals act as managers, instructional leaders, and motivators, ensuring that teachers and staff are supported and empowered to perform at their best, which ultimately enhances the quality of education delivered. Studies emphasize that the principal's ability to lead with vision and manage resources efficiently is fundamental to creating a thriving educational community where students can succeed (Karacabey, 2021).

Education must be administered with accuracy and wisdom, based on the fundamentals of educational administration, in order to carry out its legal purpose. This field focuses on efficiently allocating and combining material assets, curriculum design, and human talent in order to establish a setting that supports learning and development (Romlah et al., 2023). Educational administration transcends mere management; it is a dynamic process that encompasses careful planning, strategic organization, effective mobilization, continuous motivation, rigorous supervision, and thorough evaluation (Sahalessy et al., 2025). These interconnected activities ensure that education systems operate efficiently and effectively while maintaining a commitment to quality and excellence (Ampah-Mensah et al., 2024). At its core, educational administration serves as the vital engine driving the achievement of academic goals, harmonizing personnel efforts, instilling values, and deploying resources. In this sector, success is determined by how well individuals and groups—especially teachers—perform their duties and adhere to set standards, thereby influencing the future of students and society. This all-encompassing strategy turns education from a chore into a deliberate, well-planned path to significant results (Brunetti et al., 2024).

Performance reflects the success achieved by individuals or groups in fulfilling their duties and responsibilities while meeting established goals and standards. It encompasses both the quality and quantity of work completed within a specific timeframe, particularly concerning assigned tasks. In education, teachers serve as professional educators whose primary roles include teaching, guiding, training, directing, and assessing students from early childhood through secondary education (van Leeuwen & Janssen, 2019; Ventista & Brown, 2023). The effectiveness of an educator is often gauged by their performance, which is crucial in shaping educational outcomes. As the primary point of contact for students, teachers significantly influence the learning experience. However, teacher performance is influenced by various factors, including the principal's leadership style, school culture, availability of resources, and overall school environment (Sariakin et al., 2025). Together, these elements create a dynamic ecosystem that can either enhance or hinder a teacher's ability to perform at their best (Gemnafle et al., 2018).

Teacher performance encompasses the full range of activities a teacher undertakes during the learning process. This includes how a teacher thoughtfully plans lessons, implements effective teaching strategies, and evaluates student learning outcomes in a comprehensive and fair manner (Damyanov, 2024). Beyond simply carrying out tasks, teacher performance reflects the achievements driven by motivation and professional dedication, which are evident through consistent and purposeful behavior. Paying close attention to and evaluating teacher performance is crucial because teaching is a specialized profession that requires unique competencies and skills not commonly found in other fields (Darling-Hammond et al., 2020). The six categories that make up this competency are (a) pedagogical skills, (b) content skills, (c) design skills, (d) technology skills, (e) management and institutional skills, and (f) social and communication skills. All of these skills need to be continuously improved in order to guarantee that learning is efficient and that high-quality educational objectives are met (Albrahim, 2020). Therefore, assessing teacher performance is a vital component in efforts to enhance the overall quality of education. Therefore, the purpose of this research is to determine the extent to which the principal's leadership contributes to enhancing educational administration and teacher performance at this school.

2. METHODS

2.1. Research Design

This study employs a qualitative research design with the primary goal of gaining a deep and comprehensive understanding of how principal leadership affects the enhancement of educational administration and teacher performance at State Senior High School 6 Ambon. The choice of a qualitative approach is deliberate, as it is particularly well-suited for exploring complex social phenomena that cannot be easily quantified or measured through numerical data alone. Leadership within a school setting involves intricate interactions, perceptions, and behaviors that shape the school environment and influence outcomes. By using qualitative methods, the study can capture rich, detailed, and nuanced data that reflect the lived experiences of the principal, teachers, and other stakeholders. This approach allows the researcher to delve into the subtleties of leadership dynamics, such as how trust is built, how motivation is fostered, and how collaboration is encouraged. It also enables the exploration of contextual factors unique to the school that may affect the leadership process and its impact on educational administration and teacher performance. Furthermore, qualitative research provides flexibility in data collection through interviews, observations, and document analysis, which together offer a holistic view of the phenomena under study (Ugwu, Chinyere, N; Eze Val, 2023; Lim, 2024). This comprehensive perspective is essential for understanding not just what happens in the school, but why and how leadership practices lead to improvements in administration and teaching effectiveness. In summary, the qualitative design is chosen to uncover the depth and complexity of principal leadership's role, providing insights that can inform practice and policy in educational settings.

2.2. Population and Research Sample

The population for this study includes all teachers, administrative staff, and the principal at State Senior High School 6, Ambon. The sample is drawn purposively to include individuals who have direct experience with or insight into the principal's leadership style and its effects on educational administration and teacher performance. This typically involves selecting a representative group of teachers from various departments, key administrative personnel, and the principal themselves to provide a comprehensive perspective. Purposive sampling is utilized to ensure that the selected participants are the most knowledgeable and involved in the phenomena under study. This technique allows the researcher to focus on participants who can provide detailed and relevant information about leadership practices, teacher motivation, and administrative improvements. The sample size is determined by data saturation, meaning data collection continues until no new significant information emerges.

2.3. Research Instruments (Descriptive Explanation)

The research procedure begins with identifying the research site, which is State Senior High School 6 Ambon. The researcher will obtain the necessary permissions and ethical clearances from school authorities to conduct the study. This ensures that all participants are informed about the purpose of the research and their rights, including confidentiality and voluntary participation. Participants will be selected purposively, focusing on the principal and a representative group of teachers directly involved in educational administration and teaching activities. This purposive sampling guarantees that the data collected is rich and relevant to the research objectives. Data collection will utilize multiple qualitative methods to gain a comprehensive understanding of the principal's leadership impact. The researcher will conduct semi-structured interviews with the principal and teachers to explore their experiences, perceptions, and insights regarding leadership practices and their effects on teacher performance and educational administration. These interviews will be recorded and transcribed for detailed analysis. In parallel, non-participant observations will be conducted within the school environment to observe the principal's interactions with teachers, the atmosphere during meetings, training sessions, and daily school activities. An observation checklist will be used to systematically note behaviors,

communication patterns, and the overall working environment. Additionally, relevant documents such as school policies, training schedules, workshop materials, and teacher performance reports will be collected and analyzed. This document analysis will provide objective evidence of leadership initiatives and support mechanisms in place. Throughout the data collection process, the researcher will maintain a reflective journal to record personal observations, contextual notes, and emerging insights, which will help triangulate data and enhance the study's credibility.

2.4. Data Analysis Techniques

The data analysis process in this study adopts a systematic and iterative approach to ensure a comprehensive understanding of how principal leadership influences educational administration and teacher performance. Following data collection through interviews, observations, and document analysis, the researcher begins by organizing the raw data—including interview transcripts, observation notes, and supporting documents—into a structured and manageable format.

The initial phase involves data familiarization, during which the researcher reads and re-reads the transcripts and notes to immerse themselves in the data. This step allows for the identification of initial patterns, key concepts, and recurring ideas. Subsequently, the coding process is undertaken. Here, relevant segments of the data are labeled with descriptive codes that reflect significant aspects of the research, such as leadership behaviors, teacher motivation, resource allocation, and professional development. Coding is conducted either manually or using qualitative data analysis software, depending on the researcher's preference.

Once coding is complete, related codes are grouped into broader themes. For instance, codes like "supportive leadership," "teacher collaboration," and "capacity building" may be categorized under a theme such as "Transformational Leadership Practices." This thematic organization helps reveal meaningful patterns and connections within the data, clarifying the influence of leadership on educational outcomes.

The analysis continues with interpretation and synthesis, where themes are examined in depth to uncover their significance and interrelationships. Findings from different sources are compared and triangulated to strengthen the study's credibility. Throughout, the researcher maintains reflexivity, critically evaluates interpretations and remains aware of potential biases. The final stage involves presenting the findings in a coherent narrative that illustrates how principal leadership fosters a positive school climate, supports teacher development, and enhances both educational administration and teacher performance.

3. FINDINGS AND DISCUSSION

3.1. Findings

3.1.1. Transformational Leadership

Leadership is one of the characteristics of a person in carrying out their duties and obligations to lead an institution or organization. WGM is a Physical Education teacher at SMA Negeri 2 Ambon who was appointed as the principal of SMA Negeri 6 Ambon in early January 2024, and has only been carrying out his duties for approximately 11 months. This is a very difficult task that he must do in order to make SMA Negeri 6 a quality and superior school like other schools.

> *Based on the results of the interview with WGM: He said that as a new leader in the institution, the first thing to look at is the condition of the school. As a leader, he must be an example for every stakeholder, be it teachers, students, education personnel, schools or the environment around the school, must always socialize with everyone he meets.*

The main task of a principal is not only to be a leader but also to be a teacher and a colleague in developing education in the future. According to him, the first thing he does is build familiarity and cooperation with teachers, students, employees, parents, and the surrounding community. In

controlling the situation that occurs in the school if there is a conflict between each other, both teachers, students, and employees do not differentiate between one and the other but embrace and provide guidance, what if there is a problem that has not been resolved, he calls people one by one by finding the root of the problem that occurred, then gathers together to find the best solution so that there is no conflict or problem again, and always pays attention to the situation and condition of the school he leads.

In addition, he also collaborated with external parties in this case with the head of the Maluku National Agency for Drug and Food Control (BPOM) institution to provide socialization to students about healthy food and a healthy lifestyle, in addition he also collaborated with the central leadership of Indosat to get assistance in the form of sports infrastructure, and also a digital studio that was worked on directly by the contractor. Not only that, WGM also collaborated in the field of Education with the Maluku United NGO to bring in Dutch students to do real work lectures (KKN) for 1 month and the results obtained through this collaboration, students of SMA Negeri 6 Ambon felt happy and proud to get direct learning using English from Dutch students. Not only that, the school was also given assistance in the form of sports equipment, such as balls, rackets, bags, boxing gloves, and mattresses. With only 11 months of leadership, WGM has been able to improve and facilitate the school with assistance from external parties.

3.1.2. External Collaboration

In addition, according to him, the development of school progress will develop if the structure of educational administration in the school is good, because if the administration of education in the school is good then all school activities and activities will be good, and vice versa if the administration of education in the school is bad then it will affect the education program, both teachers and students. In addition, the implementation of education is also influenced by the vision and mission of the school.

> *WGM: said that the first thing that must be done is to create a school vision and mission, in accordance with the central government program and carried out through a joint meeting with the teacher council. In addition, according to him, the development of school progress will develop if the structure of educational administration in the school is good, because if the administration of education in the school is good, all school activities and activities will be good, and vice versa, if the administration of education in the school is bad then it will affect the education program, both teachers and students. In addition, the implementation of education is also influenced by the vision and mission of the school.*

> *WGM: said that the first thing that must be done is to create a school vision and mission, in accordance with the central government program and carried out through a joint meeting with the teacher council, student representatives, employees, school committees and parent representatives, to discuss the school vision and mission based on Joint Decisions in a meeting forum to determine the school's vision and mission. Then the school designs are based on the needs and conditions of the school, by controlling every process of implementing work carried out by the school.*

Administration is very important in an educational institution, including student representatives, employees, school committees, and parent representatives, to discuss the school's vision and mission based on Joint Decisions in a meeting forum to determine the school's vision and mission. Then the school designs are based on the needs and conditions of the school, by controlling every process of implementing work carried out by the school. Administration is very important in an educational institution

3.1.3. Curriculum Implementation

A school leader is tasked with setting strategies, making plans, and developing schools well. The principal also carries out personal monitoring in conducting evaluations by supervising teachers and not looking for teacher mistakes, but must make agreements and then coordinate. This aims to facilitate the implementation of work plans, effectiveness through the school's vision and mission, the principal, as a leader must be able to foster teachers to be sensitive and care about change and strive to be innovative and always develop the quality of resources in teaching and education. Teachers must be able to use appropriate learning techniques, learning methods, learning strategies, learning approaches, and learning models, in accordance with the current curriculum, namely the Merdeka Belajar curriculum.

> *WG: educational administration in schools is the heart that drives the teaching and learning process, the first is part of the curriculum, the task of the curriculum is to coordinate learning activities, organize learning schedules, divide teaching tasks for each teacher in each subject, manage curriculum documents in the form of learning tools from each subject teacher, Make reports related to the curriculum, develop teacher activities and training, assess the learning process and results. A good curriculum will produce quality graduates who are ready to face challenges in the future. Therefore, the development and implementation of the curriculum must be carried out continuously and involve various parties, from policy makers, educators, students, to parents. In compiling the curriculum, planning needs to be done according to national education standards, especially student needs. The first in planning learning according to him must compile an annual program, where for one year what is made, semester programs, create graduation standards (SKL), plan basic competencies that must be achieved in one year, determine time allocation, calculate effective weeks/weeks. Then compile a learning schedule based on the number of effective weeks/days. After determining everything, create learning tasks according to the existing effective time. Furthermore, a semester program is implemented which is implemented in one semester, both odd and even semesters in one year, and this curriculum activity is usually implemented at the beginning of the school year, the even semester in early January, while the odd semester is implemented in the first week of July, which is usually called the Subject Teacher Conference (MGMP) where each subject teacher holds a discussion to be able to create learning tools in accordance with the annual program and semester program that have been created by the curriculum section.*

At State Senior High School 6 Ambon, teachers are required to follow a structured process involving lesson planning, implementation, assessment, supervision, and evaluation. This includes the development of annual, semester, and daily instructional programs. Before entering the classroom, each teacher must prepare comprehensive teaching tools, such as lesson modules and learning materials. Failure to do so results in the teacher being prohibited from conducting lessons.

Teachers are also responsible for managing student administration, including checking daily attendance and maintaining accurate attendance records. Disciplinary procedures are in place for students who violate school rules. Initial infractions receive warnings; repeated violations involve parental intervention, and persistent misconduct can result in expulsion.

Regarding school administration, the allocation of teaching and support staff is based on clearly defined duties and responsibilities, assigned according to individual performance. In financial administration, the school maintains detailed records of income and expenditures, supported by valid documentation. Infrastructure administration includes maintaining an updated inventory of school property—both functional and damaged—including desks, chairs, computers, laboratory tools, and other educational equipment. Regular checks are conducted, and reports are submitted to the principal.

Educational resources, such as library books and learning materials, are regularly evaluated to support both student and teacher development. Laboratory equipment used for instructional activities and research must also be properly administered.

Public relations is another critical component of educational administration. Building strong partnerships with the local community fosters collaboration, mutual support, and shared development goals. Supervision remains central to improving administrative services, ensuring that teachers and staff receive guidance and support in delivering quality education.

3.2. Discussion

SMA Negeri 6 Ambon demonstrates a high standard in managing educational administration by delivering optimal services to both students and teachers. These services are supported by professional and competent human resources across various domains. The administrative process begins with the formulation of structured programs in each field, ensuring efficiency and clarity in implementation.

Teachers at SMA Negeri 6 Ambon play a vital role not only as educators but also as motivators who stimulate students to actively engage in learning by expressing opinions and ideas. This dynamic interaction fosters a more meaningful and participatory learning environment. Furthermore, the principal's application of leadership principles is seamless, as it involves observing real-time conditions within classrooms, enabling data-driven decisions while allowing teachers to focus on instruction (Andriani et al., 2018).

Student achievements at the school are a direct result of effective teacher performance. A teacher's commitment to duties reflects their capability, effort, and dedication toward achieving the intended learning outcomes. Indicators of teacher performance include student learning outcomes, classroom engagement, and the creation of a conducive, safe, and enjoyable learning environment (Garrett, 2008). Professionalism in teaching is thus closely tied to consistent performance and effective classroom management (Kanya et al., 2021).

Educational administration at the school is teacher-driven, with educators actively participating in the preparation and execution of administrative tasks. This collaborative approach supports the implementation of strategic work plans and promotes job satisfaction across different administrative fields. Ultimately, this contributes to achieving effective and efficient educational goals (Day et al., 2016).

Good teacher performance is also linked to continuous professional development. Participation in training sessions, workshops, scientific publications, and other learning activities enhances teacher competence, which, in turn, improves classroom instruction (Muhammadiah et al., 2022). Teachers, being in constant contact with students, must remain focused on delivering quality education and improving learning outcomes. Their willingness to engage in self-improvement reflects a dedication to both personal growth and student success (Murwaningsih & Fauziah, 2023).

In practice, a teacher's performance is evaluated not only by outcomes but also by their initiative to create a safe and engaging classroom environment conducive to learning. This includes fostering comfort, security, and enjoyment during lessons (Karaiskos et al., 2024). Strong leadership from the principal also plays a crucial role. At SMA Negeri 6 Ambon, the principal must effectively lead, supervise, and collaborate with both teaching and administrative staff to ensure alignment with educational objectives.

To optimize teacher performance, several key strategies should be emphasized. Teachers must demonstrate discipline by diligently completing all assigned educational and administrative tasks, ensuring that responsibilities are fulfilled with consistency and accountability. Additionally, self-motivated professional development is crucial; educators should actively seek opportunities for growth rather than relying solely on external incentives. Embracing innovation in the classroom by integrating current technological advancements can significantly enhance the teaching and learning experience. Equally important is effective time management, which allows for the timely completion and submission of administrative requirements, contributing to a more organized and productive educational environment.

Maximizing teacher performance is key to realizing the school's vision and mission. Without committed and capable teachers, the success of any educational institution remains limited. The school principal's transformational leadership is central to fostering this environment. Transformational leadership encourages the creation of an inspiring vision and promotes active participation among staff. Leaders who adopt such behaviors—offering individual support and cognitive stimulation—tend to build stronger, high-quality relationships within their teams (Saif et al., 2024). Jung et al. (2003) found that transformational leadership significantly enhances empowerment and supports an innovative organizational climate.

This is reflected in findings from SMA Negeri 6 Ambon and Kyai Mojo Elementary School, where the Planning Professional Learning Community (PPLC) focuses on vision-setting, needs analysis, strategic resource planning, scheduling, and stakeholder communication. These schools highlight the importance of involving teachers and staff in setting goals, promoting collaboration, and fostering empowerment. The principal also ensures flexibility in scheduling while maintaining consistency to avoid disrupting core responsibilities. Inclusive communication is key to encouraging stakeholder engagement and supporting program success.

Research further shows that transformational leadership, combined with external collaboration, positively influences teacher innovation. In mainland China, such leadership significantly enhances teacher creativity in elementary and secondary schools (Bao, 2024). Similar findings have been reported in Malaysia (Supermane, 2019; Zainal & Mohd Matore, 2021) and Taiwan (Chang et al., 2021), although they contrast with outcomes from the Netherlands (Messmann et al., 2022). Cultural factors, such as power distance, explain this variation. High power distance cultures like China and Malaysia tend to see greater influence from school leaders, making transformational leadership more effective (Rui & Xinqi, 2020).

In these contexts, principals work closely with teachers to create a shared vision, encourage innovation, foster supportive environments, and inspire intrinsic motivation. This leads to enhanced awareness and creative educational practices. Research by Lei et al. (2024) further supports the link between transformational leadership and successful professional learning communities. The four key components of PPLC—organizational learning, shared responsibility, reflective dialogue, and deprivatized practices—are all strengthened under this leadership style.

Transformational leadership contrasts with aspects of traditional Confucian principles but offers valuable insights for its practical application in diverse educational settings. It also contributes empirically to understanding how leadership styles impact teacher collaboration, innovation, and community learning.

4. CONCLUSION

This study concludes that principal leadership plays a critical role in managing and advancing the educational system at SMA Negeri 6 Ambon. Effective leadership is essential to ensure fairness in policy implementation and to promote equitable treatment of all stakeholders, including students, teachers, administrative staff, and the broader school community. The research highlights that educational administration serves as the backbone of the institution, with areas such as curriculum development, teacher performance, financial transparency, and infrastructure management deeply interconnected. Teachers' responsibilities in preparing instructional materials, assessments, and teaching modules reflect their dedication, and their performance significantly influences student achievement and classroom engagement. Additionally, administrative functions related to facilities, libraries, laboratories, and public relations must be well-managed to support effective teaching and learning processes. However, the study is limited by its qualitative approach, which focused solely on one school, thereby restricting the generalizability of its findings. Data collection methods were limited to interviews, observations, and document analysis, without the inclusion of quantitative data, and did not consider external factors such as policy influences or students' socioeconomic backgrounds. To address these limitations, future research is encouraged to adopt mixed methods for a more

comprehensive analysis, conduct comparative studies across various schools, and explore the impact of external variables—such as governmental support and community involvement—on teacher performance and educational administration. Furthermore, school leaders should continue fostering professional development, ensure the availability of adequate resources, and encourage collaboration and innovation among teachers to enhance both administrative efficiency and student learning outcomes.

Conflicts of Interest: The authors declare no conflict of interest

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