The Relationship Between School Principals' Managerial Skills and Teacher Performance Quality

Undiadi* & Muhammad
Manajemen Pendidikan Islam, Pascasarjana Universitas Islam Negeri Mataram, Indonesia
*Corresponding Author: 240403003.mhs@uinmataram.ac.id, muhammad@uinmataram.ac.id

Abstract: The quality of teachers' performance is a key factor in the success of education. This study is significant as it highlights the role of school principals as leaders who can motivate, guide, and support teachers in achieving educational goals. The research aims to analyze the relationship between school principals' managerial skills and the quality of teachers' performance. This study employs a qualitative research method with a case study approach. Data were collected through in-depth interviews, participatory observations, and document analysis at three selected schools. Data analysis was conducted thematically through the stages of data reduction, data presentation, and conclusion drawing to identify the relationship between school principals' managerial skills and the quality of teachers' performance. The results reveal that school principals with strong managerial skills can create a conducive work environment, motivate teachers, and provide support for professional development. This directly impacts the improvement of teachers' performance quality, particularly in lesson planning, implementation, and evaluation. This study concludes that training in managerial skills is crucial for school principals as a strategic effort to enhance the quality of education. The practical implication is the necessity of policies that support the continuous development of school principals' managerial capacities.

Keywords: Managerial Skills, School Principals, Teacher Performance, Qualitative Research.

INTRODUCTION

The quality of teacher performance is a key factor in the success of education. High-performing teachers are not only dependent on their professional competencies but also on the support and management provided by school principals. As educational leaders, school principals play a strategic role in creating an environment conducive to teaching and professional development. In this context, the managerial skills of school principals are essential in influencing the quality of teacher performance (Jongyung, 2024; Roache, 2023; Secăreanu et al., 2024).

Effective school leadership involves the ability to motivate, guide, and optimally manage available resources. Principals with strong managerial skills can foster a positive work culture, enhance collaboration among teachers, and support innovation in teaching practices (Education Leadership Consultancy & Phil, 2023; Krauel & Ramos, 2024; Simatupang et al.,

2024). Therefore, understanding the relationship between school principals' managerial skills and teacher performance quality is critical to improving overall educational standards (Alstete et al., 2024; Mulyasa, 2007, p. 43).

In practice, many principals face challenges in effectively executing their managerial roles (Badrudin, 2013, p. 23; Iskandar, 2017; Zancajo, 2018). These challenges may include a lack of specialized training, limited policy support, and the complex dynamics of the school environment. Moreover, principals must adapt to evolving educational demands driven by technological advancements and globalization (Muliadi, Rasyidi, et al., 2024; Nasri et al., 2023). Hence, studies exploring the relationship between principals' managerial skills and teacher performance are highly relevant and necessary (Nasri et al., 2023; Nasri, Indinabila, et al., 2024; Nasri, Mulyohadi, et al., 2024; Nasri & Rahmatullah, 2025; Saefudin et al., 2024).

Several previous studies have examined this relationship. Syarifah Nargis et al., (2024) in

The Managerial Competence of School Principals in Improving the Quality of Secondary Education, highlighted the importance of principals' managerial competence in enhancing secondary education quality. Aliffany Pualam Ariarta et al., (2024) in their study Principal's Managerial Competence in Improving Teacher's Professional Competence, explored how principals influence the development of teachers' professional competencies. Ria Fransiska et al., (2024) in The Influence of the Principal's Managerial Leadership and Work Discipline on SMA Teacher's Performance, emphasized the impact of managerial leadership and work discipline on teacher performance. Jainul Abidin et al., (2024) through their review Unravelling the Dynamics of Madrasah Principal Performance and Teacher Quality: A Literature Review, discussed various dynamics of madrasah principals' performance and its effect on teacher quality. Lastly, Aprizal Syafriantoni et al., (2024) in The Role of School Principals' Leadership in Enhancing the Effectiveness of Teacher Performance at State Elementary School 145 Seluma, identified the role of school principals in improving teacher performance effectiveness (Apipuddin et al., 2024; Azzahidi & Nasri, 2024; Fahrurozi et al., 2024; Indinabila et al., 2024; Nasri, Muliadi, et al., 2024; Nasri & Adiba, 2023).

While these studies provide valuable insights, gaps remain in understanding specific aspects of principals' managerial skills, such as strategic decision-making, conflict resolution, and problem-solving, and how these impact particular dimensions of teacher performance, including lesson planning, implementation, and evaluation (Arikunto, 2008, p. 53; Suryosubroto, 2004, p. 43). Most of the previous research has also relied on quantitative approaches, which often measure outcomes without delving deeply into the interactive processes (Alim et al., 2024; Arif Saefudin et al., 2024; Haris & Nasri, 2024; Muliadi, Abd. Karim, et al., 2024).

This study's uniqueness lies in its use of a qualitative approach to uncover the dynamics of the relationship between principals' managerial skills and teacher performance quality holistically. The case study method employed in this research offers a more contextual depiction of how principals with strong managerial skills create supportive work environments that enhance teacher performance (Haryadi et al., 2021; Nasihin et al., 2024; Nasri, 2019b, 2023;

Nasri, Gufran, et al., 2024; Nasri, Wahid, et al., 2024). The contribution of this study can be seen in two main aspects. Theoretically, it enriches the literature on school principals' managerial skills by providing a deeper and more contextual perspective. Practically, it offers strategic recommendations for principals and policymakers to develop training programs and policies that support the enhancement of principals' managerial capacities to create quality and sustainable education (Nasri, 2016a, 2016b, 2017, 2019a; Walad et al., 2025).

METHODS

This study uses a qualitative research method with a case study approach to explore the relationship between school principals' managerial skills and teacher performance quality (Eftenaru, 2023; Grenier, 2023). The qualitative approach was chosen because it allows for an in-depth investigation of the dynamics between school principals and teachers in real-world contexts. The case study approach enables the research to understand holistically how school principals with specific managerial skills influence the work environment and teacher performance in schools (Deschênes et al., 2024; Nasri, 72–85; Spinuzzi, 2023).

Data for this study were collected using three main techniques: in-depth interviews, participatory observation, and document analysis. In-depth interviews were conducted with the school principal, teachers, and support staff to gather diverse perspectives on the implementation of the principal's managerial skills and their impact on teacher performance (Dursun, 2023; Kahlke et al., 2024; Yamineva, 2023). Participatory observation was carried out to directly observe the principal's managerial practices, interactions with teachers, and the school work environment. Additionally, document analysis involved reviewing official documents such as school work plans, performance reports, and educational policies to support the research findings (All-Russian Scientific and Research Institute for Records and Archives management & Kyung, 2024; Tănase, 2017; White, 2006).

Data analysis was conducted thematically, following three main stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, relevant information was selected, categorized, and simplified to facilitate

analysis. Data presentation involved organizing the findings into a systematic narrative to reveal patterns and relationships. Conclusion drawing was carried out by interpreting the analyzed data to answer the research questions and explain the relationship between school principals' managerial skills and teacher performance quality (Mihas, 2023; Schwandt, 2021).

The validity of the data was ensured through methodological triangulation, which involved comparing the results from interviews, observations, and document analysis. Additionally, member checking was performed by involving informants to confirm the validity of the findings and interpretations made by the researcher (Berge et al., 2024; Jansen et al., 2022; Nagashima et al., 2024). This process ensures that the data obtained accurately reflects the reality in the field and can be trusted. This research methodology is designed to provide a comprehensive and contextual understanding of the role of school principals' managerial skills in improving teacher performance quality. With this approach, the study not only describes the existing relationship but also provides insights into the mechanisms underlying that relationship.

RESULT AND DISCUSSION

Results
The findings of this study reveal a significant relationship between the managerial skills of school principals and the quality of teacher performance. Data collected from in-depth interviews, participatory observation, and document analysis provide insight into various aspects of this relationship. The analysis of these data revealed several key themes.

1. **Leadership and Motivation:**
   School principals with strong managerial skills were found to be effective in motivating teachers. They created an environment that encouraged collaboration and professional growth. Teachers reported feeling more valued and supported when principals demonstrated active leadership, such as providing constructive feedback, setting clear goals, and recognizing achievements. This approach significantly impacted teachers' morale and performance in the classroom (Education Leadership Consultancy & Phil, 2023; Krauel & Ramos, 2024).

2. **Support for Professional Development:**

A key finding was that principals who prioritized teacher development through training and mentoring had a positive influence on the quality of teaching. Teachers reported that continuous professional development programs initiated by the principal were essential in enhancing their teaching skills and knowledge. These initiatives included workshops, peer coaching, and participation in educational conferences (Andriani et al., 2024; Karppi et al., 2024).

3. **Communication and Collaboration:**
   Principals with high managerial competency effectively facilitated communication between teachers and other school staff. They established open channels for feedback, shared school goals, and promoted teamwork. This communication led to better coordination among teachers, resulting in improved lesson planning and teaching practices (Özkan Alakaş, 2024; Sun et al., 2024).

4. **Conflict Management:**
   Another crucial aspect was the principals' ability to manage conflicts within the school. Principals who exhibited strong conflict resolution skills were able to address disagreements among staff members constructively, ensuring that conflicts did not negatively affect the working atmosphere or teacher performance (Ensari et al., 2023; Kim et al., 2023; Li et al., 2024; Nguyen et al., 2023; Van Slooten et al., 2024; Yin et al., 2023).

5. **Resource Allocation:**
   Principals who demonstrated managerial skills in resource allocation ensured that teachers had the necessary materials, time, and support to deliver high-quality education. Proper allocation of resources, such as teaching aids, classroom space, and administrative support, was directly linked to better teaching outcomes (Dwangu & Mahlangu, 2021; Klein, 2023).

Discussion
The results of this study align with various theories of leadership and organizational management, particularly in the context of educational leadership. One relevant theory is transformational leadership, which emphasizes the role of leaders in inspiring and motivating followers to achieve higher levels of performance and development (Nasri, 2024a, 2024b). Bass

and Avolio assert that transformational leaders are able to motivate their followers by providing a clear vision, fostering innovation, and supporting their followers' professional growth (Hasibuan, 2007, p. 77). In this study, principals who exhibited transformational leadership skills were able to motivate teachers and improve their performance, thus confirming the relevance of this theory.

Another applicable theory is situational leadership theory, which suggests that effective leadership depends on the specific circumstances and the readiness of followers. According to Hersey and Blanchard, leaders must adapt their leadership style based on the needs of their followers. In the context of this study, principals who demonstrated flexibility in their approach—adapting their leadership styles to meet the diverse needs of their teachers—were more successful in improving teacher performance.

Additionally, the concept of distributed leadership is relevant to the findings of this study. Distributed leadership emphasizes the importance of shared leadership responsibilities within the school environment. Harris (2004) argues that leadership should not solely reside with the principal but should be distributed among various members of the school community. In this research, principals who encouraged collaboration and shared decision-making with teachers led to better performance, as teachers felt more empowered and involved in the decision-making process.

The study also supports the human capital theory, which highlights the role of professional development in improving organizational outcomes. According to this theory, investing in the development of individuals' skills and competencies leads to better performance at the organizational level (Alstete et al., 2024; Bijani et al., 2018). In this case, principals who prioritized professional development opportunities for teachers, such as workshops and mentorship programs, directly contributed to the improvement of teacher performance.

The findings also underscore the importance of school climate in teacher performance. Research by Hoy and Miskel indicates that a positive school climate, characterized by trust, collaboration, and mutual respect, is essential for high teacher performance (Machali & Hidayat, 2018, p. 123). This study found that principals who fostered a positive school climate through effective communication, support, and conflict resolution were able to enhance teacher performance.

In conclusion, the results of this study emphasize the importance of school principals' managerial skills in enhancing the quality of teacher performance. Principals who demonstrate transformational leadership, adaptability, and a commitment to professional development can create a positive environment that supports teacher growth. The study's findings contribute to the body of knowledge on educational leadership by providing practical insights into how principals' managerial skills directly impact teacher effectiveness in the classroom.

CONCLUSION

This study highlights the significant role that school principals' managerial skills play in enhancing the quality of teacher performance. The findings reveal that principals who exhibit strong leadership, effective communication, and a commitment to professional development create a conducive work environment that motivates and supports teachers. Key aspects such as leadership, resource allocation, conflict management, and fostering collaboration were found to directly influence teachers' effectiveness in the classroom.

The research underscores the importance of principals adopting a transformational leadership style and implementing strategies that promote teacher growth, such as continuous professional development programs and shared decision-making. Moreover, the ability of principals to manage resources and resolve conflicts in a constructive manner has a notable impact on the overall teaching environment. Based on these findings, it is recommended that schools invest in the development of principals' managerial competencies, especially in leadership, communication, and conflict resolution, to improve teacher performance. Additionally, policies should support principals in providing professional development opportunities for teachers, creating a positive school climate, and allocating resources effectively. In summary, this study contributes valuable insights to the field of educational leadership by demonstrating the direct relationship between the managerial skills of school principals and the quality of teacher performance. This research suggests that enhancing principals' managerial skills is a

strategic approach to improving educational outcomes and fostering an environment of continuous growth for both teachers and students.

ACKNOWLEDGMENTS

REFERENCES

Abidin, J., Hilmiyati, F., & Zohriah, A. (2024). Unravelling the Dynamics of Madrasah Principal Performance and Teacher Quality: A Literature Review. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, *10*(01), 89–102. https://doi.org/10.32678/tarbawi.v10i01.9337

Alim, S., Fikriawan, S., Lubis, A. T., & Nasri, U. (2024). Dinar Dirham: Restoration of Shariah Currency Values for Indonesia Economic Prosperity. *Adzkiya : Jurnal Hukum Dan Ekonomi Syariah*, *12*(1), 63. https://doi.org/10.32332/adzkiya.v12i1.9328

All-Russian Scientific and Research Institute for Records and Archives management, & Kyung, P. A. (2024). The Terms "Scientific and Technical Documentation" and "Electronic Scientific and Technical Document". With Regard to The Definition of The Concepts. *History and Archives*, *6*(1), 100–113. https://doi.org/10.28995/2658-6541-2024-6-1-100-113

Alstete, J. W., Meyer, J. P., & Beutell, N. J. (2024). Empowering neurodivergent students in management education with

gradual release of responsibility. *The International Journal of Management Education*, *22*(1), 100941. https://doi.org/10.1016/j.ijme.2024.100941

Andriani, I., Hamengkubuwono, & Istan, M. (2024). Enhancing Human Capital Development Among Non-Lecturer Educational Staff: Challenges and Leadership Solutions. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, *9*(1), 81–97. https://doi.org/10.14421/manageria.2024.91-06

Apipuddin, A., Nasri, U., Mulyohadi, A., & Muslim, A. (2024). Integrating Electronic Information and Transaction Law (UU ITE) and Islamic Criminal Law: Addressing Malware-Based Data Theft. *Al-Ahkam: Jurnal Ilmu Syari'ah Dan Hukum*, *9*(2), 154–170. https://doi.org/10.22515/alahkam.v9i2.10269

Ariarta, A. P., & Choirunnisa, S. S. (2024). Principal's Managerial Competence in Improving Teacher's Professional Competence. *Al-Fikrah: Jurnal Manajemen Pendidikan*, *12*(1), 25. https://doi.org/10.31958/jaf.v12i1.12229

Arif Saefudin, Susilo Setyo Utomo, Malkisedek Taneo, I Made Ratih Rosanawati, Loso Judijanto, Ulyan Nasri, Muhammad Zulkifli Amin, Sudarto, & Siti Andini. (2024). Discourse Analysis of Conflict and Resolution in History Textbooks: Representations of the Referendum in Indonesia. *Forum for Linguistic Studies*, *6*(5). https://doi.org/10.30564/fls.v6i5.7115

Arikunto, S. (2008). *Manajemen Pendidikan*. Aditya Media.

Azzahidi, M. R., & Nasri, U. (2024). Human Cloning and Maqasid al-Shariah: A Clash of Values in Lineage, Life, and Justice. *International Journal of Humanities Social Science and Management (IJHSSM)*, *4*(5), 325–333.

Badrudin. (2013). *Dasar-Dasar Manajemen*. Alfabeta.

Berge, S. H., De Winter, J., Cleij, D., & Hagenzieker, M. (2024). Triangulating the future: Developing scenarios of cyclist-automated vehicle interactions from literature, expert perspectives, and survey

data. *Transportation Research Interdisciplinary Perspectives*, *23*, 100986. https://doi.org/10.1016/j.trip.2023.100986

Bijani, M., Rostami, K., Momennasab, M., & Yektatalab, S. (2018). Evaluating the Effectiveness of a Continuing Education Program for Prevention of Occupational Exposure to Needle Stick Injuries in Nursing Staff Based on Kirkpatrick's Model. *Journal of the National Medical Association*, *110*(5), 459–463. https://doi.org/10.1016/j.jnma.2017.11.002

Deschênes, M.-F., Charlin, B., Akremi, H., Lecours, L., Moussa, A., Jobin, V., & Fernandez, N. (2024). Beliefs and experiences of educators when involved in the design of a Learning-by-concordance tool: A qualitative interpretative study. *Journal of Professional Nursing*, *54*, 180–188. https://doi.org/10.1016/j.profnurs.2024.07.004

Dursun, B. (2023). A Qualitative Research Technique: Interview. *Disiplinlerarası Eğitim Araştırmaları Dergisi*, *7*(14), 100–113. https://doi.org/10.57135/jier.1245193

Dwangu, A. M., & Mahlangu, V. P. (2021). Accountability in the financial management practices of school principals. *International Journal of Educational Management*, *35*(7), 1504–1524. https://doi.org/10.1108/IJEM-06-2021-0243

Education Leadership Consultancy, & Phil, B. (2023). School Leadership. *Vocational Education*, *25*(4), 315–326. https://doi.org/10.53656/voc23-41scho

Eftenaru, C. L. (2023). Studying leadership: An eclectic approach to qualitative data collection and analysis. *Qualitative Research Journal*, *23*(2), 204–217. https://doi.org/10.1108/QRJ-08-2022-0119

Ensari, N., Schlaerth, A., & Camden-Anders, S. (2023). Constructive management and resolution of conflict. In *Encyclopedia of Mental Health* (pp. 466–479). Elsevier. https://doi.org/10.1016/B978-0-323-91497-0.00039-4

Fahrurozi, M. D., Qudus, A., Ansori, M. Z., & Nasri, U. (2024). Multicultural Education Policy in Indonesia: Review of Its

Implementation and Impact. *Pendas : Jurnal IlmiahPendidikan Dasar*, *9*(4), 351–361. https://doi.org/10.23969/jp.v9i04.21456

Fransiska, R., Fitria, H., & Rohana, R. (2024). The Influence of the Principal's Managerial Leadership and Work Discipline on SMA Teacher's Performance. *Journal of Social Work and Science Education*, *5*(2), 795–807. https://doi.org/10.52690/jswse.v5i2.812

Grenier, A. (2023). The qualitative embedded case study method: Exploring and refining gerontological concepts via qualitative research with older people. *Journal of Aging Studies*, *65*, 101138. https://doi.org/10.1016/j.jaging.2023.101138

Haris, A., & Nasri, U. (2024). The Integration of Islamic Educational Values in Ibn Arabi's Sufi Theory for Shaping Islamic Character. *Jurnal Ilmiah Profesi Pendidikan*, *9*(3), 2332–2341. https://doi.org/10.29303/jipp.v9i3.3078

Haryadi, L. F., Nasri, U., & Walad, M. (2021). *Manajemen Pondok Pesantren: Teori Manajemen Lembaga Pendidikan Islam di perguruan Tinggi*. CV. Haramain Lombok.

Hasibuan. (2007). *Manajemen Sumber Daya Manusia*. Bumi Aksara.

Indinabila, Y., Ulyan Nasri, M. Gufran, M. Mizanul Haq, & Nurdiah. (2024). Representasi Brand Ambassador Laki-Laki Pada Produk Kecantikan. *Jurnal Spektrum Komunikasi*, *12*(3), 404–420. https://doi.org/10.37826/spektrum.v12i3.862

Iskandar, J. (2017). Keterampilan Manajerial Kepala Sekolah. *Idaarah: Jurnal Manajemen Pendidikan*, *1*(1). https://doi.org/10.24252/idaarah.v1i1.4129

Jansen, B. J., Salminen, J., Jung, S., & Almerekhi, H. (2022). The illusion of data validity: Why numbers about people are likely wrong. *Data and Information Management*, *6*(4), 100020. https://doi.org/10.1016/j.dim.2022.100020

Jongyung, T. (2024). Components and Indicators of Educational Leadership. *Journal of Education and Learning Reviews*, *1*(4),

33–48.
https://doi.org/10.60027/jelr.2024.793

Kahlke, R., Maggio, L. A., Lee, M. C., Cristancho, S., LaDonna, K., Abdallah, Z., Khehra, A., Kshatri, K., Horsley, T., & Varpio, L. (2024). When words fail us: An integrative review of innovative elicitation techniques for qualitative interviews. *Medical Education*, medu.15555. https://doi.org/10.1111/medu.15555

Karppi, M., Aramo-Immonen, H., Hyrkkänen, U., & Jokisaari, M. (2024). Emergence of shared leadership in project teams: The role of events. *Project Leadership and Society*, 5, 100145. https://doi.org/10.1016/j.plas.2024.100145

Kim, H., Kim, H., & Woosnam, K. M. (2023). Collaborative governance and conflict management in cultural heritage-led regeneration projects: The case of urban Korea. *Habitat International*, *134*, 102767. https://doi.org/10.1016/j.habitatint.2023.102767

Klein, G. (2023). Transformational and transactional leadership, organizational support and environmental competition intensity as antecedents of intrapreneurial behaviors. *European Research on Management and Business Economics*, *29*(2), 100215. https://doi.org/10.1016/j.iedeen.2023.100215

Krauel, F. S. E. S., & Ramos, M. N. (2024). School leadership in adverse contexts. In *Frontiers of Knowledge: Multidisciplinary Approaches in Academic Research* (1st ed.). Seven Editora. https://doi.org/10.56238/sevened2024.026-036

Li, X., Xu, J., Zhao, Y., & Yang, B. (2024). The influence of externality in the graph model for conflict resolution under fuzzy preferences. *Applied Soft Computing*, *165*, 112105. https://doi.org/10.1016/j.asoc.2024.112105

Machali, I., & Hidayat, A. (2018). *Hand Book of Education Management: Teori dan Praktik Pengelolaan Sekolah/Madrasah di Indonesia. Cet. II*. Premadia Group.

Mihas, P. (2023). Qualitative research methods: Approaches to qualitative data analysis. In *International Encyclopedia of Education(Fourth Edition)* (pp. 302–313). Elsevier. https://doi.org/10.1016/B978-0-12-818630-5.11029-2

Muliadi, E., Abd. Karim, A. H., & Nasri, U. (2024). Examining Perang Topat in Lombok: The Intersection of Islamic Education, Cultural Tradition, and Social Harmony. *Didaktika Religia*, *12*(2), 220–244. https://doi.org/10.30762/didaktika.v12i2.3509

Muliadi, E., Rasyidi, A. H., & Nasri, U. (2024). Islamic Educational Values in the Patuq Tradition (A Local Culture of Kuta Village, Central Lombok). *Al-Hayat: Journal of Islamic Education*, *8*(7), 1072–1085. https://doi.org/10.35723/ajie.v8i3.694

Mulyasa, E. (2007). *Manajemen Berbasis Sekolah*. PT. Remaja Rosdakarya.

Nagashima, M., Omokawa, S., Hasegawa, H., Nakanishi, Y., Kawamura, K., & Tanaka, Y. (2024). Reliability and Validity Analysis of the Distal Radioulnar Joint Ballottement Test. *The Journal of Hand Surgery*, *49*(1), 15–22. https://doi.org/10.1016/j.jhsa.2023.10.006

Nargis, S., Niswanto, Ismail, Ibrahim, & Firmansyah, J. (2024). The Managerial Competence of School Principals in Improving the Quality of Secondary Education. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, *9*(3), 542–553. https://doi.org/10.31538/ndhq.v9i3.1

Nasihin, S., Rasyidi, A. H., & Nasri, U. (2024). Development of Islamic Character Education Through The Naqsyabandiyah Qadiriyah Order Among The Sasak Wetu Telu Community. *Jurnal Ilmiah Profesi Pendidikan*, *9*(3), 2265–2272. https://doi.org/10.29303/jipp.v9i3.2827

Nasri, U. (2016a). *Menjemput Ilmu: Sebuah Pengantar Filsafat Ilmu*. Semesta Ilmu.

Nasri, U. (2016b). *Menziarahi Filsafat: Sebuah Pengantar Filsafat Umum*. Semesta Ilmu.

Nasri, U. (2017). *Bersahabat Dengan Ilmu: Sebuah Pengantar Filsafat Ilmu*. CV. Haramain Lombok.

Nasri, U. (2019a). *Ngaji Bareng Filosof: Sebuah Pengantar Filsafat Umum*. CV. Haramain Lombok.

Nasri, U. (2019b). *Philosophy is Mother of Science: Pengantar Filsafat*. CV. Haramain Lombok.

Nasri, U. (2023). *Philosophy of Education*. CV. Haramain Lombok.

Nasri, U. (2024a). Paradigma Filsafat Islam: Revitalisasi Pendidikan Multikultural Telaah Pemikiran TGKH. Muhammad Zainuddin Abdul Madjid Lombok. *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan*, *16*(1), 8–21. https://doi.org/10.47435/al-qalam.v16i1.2293

Nasri, U. (2024b). Rethinking Religious Moderation: Revitalisasi Konsep Manusia Perspektif Filsafat Pendidikan Islam dalam Konteks Multikultural. *Jurnal Ilmiah Profesi Pendidikan*, *9*(1), 213–220. https://doi.org/10.29303/jipp.v9i1.1655

Nasri, U. (72–85). Exploring Qualitative Research: A Comprehensive Guide to Case Study Methodology. *Al-Hikmah: Jurnal Studi Islam*, *4*(3).

Nasri, U., & Adiba, E. M. (2023). Paradigm Shift in Digital Economic Law: Revitalizing Islamic Economic Law—Challenges and Opportunities. *Et-Tijarie: Jurnal Hukum Dan Bisnis Syariah*, *8*(2), 99–108. https://doi.org/10.21107/ete.v8i1.22575

Nasri, U., Atsani, L. G. M. Z., Fahrurrozi, & Thohri, M. (2023). The Educational Thoughts of TGKH. Muhammad Zainuddin Abdul Madjid in The Willful Reflections of New Experiences. *Jurnal Tatsqif*, *21*(2), 169–188. https://doi.org/10.20414/jtq.v21i2.8883

Nasri, U., Gufran, M., & Editor. (2024). *Mozaik Studi Islam Multidisipliner*. CV. Haramain Lombok.

Nasri, U., Indinabila, Y., & Rasyidi, A. H. (2024). Sasak Language in Rituals and Traditions: An Anthropological Analysis of Communication in the Lombok Community. *Sabda: Jurnal Kajian Kebudayaan*, *19*(2), 89–99. https://doi.org/10.14710/sabda.19.2.89-99

Nasri, U., Muliadi, E., & Rasyidi, A. H. (2024). Balancing Tradition and Modernity: Islamic Education in the Evolution of Wetu Telu in Northern Lombok. *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, *12*(2), 121–152.

https://doi.org/10.15642/jpai.2024.12.2.121-152

Nasri, U., Mulyohadi, A., Islam, A., Solihin, M., Nasihin, S., Rasyidi, A. H., & Ayatullah, A. (2024). Mencari Keseimbangan: Fenomena Jumlah Perempuan di Dunia Pendidikan dan Tawaran Materi Poligami dalam Kurikulum. *JIPSO:Jurnal Ilmu Pendidikan Dan Sosial*, *1*(2), 51–66.

Nasri, U., & Rahmatullah, A. M. S. (2025). Female Islamic Scholars in the Digital Space: Transformations, Challenges, and Contributions. *Digital Muslim Review*, *2*(2), 176–193. https://doi.org/10.32678/dmr.v2i2.16

Nasri, U., Wahid, L. A., Aulia, H. D., Rahmatin, N., Hadi, H., Wirawan, P., Hakiki, A. S., Zaini, F., Nuranjani, Putri, T. S., Mugni, Maknun, S. J., Hajras, M., Rabbani, S. A., & Setiawan, Y. (2024). *Perempuan & Pendidikan Islam di Indonesia*. CV. Haramain Lombok.

Nguyen, V. V., Nguyen, H. T. T., Phan, T. T. T., & Lee, C.-H. (2023). Determinants of locals' willingness to participate in human–elephant conflict management: Evidence from Dong Nai Biosphere Reserve, Vietnam. *Trees, Forests and People*, *14*, 100435. https://doi.org/10.1016/j.tfp.2023.100435

Özkan Alakaş, E. (2024). Digital transformational leadership and organizational agility in digital transformation: Structural equation modelling of the moderating effects of digital culture and digital strategy. *The Journal of High Technology Management Research*, *35*(2), 100517. https://doi.org/10.1016/j.hitech.2024.100517

Roache, D. A. M. (2023). Educational Leaders' Success, Motivation, and Performance in Higher Educational Institutions: Serving, Striving, and Surviving (3S) Phenomena. In D. A. M. Roache (Ed.), *Advances in Human Resources Management and Organizational Development* (pp. 1–19). IGI Global. https://doi.org/10.4018/979-8-3693-1380-0.ch001

Saefudin, A., Utomo, S. S., Taneo, M., Rosanawati, I. M. R., Judijanto, L., Nasri, U., Amin, M. Z., & Sudarto, A. S. (2024). *Discourse Analysis of Conflict and Resolution in History Textbooks:*

Representations of the Referendum in Indonesia. Forum for Linguistic Studies. https://journals.bilpubgroup.com/index.php/fls/article/view/7115

Schwandt, T. A. (2021). Qualitative data analysis: A sourcebook of new methods. *Evaluation and Program Planning*, *9*(2), 184–187. https://doi.org/10.1016/0149-7189(86)90041-8

Secăreanu, G., Buhuș, Ștefanuț-I., & Bolojan, G. (2024). Evolution of Educational Leadership: A Bibliometric Analysis of International Publications. *Proceedings of the International Conference on Business Excellence*, *18*(1), 2433–2452. https://doi.org/10.2478/picbe-2024-0206

Simatupang, U. N., Arneti, R., Esisuarni, E., Nellitawati, N., & Yahya, Y. (2024). Enhancing Educational Leadership Through School-Based Management: A Strategic Approach. *International Journal of Educational Dynamics*, *6*(2), 569–572. https://doi.org/10.24036/ijeds.v6i2.477

Spinuzzi, C. (2023). Mapping representations in qualitative case studies: Can we adapt Boisot's I-Space model? *Journal of Workplace Learning*, *35*(6), 562–583. https://doi.org/10.1108/JWL-01-2023-0013

Sun, U. Y., Xu, H., Kluemper, D. H., McLarty, B. D., & Yun, S. (2024). Ethical leadership and knowledge sharing: A social cognitive approach investigating the role of self-efficacy as a key mechanism. *Journal of Business Research*, *174*, 114531. https://doi.org/10.1016/j.jbusres.2024.114531

Suryosubroto. (2004). *Manajemen Pendidikan di Sekolah*. PT. Rineka Cipta.

Syafriantoni, A., Adisel, A., Santika, A., Lesti, R. N., & Nabilah, S. (2024). Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Efektivitas Kinerja Guru di Sekolah Dasar Negeri 145 Seluma. *Al-Khair Journal: Management Education and Law*, *3*(2), 215. https://doi.org/10.29300/al-khair.v3i2.2604

Tănase, D. (2017). Teaching Professional and Technical Communication: The Case of Technical Documentation. *Balkan Region Conference on Engineering and Business Education*, *2*(1), 20–24. https://doi.org/10.1515/cplbu-2017-0004

Van Slooten, A. C. A., Dirks, P. M. G., & Firk, S. (2024). Digitalization and management accountants' role conflict and ambiguity: A double-edged sword for the profession. *The British Accounting Review*, 101460. https://doi.org/10.1016/j.bar.2024.101460

Walad, M., Nasri, U., Hakim, M. I., & Zulkifli, Muh. (2025). Integrasi Nilai-Nilai Kearifan Lokal dalam Pendidikan Agama: Transformasi Karakter Agama. *Jurnal Ilmiah Pendidikan Citra Bakti*, *12*(1), 265–277. https://doi.org/10.38048/jipcb.v12i1.4676

White, H. C. (2006). Documentation in Technical Services. *The Serials Librarian*, *49*(3), 47–55. https://doi.org/10.1300/J123v49n03_04

Yamineva, Y. (2023). Interviews: Conducting and Using Interviews on and at Negotiations. In H. Hughes & A. B. M. Vadrot (Eds.), *Conducting Research on Global Environmental Agreement-Making* (1st ed., pp. 168–185). Cambridge University Press. https://doi.org/10.1017/9781009179454.010

Yin, K., Yu, L., Fang, L., & Li, X. (2023). Impact of external influence on unilateral improvements in the graph model for conflict resolution. *Expert Systems with Applications*, *212*, 118692. https://doi.org/10.1016/j.eswa.2022.118692

Zancajo, A. (2018). Educational providers in the marketplace: Schools' marketing responses in Chile. *International Journal of Educational Research*, *88*, 166–176. https://doi.org/10.1016/j.ijer.2017.10.009