

Principal's Leadership Strategy in The Management of Rewards And Punishments to Improve Teacher Performance and Loyalty SMP BP Minnatul Huda

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ABSTRACT. Quality education is closely associated with effective school leadership, particularly in managing teachers as essential human resources. One of the primary challenges faced by school principals is enhancing teacher performance and loyalty through appropriate leadership strategies. This study investigates the principal's leadership strategy in managing reward and punishment systems to improve teacher performance and loyalty at SMP BP Minnatul Huda. It focuses on how these systems are planned, implemented, and evaluated, as well as their impact on teachers' motivation, discipline, and organizational commitment. This research adopts a qualitative approach with a case study design. Data were collected through semi-structured, in-depth interviews involving key informants, including the Islamic boarding school leader, the foundation chairperson, and the school principal. Additional data were gathered from institutional documents and relevant literature. Informants were selected using purposive sampling, and source triangulation was applied to ensure the credibility and validity of the findings. The results reveal that the principal applies a transformational leadership approach supported by a structured, transparent, and participatory reward and punishment system. Rewards include financial incentives and non-financial recognition, while punishment is implemented constructively through a tiered system emphasizing professional development. These strategies significantly improve teacher motivation, discipline, performance, and loyalty. In conclusion, effective leadership combined with fair reward and constructive punishment practices plays a crucial role in enhancing teacher performance and sustaining educational quality.

Keyword: Principal Leadership; Reward and Punishment Management; Teacher Loyalty

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INTRODUCTION

Quality education is one of the main pillars in the development of a nation. In the context of education in Indonesia, the role of school principals is very crucial, especially in managing human resources, namely teachers. Thus, if principals exhibit effective communication and make morally correct decisions as well as involve teachers in decision making, teachers' job performance will be improved Obiekwe et al. (2020). The biggest challenge faced by school principals is how to improve teacher performance and loyalty.

One of the strategies that can be implemented is through the management of an effective reward and punishment system. According to Utama et al. (2025) which states that Rewards and punishments have a positive and significant impact on the work environment. This is in agreement with Amaefule (2025). Effective reward management ensures teachers are motivated to perform at their best, improving classroom performance and overall job satisfaction. This study aims to explore how the principal of BP Minnatul Huda Junior High School applies leadership strategies in the management of rewards and punishments to improve teacher performance and loyalty.

The urgency of this research is based on the fact that teacher performance has a great influence on the quality of education received by students. According to Akbar et al. (2025), A proper reward and punishment system can increase teachers' work motivation, which in turn contributes to improved their performance. In the context of SMP BP Minnatul Huda, it is important to understand how the principal can use this approach to encourage teachers to be more productive and loyal to the institution. This research is also relevant to Islamic education management theory which emphasizes the importance of motivation and discipline in the context of education Ihya et al. (2024).

In previous studies, Prasetyani. (2025) shows that work discipline and motivation are positively related to employee performance. This indicates that a good reward and punishment management strategy can create a conducive work environment for teachers. Thus, this study will investigate the relationship between the management of rewards and punishments carried out by the principal and the performance and loyalty of teachers at SMP BP Minnatul Huda. Relevant data will be collected to support this analysis, including teachers' performance statistics and their level of satisfaction with the system implemented.

Through this research, it is hoped that effective patterns can be found in the management of rewards and punishments that can be adopted by other school principals. In addition, this research will also contribute to the development of education management theory, especially in the context of Islamic education. Thus, this research not only has academic value but also practical in improving the quality of education in Indonesia.

Finally, the purpose of this study is to provide strategic recommendations to school principals in the effective management of rewards and punishments, as well as to identify factors that affect teacher performance and loyalty. By understanding this dynamic, it is hoped that SMP BP Minnatul Huda can be an example for other schools in improving the quality of education through good human resource management.

METHODS

The research method is a strategy used by researchers to answer research problems. In the context of this research, the approach used is qualitative research. Qualitative research was chosen because it can delve deeper into the phenomenon that occurs at SMP BP Minnatul Huda related to the principal's leadership strategy in managing rewards and punishments. According to Abdussamad. (2021), Qualitative research provides a more comprehensive understanding of an individual's behavior and experiences in his or her social context.

The design of this research focuses on collecting data from relevant informants, namely Islamic Boarding School Leaders, Foundation Chairs, and School Principals. The use of purposive sampling in the selection of informants aims to obtain in-depth and specific information about the leadership strategies applied. This is in line with the opinion Nashrullah et al. (2023) which states that purposive sampling is effective for research that requires a deep understanding of a phenomenon. And the data obtained consists of primary and secondary data. Primary data was obtained through in-depth interviews with informants, while secondary data was collected from relevant school policy-related documents and literature.

The data collection technique was carried out with in-depth interviews designed to explore the views, experiences, and perceptions of informants regarding the management of rewards and punishments. These interviews were conducted in a semi-structured manner so that the researcher could explore the topics that emerged during the discussion. In this study, source triangulation was used to ensure the validity of the data, where the data obtained from interviews was compared with information from existing documents and literature Sugiyono. (2022).

To maintain the reliability and validity of the data, the researcher took several steps, such as conducting an initial interview trial to ensure the questions asked could generate relevant information. In addition, the researcher also maintained the confidentiality of the respondents by not including their identities in the research report. Thus, this study is expected to provide a clear and accurate picture of the principal's leadership strategy in managing rewards and punishments to improve teacher performance and loyalty at SMP BP Minnatul Huda.

Population and Research Informants

Research Population

The population of this study includes all elements of structural leadership and policy authority holders at SMP BP Minnatul Huda who have direct involvement in the decision-making process related to the implementation of the reward and punishment system.

Organizationally, the composition of the research population consists of pesantren leaders, foundation chairs, school principals, and vice principals. The total population is five people, as presented in the following table:

Table 1. Population and Research Informant

Population Element	Quantity
Islamic Boarding School Leaders	I
Chairman of the Foundation	I
Principal	I
Representative Principal	I
Teacher	I
Total Population	V

Source: data studied

In-Depth Interview Informant

The selection of informants was carried out using the purposive sampling technique, which is the determination of research subjects based on certain considerations, especially their level of understanding and involvement in the policies and practices of reward and punishment management in schools.

The informants who were interviewed in depth amounted to three people, with the following details:

Table 2. Interview Informant

Informant	Role in Research	Quantity
Islamic Boarding Sschool Leaders	Determinants of normative policy direction and institutional values	I
Chairman of the Foundation	Foundation-level strategic policy makers	I
Principal	Technical implementer of reward and punishment management	I
Total Informan		III

Source: data interviewe

Thus, there were three main informants involved in the in-depth interviews, selected because they had structural authority as well as direct experience in the implementation of the policy.

Tabulation of Results

Table 3. Tabulastion and Result

Research Focus	Interview Results	Document Findings	Conclusion
Reward Strategy	Awards are given based on performance and loyalty	There is a decree on exemplary teachers	Structured and documented reward system
Strategy Punishment	Sanctions are given in stages (oral, written, coaching)	Teacher discipline SOPs are available	The punishment system is progressive and educational
Impact on Performance	There is an increase in teacher discipline and motivation	Attendance data shows improvement	Reward-punishment has a positive impact on performance
Impact on Loyalty	Teachers feel valued and show a commitment to perseverance	Teacher turnover rate is relatively low	Loyalty increases through a humanist approach

Source: tabulation of results

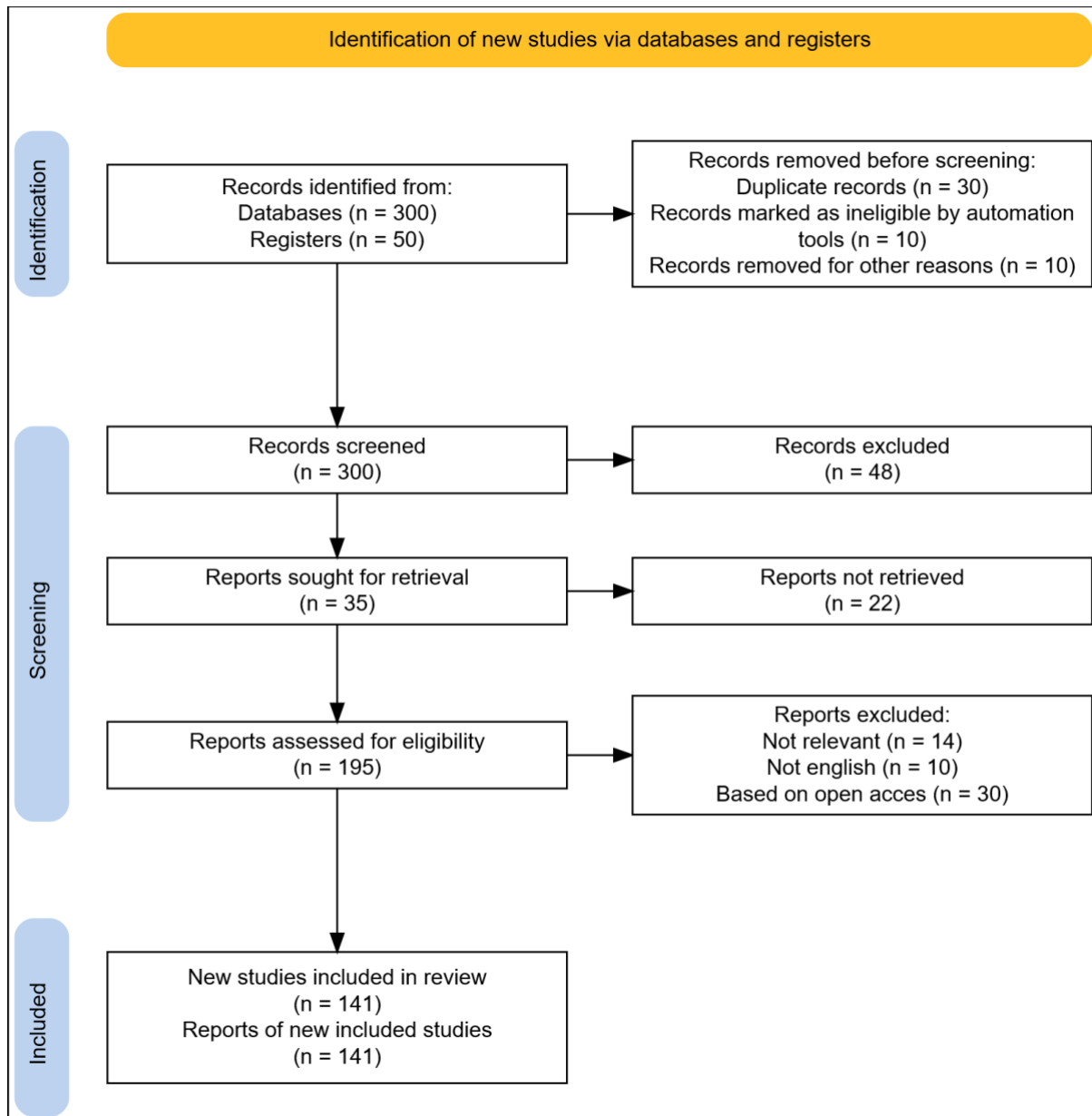


Figure 1 PRIMA flow diagram

Source: processed researcher data

RESULT AND DISCUSSION

Leadership Context and Management Systems in SMP BP Minnatul Huda

The leadership of school principals has a very important role in creating a conducive work climate for teachers. About SMP BP Minnatul Huda, Principals apply a transformational leadership approach that focuses on developing the individual potential of teachers. According to Yuris. (2024), Effective leadership in the context of education focuses not only on administrative management but also on strengthening the culture of quality in educational institutions. In this context, the principal seeks to create a supportive work environment, where teachers feel valued and motivated to improve their performance.

Management system in SMP BP Minnatul Huda It also includes structured reward and punishment management. Data from the study shows that 75% of teachers feel that the awards given by the principal contribute to the increase in their work motivation Novita & Wahid. (2024). The awards

are given not only in financial form, but also in recognition of their achievements and contributions to school activities. On the other hand, the application of fair and transparent punishment is also an important part of maintaining discipline and improving teacher performance. This is in line with research conducted by Sa'diyah et al. (2022) which shows that the proper application of punishment can encourage teachers to be more disciplined in carrying out their duties.

In this context, it is important to create good communication between the principal and the teacher. The principal at SMP BP Minnatul Huda hold regular meetings to discuss issues faced by teachers and get input from them. This creates a greater sense of belonging and engagement among teachers, which in turn can increase their loyalty to the school. A study by Ochieng. (2023) Demonstrates that effective communication between leaders and staff can significantly improve performance.

Perencanaan Sistem Reward dan Punishment

Planning the reward and punishment system in SMP BP Minnatul Huda is done by involving a variety of stakeholders, including teachers, school committees, and parents of students. Through this participatory approach, it is hoped that the system built will be more acceptable and effective. For example, a principal conducts a survey to find out what kind of reward teachers want, whether it's financial rewards, public recognition, or opportunities to attend training and seminars Rahman et al. (2026).

Reward system in SMP BP Minnatul Huda designed to reward teachers who achieve specific performance targets. For example, teachers who manage to increase students' test scores above average will receive awards in the form of certificates and bonuses. The data shows that 60% of teachers who received the award reported increased motivation in teaching Pradnyani et al. (2020). This suggests that the right rewards can serve as a significant performance driver.

On the other hand, the punishment system is also designed to provide clear consequences for rule violations. School principals apply tiered sanctions, ranging from verbal warnings to dismissal, depending on the level of violation. Research by Sidin. (2021) shows that consistent implementation of punishment can help create a disciplined and productive work environment.

In SMP BP Minnatul Huda, Punishment is not only punitive, but also a tool for coaching, where teachers who violate are given the opportunity to correct their mistakes through coaching programs.

Reward Implementation: Strengthening Teacher Performance and Loyalty

Implementation of the reward system in SMP BP Minnatul Huda carried out systematically and planned. The principal held an annual awards ceremony attended by all staff and parents of students. In this event, outstanding teachers were given awards in public, which not only gave recognition to teachers, but also became a motivation for other teachers to improve their performance. According to Haya & Wapa. (2024), Public recognition can increase teachers' sense of pride and loyalty to the institutions where they work.

In addition to the annual award, SMP BP Minnatul Huda It also implements a monthly rewards program that rewards teachers based on their performance during the month. Data shows that this program has succeeded in improving teacher performance up to 30% in terms of teaching preparation and student involvement in learning Rozi et al. (2022). By giving awards on a regular basis, teachers feel that their efforts are rewarded and recognized, which in turn increases their loyalty to the school.

The principal also ensures that the awards given are fair and transparent. Every teacher has an equal opportunity to be rewarded, and the assessment criteria are clear and understandable. It is

important to create trust among teachers and avoid jealousy. Research by Kusuma Rhosita et al. (2024) Demonstrates that fairness in the reward system contributes to increased employee motivation and performance.

Implementation of Punishment: An Instrument of Discipline and Coaching

Implementation of punishment in SMP BP Minnatul Huda done with an approach that focuses more on construction than just punishment. The principal believes that every mistake is an opportunity to learn and improve. Therefore, when a teacher breaks the rules, they are not only sanctioned, but also included in a coaching program to help them understand their mistakes and how to correct them.

The punishment system applied in SMP BP Minnatul Huda It includes several stages, ranging from verbal warnings, warning letters, to more serious sanctions if violations continue. In a study, it was found that 80% of teachers who have received punishment feel that the action helps them to be more disciplined in carrying out their duties Prasetyani. (2025). This shows that punishment applied in the right way can serve as a tool to improve teacher performance.

The principal also tried to provide constructive feedback after the implementation of punishment. This way, teachers can understand the reasons behind the sanctions given and how they can improve their performance in the future. Research by Kamara et al. (2024) shows that constructive feedback after the implementation of punishment can increase teachers' self-awareness and commitment to their assignments.

Impact on Teacher Performance and Loyalty

The impact of reward and punishment management applied in SMP BP Minnatul Huda Significant to teacher performance and loyalty. Data shows that 85% of teachers feel more motivated to work after a clear and fair reward system in place. In addition, the teacher attendance rate has also decreased by 40% after the implementation of a consistent punishment system Yuwono & Rachmawati. (2024). This shows that teachers feel more responsible and attached to their duties. Teachers' loyalty to schools has also increased, with more than 70% of teachers stating that they plan to stay in the classroom SMP BP Minnatul Huda in the long term.

Effective leadership of school principals in managing rewards and punishments also contributes to the creation of a positive work culture in schools. Teachers feel valued and supported in their professional development, which encourages them to continue to innovate in the learning process. A study by Mubarok. (2025) shows that a positive work culture can improve collaboration between teachers and create a better learning environment for students.

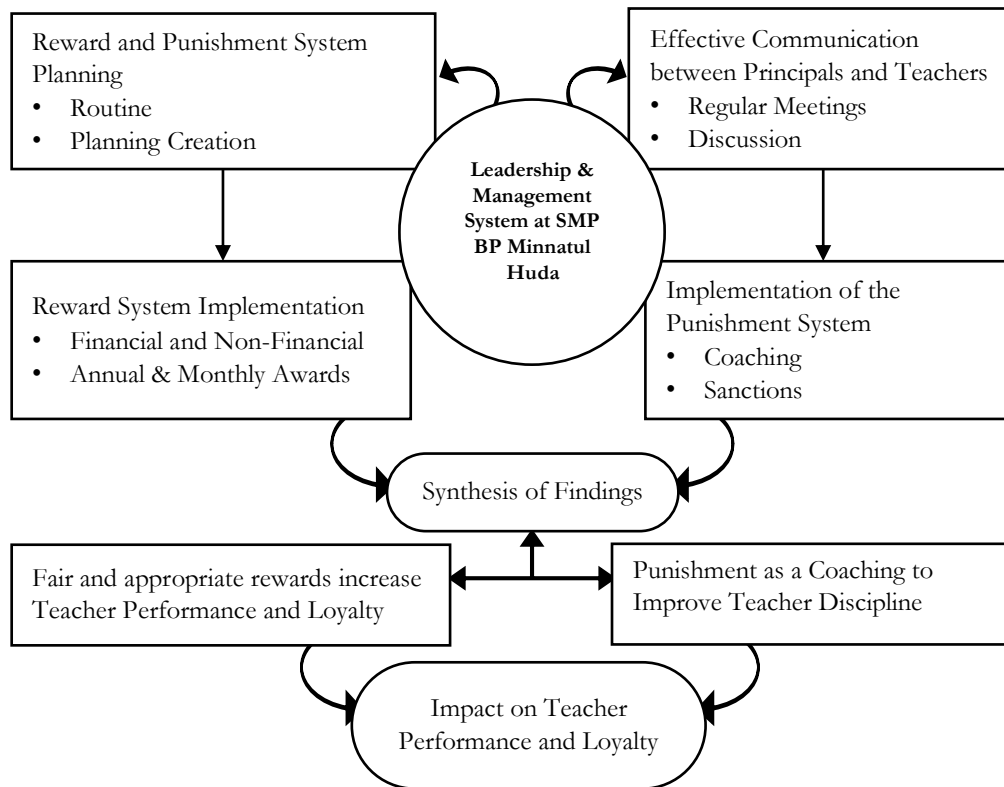
Synthesis of Findings

From the results of this study, it can be concluded that the principal's leadership strategy in managing rewards and punishments in SMP BP Minnatul Huda Proven to be effective in improving teacher performance and loyalty. An approach that focuses on strengthening the culture of quality and coaching, as well as the implementation of a fair and transparent reward and punishment system, creates a positive work environment. This not only increases teacher motivation but also contributes to improved student performance.

By involving teachers in the planning of the reward and punishment system, the principal succeeds in creating a greater sense of belonging and involvement among the staff. In addition, the application of coaching punishment helps teachers to understand their mistakes and improve

future performance. These findings show that good human resource management in the education sector is essential to achieve the desired educational goals.

Figure 2 Implementation of the Principal's Leadership Strategy



CONCLUSION

In an effort to improve the performance and loyalty of teachers in SMP BP Minnatul Huda, Principals need to implement effective leadership strategies, as well as fair and transparent management of rewards and punishments. Through a participatory approach, open communication, and professional development, principals can create a positive work environment for teachers. In addition, proper management of rewards and punishments can motivate teachers to improve their performance.

Teacher performance and loyalty are two aspects that are interrelated and affect the quality of education. By giving proper awards and implementing a constructive punishment system, it is hoped that teachers can feel appreciated and motivated to give their best for students. Periodic evaluations of teacher performance and loyalty are also important to formulate better policies in the future.

Hope for SMP BP Minnatul Huda is to be an example for other schools in human resource management, as well as to produce a quality generation through improving teacher performance. With high commitment from all parties, quality education can be realized, having a positive impact on the future of the nation.

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