

Evaluation of Principal Leadership Style in Increasing Teachers' Teaching Motivation: CIPP Model Approach

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ARTICLE INFO

Keywords:

CIPP Model;
transformational leadership;
Educational Evaluation;
Teacher Motivation

Article history:

Received 2025-06-03

Revised 2025-07-04

Accepted 2025-08-17

ABSTRACT

This study evaluates the effectiveness of a school principal's leadership style in boosting teacher motivation through the CIPP (Context, Input, Process, Product) evaluation model. Using qualitative evaluative methods, data were collected through triangulation techniques in the form of in-depth interviews, field observations, and documentation analysis. Participants in this study numbered five people, consisting of one principal, three subject teachers who each had a minimum of five years of teaching experience and were active in the learning community (Kombel), and one education staff (administrative staff) who was directly involved in managerial activities with the principal. This study was conducted at Pangudi Luhur Tuntang Junior High School, with the main focus on how the principal's leadership style contributes to increasing teacher teaching motivation through a contextual, input, process, and product approach as applied in the CIPP evaluation framework. The findings show that the principal understands teachers' motivational needs and aligns leadership with the school's vision and mission. Participatory leadership and support for professional growth are evident, though resource limitations persist. The principal actively fosters collaboration, such as through a learning community, although these efforts are challenged by limited time and staff. The outcomes include increased teacher motivation, creativity, and engagement in teaching activities. However, formal systems to evaluate motivation remain underdeveloped. Overall, the principal's leadership style is largely transformational and participatory, positively influencing teacher motivation. Nonetheless, improvements are needed in systematic support and program continuity. These insights may guide school leaders and policymakers in strengthening educational leadership and improving teaching quality.

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1. INTRODUCTION

Schools as formal educational institutions have an important responsibility in forming a quality next generation. To realize national education goals, all components in the school environment must run effectively, with a special emphasis on the leadership of the principal and the role of teachers in implementing the learning process. The principal's duties are not only limited to administrative functions, but are also expected to be transformational leaders who are able to inspire, direct, and motivate teachers to work optimally in the teaching and learning process (Nurhadi & Dwijananti, 2021). The leadership of the principal occupies a strategic position in fostering a professional work culture that encourages improving the quality of education. However, in practice, some school leaders still show a tendency towards authoritarian or bureaucratic leadership, which limits opportunities for teacher participation. This leadership approach can increase teacher motivation, thus having a negative impact on the learning process and learning outcomes.

The urgency of research in the field of principal leadership is becoming increasingly important amidst global demands for improving the quality of education. Various studies have shown that the principal's leadership style has a direct or indirect influence on teacher performance and student learning outcomes (Hallinger, 2011; Leithwood et al., 2020). In-depth and contextual research on transformational leadership is needed to formulate a leadership model that suits the needs of schools in Indonesia, which are rich in cultural and social diversity. In addition, the importance of this research is also driven by the continued gap in implementation between educational managerial policies and real practices in the field (Arifin, 2019). Therefore, studies that integrate dimensions of leadership, teacher motivation, and learning quality are very urgent to provide empirical contributions in formulating more effective and participatory school leadership policies and training (Bush, 2008; Mulyasa, 2013).

Furthermore, not all school principals demonstrate sufficient leadership competence, particularly in areas such as fostering interpersonal relationships, delivering constructive feedback, and supporting teachers' professional growth (Putra & Fitria, 2020). Leadership styles that emphasize participation, democracy, or transformation have been shown to be more effective in increasing teacher motivation and job satisfaction (Afandi, 2020; Wahyuni, 2021). Among these, transformational leadership is regarded as particularly suitable in educational settings. This leadership model is marked by the ability to articulate a compelling vision, build strong interpersonal connections, and promote innovation and positive transformation within the school environment. Research by Robani and Mustofa (2024) indicates that principals who apply democratic leadership principles are more successful in reinforcing collaborative relationships between school leaders and teachers, while also granting teachers autonomy to enhance their professional capabilities.

The application of school principals' leadership styles in practice continues to encounter various challenges. Preliminary observations have revealed several issues that highlight the necessity for evaluating the effectiveness of the leadership styles currently implemented. The school in question is led by a single principal, supported by four teachers, and comprises three learning groups with an average of 30 students per class. Empirical findings suggest that teachers' creativity in the instructional process is insufficiently supported, and innovation in learning remains minimal. Instructional activities tend to be monotonous and lack contextual alignment with contemporary developments and student needs. These conditions suggest that the principal's leadership has yet to achieve optimal effectiveness in fostering a professional work climate that motivates teachers and promotes their continuous development. Ideally, an effective leadership style should facilitate the enhancement of teachers' competencies, cultivate a supportive and healthy work environment, and encourage ongoing professional growth and innovation.

Another issue identified is the absence of a comprehensive evaluation framework for assessing the effectiveness of the principal's leadership role. Existing evaluations have predominantly emphasized administrative accomplishments and student examination outcomes, while neglecting to assess the direct influence of leadership practices on teachers' work motivation (Rahmawati, 2021). In light of these limitations, it is essential to implement a thorough and systematic evaluation of the principal's leadership style in relation to its impact on enhancing teacher motivation. The CIPP (Context, Input, Process, Product) Evaluation Model offers an appropriate framework for conducting such an assessment.

The purpose of this study is to apply the principal's leadership style in improving teacher motivation by using the CIPP (Context, Input, Process, Product) evaluation model. Specifically, this study aims to identify contextual factors that influence the principal's leadership in building a work culture that supports teacher motivation; analyze input components such as teacher readiness, resources, and institutional support; examine the leadership process carried out by the principal in supervision, professional development, and strategic motivation; and realize the results of the implementation of these policies on teacher motivation and teaching performance. In addition, this study also aims to assess the effectiveness of the CIPP evaluation model as a comprehensive framework in educational leadership practices at the school level.

2. METHODS

This research adopts a qualitative methodology, selected to facilitate an in-depth exploration of the school principal's leadership style in fostering teachers' motivation to teach. Rather than testing hypotheses or examining variable relationships, this approach aims to contextually and descriptively evaluate the phenomenon through the perspectives and lived experiences of participants in the field (Moleong, 2017).

Participant Selection Criteria

Data sources were obtained using purposive sampling, a technique that selects participants based on specific criteria aligned with the research objectives. The participants comprised:

The school principal, who has held the position for at least 3 years and has received formal leadership training from the Ministry of Education. Three teachers, each with a minimum of 5 years of teaching experience, who are actively involved in the school's *Komunitas Belajar* (Kombel) and have interacted directly with the principal in instructional and managerial contexts. One administrative staff member, with more than 3 years of service, who routinely collaborates with the principal on school planning and teacher support programs.

These criteria ensure that the participants have sufficient exposure to, and understanding of, the principal's leadership behaviors in both instructional and organizational settings.

Data Collection Techniques and Instrument Validation

Field observations were conducted to examine the principal's leadership behavior and interactions with teachers, aiming to gather factual data concerning the execution of leadership processes and the state of teacher motivation in instructional activities. In-depth interviews were conducted with selected participants to uncover their perceptions, experiences, and interpretations. These interviews were complemented by document analysis (e.g., school vision-mission documents, teacher activity logs, supervision records).

The instruments used in this study included:

Observation sheets, focused on leadership practices such as communication, feedback, and support strategies. Interview guides, developed based on the dimensions of instructional and transformational leadership. Documentation checklists, used to record relevant policies, teacher performance reports, and evidence of school programs. Instrument validation was conducted through

expert review. The interview guides and observation instruments were validated by two experts in educational management, both of whom are senior lecturers in education leadership studies. They reviewed the items for content relevance, clarity, and alignment with the research objectives, and suggested revisions that were incorporated into the final version.

Data Analysis Procedure

Data were analyzed using the descriptive qualitative method with an evaluative lens, structured according to the CIPP (Context, Input, Process, Product) evaluation model. The analytical process followed the interactive model of Miles and Huberman (Miles, Huberman & Saldaña, 2014), involving:

Data Reduction: This process involved selecting, focusing, simplifying, and transforming raw data from interview transcripts, observation notes, and documents. For example, recurring themes such as "motivational feedback," "collaborative planning," and "lack of reward systems" were coded and categorized during initial readings.

Data Display: Reduced data were organized in the form of matrices, thematic charts, and narrative summaries. For instance, a matrix was developed comparing teachers' perceptions of leadership support with observed behaviors during lesson planning sessions and professional development meetings.

Conclusion Drawing and Verification: Conclusions were drawn by identifying patterns and consistencies across data sources. For example, the finding that "the principal provides timely instructional feedback" was triangulated from teacher interviews, observation of classroom supervision, and documentation of post-observation reflection notes. Verification involved member checking (confirming key points with participants) and cross-referencing data across instruments to ensure reliability.

Evaluation Criteria Based on the CIPP Model

The success criteria in this evaluation are grounded in the four components of the CIPP model by Stufflebeam. Each component was assessed using indicators derived from educational evaluation theory and national regulations, particularly the Indonesian Ministry of Education Regulation No. 6 of 2018 concerning the assignment of teachers as school principals. These include:

- a. Context: Alignment of the school vision and mission with strategic objectives; principal's competence in formulating and implementing a vision that supports teacher motivation.
- b. Input: Quality of teacher professional development programs, infrastructure, and resource allocation.
- c. Process: Implementation of leadership strategies such as mentoring, coaching, supervision, and performance appraisal.
- d. Product: Observable improvements in teacher motivation, instructional quality, and student engagement.

This methodological framework provides a robust and credible basis for evaluating how the principal's leadership practices shape the motivation and engagement of teachers in the school context.

No.	Assessed Aspect	Success Indicator	Achievement Criteria
1.	The alignment between the school's vision, mission, and objectives and the principal's leadership practices.	The school's vision is clearly comprehended and effectively integrated into the principal's leadership and work programs.	(SB): The entire vision and mission comprehensively inform and guide all policy and decision-making processes. B: Most aspects of the vision and mission are reflected in the principal's leadership

		practices and implemented accordingly.
		C: Only a limited portion of the vision and mission is considered in leadership actions. K: The vision and mission are scarcely reflected in leadership decisions and actions.
2.	The school environment plays a critical role in facilitating the effective implementation of leadership.	An enabling and collaborative work atmosphere is cultivated to enhance leadership efficacy. SB: Highly supportive; B: Supportive; C: Moderately supportive; K – Not supportive.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Context Evaluation

The evaluation of the context component in the CIPP model is intended to assess the foundational needs of the program, the characteristics of its participants, and the extent to which the institution's vision and mission are aligned with the program's implementation. In the present study, the context refers to the initial conditions and specific needs of teachers concerning their teaching motivation, as well as the degree to which the school's vision and mission inform efforts to enhance teacher performance within the framework of institutional philosophy and strategic leadership orientation.

Teacher motivation is influenced by their backgrounds, age, and readiness to adapt to technological advancements. The principal reported that several teachers still face challenges in utilizing technology, making it a critical instrument in the principal's leadership approach to foster teaching enthusiasm. In this regard, the principal functions not only as a manager but also as an instructional leader.

The principal also integrates the school's vision—centered on perseverance and compassion into their leadership style. This is based on the belief that perseverance should not only be instilled in students but also among all members of the school community. The vision is operationalized through initiatives such as learning communities, encouragement to participate in professional development, and the cultivation of literacy habits, both with students and through individual teacher practice. Although not all teachers have responded optimally, this contextual approach has provided strategic and relevant leadership aligned with the needs of teachers to enhance motivation.

As an embodiment of the school's vision of compassion and perseverance, both the principal and the teachers involved in this study noted a decline in motivation during the pandemic, primarily due to teachers' limited adaptation to the technological tools required for remote teaching. The principal responded by employing a personal approach to restore motivation, including one-on-one mentoring with teachers. Furthermore, the principal acknowledged that some teachers exhibited passive attitudes toward change. To address this issue, the principal conducted character observations prior to implementing appropriate leadership strategies.

The contextual evaluation indicates a strong alignment between the principal's leadership, the institution's vision and mission, and teachers' needs in enhancing work motivation. Visionary,

responsive, and strategic leadership has fostered an environment conducive to teacher adaptation and continuous learning. Despite existing challenges related to resources and teachers' understanding of the school vision, the principal's commitment to cultivating a collaborative culture and promoting positive work values demonstrates that the contextual aspect has significantly contributed to the success of the program.

3.1.2 Input Evaluation

The principal stated that the leadership strategy implemented aims to create a conducive work environment while maintaining a focus on enhancing teacher motivation and instructional effectiveness. The principal provides opportunities for teachers to express ideas and actively participate in both teaching processes and school development. A concrete manifestation of this collaborative effort is the Learning Community Program. The supervision approach is flexible, allowing teachers autonomy in choosing instructional methods as long as they align with the set learning objectives. Although formal supervision is not conducted intensively, monitoring continues according to schedules established by the foundation.

From the teachers' perspective, the principal's leadership style is perceived as open and participatory. Teachers feel trusted to innovate and share ideas, receiving constructive guidance during supervision. The principal acts not only as an evaluator but also as a mentor who provides feedback for professional development.

Professional training and development for teachers are facilitated through programs organized by the foundation and invitations from external agencies such as the education department. The principal actively encourages teacher participation in various competency development forums, including Subject Teacher Deliberations (MGMP) and workshops, both face-to-face and online.

Teachers reported that training opportunities are sufficiently available; however, the limited number of teaching staff remains a significant obstacle. Internal training organized by the foundation, particularly those held outside instructional hours, is considered beneficial. For example, training based on the digital learning platform has been effective in enhancing presentation skills and the use of technology in teaching. Financial and policy support from the foundation and school committee are adequate. Learning facilities for several subjects are sufficient, yet some technical aspects remain limited, requiring teachers to innovate independently.

The input evaluation indicates that the school has provided adequate strategies, training, and resources to support teacher motivation. The principal's competence is reflected in a collaborative and empowering leadership approach. Although structural support exists, the effectiveness of implementation is constrained by the shortage of teaching staff. Overall, the input aspect is deemed sufficiently successful in supporting the implementation of school leadership.

3.1.3 Process Evaluation

The process aspect in the CIPP evaluation model focuses on the implementation of activities, the involvement of relevant stakeholders, and the effectiveness of program execution. In this study, the process aspect was evaluated by examining the implementation of policies aimed at enhancing teacher motivation, as well as the active involvement of the principal and teachers in carrying out the program.

The principal stated that the teacher motivation enhancement program has been implemented, though not yet fully optimized. One regular activity is monthly home visits to colleagues aimed at fostering camaraderie and strengthening teacher connections. Additionally, the Learning Community

program (Kombel), which facilitates the sharing of teaching practices, was temporarily paused but is planned to resume in the new academic year. The principal also actively participates in teaching and extracurricular activities, reinforcing the relationship with teachers within the learning process.

Teachers perceive the principal's involvement in the teaching process and professional development as considerable. The principal actively teaches and mentors both students and teachers. Additionally, the principal participates in Learning Community (Kombel) activities, provides feedback on instructional materials, and engages directly in various learning activities. Teachers appreciate the principal's participatory approach, noting that the principal not only gives instructions but also serves as a role model, for instance in literacy and reporting activities. The principal presents the material first and then encourages teachers to follow the same process. However, time constraints and limited human resources pose challenges, as some teachers report that the principal is often unable to conduct intensive supervision due to a heavy workload.

Evaluation of teachers' performance and motivation is conducted informally and lacks a regular, scheduled routine. The principal reported that evaluations typically occur during work meetings at the beginning of the academic year, mid-semester, or when there are signs of declining teacher motivation. Although this evaluation process is not yet formalized or systematic, it is considered effective in maintaining teacher motivation. Teachers acknowledged that performance evaluations are held at least once per semester in the form of work meetings; however, some expressed that motivation evaluations are not conducted consistently or systematically. Most evaluative communication takes place in a relaxed and informal setting, such as daily meetings or group activities. This more casual communication approach is viewed by some teachers as more effective, as it creates a comfortable environment for expressing opinions and receiving feedback, which is perceived to be more constructive and motivating than rigid, formal approaches.

The principal involves teachers in the planning and implementation of programs such as in-house training and workshops, encouraging their participation despite limited involvement due to workload and time constraints. The principal actively supports teacher development through both formal and informal activities, fostering open and participatory communication. Teachers generally respond positively to this leadership style, although formal supervision and program evaluation require more systematic structuring. Overall, the principal's leadership process is considered effective and consistent in enhancing teacher motivation.

3.1.4 Product Evaluation

The outcome aspect in the CIPP evaluation model refers to the effects or impacts resulting from program implementation, specifically the influence of the principal's leadership style on teachers' motivation to teach. This includes the achievement of objectives, behavioral changes, and subsequent actions taken based on the evaluation results.

The principal acknowledged that the leadership style implemented has positively influenced teacher motivation, although it is not yet optimal. Changes were observed in teaching methods, participation in morning literacy activities, and the adoption of new instructional approaches. Teachers agreed that teaching challenges actually motivate them to enhance teaching quality, with motivation stemming from personal initiative and opportunities to learn from technological advancements.

Teachers perceived several positive changes resulting from the principal's leadership. One teacher appreciated the regular reflection activities that enhanced professional competence. Another highlighted the improvement of technological skills during the pandemic through essential training. A

third teacher valued the principal's encouragement to innovate, viewing it as foundational for strengthening the school's character and community trust.

The principal assesses the success of enhancing teacher motivation by observing changes in teaching approaches, initiatives in extracurricular activities, and improvements in lesson preparation. Although the impact is not yet substantial, these indicators demonstrate progress. Success is also gauged through teachers' responses during supervision and their willingness to develop certain subjects as strengths. Such informal evaluations assist the principal in comprehensively understanding teacher motivation.

Findings on the Product aspect of the CIPP evaluation model indicate that the principal's leadership has positively influenced teacher motivation, though not yet to its full potential. Improvements are evident in teaching enthusiasm, self-development initiatives, and the quality of instructional interactions. Teachers exhibit changes in attitude and readiness to face post-pandemic challenges. While outcomes are not yet uniformly distributed, ongoing strategic follow-ups are in place to sustain and enhance program quality.

3.2 Discussion

3.2.1 Context Evaluation

Context evaluation in the CIPP model aims to identify the needs, background, and objectives of a program, as well as to assess the program's relevance to real conditions in the field (Stufflebeam & Zhang, 2017). In this study, the context evaluation focused on how the principal maps the needs for improving teacher motivation and the alignment of the school's vision and mission with efforts to strengthen teaching motivation.

Interview results revealed that the principal recognizes the diversity in teachers' motivation, influenced by their experience, age, and individual characteristics. Senior teachers tend to require different approaches than younger teachers, especially in facing challenges such as technological advancements and post-pandemic teaching methods. This indicates a need for adaptive and flexible leadership that enables members to cope with changes, bridge generational gaps, and embrace technological developments (Magfiroh et al., 2023).

Teacher motivation is influenced by internal and external factors, including support, role models, and the work climate determined by the principal. For example, direct assistance provided to teachers who have difficulty using technology such as Microsoft Teams during the pandemic reflects the principal's awareness of the real challenges faced by teachers. This finding is in line with Wahyudi's (2020) research which states that responsive leadership to operational continuity increases teacher confidence and work enthusiasm. Strategically, the principal has instilled the values of perseverance and compassion into the school's vision and mission, which are implemented through daily activities such as morning literacy and student presentations. These values not only shape students' character but also strengthen the school culture among teachers.

This vision is considered relevant because of the pressure on character formation and the role of teachers as role models, more than just focusing on academic results. This is in line with Sergiovanni's (2001) research which shows that moral values and value-based leadership have a strong influence on teacher loyalty and dedication. Likewise, Robbins and Judge's (2019) research states that a positive work environment and leaders who show empathy contribute greatly to teachers' intrinsic motivation. This result is supported by the findings of Hoy and Miskel (2013) which stated that a healthy and collaborative school climate increases the overall effectiveness of the school organization. On the other

hand, research by Supardi (2015) showed that the mismatch between the school vision and daily practices negatively impacted teacher engagement. Therefore, the integration between the values in the school vision and the actual practices of the principal is a crucial aspect that influences the work culture and teacher motivation. Furthermore, research by Leithwood et al. (2004) highlighted the importance of transformational leadership that fosters collective spirit and empowers teachers as the main actors in educational change. This result is also in line with research by Eyal and Roth (2011) which found that teacher professional autonomy increases when the principal creates an environment that emphasizes trust and participation. At the local level, research by Mulyasa (2013) showed that principals who internalize the values of educational leadership are able to build sustainable teacher work motivation.

Teachers reported having strong intrinsic motivation, such as a desire to impart knowledge and improve educational quality for the surrounding community. However, they also acknowledged that such motivation needs to be supported by a conducive work environment. This finding aligns with Krismawati & Manuaba (2022), who stated that the work environment influences teachers' enthusiasm and performance, leading to improved outcomes.

Based on these findings, it can be concluded that, in terms of context, the principal's leadership style has addressed most of the fundamental needs related to teacher motivation. Nevertheless, systematic and structured reinforcement is necessary to ensure that motivational approaches are felt evenly across all teachers. This aligns with Robbins & Judge (2019), who argue that work motivation stems not only from within individuals but is also shaped by job design and the work environment created by leaders.

Therefore, the context evaluation indicates that the principal has a sound understanding of teacher motivation needs and has aligned them with the school's vision. The contextual criteria of achievement have been met through the implementation of vision and mission in policies, although further development of programs and systematic strategies is required to sustainably reach all teachers

3.2.2 Input Evaluation

Input evaluation in the CIPP model aims to assess the feasibility of strategies, resources, and procedures used in program implementation (Stufflebeam & Zhang, 2017). In this study, the principal demonstrated a collaborative and participatory leadership style by fostering a psychologically supportive work environment. Strategies such as the teacher learning community (*Kombel*) and informal classroom observations reflect a humanistic leadership approach that encourages innovation (Yusuf, 2021).

The principal also exhibited strong managerial and interpersonal competencies, particularly in building trust and facilitating professional development opportunities. Support for teachers' participation in online training and subject-based teacher groups (MGMP) represents an empowerment strategy that aligns with existing resource constraints. As Mulyasa (2017) noted, principals play a critical role in teacher development, and Harris and Jones in Asrul et al. (2025) emphasized that granting autonomy fosters responsibility and teacher motivation.

Teachers acknowledged the value of online training in adapting to curriculum changes and technological advancements. This aligns with Suryadi et al. (2024), who highlighted the necessity of continuous professional development for educators. In terms of infrastructure, several subjects—such as Mathematics, Science, ICT, and Physical Education are adequately supported, although general facilities remain limited. These constraints have driven teachers to seek creative solutions, consistent with the decentralization policy that encourages local initiative in school development (Arum, 2022)

Resources are provided by the school's foundation and parent committee, yet the limited number of teaching staff hinders equal access to training. This gap impacts teachers' ability to optimize their professional growth, which should be supported through structured development programs (Vienty,

Ajepri, & Rusmiyati, 2022). Overall, the principal's strategies are considered responsive and adaptive, although a more structured system for managing resources such as tiered training mechanisms and efficient time allocation—is needed. This corresponds with Bass & Riggio's (2014) view that transformational leaders must empower teachers in ways that align with contextual and resource realities.

3.2.3 Process Evaluation

The process evaluation within the CIPP model emphasizes how a program is implemented and how effectively it supports intended outcomes (Stufflebeam & Zhang, 2017). At SMP Pangudi Luhur, the principal adopts a participatory leadership style, actively involving teachers in meetings and decision-making, particularly in the planning and execution of programs like in-house training and workshops. This inclusive approach fosters a shared sense of responsibility, aligning with Thahir (2023), who highlights that participatory decisions increase engagement and accountability among stakeholders.

The principal's involvement in classroom activities is reflected through informal observations, rather than rigid supervision, demonstrating attentiveness and support for teaching practices. This supports Ulum, Sarwoko, and Yuniarianto (2020), who found that principals who show care and motivation can significantly boost teacher performance. Teachers also report receiving constructive feedback and being granted flexibility to explore diverse instructional methods, provided core principles and quality are upheld. This reflects a transformational-participatory leadership style that fosters teacher initiative and collaboration (Northouse, 2016).

A key initiative supporting teacher motivation is the *Kombel* (learning community) program. Initially held weekly but later reduced to monthly due to time constraints, *Kombel* remains an effective space for sharing best practices, discussing teaching strategies, and building a reflective culture. Research by Purwitasari & Andriani (2025) and Hidayah, Tejawati, & Nurkolis (2024) confirms that *Kombel* enhances pedagogical, personal, and professional competencies through collaboration and open dialogue.

However, several obstacles persist. Limited teaching staff results in teachers handling multiple subjects, reducing the opportunity for innovation in lesson planning. Fadilah and Yasin (2023) observed similar outcomes, noting that such workload stretching diminishes instructional quality. Teachers also face administrative burdens and scheduling conflicts with professional training, making consistent participation difficult.

In conclusion, the principal's leadership fosters a collaborative and reflective school climate, positively influencing teacher motivation despite constraints. This approach embodies adaptive leadership, consistent with the CIPP model's emphasis on monitoring implementation and addressing areas needing improvement (Stufflebeam & Zhang, 2017).

3.2.4 Product Evaluation

Most teachers reported an increase in their teaching motivation as a result of the current leadership approach practiced by the principal. Despite challenges such as time constraints, age, technological difficulties, and teaching multiple subjects, their creativity in teaching continues to grow due to the trust and autonomy granted by the principal. Support in the form of constructive supervision and opportunities for training has also contributed to strengthening their teaching spirit.

The principal's visionary and communicative leadership is perceived as a new source of motivation to keep up with current developments. This aligns with the findings of Suhardiman (2023)

and Fariha (2023), who found that sustainable visionary leadership significantly enhances teacher motivation and performance.

Beyond motivation, the outcome evaluation revealed positive changes in teacher attitudes and work habits, particularly through reflective practices previously facilitated by the Kombel program. Although the frequency of this activity has declined, the reflective mindset remains embedded in teachers' instructional planning. This is supported by Indrayanti (2024), who emphasizes that regular and ongoing reflection is essential for fostering innovation and effective learning strategies.

Teachers have also become more open to new approaches, including technology integration, participation in online training, and collaboration with peers, indicating a shift toward a more dynamic and adaptive school work culture. While product outcomes have yet to reach optimal levels in all areas, the principal's leadership has brought meaningful changes in teacher motivation. This supports transformational leadership theory, which holds that effective leaders drive psychological and behavioral change in their followers (Bass & Riggio, 2014).

In conclusion, the evaluation of outcomes shows that the principal's communicative, visionary, and adaptive leadership style positively influences teacher motivation, as reflected in increased teaching enthusiasm, reflective habits, willingness to engage in training, and greater self-confidence.

4. CONCLUSION

This study aimed to evaluate the principal's leadership style in enhancing teacher motivation at SMP Pangudi Luhur Tuntang using the CIPP evaluation model. The findings reveal that the principal's leadership is characterized by visionary, communicative, and participatory approaches that align well with the school's vision and mission centered on perseverance and compassion. This leadership style effectively addresses teacher motivation needs by fostering a collaborative, supportive work environment that encourages continuous professional development and adaptation to technological advancements.

The contextual evaluation showed that the principal understands the diverse needs of teachers and integrates the school's values into daily practices, although further systematic reinforcement is necessary for broader impact. The input evaluation demonstrated that adequate resources, training opportunities, and managerial competence support teacher motivation, albeit constrained by limited teaching staff. The process evaluation highlighted active principal involvement, participatory decision-making, and informal supervision methods that contribute to a positive work climate, despite challenges related to workload and program continuity. Finally, the product evaluation indicated significant positive changes in teacher motivation, reflective habits, and openness to innovation, though further efforts are needed to achieve optimal and consistent outcomes.

Overall, the principal's leadership plays a crucial role in enhancing teacher motivation by combining strategic vision with practical, adaptive leadership practices. To sustain and improve these results, it is recommended to develop more structured and systematic programs, optimize resource allocation, and maintain continuous engagement through professional learning communities.

Future research may explore the relationship between specific leadership styles (e.g., transformational, democratic) and other dimensions such as teacher performance, job satisfaction, and wellbeing. Employing mixed methods and involving a broader sample could also enrich understanding and generalizability of findings.

Acknowledgments: The authors wish to thank SMP Pangudi Luhur Tuntang for their cooperation and support during the research process. Special appreciation is extended to the principal and teachers who participated in this study.

Conflicts of Interest: The authors declare no conflict of interest.

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