

ABSTRACT

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THE ROLE OF COGNIZANT LEADERSHIP IN IMPROVING TEACHER PERFORMANCE AND EDUCATION QUALITY AT XYZ ELEMENTARY SCHOOL, JAMBI

(xiv + 194 pages; 7 figure; 5 tables; 2 attachments)

As a school that is still developing, the available budget is still limited, so the school has not been able to meet all the needs for learning facilities, learning tools, and improving teacher welfare. This study examines the role of Cognizant Leadership in improving teacher performance and the quality of education at Elementary School XYZ, a new school in Jambi that faces challenges in resources, student retention, and lack of adaptive leadership. This study uses a qualitative approach with a single case study design, data were collected through observation and interviews with the principal, six teachers, two parents, and the foundation. Data analysis used in this study was qualitative and inductive through the stages of data reduction, data presentation, and drawing conclusions combined with coding techniques. The main findings indicate that context-aware leadership has a positive impact on teacher motivation and performance, especially through an empathetic and empowering approach. In addition, reflective and adaptive leadership strategies, such as openness to input, two-way communication, and data-based evaluation, can strengthen a collaborative and professional school culture. Although not yet systematically implemented, the potential of Cognizant Leadership was seen in building trust, improving resource management, and directing teachers to improve the quality of teaching. This study concludes that Cognizant Leadership can be a strategic approach in forming schools that are responsive, quality-oriented, and trusted by the community.

Keywords: Cognizant Leadership, teacher performance, school culture, adaptive strategy, education quality

References: 55 (1974 – 2024)

ABSTRAK

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PERAN *COGNIZANT LEADERSHIP* DALAM MENINGKATKAN KINERJA GURU DAN KUALITAS PENDIDIKAN DI SEKOLAH DASAR XYZ JAMBI

(xiv + 194 halaman; 7 gambar; 5 tabel; 2 lampiran)

Sebagai sekolah yang masih berkembang anggaran yang tersedia masih terbatas, sehingga sekolah belum mampu memenuhi seluruh kebutuhan fasilitas belajar, alat pembelajaran, serta meningkatkan kesejahteraan guru. Penelitian ini mengkaji peran *Cognizant Leadership* dalam meningkatkan kinerja guru dan kualitas pendidikan di SD XYZ, sekolah baru di Jambi yang menghadapi tantangan sumber daya, retensi siswa, dan kurangnya kepemimpinan adaptif. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus tunggal, data dikumpulkan melalui observasi dan wawancara terhadap kepala sekolah, enam orang guru, dua orang tua, dan yayasan. Analisis data yang digunakan dalam penelitian ini secara kualitatif dan bersifat induktif dengan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan yang dipadukan dengan teknik *coding*. Temuan utama menunjukkan bahwa kepemimpinan yang sadar konteks berdampak positif pada motivasi dan kinerja guru, terutama melalui pendekatan empatik dan pemberdayaan. Selain itu, strategi kepemimpinan yang bersifat reflektif dan adaptif, seperti keterbukaan terhadap masukan, komunikasi dua arah, dan evaluasi berbasis data, mampu memperkuat budaya sekolah yang kolaboratif dan profesional. Meskipun belum diterapkan secara sistematis, potensi *Cognizant Leadership* terlihat dalam membangun kepercayaan, memperbaiki pengelolaan sumber daya, dan mengarahkan guru pada peningkatan mutu pengajaran. Penelitian ini menyimpulkan bahwa *Cognizant Leadership* dapat menjadi pendekatan strategis dalam membentuk sekolah yang responsif, berorientasi pada kualitas, dan dipercaya oleh masyarakat.

Kata kunci: *Cognizant Leadership*, Kinerja Guru, Budaya Sekolah, Strategi Adaptif, Kualitas Pendidikan
Referensi: 55 (1974 – 2024)