



English Teachers-Principle Interaction in English Subject Teachers' Meeting at SMA Negeri 1 Tuhemberua

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ABSTRACT

This study aims to analyze the social interaction between English teachers and the principal in the implementation of the Subject Teachers' Meeting (STM) and its impact on teacher professional development. The research was conducted at SMA Negeri 1 Tuhemberua, North Nias Regency, from January to March 2025. The population of this study consisted of the school principal and English teachers who actively participated in STM activities, and all participants were involved as research subjects. This study employed a qualitative descriptive approach with a field research design. Data were collected through observation, semi-structured interviews, questionnaires, and documentation. The data analysis technique used was qualitative inductive analysis, which included data reduction, data display, and conclusion drawing, supported by triangulation to ensure data validity. The results indicate that social interaction between English teachers and the principal occurred through several forms, namely supervision, coordination, collaboration, facilitation, and motivation. These interactions generally functioned well and contributed positively to teacher professionalism, work motivation, and the implementation of instructional innovations in English language learning. However, several obstacles were identified, including limited time availability of the principal, insufficient facilities and budget support, and the absence of formal reward mechanisms for active teacher participation in STM activities. Despite these constraints, the interaction within the STM had a positive impact on strengthening teacher collaboration, improving instructional practices, and enhancing the quality of learning at school. This study is expected to contribute theoretically to studies on educational leadership and teacher professional communities, as well as practically to schools in optimizing the role of principals and STM as effective platforms for teacher professional development.

Keywords: English teachers, principle, interaction in English, subject teachers' meeting

Interaksi Guru Bahasa Inggris dan Kepala Sekolah dalam Pertemuan Guru Mata Pelajaran Bahasa Inggris di SMA Negeri 1 Tuhemberua

ABSTRAK

Penelitian ini bertujuan untuk menganalisis interaksi sosial antara guru Bahasa Inggris dan kepala sekolah dalam pelaksanaan Musyawarah Guru Mata Pelajaran (MGMP) serta dampaknya terhadap pengembangan profesionalisme guru. Penelitian ini dilaksanakan di SMA Negeri 1 Tuhemberua, Kabupaten Nias Utara, pada bulan Januari hingga Maret 2025. Populasi penelitian ini meliputi kepala sekolah dan guru-guru Bahasa Inggris yang aktif mengikuti kegiatan MGMP, dan seluruhnya dijadikan sebagai subjek penelitian. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan desain penelitian lapangan. Teknik pengumpulan data meliputi observasi, wawancara semi-terstruktur, angket, dan dokumentasi. Teknik analisis data yang digunakan adalah analisis kualitatif induktif melalui tahapan reduksi data, penyajian data, dan penarikan simpulan dengan dukungan triangulasi untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa interaksi sosial antara guru Bahasa Inggris dan kepala sekolah berlangsung melalui beberapa bentuk, yaitu supervisi, koordinasi, kolaborasi, fasilitasi, dan motivasi. Interaksi tersebut secara umum berjalan cukup baik dan memberikan dampak positif terhadap peningkatan profesionalisme guru, motivasi kerja, serta penerapan inovasi pembelajaran Bahasa Inggris di kelas. Namun, penelitian ini juga menemukan beberapa kendala, seperti keterbatasan waktu kepala sekolah, dukungan fasilitas dan anggaran yang belum optimal, serta belum adanya penghargaan formal bagi guru yang aktif dalam MGMP. Meskipun demikian, interaksi dalam MGMP terbukti berkontribusi dalam memperkuat kerja sama guru, meningkatkan praktik pembelajaran, dan mendukung peningkatan kualitas pembelajaran di sekolah.

Kata kunci: interaksi, guru bahasa Inggris, kepala sekolah, guru mata pelajaran, bahasa Inggris

Submitted
11/03/2026

Accepted
13/03/2026

Published
16/03/2026

Citation	Zai, P. D. K., Daeli, H., Waruwu, Y., & Zega, R. (2026). English Teachers-Principle Interaction in English Subject Teachers' Meeting at SMA Negeri 1 Tuhemberua. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 5, Nomor 2, Maret 2026, 1331-1342. DOI: https://doi.org/10.55909/jpbs.v5i2.1308
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Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Education is a fundamental process that involves intentional and systematic interactions between educators and learners to achieve predetermined educational goals within specific social and cultural contexts. Education is not limited to the transmission of academic knowledge but also encompasses the development of skills, values, attitudes, and character that enable individuals to function effectively in society. In this regard, education plays a strategic role in preparing human resources who are capable of contributing positively to personal, social, and professional life. Mustadi (2020) states that education is a conscious and well-planned effort carried out by educators to achieve clearly defined objectives, while Sujana (2019) emphasizes that education is a continuous and sustainable process aimed at producing quality human beings rooted in national values and cultural identity. In the current digital era, the role of education becomes increasingly crucial as it must respond to rapid changes in technology, society, and global demands.

Schools serve as formal educational institutions where the educational process is systematically organized through structured programs, learning environments, and professional human resources. Beyond functioning as places for acquiring knowledge, schools also play an essential role in shaping students' character, behavior, and social competencies. Hammine & Huijsmans (2021) argue that schools function as transitional spaces that prepare students to enter broader social and professional environments, while Geography (2020) highlights that schools contribute significantly to the development of critical thinking, communication, and collaboration skills. To support these roles, schools implement curricula as structured frameworks that guide teaching and learning activities. SMA Negeri 1 Tuhemberua, for instance, applies the Independent Curriculum (Merdeka Curriculum), which emphasizes flexibility, relevance, and student-centered

learning. Nur (2021) explains that the Merdeka Curriculum provides greater autonomy for students to explore and develop their interests and talents, allowing learning processes to be more adaptive to individual needs.

The success of curriculum implementation in schools is highly dependent on the role of teachers as professional educators. Teachers are expected to design, implement, and evaluate learning processes effectively while continuously developing their professional competencies. According to the Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, teachers are professionals responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students. To support teacher professionalism, subject-based teacher communities are established as collaborative forums where teachers share experiences, discuss instructional challenges, and improve pedagogical competence. Sukarman (2017) asserts that STM functions as a professional learning community aimed at improving teaching quality through workshops, coaching, and continuous discussions among teachers and school leaders.

In the implementation of STM, the role of the school principal is equally vital. Principals act as key leaders who facilitate, support, and supervise professional development activities within schools. Principals are expected to function as educators, managers, administrators, supervisors, innovators, and motivators in ensuring the effectiveness of STM programs (Mu'amalah, 2018). Effective social interaction between principals and teachers within MGMP is essential to create a supportive organizational climate that encourages collaboration, professional growth, and instructional improvement. However, preliminary observations conducted at SMA Negeri 1 Tuhemberua revealed several challenges in STM implementation, particularly in the social interaction between English teachers and the principal. These challenges include limited



communication due to time constraints, insufficient budget allocation, low student learning interest affecting instructional goals, and technological limitations such as unstable internet access. These conditions potentially hinder the achievement of STM objectives and the improvement of English teaching quality.

From a theoretical perspective, social interaction in educational organizations refers to reciprocal relationships between individuals that influence attitudes, behaviors, and collective actions. Social interaction between school leaders and teachers is a critical factor in shaping collaborative cultures and effective professional communities. According to Soekanto (2017:62), social interaction occurs when individuals engage in dynamic relationships characterized by communication, cooperation, and mutual influence. In the context of educational leadership, effective interaction between principals and teachers fosters trust, shared vision, and professional commitment, which are essential for the success of collaborative programs such as STM. Furthermore, organizational theory emphasizes that leadership support and interpersonal communication significantly affect teacher motivation and program sustainability (Bush, 2020).

Several previous studies have examined the role of professional learning communities and leadership in improving teacher competence. Rahmawati and Suyanto (2021) found that effective principal–teacher interaction positively influences the success of STM activities and teacher professional development. Similarly, Lase & Gulo (2022) reported that communication and leadership support are key factors in sustaining collaborative teacher forums in secondary schools. Another study by Zebua et al. (2023) highlighted that limited resources and weak coordination between school leaders and teachers often become major obstacles in STM implementation, particularly in rural school contexts. Despite these findings, limited research has specifically explored

the social interaction between English teachers and principals within STM settings at the senior high school level.

Based on the issues and theoretical considerations outlined above, this study focuses on analyzing the social interaction between English teachers and the principal in the STM context at SMA Negeri 1 Tuhemberua, the obstacles affecting this interaction, and the impacts of such interaction on STM implementation. Accordingly, the research questions of this study are formulated as follows: (1) how is social interaction between English teachers and the principal manifested in STM at SMA Negeri 1 Tuhemberua? (2) what obstacles affect the social interaction between the principal and English teachers in STM? and (3) what are the impacts of social interaction between English teachers and the principal on STM implementation?

In line with these research questions, this study aims to describe and analyze the patterns of social interaction between English teachers and the principal in STM at SMA Negeri 1 Tuhemberua, to identify obstacles influencing such interaction, and to examine the impacts of this interaction on the effectiveness of STM activities. The findings of this study are expected to provide theoretical contributions to educational leadership and teacher professional development studies, as well as practical benefits for principals, teachers, and policymakers in strengthening collaborative professional communities within schools.

METHODS

This study employed a qualitative research approach with a descriptive field research design. Qualitative research was chosen because the main objective of this study was to obtain an in-depth understanding of social interactions between English teachers and the principal within the STM, as well as the obstacles and impacts of such interactions in a natural school setting.

Qualitative descriptive research allows researchers to explore social phenomena

holistically by interpreting participants' experiences, behaviors, and perspectives without manipulating variables. Sugiyono (2019), Abubakar (2021), Razak (2017), Balaka (2012) states that qualitative research emphasizes natural conditions and seeks to understand meaning rather than measure variables numerically. Similarly, Patton (2021), Fraenkel et al. (2012), Afifuddin & Saebani (2002) explains that qualitative descriptive research is appropriate for studies that aim to provide rich descriptions of real-life phenomena based on field data such as observations, interviews, and documents.

The research design was a descriptive case study focusing on the implementation of STM and the social interaction between English teachers and the principal. This design enabled the researcher to examine interaction patterns, leadership roles, and collaborative practices within a specific institutional context. Field research techniques were applied to ensure that the data reflected actual conditions and authentic interactions occurring during STM activities and daily school practices (Bryman, 2022).

The research was conducted at SMA Negeri 1 Tuhemberua, located in Tuhemberua District, North Nias Regency, North Sumatra. The data collection was carried out from January to March 2025. The research subjects consisted of the school principal and English teachers who actively participated in STM activities. The selection of this site was based on preliminary observations indicating challenges in STM implementation, particularly related to communication, coordination, and institutional support.

The instruments used for data collection in this study included observation, interviews, questionnaires, and documentation. Observation was conducted to examine directly the interaction between the principal and English teachers during STM-related activities and school programs. Both structured and unstructured observations were employed to capture planned interactions as well

as spontaneous social dynamics. Observation data were recorded using an observation checklist adapted to indicators such as supervision, collaboration, coordination, facilitation, and motivation.

Interviews were used to obtain deeper insights into participants' perceptions, experiences, and interpretations of STM implementation. Semi-structured interviews were conducted with the principal and English teachers to allow flexibility while maintaining focus on the research objectives. Interview questions explored leadership roles, communication patterns, time management issues, institutional support, and perceived impacts of STM on teaching quality. All interviews were conducted face-to-face, recorded with participants' consent, and transcribed verbatim to ensure data accuracy.

Questionnaires were employed as a supporting instrument to strengthen observational and interview data. The questionnaires were designed using a Likert-scale format for teachers and a structured response format for the principal. The teacher questionnaire measured the frequency of participation, collaboration, curriculum discussion, and application of STM outcomes, while the principal questionnaire focused on leadership support, supervision, facilitation, and motivation related to STM activities. Although questionnaires are commonly associated with quantitative research, in this study they functioned as qualitative supporting data to reinforce patterns emerging from observations and interviews.

Documentation was used to complement other data sources and enhance research credibility. Documents collected included STM activity records, meeting schedules, photos, school reports, and relevant policy documents. According to Moleong (2022), documentation provides valuable contextual and historical information that supports triangulation in qualitative research.

Data analysis in this study followed an inductive qualitative approach. The analysis



process involved data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting, simplifying, and categorizing relevant information from observations, interview transcripts, questionnaires, and documents. The reduced data were then organized into thematic categories related to social interaction, obstacles, and impacts of STM implementation. Data display was carried out through narrative descriptions and thematic matrices to facilitate interpretation and pattern identification. The final stage involved drawing and verifying conclusions by interpreting recurring themes and cross-checking findings across different data sources to ensure validity and trustworthiness.

Because this study was qualitative in nature, no statistical analysis such as inferential or descriptive statistics was applied. Instead, the rigor of the analysis was ensured through methodological triangulation, prolonged engagement in the field, and careful interpretation of participants' narratives. This approach is consistent with qualitative research principles that prioritize meaning, context, and depth over numerical generalization.

RESULTS

This study was conducted at SMA Negeri 1 Tuhemberua, located in the Tuhemberua subdistrict of North Nias Regency. This school is one of the state senior high schools that actively carries out various academic activities, including STM. SMA Negeri 1 Tuhemberua has a complete school organizational structure, including a principal, vice principal, subject teachers, administrative staff, and students from diverse social backgrounds. The English STM at this school is part of the routine professional development activities for teachers supported by the principal.

This chapter presents the findings of a study conducted on the interaction between English teachers and the principal within the English teacher community. The data presented in this

chapter was obtained through observation, interviews, questionnaires, and documentation conducted within that community. The social interaction between the principal and English teachers in the STM is a form of mutual communication and professional cooperation that occurs within the school environment, particularly in the context of the STM. This relationship not only involves the dissemination of information or instructions from the principal to teachers, but also reflects dialogue, exchange of ideas, and active participation from both parties in designing and improving the quality of English language learning. In the context of STM, the principal acts as a facilitator, motivator, and policy maker who supports teachers' professional development activities. Meanwhile, English teachers act as implementers and innovators who contribute through ideas, experiences, and effective learning practices. Through positive and open social interaction, a harmonious working relationship is created between the principal and teachers, based on mutual understanding, trust, and a common goal of improving the quality of education. Thus, this social interaction serves as an important means of strengthening coordination, enhancing the spirit of collaboration, and encouraging a productive working atmosphere within the STM. A good relationship between the principal and English teachers is expected to result in more creative and effective learning innovations for students at SMA Negeri 1 Tuhemberua.

1. Results of Social Interaction between the Principal and English Teachers in STM

Based on classroom observations, interviews, and questionnaire data collected at SMA Negeri 1 Tuhemberua, the interaction between the principal and English teachers in STM activities was identified through five main indicators: supervision, collaboration, coordination, facilitation, and motivation. The findings indicate that interaction occurred with varying intensity across indicators and meetings.

a. Supervision as the dominant form of interaction

The observation results show that supervision was consistently implemented across meetings. The principal interacted with English teachers in monitoring performance, providing general guidance, and facilitating discussions related to instructional improvement. Interaction related to supervision occurred more frequently in the first and second meetings, while reduced interaction was observed in the third meeting due to time constraints faced by the principal.

b. Collaboration occurring inconsistently across meetings

Collaborative interaction between the principal and English teachers developed gradually. In the first meeting, collaboration such as joint program planning and coaching activities was minimal. However, in the second and third meetings, collaborative actions emerged, including joint discussions on training plans and teacher competency development. Despite this progress, collaboration was not conducted consistently across all meetings.

c. Coordination supporting STM implementation

Coordination between the principal and English teachers was generally effective. The principal arranged schedules, granted dispensations, and ensured STM activities did not interfere with teaching duties. Scheduling conflicts occurred in the third meeting due to overlapping responsibilities, but coordination decisions were resolved through mutual agreement.

d. Facilitation limited by resources

Facilitation in terms of budget and material support was limited. During the first and second meetings, the principal did not provide financial support for STM activities, particularly for online sessions. Limited facilities and budget availability were noted. However, during the third meeting, the principal provided partial financial support and basic facilities to support mgmp implementation.

e. Motivation through informal appreciation

Motivational interaction was consistently observed in the form of informal appreciation. The principal frequently expressed verbal encouragement and recognition of teachers' efforts during STM activities. Formal appreciation, such as certificates or official recommendations, was not observed across meetings.

2. Results of Obstacles Affecting Principal–Teacher Interaction in STM

Several obstacles influencing the interaction between the principal and English teachers were identified based on observation and interview data.

a. Limited principal involvement in collaborative activities

The principal's direct involvement as a coach or active collaborator was limited, particularly during the initial meeting. This resulted in STM activities being largely teacher-driven without consistent leadership presence.

b. Constraints in facilities and budget support

Observation data indicate insufficient budget allocation and limited technological resources, especially for online STM activities. These constraints affected teachers' participation and the smooth implementation of planned activities.

c. Absence of formal recognition mechanisms

Formal appreciation such as certificates or training recommendations was not implemented. This limited the availability of structured incentives for teachers' active participation in STM.

d. Time management challenges

Time constraints faced by both the principal and teachers affected meeting effectiveness, particularly during sessions held outside regular teaching hours.

3. Results of The Impact of Principal–Teacher Interaction on STM Implementation

Despite existing obstacles, the interaction between the principal and English teachers



produced observable impacts on teacher professionalism and instructional practices.

a. Improvement in teacher professionalism

Teachers demonstrated increased professional engagement through active participation in STM discussions, sharing instructional strategies, and reflecting on teaching practices. Supervision and guidance contributed to teachers' pedagogical development.

b. Strengthened coordination and work system

Effective coordination supported the continuity of STM activities without significantly disrupting classroom instruction. Teachers reported smoother scheduling and clearer task alignment.

c. Increased teacher motivation

Informal appreciation and moral support from the principal contributed to increased teacher motivation and confidence. Teachers reported feeling encouraged to innovate and apply STM outcomes in classroom teaching.

d. Enhancement of classroom learning practices

Questionnaire data from students indicate improvements in lesson structure, use of learning media, and classroom engagement. Teachers applied mgmp discussion results through more systematic lesson planning and varied instructional approaches.

DISCUSSION

Forms of Interaction between English Teachers and the Principal in the STM at SMA Negeri 1 Tuhemberua

The findings of this study indicate that interaction between English teachers and the principal within the STM takes place through both formal and informal mechanisms, each serving complementary functions in supporting teacher professionalism. From one perspective, formal interactions—such as scheduled STM meetings, supervision sessions, and curriculum-related discussions—function as structured platforms for coordination, monitoring, and decision-making.

These interactions align with Hammond (2021), Izzah et al (2023) who emphasizes that formal professional forums enable school leaders to align instructional goals with institutional policies and ensure accountability through documented processes.

From another perspective, informal interactions—such as spontaneous discussions, digital communication via messaging platforms, and personal conversations—play a significant role in building trust, emotional support, and collegial relationships. These findings support Sari (2023), Julinar et al (2022), Hariyanti et al. (2025) who argues that informal communication within teacher learning communities often has a stronger motivational impact than formal supervision alone. In the present study, informal interactions were found to enhance teachers' sense of belonging and psychological safety, which encouraged openness in sharing challenges and innovative ideas.

The coexistence of these two interaction forms suggests that STM functions not merely as an administrative forum but as a social-professional community. Formal interactions provide direction and structure, while informal interactions sustain engagement and relational cohesion. When both operate synergistically, the STM becomes more effective in fostering professional growth and collaborative problem-solving.

The Principal's Role in the STM Community

The discussion of findings highlights the principal's multidimensional role within the STM, extending beyond administrative supervision to pedagogical leadership and social facilitation. From an instructional leadership perspective, the principal acts as a facilitator who creates conditions for teacher learning by allocating time, providing meeting spaces, and supporting access to training opportunities. This aligns with Leithwood et al. (2021), Thomas et al (2020), Zhang et al. (2018), Fitri et al (2023) who argue that effective principals focus on capacity building rather than control-oriented leadership. However, from a critical

viewpoint, the study also reveals that the principal's involvement was not consistently intensive across all STM activities. While moral and logistical support was evident, direct engagement in collaborative planning and coaching was sometimes limited. This partial involvement reflects a common tension identified in previous studies, where principals are often constrained by administrative workloads and competing responsibilities (Kurniawan, 2023; Yendra et al. 2025).

Despite these constraints, the principal's role as a connector between teachers and external stakeholders—such as education offices and professional development providers—remains strategically important. When effectively enacted, this role enables STM activities to align with broader educational policies and ensures sustainability beyond internal school initiatives.

The Role of English Teachers in Interaction with the Principal

From the teachers' perspective, English teachers are not passive recipients of leadership but active agents who shape the quality of interaction within the STM. The findings suggest that teachers function as communicative bridges, conveying professional needs, challenges, and innovative ideas to the principal. This supports a bottom-up perspective of professional learning communities, where teacher agency is central to sustainable development.

At the same time, the effectiveness of teacher–principal interaction depends on teachers' willingness and capacity to articulate their needs and translate STM outcomes into classroom practice. In contexts where teachers perceive the principal as supportive and open to dialogue, interactions tend to be more collaborative and productive. Conversely, limited interaction may reduce STM to a procedural routine rather than a transformative professional space.

Influence of Interaction on Teacher Professional Development

The interaction between English teachers and the principal within the STM has a significant influence on teacher professional development, both technically and attitudinally. From a positive standpoint, supportive interaction increases teacher motivation, confidence, and willingness to experiment with new teaching strategies. Teachers who feel recognized and supported are more likely to engage in reflective practice and continuous learning.

These findings are consistent with previous research by Rismawati et al. (2024) and Haliza et al. (2021), which demonstrate that principal involvement in teacher communities enhances pedagogical competence and professional commitment. However, the present study also reveals that when interaction lacks consistency or depth, professional development outcomes tend to be uneven and less focused.

Thus, interaction quality—not merely interaction frequency—emerges as a critical determinant of STM effectiveness. Sustainable professional development requires ongoing dialogue, follow-up, and alignment between STM discussions and school-level policies.

Obstacles and Challenges in Principal–Teacher Interaction

Despite generally positive interactions, this study identifies several challenges that limit their effectiveness. The most prominent obstacle is the principal's limited time availability, which restricts consistent participation in STM activities. This finding echoes Carver-Thomas and Darling-Hammond (2020), who note that insufficient leadership engagement can weaken teacher motivation and professional support systems.

Additional challenges include limited facilities, constrained budgets, and the absence of a structured reward system for active STM participation. These constraints suggest that interaction alone is insufficient without



institutional support mechanisms. Addressing these challenges requires strategic time management, delegation of administrative tasks, and clearer policy prioritization of teacher professional development.

Impact of STM Interaction on School Quality and Learning

The discussion of student questionnaire data indicates that interaction within the STM has a tangible impact on classroom practices and learning quality. Structured lesson delivery, increased use of technology, collaborative teaching materials, and systematic assessment practices reflect the transfer of STM outcomes into classroom implementation. From a systemic perspective, this supports the view that effective teacher learning communities contribute to school-wide instructional improvement.

However, the presence of gaps—such as uneven availability of teaching materials—indicates that STM outcomes are not yet fully institutionalized. This highlights the need for stronger monitoring and follow-up mechanisms led by the principal to ensure consistent implementation across classrooms.

Comparison with Theory and Related Studies

The findings of this study align with transformational and instructional leadership theories, which emphasize collaboration, trust, and shared responsibility for learning improvement. Similar to Leithwood (2020), Setiawan et al. (2025) state this study demonstrates that positive principal–teacher interaction fosters a supportive professional climate and enhances teaching effectiveness.

At the same time, differences with studies reporting minimal interaction effects (e.g., Carver-Thomas & Darling-Hammond, 2020; Pulungan, et al., 2024) underscore the importance of contextual factors such as school culture, leadership style, and local norms. In the context of SMA Negeri 1 Tuhemberua, a culture of collegiality appears to mitigate structural constraints and sustain meaningful interaction.

Strengths and Limitations of the Study

One major strength of this study lies in its use of multiple data sources—observations, interviews, questionnaires, and documentation—which enhances data triangulation and analytical depth. The qualitative approach allows for a nuanced understanding of interaction patterns within the STM context. However, the study also has limitations. First, the sample size is limited to one school, which restricts generalizability. Second, the analysis focuses primarily on interaction patterns and does not quantitatively measure their impact on student achievement. Future research could expand the sample across multiple schools and incorporate mixed-method approaches to strengthen causal analysis.

Implications

Based on these findings, it is recommended that principals strengthen their instructional leadership role by allocating dedicated time for STM engagement, establishing structured follow-up mechanisms, and providing formal recognition for teacher participation. For teachers, active communication and collaborative initiative should be maintained to ensure that STM functions as a transformative professional learning community rather than a procedural forum.

CONCLUSION

Based on the findings and analysis of this study, it can be concluded that the social interaction between English teachers and the principal within the STM community at SMA Negeri 1 Tuhemberua generally functions in a positive and constructive manner. This interaction occurs through both formal mechanisms, such as STM meetings and academic supervision, and informal communication, which together support collaboration and mutual understanding between teachers and school leadership.

The study further concludes that the principal plays a significant role in supporting STM implementation by providing policy support, facilities, and moral encouragement, although the

intensity of direct involvement is sometimes limited by time constraints and administrative responsibilities. Despite these limitations, the principal's support contributes to increased teacher motivation and facilitates professional development through guidance, feedback, and opportunities for collaborative learning.

In addition, the interaction between English teachers and the principal within the STM has a direct impact on the improvement of English learning practices. STM activities encourage better instructional planning, adaptation of teaching materials, and more systematic learning processes, which contribute to improved school quality. Therefore, effective and sustained interaction within the STM community is a key factor in strengthening teacher professionalism and enhancing the overall quality of English language education at the school level.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the principal, English teachers, and students of SMA Negeri 1 Tuhemberua for their cooperation, openness, and valuable participation during the research process. Their willingness to share experiences, perspectives, and data greatly contributed to the successful completion of this study. The author also acknowledges the moral support and academic guidance provided by colleagues and supervisors who offered constructive feedback and encouragement throughout the research and writing stages. Their insights and suggestions were instrumental in improving the quality of this article. Finally, the author appreciates all parties who indirectly supported this research. Any remaining limitations or shortcomings in this article are solely the responsibility of the author.

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