

Principal's Leadership Strategy in Enhancing the Quality of Teacher Human Resources at Pengantigan Public Elementary School, Banyuwangi Regency

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Abstract. The lack of enthusiasm at this school poses a significant challenge that impedes its progress. Prospective parents may hesitate to enroll their children in schools with minimal interest, preferring those with a vibrant atmosphere. This study aims to examine the Principal's Leadership Strategy for Enhancing the Quality of Teacher Human Resources at Pengantigan Elementary School. Specifically, it seeks to understand how the principal's leadership strategies enhance teacher quality at Pengantigan Elementary School in Banyuwangi Regency, and to identify challenges encountered in implementing these strategies. This qualitative research employed descriptive methods, including interviews, observations, and document analysis. Findings reveal that the principal of Pengantigan Public Elementary School adopts a transformational leadership approach consistent with Jems MacGregor Burns' leadership theory. Key strategies include: (1) Articulating a clear and inspiring vision, (2) Motivating and empowering teachers, (3) Stimulating intellectual growth, (4) Exemplifying charisma and leading by example, and (5) Considering individual needs. In conclusion, the effectiveness of teacher development at SDN Pengantigan hinges on the principal's adeptness in guiding and motivating teachers with appropriate strategies.

Keywords: Strategy, Principal Leadership, Quality of Human Resources

1. Introduction

Education fundamentally aims to impart values and serve as a guide and determinant for humanity in navigating life and civilization. Without education, humans are considered no different from other creatures that lack education. Education is a crucial factor in human life. Through education, individuals can enhance intelligence, skills, develop their potential, and cultivate responsible, intelligent, and creative personalities capable of contributing and competing in society. The education process liberates humans from ignorance and poverty, thus it is important to impart knowledge to provide them with a decent livelihood and freedom from poverty [1].

Strategy is a continuous planning effort designed to mobilize all available resources of an institution to achieve common goals and objectives [2]. In educational institutions, the school principal's strategy serves as a way to address challenges by utilizing all available resources within the school environment. This includes enhancing the professionalism of educators in developing and achieving school goals. School leadership is crucial as they are responsible for school management systems and educational direction within. Principals manage school administration with all its substantial components, ensuring the quality of existing resources so they can perform their respective tasks and functions.

Providing opportunities for teachers to acquire knowledge with positive assumptions about the outcomes essentially opens up opportunities for enhancing human resources' abilities and competencies. The learning process provides potential for individuals to perform tasks in different ways or methods, with better quality [3]. Furthermore, human resource management needs to be done gradually and continuously through a quality education system in formal, informal, and non-formal education paths, from elementary to higher education. In this context, the role of the school principal is central in achieving and optimizing the process of enhancing human resource abilities and competencies.



As leaders in an educational institution, school principals must be able to encourage their staff to understand the goals to be achieved, provide opportunities for exchanging opinions or ideas before setting common goals, and instill high morale to create a pleasant working atmosphere. School principals are required to have the ability to conduct effective mentoring and motivate teachers in carrying out their tasks and functions [4].

Pengantigan Public Elementary School is one of the Inclusive Elementary Schools that accommodates Special Needs Children (ABK), including those with autism, developmental delays, and even physical disabilities requiring wheelchairs. Almost every class at Pengantigan Public Elementary School has ABK, except for class IV. The school is located at Jalan Tidar No.67, Pengantigan, Banyuwangi District, Banyuwangi Regency, East Java Province.

Factually, one of the significant problems is the lack of adequate facilities and infrastructure (sarpras). This impacts the teaching-learning process, which is suboptimal and potentially hampers educational goals. Insufficient learning equipment makes it difficult for teachers to deliver lesson materials and for students to understand them. The inadequate sarpras condition at Pengantigan Public Elementary School affects the quality of teacher human resources. Nonetheless, teachers at SDN Pengantigan strive to provide the best education possible despite these limitations.

In addition to the minimal sarpras issue, SDN Pengantigan also faces problems with teachers who have completed high school education. This does not meet government-set educational standards, as stipulated in Government Regulation No. 19 of 2005 concerning National Education Standards (SNP) Chapter Educator and Educational Personnel Standards Articles 28 and 29 paragraph 3, which require a minimum qualification of D-IV or S1 for teachers, professional certification, and educational background suitable for the subjects and educational levels they teach. Inadequate teacher qualifications can negatively impact the quality of education at Pengantigan Public Elementary School due to a lack of knowledge and effective teaching skills.

The teaching system in this school still adopts 80% of the 2013 Curriculum and 20% has implemented the Merdeka Curriculum. The principal's choice to combine both curricula is influenced by various factors such as resource readiness, teacher readiness, student needs, and government policies. These issues can hinder school progress by reducing parental interest in enrolling their children at Pengantigan Public Elementary School, opting for schools with more applicants.

Improving teacher human resources is key to enhancing educational quality [5]. Qualified teachers can provide quality education. Therefore, enhancing teachers' knowledge and skills is a crucial factor in improving education. Enhancing the abilities and competencies of teachers is a process that cannot be separated from the school principal's leadership strategy in improving human resource quality.

Thus, the research results you referred to will be compiled into a work titled "Principal Leadership Strategies to Enhance the Quality of Teacher Human Resources at Pengantigan Public Elementary School, Banyuwangi District, Banyuwangi Regency."

1.1 Strategy

Strategy is a series of systematically organized plans or steps aimed at achieving specific goals. It involves identifying the desired objectives and effectively mobilizing all available resources to attain them [6]. Strategy encompasses not only planning but also implementation, evaluation, and continuous adjustment of steps taken in response to evolving conditions and changes [2]. In the context of school principal leadership, strategy involves managing the use of human, financial, and school infrastructure resources to enhance educational quality. This includes developing teacher professionalism, improving educational facilities and infrastructure, and efficiently managing school administration to achieve established educational goals. Therefore, strategy serves as a primary guide used by school principals to lead and manage educational institutions with the aim of achieving optimal outcomes in education and human resource development within the school.

1.2 School Principal Leadership

School principal leadership refers to the ability and responsibility of the principal to oversee and lead all educational and administrative activities within an educational institution [7]. This includes the capacity to influence, inspire, and guide educators and students towards achieving predefined educational goals. This leadership involves making strategic decisions related to curriculum development, resource allocation, and human resource management within the school. Additionally, school principal leadership requires the ability to build positive relationships with various stakeholders, including parents, the community, and local governments, to support and advance the school's vision and mission. Amidst the constantly evolving dynamics of education, school principal leadership is key in determining the direction and quality of education provided, as well as in creating a conducive and inspiring learning environment for the entire school community [8].

1.3 The quality of Human Resources

The quality of human resources refers to the capabilities, knowledge, skills, attitudes, and potentials possessed by individuals or groups in the context of work or education [9]. It encompasses how well individuals or groups can perform their tasks, adapt to environmental changes, and positively contribute to the goals of the organization or institution where they work or study. In an educational environment, the quality of human resources among teachers and educators is assessed based on their ability to effectively deliver lesson materials, educate and inspire students, and actively participate in the development of innovative curricula and teaching methods [10]. Factors influencing the quality of human resources include formal education attained, professional training and development, work experience, as well as motivation and commitment to continually improve their personal and professional qualities. By focusing on and enhancing the quality of human resources, organizations or institutions can better achieve their strategic objectives and effectively address challenges and opportunities in the future.

2. Method

This research employs a qualitative approach, specifically descriptive research. Qualitative research is a descriptive study that tends to use qualitative analysis. The primary focus of this research is to describe the strategies implemented by the school principal in enhancing the quality of teacher human resources. Leadership strategies are focused on several dimensions, aligned with the concept of Jems MacGregor Burns (1978), including: 1) Vision, 2) Motivation, 3) Intellectual stimulation, 4) Charisma, and 5) Individual consideration. Data collection techniques used include Observation, Interviews, and Documentation. The researcher chose purposive sampling to select research participants. Key informants in this study are Ms. Sri Supriyanti, S.Pd, serving as the Principal of Pengantigan Public Elementary School, Banyuwangi Regency, and Mr. Bagus Priskunanto, a Teacher at Pengantigan Public Elementary School, Banyuwangi Regency, who acts as the primary informant. Ms. Anis is also included as an additional informant. Data analysis is conducted interactively, involving crucial stages such as Data Collection, Data Reduction, Data Presentation, and Drawing Conclusions.

3. Result and Discussion

The education sector in Indonesia continues to strive for improvement to enhance the quality of education. One key factor in achieving this goal is teacher quality. Qualified and motivated teachers are capable of providing optimal learning experiences for students and producing a high-achieving generation of future leaders. This research focuses on the efforts of Pengantigan Public Elementary School in Banyuwangi Regency to improve the quality of its teaching staff through school leadership. Drawing on Jems MacGregor Burns' leadership theory, the study analyzes the leadership strategies of school principals, collated based on Burns' five key indicators, namely:

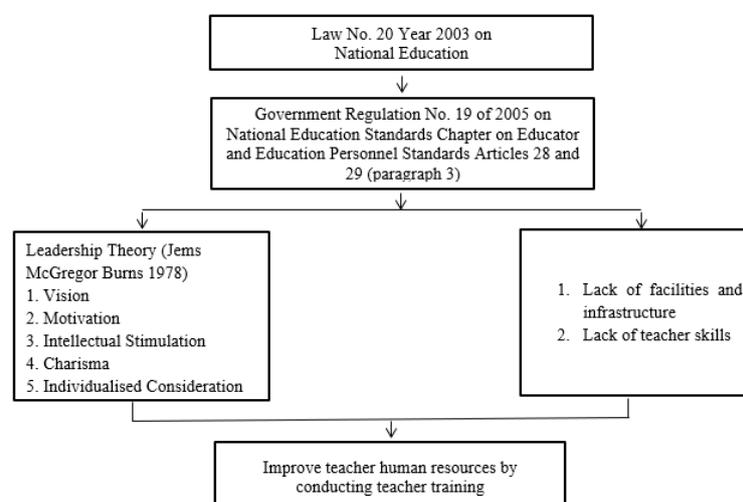


Figure 1. Leadership Theory (Jems McGregor Burns 1978)

1. Vision

In an era of dynamic education, the leadership of a principal becomes a fundamental pillar in advancing the quality of human resources (HR) among teachers, including those at Pengantigan Public Elementary School. Effective principal leadership at Pengantigan Public Elementary School has been key to developing excellent HR among teachers. A crucial aspect of effective leadership is having a clear vision and the ability to communicate it effectively to all stakeholders, including teachers and staff.

The vision of "an outstanding and high-achieving school with high-quality and professional teachers" serves as a primary guideline to motivate and empower teachers to improve their performance and contribute to the school's progress. This vision is not just an aspiration but also a guiding light for all school elements toward a brilliant future.

To achieve this vision, the principal of Pengantigan Public Elementary School implements a comprehensive leadership strategy. The school's vision is communicated clearly and consistently through various channels such as seminars and workshops designed to help teachers deeply understand the vision. The vision is publicized through multiple media, such as notice boards, the school website, and booklets, to continuously remind everyone of the shared goal.

Leadership strategies at Pengantigan Public Elementary School not only focus on information delivery but also involve close dialogue and collaboration with teachers. Teachers actively participate in the process of developing the vision into measurable goals and concrete strategies through discussions and brainstorming sessions. This participation fosters a sense of ownership and responsibility among teachers for the school's progress, encouraging them to contribute actively to realizing the shared vision.

These efforts have proven effective in increasing motivation, work spirit, and professionalism among teachers at Pengantigan Public Elementary School. Highly motivated teachers are more likely to be enthusiastic about achieving school progress and development, which in turn enhances the quality of learning and student achievement [11]. As a result, student learning achievements improve, creativity and innovation in teaching develop, and student enthusiasm for learning increases. With a clear vision and effective leadership, the principal has succeeded in creating a positive and collaborative school culture at Pengantigan Public Elementary School, where teachers and staff work together with spirit and mutual support to achieve shared goals.

2. Motivation

Amid the hustle and bustle of an education world full of dynamics and demands, Pengantigan Public Elementary School in Banyuwangi Regency stands firm as a refreshing source of motivation for its teachers. Visionary and appreciative leadership by the principal is the main key to building the spirit and dedication of teachers, guiding them toward peak performance. The appreciation given by the principal of Pengantigan Public Elementary School is not just limited to words of thanks. This appreciation is manifested in various forms, from formal awards such as certificates of appreciation and bonuses to direct appreciation through words of thanks conveyed to teachers for their efforts and contributions.

Formal awards, such as certificates of appreciation and bonuses, are given to teachers who excel in various fields, such as teaching, research, and community service. These awards are a form of official recognition of teachers' competence and professionalism, as well as a motivation for other teachers to continue improving their performance. Direct appreciation through words of thanks conveyed to teachers for their efforts and contributions is the simplest yet meaningful form of recognition. Sincere words of thanks from the principal show that teachers' efforts and contributions are valued and acknowledged. This can boost teachers' self-confidence and motivation to continue working and giving their best for the school.

More than just recognition, the principal of Pengantigan Public Elementary School builds a culture of close collaboration and cooperation among the principal, teachers, and the school committee. This cooperation creates a conducive work environment, where teachers feel valued, supported, and empowered to give their best performance. This spirit of cooperation becomes a strong foundation in maintaining teachers' motivation and encouraging them to continue contributing to advancing the school and improving their performance quality.

Collaboration between the principal and teachers is closely intertwined in various activities, such as curriculum development, teaching innovation, and school program implementation. This collaboration allows teachers to share ideas and experiences, and help each other in completing various tasks. Cooperation with the school committee is also well-maintained to gain support and input from students' parents in advancing the school. This cooperation helps improve the quality of education at Pengantigan Public Elementary School and ensures that students' learning needs are well met.

The efforts made by the principal of Pengantigan Public Elementary School in building teacher motivation have proven effective. Highly motivated teachers are more enthusiastic about achieving school progress and development [12]. They will be more creative in developing engaging and effective teaching methods,

innovative in using technology and teaching media to enhance teaching and learning quality, and dedicated to carrying out their duties and giving more attention to students, resulting in quality learning and a positive impact on students.

3. Intellectual Stimulation

Pengantigan Public Elementary School in Banyuwangi Regency stands out with its focus on developing teacher quality through unique and engaging intellectual stimulation strategies. This is based on the understanding that intelligent and passionate teachers are key to advancing the school. One innovative strategy initiated by the principal of Pengantigan Public Elementary School is the "Kusir" or morning quiz program. Every morning, the principal conducts a short quiz to motivate teachers and encourage them to keep learning and expanding their knowledge. The "Kusir" program is not just an ordinary quiz; it is carefully designed to spark enthusiasm and knowledge. The questions range from easy to challenging to accommodate the varying levels of knowledge and experience among teachers.

The benefits of the "Kusir" or morning quiz program are as follows:

- **Enhancing Teacher Enthusiasm and Motivation:** The morning quiz serves as an effective tool to build teachers' enthusiasm and motivation in learning and teaching. The healthy competition spirit in this quiz encourages teachers to continuously seek information and broaden their knowledge. Teachers feel challenged and motivated to show their best abilities, creating a dynamic and positive learning atmosphere.
- **Increasing Teachers' Knowledge and Skills:** The morning quiz helps teachers keep learning and updating their knowledge in various fields. This positively impacts the quality of classroom teaching. Teachers with broad and up-to-date knowledge can teach more effectively and inspiringly, and can convey material more clearly and understandably to students.
- **Improving Critical Thinking Skills:** The morning quiz is designed to encourage teachers to think critically and creatively in finding answers. This helps teachers develop more effective teaching skills, enabling them to create innovative and enjoyable learning environments for students.

4. Charisma

Amid the demands and changes in the dynamic world of education, the principal of Pengantigan Public Elementary School in Banyuwangi Regency chooses a different path by focusing on developing teacher quality through charismatic leadership. Realizing the importance of building strong relationships with teachers, the principal of Pengantigan Public Elementary School always strives to foster trust and respect, treat all teachers fairly and professionally, and provide space for them to contribute and innovate. The principal's efforts in building strong relationships with teachers not only create a comfortable and safe environment but also trigger a sense of responsibility and motivation among teachers to give their best for the school.

The charismatic leadership of the principal of Pengantigan Public Elementary School is crucial in motivating teachers to enhance human resource quality. The decisiveness in making decisions and enforcing rules inspires teachers with a clear vision and high spirit. The effective communication radiated by the principal can ignite teachers' enthusiasm and enthusiasm in carrying out their duties to achieve shared goals.

The charismatic leadership of the principal of Pengantigan Public Elementary School is a tangible proof of how cooperation and collaboration among teachers at Pengantigan Public Elementary School occur more frequently. Teachers are more likely to work together and collaborate with each other, creating a more positive and conducive learning environment for students and making the school more developed. The success of Pengantigan Public Elementary School in motivating teachers and enhancing human resource quality through charismatic leadership serves as a valuable lesson for educational leaders, showing that effective leadership is not only about authority but also about building strong relationships and inspiring. Educational leaders must learn how to foster trust and respect among teachers, and provide space for them to contribute and innovate [13].

5. Individual Considerations

Amidst the recurring teacher shortages faced by schools in Indonesia, Pengantigan Public Elementary School in Banyuwangi Regency has emerged with an innovative strategy to minimize individual teacher shortages by valuing and empowering them. The school's principal understands that teachers are pivotal assets in enhancing educational quality. Therefore, they empower teachers by granting autonomy and providing necessary resources to make decisions and effectively complete their tasks. Additionally, the principal regularly holds weekly meetings aimed at evaluation, fostering self-development, and boosting teacher motivation.

The principal of Pengantigan Public Elementary School always utilizes meetings as a forum to open up and foster transparent communication with teachers. This is achieved by carefully listening to their ideas,

suggestions, and inputs, and requesting feedback and constructive criticism, both directly and in writing, after meetings. Based on findings at Pengantigan Public Elementary School in Banyuwangi Regency, several actions are undertaken by the principal:

- **Listening to Teachers' Suggestions and Ideas:** The principal actively listens to teachers' suggestions and ideas, fostering a conducive work environment that is familial and collaborative..
- **Understanding and Meeting Teachers' Needs:** Understanding and meeting each teacher's needs is a primary leadership principle at Pengantigan Public Elementary School. Consequently, the principal helps teachers achieve their best potential through regular performance assessments, appropriate placement according to their talents and interests, and assigning tasks that match each teacher's capabilities.

With these strategies, the principal of Pengantigan Public Elementary School has successfully created a supportive work environment where every teacher feels valued and empowered. This not only enhances teacher motivation and performance but also positively impacts the school's educational quality.

Improving the quality of human resources (HR) among teachers is a key factor in advancing education in Indonesia. At Pengantigan Public Elementary School in Banyuwangi Regency, the principal implements various leadership strategies to enhance teacher quality. According to interviews with the principal, in implementing these leadership strategies, several challenges are faced:

1. Limitations in Infrastructure

The limitations in infrastructure at Pengantigan Public Elementary School are a major obstacle in efforts to enhance the HR quality of teachers. Inadequate facilities, such as incomplete textbooks and insufficient learning equipment, can hinder the teaching and learning process and professional development of teachers. The lack of quality textbooks and learning equipment can make it difficult for teachers to provide engaging and varied learning materials. Consequently, teachers may struggle to innovate in teaching activities, resulting in monotonous methods that are less effective in enhancing student comprehension.

Additionally, limitations in infrastructure can hinder the professional development of teachers. Teachers may find it challenging to participate in training and seminars that require internet access or adequate technological equipment. This can impede teachers' ability to learn new teaching methods and enhance their competencies.

Recognizing these challenges, the principal of Pengantigan Public Elementary School demonstrates commitment to overcoming infrastructure limitations. One proactive effort is to submit funding proposals to various parties to obtain financial assistance for school advancement and development. These efforts are expected to help meet the needs for adequate learning facilities and infrastructure, thereby optimizing the teaching and learning process and professional development of teachers.

Furthermore, the principal also strives to optimize the use of School Operational Assistance (BOS) funds. With proper utilization of BOS funds, it is hoped that the needs for adequate learning facilities and infrastructure can be met, thereby enabling a more effective teaching and learning process and professional development of teachers.

2. Lack of Teacher Skills

In addition to infrastructure limitations, Pengantigan Public Elementary School in Banyuwangi Regency also faces another challenge, namely, the lack of skills among teachers. This can hinder student understanding, reduce learning motivation, and create a less productive classroom environment, thereby impeding overall student growth. One of the main causes of this issue is the continued presence of teachers who only have high school education (SLTA). This clearly does not meet the educational standards set by the government, as outlined in Government Regulation No. 19 of 2005 concerning National Education Standards (SNP) Chapter Educator Standards and Educational Personnel Article 28 and 29 (paragraph 3) which requires teachers to have a minimum qualification of D-IV or S1, professional certification, and educational background appropriate to the education level and subjects taught.

The qualifications limitation of teachers can have fatal consequences for the quality of education at Pengantigan Public Elementary School. The negative impacts include:

- **Insufficient Professional Training:** Teachers with high school education (SLTA) qualifications generally have not received adequate professional training to become quality educators.
- **Limited Knowledge:** Teachers with high school education (SLTA) qualifications may have limited knowledge in the subjects they teach. This can make it difficult for them to deliver lesson materials and answer students' questions.

- **Low Teaching Quality:** Limited knowledge and teaching skills can result in low teaching quality in the classroom, making it difficult for students to understand lesson materials and losing interest in learning.

Realizing the negative impact of teacher skill limitations, researchers have identified several efforts to overcome them, including:

- **Providing Training and Competency Development for Teachers:** Conducting training sessions and workshops to enhance teachers' knowledge and teaching skills, as well as encouraging teachers to attend relevant seminars and conferences in their field of expertise.
- **Utilizing Information and Communication Technology (ICT):** Encouraging teachers to use ICT in the teaching and learning process to enhance effectiveness and stimulate student interest, and providing training to teachers on the use of ICT in education.
- **Enhancing Cooperation and Collaboration:** Establishing a teacher learning community to support and motivate each other in improving teaching quality.

By implementing these strategies, it is hoped that the quality of education at Pengantigan Public Elementary School can improve, and teachers can provide more effective and inspiring teaching for students.

4. Conclusion

Based on the results of the discussion related to the research on the principal's leadership strategy in improving the quality of teachers' human resources at Pengantigan Public Elementary School, Banyuwangi Regency, the researcher concludes as follows:

- **Vision:** The principal has a clear vision to make Pengantigan Public Elementary School a school of excellence and achievement with qualified and professional teachers.
- **Motivation:** The motivational strategy applied by the principal by providing appreciation and recognition for teachers' achievements and dedication has proven effective in improving the quality of teachers' human resources.
- **Intellectual Stimulation:** Recognising the importance of smart and passionate teachers to advance the school, the principal applies creative and interesting intellectual stimulation. The principal also provides opportunities for teachers to attend workshops, seminars and training to build excellent human resources.
- **Charisma:** The principal's charismatic leadership has been proven to create a conducive and supportive working environment where teachers feel valued, respected and encouraged to reach their full potential.
- **Individualised Consideration:** The principal always organises regular meetings or gatherings every week for the purpose of evaluation, self-development, and motivation enhancement. It helps teachers achieve their best potential through periodic performance appraisals, placement according to talents and interests, and assignment commensurate with each teacher's ability.

However, in implementing the leadership strategy, the principal also faces several obstacles, including:

- **Limited Facilities and Infrastructure:** The limited classroom facilities and infrastructure at Pengantigan Public Elementary School, such as the lack of quality textbooks and learning equipment, can make it difficult for teachers to provide interesting and varied learning materials. This causes teachers to lack innovation during teaching and learning activities, resulting in monotonous learning methods.
- **Lack of teacher skills:** Pengantigan primary school also faces the problem of teachers' limited skills, which can be fatal to the quality of education at the school.

To overcome these problems, the researchers found several measures that can be taken, including:

- **Involving teachers in training, seminars and workshops** to improve the quality of teachers' human resources.
- **Utilising information and communication technology** in the teaching and learning process to increase effectiveness and attract students' interest.
- **Improving cooperation and collaboration** between teachers to support and motivate each other in improving the quality of learning.

By implementing these strategies, it is hoped that the quality of education at Pengantigan Public Elementary School can improve and teachers can provide more effective and inspiring teaching for students.

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