

The Role of the Principal as a Role Model in Developing Educator and Educational Staff Human Resources

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ABSTRACT

Objective: This study investigates the strategic role of school principals in enhancing the competence and professionalism of educators and educational staff. It focuses on their role in managing infrastructure, providing continuous training, and optimizing technology to address evolving educational challenges. **Methods:** Using a literature review approach, this research identifies and examines key issues faced by school principals, including budget constraints, underutilization of technology, and the absence of systematic training programs. **Results:** The findings reveal that principals with transformational leadership styles significantly contribute to creating a positive, collaborative, and innovative work culture. Effective principals act as agents of change, improving the quality of learning and facilitating the integration of modern technological advancements into education systems. **Novelty:** This research underscores the pivotal role of school principals as transformational leaders and their potential to drive educational institutions toward a progressive future. It provides actionable recommendations for developing managerial and leadership strategies tailored to meet future educational demands.

INTRODUCTION

Education is one of the main pillars in building a nation. In the world of education, every educator and educational staff has roles and responsibilities according to their respective main tasks and functions. In reality, in educational institutions, the role of the principal is very vital, not only as a leader who can drive and develop the quality of human resources in the school but also bearing the responsibility for the development that occurs in the institution they lead, educators, and educational staff.

Amid the dynamics of globalization and rapid technological development, the need for competent and adaptive human resources is becoming increasingly urgent. In educational institutions, the principal becomes the main pillar who can motivate educators and educational staff to develop and compete in the current 4.0 era. The role of the principal as an instructional leader is very important in creating an effective and conducive learning environment. This is in accordance with the mandate of Permendiknas No. 13 of 2007 concerning the Standards for School/Islamic School Principals, which states that a principal must possess personal, managerial, entrepreneurial, supervisory, and social competencies. With these competencies, it is expected that the principal can facilitate the continuous improvement of the quality of human resources, both for educators and educational staff [1].

At this stage, the principal plays a central role in the management and development of human resources at the school. A principal is not only responsible for administrative aspects but also must be a role model who sets an example for the entire school community. By being a role model, the principal is expected to build a positive work culture, encourage innovation, and enhance the professionalism of teachers and other staff [2].

A principal should be a Role Model, capable of nurturing and simultaneously being a colleague to the education and educational staff in the institution they lead. One concrete step that a principal should take is to assist educators and educational staff by providing various tools needed to enhance human resources. This is done by a principal with the aim that educators and educational staff can maximize their potential in performing their duties [3]. By developing educators' competencies, renewing innovative and relevant learning methods to meet the needs of the times, and utilizing technology. Likewise, skilled and efficient educational staff will create a conducive educational environment.

However, in reality, many school principals have not yet maximized their roles in this regard. The challenges faced in developing human resources are quite complex. The principal must be able to manage limited resources, overcome resistance to change, minimize disruptions in the learning process, and optimally utilize technology. The lack of initiatives in providing training, mentoring, and coaching for educators, as well as the absence of sustainable professional development programs, has impacted teachers' ability to explore and utilize existing learning resources. This certainly hinders the efforts to improve the expected quality of education. In other words, the principal needs to conduct a comprehensive and thorough identification of the needs of educators and educational staff in order to obtain the right formulation for developing the human resources of educators and educational staff in the school.

Based on the above description, the researcher presents three fundamental issues that often pose challenges for school principals in developing human resources in their institutions. (1) the inadequate facilities and infrastructure in developing the technological and communication skills of educators and educational staff. This includes the diversity of educators' and educational staff's abilities in operating technology and information [4], [5], [6]. (2) the lack of education and training that systematically supports educators and educational staff in developing professional competence [4], [7], [8]. (3) the budget limitations of an educational institution [7], [9].

This condition requires a critical study of the role of the principal as a leader in the context of developing human resources for educators and educational staff. Is the principal already effective enough as a role model? To what extent can the principal have a positive impact on the improvement of educators' and educational staff's competencies? Therefore, the researcher will focus on a critical review of the role of the principal in developing the human resources of educators and educational staff, so that relevant

recommendations can be made for the improvement and enhancement of the quality of education in schools and can become an ideal role model.

RESEARCH METHOD

The methodology in this research involves several sources as data sources by conducting a literature review. A literature review is a systematic process of collecting, evaluating, and synthesizing previous research related to a specific topic. The purpose of a literature review is to provide a deeper understanding of a research field, identify trends, comparisons, and significant findings from previous studies, as well as to reveal gaps in existing research [10].

By conducting a literature review, the researchers explore the role of school principals as role models in relation to developing the human resources of educators and educational staff. There are three things that the researchers focus on in presenting data related to the role of the principal as a role model for developing human resources in an educational institution [10].

First, the researchers conducted a critical review of the role of school principals, which includes issues related to school facilities and infrastructure, education and training, as well as budget availability. These three points often occur in various educational institutions, so the presence of a principal with good managerial skills is needed to manage them.

Second, the role of the principal becomes something that cannot be separated. From leadership style to policy-making, a principal can lead an educational institution to thrive, stagnate, or even decline. We need to understand that all this time, leadership style greatly influences the work environment, and biased policies will only add to the problems. Therefore, as a school principal, one must be objective in making policies.

Finally, the researcher presented data on the principal's strategies for developing the human resources of educators and educational staff in the educational institution they lead. This is important because the school program can run according to the set targets, which greatly depends on the consistency of the principal, educators, and educational staff in implementing it. These findings must be discussed critically, while also promoting a constructive way of thinking so that strategies can be obtained that a school principal can apply in developing human resources, both educators and educational staff. In other words, these findings are expected to encourage the comprehensive and effective development of education in the future.

RESULTS AND DISCUSSION

A. Critical Review of the Role of the Principal

The principal in an Educational Institution is always under the spotlight of the Community. The principal is currently considered a role model whose position is very important in terms of developing school programs, building culture, and creating a good

work environment. The behavior, motivation, and performance of teachers and educational staff can be positively influenced by an effective principal.

Some things that need to be considered by the principal where he is a role model. In order for efforts to improve the quality of human resources for educators and educational staff in addressing several issues in an educational institution they lead to run optimally, a school principal in developing human resources in their institution must pay attention to the following aspects:

1. Facilities and infrastructure

Educational facilities and infrastructure are important components in supporting the smooth running of learning activities. In any learning process, adequate facilities and infrastructure are essential so that educators and educational staff can develop their skills in operating technology and communication. The lack of utilization of facilities and infrastructure cannot be separated from the diversity of educators' and educational staff's abilities in operating technology and information [4], [5], [6]. In the 4.0 era moving towards the 5.0 era, teachers see the need for adequate facilities, such as internet access in the classroom, computers that can be used by students, and projectors (LCD) to display learning materials [11]. However, there are still teachers who have difficulty adapting to the use of technology in the learning process, as well as a lack of understanding and mastery of TPACK among educators and educational staff, which can hinder the quality of education by integrating pedagogical knowledge, technology, and content effectively [12], [13].

Some educators, educational staff, and students who face obstacles in accessing the technological devices needed for interactive multimedia learning also contribute to the slowdown in the quality of education.

The description above illustrates that the provision of educational facilities and infrastructure is an important aspect to support the learning process and improve the quality of education in an educational institution.

2. Education and Training

Education and training for educators and educational staff that are conducted consistently, systematically, and progressively must continue to be encouraged as an effort to support educators and educational staff in developing their professional capabilities [4], [7], [8]. Currently, it is still often found that educators and educational staff are unable to maximize their roles and involvement in educational and training activities that can support the development of their professionalism.

There are still teachers who do not receive adequate support or training to develop TPACK and their professional development. Without adequate training, educators and educational staff will certainly struggle to implement technology effectively in teaching. Meanwhile, the need for the utilization of technology in the field of education currently plays a very significant role. Without proper training that meets the needs of educators and educational staff, an institution will not develop well, and the principal will not

become a role model for their subordinates because they will be considered unsuccessful in improving the existing human resources [4], [6], [14], [15].

3. School Budget

Discussing the school budget cannot be separated from the role of a school treasurer. As we all know, not all schools within an educational institution are able to develop entrepreneurship within their organization. Therefore, the principal together with the treasurer needs to implement good governance in the financial sector at the school.

The mistake we often encounter in an educational institution is that a principal relies too much on the school treasurer for budget matters. So, in the process of preparing the school budget, the principal often faces difficulties. Therefore, collaboration between the principal, treasurer, committee, and school community is needed to prepare the budget and conduct transparent reporting.

Referring to the numerous needs of the school, the school budget can be obtained from several sources, including the School Operational Assistance (BOS) funds, both Regular and Regional if available. The budget constraints faced by an educational institution will certainly prevent various activities from running as they should [7], [9]. Thus, at least the school already has a clear source of funding, which is from the BOS fund. In addition, the school can also collaborate with other parties in developing education in its institution.

B. The Role of the Principal

The development of the times is becoming increasingly diverse, from social developments, political changes, to modern technology. Encouraging Education to be able to adapt and remain relevant in maintaining the vision and mission of education in an educational institution. The role of a principal in this matter becomes very important considering the development or stagnation of an educational institution, as well as the human resources within it. Highly dependent on the policies of a principal.

The principal has a strategic role in creating an organizational culture that supports learning and individual development in the school. However, this role is not without its complex issues, such as high public expectations, fear of change, and lack of resources. Thorough research on the duties of school principals shows how important it is for them to set an example through honesty, commitment to the vision, and an inclusive approach.

To become a good principal, one must have the ability to drive positive change by creating a collaborative work environment, motivating teachers and students, and maintaining fairness in decision-making. The ability to be a principal must, of course, be accompanied by managerial skills, as well as the courage to create and decide on a program. Conversely, a principal's inability to fulfill these responsibilities can hinder the school's progress, lower morale, and widen the gap between expectations and reality. This is certainly an issue that must be addressed by a principal to improve the school climate and ensure effective learning.

Therefore, with good management skills, a principal is expected to lead their institution towards better changes than before. The following presents the role of the principal in developing the human resources of educators and educational staff.

1. The Principal as a Role Model

To improve the quality of education at SD Negeri Gebang 1 Sidoarjo, the principal needs to transform into a leader who is not only administrative but also visionary and inspiring [16]. In an educational institution, the principal must adopt a leadership style that can serve as a bridge for the development of human resources, both educators and educational staff. The relationship between the principal's leadership style can at least be recognized through two aspects, namely transactional leaders and transformational leaders. In transactional leadership, there is a connection between the leader and their subordinates. For example, a leader has important information. On the other hand, a person has special skills that can be used to solve problems in educational institutions [17], [18], [19].

Meanwhile, a leader who applies a transformational leadership style is more expected in an educational institution because this leadership style can optimize power, influence, including charisma and inspiration within the educational institution [17], [18], [19]. A principal with a transformational leadership style not only focuses on administrative tasks but also motivates and inspires teachers to continue learning. According to Abraham Maslow, lower-level needs serve as a spur for enthusiasm and motivation to boost employee performance [20].

Furthermore, transformational leaders are capable of providing clear direction, supporting teachers' efforts, and encouraging creativity in education [16]. The goal of this is so that they can become role models for other educators, therefore the principal must enhance their leadership role based on honesty, empathy, and effective communication, which can be found in transformational leaders.

2. School Principal as the Central Figure

The principal, in addition to being a role model within an organization/institution, also plays an important role; First, the principal as the policy holder in an educational institution. As a policy maker in an educational institution, the role of the principal is not only to make decisions but also to develop and oversee the implementation of the decisions made [5], [6], [8], [15], [21], [22].

As a leader, the principal is responsible for improving teachers' competencies through training programs, supervision, and ongoing mentoring. A principal who can carry out their leadership also needs to pay attention to the development of human resource capacity. Understanding human resources is very important to be able to analyze the needs of educators and educational staff in their institution. If the principal does not pay enough attention, teachers will not have the opportunity to try new approaches and develop new learning resources [23].

In addition to playing a role in creating and implementing policies, a principal also needs to conduct supervision as a control effort over the various policies that have been

adopted. The principal must focus on improving the quality of learning and no longer pay attention only to administrative processes. Clinical supervision methods, which include guidance, reflective discussions, and observation, can help teachers identify their strengths and weaknesses to improve their teaching strategies.

The Principal can also conduct regular supervision and evaluation of the performance of educators and educational staff through a reflective approach that actively involves teachers in self-assessment and constructive feedback [21], [22], [24].

Second, the principal as a motivator and communicator. The principal, who serves as a role model, should be able to motivate educators and educational staff to perform their jobs better. The principal who demonstrates discipline, integrity, and commitment, thereby enhancing the work spirit of educators and educational staff [8]. However, the lack of motivation results in a deficiency of encouragement, dedication, and innovation in the learning process.

The principal needs to motivate educators and educational staff so that they can perform their duties well. Good motivation and communication skills are required so that educators and educational staff can understand the school's vision and mission conveyed by the principal. This motivation is important to improve performance, discipline, and achieve educational goals, thereby creating a supportive school climate [14], [15], [22], [24], [25].

A good principal will create a work culture that is beneficial and supports the professional development of teachers. It is not easy to build a work culture that is mutually supportive and collaborative among teachers and educational staff. With motivation and good communication, it is not impossible to create a conducive and effective learning environment in educational institutions.

C. The Principal's Strategy in Developing Human Resources

A leader, in addition to being a leader and policymaker, must also master good managerial skills. This good managerial ability can be useful for Educational Institutions to analyze their conditions. At least there are three things that the researchers outlined as the principal's strategies in creating an effective and conducive learning environment.

1. Building a Positive Culture

Building a good school culture is not easy; it requires the character of a strong leader to run an educational institution. A principal must create a positive and inclusive school climate, where all school members feel valued and motivated to contribute to the common goals [26]. The principal should develop a participative and inspirational leadership style, such a leadership style can certainly be found in a principal who possesses a transformational leadership style.

A positive school culture can be well-formed if a principal is able to address various gaps and the presence of certain groups within the institution. The gap and the existence of certain groups among educators and educational staff can certainly affect the positive culture being built and the central role of a school principal. Therefore, to address the gaps and the existence of such groups, various team/collaborative activities are needed,

such as the formation of school literacy teams, the Violence Prevention and Handling Team (TPPK) in schools, and other positive activities to foster a sense of togetherness that will ultimately build a positive culture in educational institutions.

A principal who is able to build a positive culture is expected to encourage the involvement of all school components in every program implemented. Next, the principal should develop their professionalism as part of the effort to build a positive culture in the school. Thus, it is expected that the activity will be attended by educators and educational staff in developing themselves into professionals [5].

2. Improvement of Competence through Continuous Training

School principals should initiate continuous professional development and training programs. This can be achieved through collaboration with training institutions, universities, or other learning communities. Practice-based training, workshops, and seminars will greatly help improve the quality of learning [23]. School principals can also establish mentoring programs where more experienced teachers can assist other teachers, especially new teachers, in improving their pedagogical skills.

Focus on competency-based training, where educators and educational staff are trained to master skills relevant to their jobs. This will help improve productivity and performance effectiveness [22]. Educational institutions should also regularly conduct training and professional development for educators and educational staff. This aims to improve pedagogical competence, personality, and understanding of their performance, as well as to foster a positive school culture [26].

Several relevant training programs for educators and educational staff, such as through Teacher Working Groups (KKG), Continuous Professional Development (PKB), Learning Communities (Kombel) within the independent curriculum, and various training and workshop activities, can be participated in by educators and educational staff as a means to maximize human resource development. In the current situation, it is certainly possible for teachers to also develop technology-based training. Therefore, mastery of TPACK in learning is equally important to study.

3. Optimization of Technology Utilization

In the 21st century, the role of technology is undeniable, including in the field of education. The involvement of technology in learning can certainly provide positive value by considering the previously established culture that learning must evolve and be able to combine learning with technological advancements.

The principal, who holds authority over the operation of the educational institution, must be a pioneer in using technology, especially in the learning process in the modern era. By providing training and support for the use of technology, teachers can be more creative in presenting materials and engaging learning approaches for students. To enhance human resource development programs and gain access to broader resources, build cooperative networks with national and local education communities [23].

One of the efforts that can be made by school principals, educators, and educational staff is to implement TPACK-based learning. This is because TPACK can help teachers

understand how to integrate technology with pedagogy and the content being taught. This allows teachers to use technology tools effectively to enhance students' learning experiences. Moreover, understanding TPACK can help educators develop professional skills, improve the quality of learning, and encourage independent learning [12]. Learning activities that apply TPACK to improve the quality of education can be seen from the use of technology such as LCDs, classrooms, AI, and various other modern technologies in a learning environment. In addition to developing the competencies of educators and educational staff, TPACK also encourages student engagement to be interactive and creative. Learning that applies TPACK in educational activities can enhance the quality of education in schools. This certainly provides variety in learning, making it more effective, while also addressing the challenges of 21st-century education. That education is capable of adapting and can be collaborated with technology, making education today very relevant to the times [27].

CONCLUSION

Fundamental Finding : The role of the principal as a Role Model underscores the critical importance of transformational leadership in fostering a positive, innovative, and professional work culture among educators and staff. **Implication :** Effective leadership involves not only administrative duties but also a commitment to capacity-building through continuous training, collaboration, and the integration of technology to enhance educational quality. **Limitation :** However, challenges such as limited infrastructure, insufficient systematic training, and financial constraints often hinder the principal's efforts to develop teacher competencies and innovative teaching practices. **Future Research :** Further studies should explore strategies for overcoming these barriers and evaluate the long-term impact of transformational leadership on institutional adaptability and competitiveness in modern education.

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