

# Transformative Leadership: Empowering Human Capital in Senior High Schools

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## Abstract

### Keywords:

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This research aims to analyze the leadership style of school principals in improving human resources, especially teacher performance, at SMA Negeri 1 Pacet Mojokerto. The school principal's leadership plays an important role in determining the success and quality of education in schools. An effective leadership style can increase motivation, teacher performance, and student participation in the learning process. This research uses a descriptive method with a qualitative approach and a case study type. Data was collected through observation, interviews, and documentation. The research results show that the leadership style applied by the school principal is democratic and participative. The principal considers teachers partners, builds teamwork, provides creative freedom, and accepts suggestions and criticism from subordinates. Efforts to improve human resources include providing opportunities to take part in training, upgrading educational seminars, coaching, and training in making lesson plans and syllabi, and implementing the independent curriculum. Obstacles include the lack of training programs outside of office hours and a lack of discipline for some teachers. However, adequate infrastructure and fairly frequent training are supporting factors. This research contributes to the development of educational management science, especially in principal leadership and improving human resources in schools. The research results can be a basis for formulating effective strategies and approaches to improve the quality of education in Indonesia.

### Kata kunci:

Gaya Kepemimpinan  
Kepala Sekolah,  
Sumber Daya Manusia,  
Kinerja Guru.

### Abstrak:

Penelitian ini bertujuan untuk menganalisis gaya kepemimpinan kepala sekolah dalam meningkatkan sumber daya manusia, terutama kinerja guru, di SMA Negeri 1 Pacet Mojokerto. Kepemimpinan kepala sekolah memegang peranan penting dalam menentukan keberhasilan dan kualitas pendidikan di sekolah. Gaya kepemimpinan yang efektif dapat meningkatkan motivasi, kinerja guru, dan partisipasi siswa dalam proses pembelajaran. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif dan jenis studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa gaya kepemimpinan yang diterapkan oleh kepala sekolah adalah gaya kepemimpinan demokratis dan partisipatif. Kepala sekolah menganggap guru sebagai mitra kerja, membangun kerjasama tim, memberikan kebebasan berkreasi, dan menerima saran serta kritik dari bawahan. Upaya yang dilakukan dalam meningkatkan sumber daya manusia meliputi pemberian kesempatan untuk mengikuti pelatihan, penataran, dan seminar pendidikan, serta pembinaan dan pelatihan pembuatan RPP, silabus, dan pelaksanaan kurikulum merdeka. Kendala yang dihadapi antara lain minimnya program pelatihan di luar jam dinas dan kurangnya kedisiplinan sebagian guru. Namun, sarana prasarana yang memadai dan pelatihan yang cukup sering diadakan menjadi faktor pendukung. Penelitian ini memberikan kontribusi bagi perkembangan ilmu manajemen pendidikan, khususnya dalam aspek kepemimpinan kepala sekolah dan peningkatan sumber daya manusia di sekolah. Hasil penelitian dapat menjadi landasan dalam merumuskan strategi dan pendekatan yang efektif untuk meningkatkan kualitas pendidikan di Indonesia.

## INTRODUCTION

Principal leadership is a key factor in determining the success and quality of education in schools (Indayanti & Malik, 2023). Recent research shows that an effective principal leadership style can improve motivation, teacher performance, and student participation in the learning process (Tanjung, 2020) (Kartiko et al., 2024). Principals who can apply leadership styles that are appropriate to the school context and the characteristics of the human resources in it, tend to be more successful in achieving the desired educational goals (Susanti et al., 2023). However, there is still a gap between the idealism of principal leadership and the reality in the field. Preliminary data obtained through interviews and observations indicate that there are challenges in implementing an optimal leadership style to improve human resources in schools. Based on the results of interviews with ten teachers, there is an expectation that principals will be more intensive in providing coaching and training to improve teacher competence. Initial observations also revealed that there is still room for improved communication and collaboration between principals and teachers to improve the quality of learning.

This gap needs to be addressed positively by educational institutions, especially State Senior High School 1 Pacet Mojokerto. The principal as the highest leader in the school has a central role in determining policies and making decisions related to improving human resources. The leadership style applied by the principal can affect the work climate, motivation, and performance of teachers, and have an impact on the overall quality of learning (Zuryati et al., 2015). Therefore, this study aims to analyze the principal's leadership style in improving human resources at State Senior High School 1 Pacet Mojokerto. By knowing the leadership style applied, it is expected to contribute to the development of education management science, especially in the aspect of principal leadership. The results of this study can serve as a foundation for formulating effective strategies and approaches to improve human resources in schools. In addition, the findings of this study can also be a reference for other school principals in developing leadership styles that are appropriate to the context of their respective schools.

This research has novelty in the specific context of State Senior High School 1 Pacet Mojokerto, which has a vision of "*Bersinar*" (Believing and devoted to God Almighty, noble, trustworthy, intelligent, harmonious, creative, independent, and achieving) and the motto "working from the heart" as a foundation in improving synergy and human resources in these educational institutions. This vision and motto become the uniqueness that distinguishes State Senior High School 1 Pacet Mojokerto from other schools. This study will examine how the principal's leadership style in realizing the vision and motto, as well as its impact on improving human resources in the school. In contrast to previous studies that focused more on the managerial aspects of school principals in general, this study specifically examines the leadership style of school principals in the context of improving human resources, especially teachers. Teachers' high loyalty and dedication, as well as their initiative in filling the vacant learning time, are unique and interesting to be researched further. This study will explore the factors that influence teacher loyalty and dedication, as well as the role of the principal's leadership style in encouraging and maintaining these positive attitudes.

This research will also analyze the strategies and approaches applied by the principal in improving human resources at State Senior High School 1 Pacet Mojokerto. Aspects such as teacher coaching and training, professional development, improving communication and

collaboration, and creating a conducive work climate will be the focus of this research. By identifying best practices in principal leadership, is expected to provide useful insights and recommendations for improving the quality of human resources in schools. In addition, this study will also examine the impact of the principal's leadership style on students' academic and non-academic achievements at Sekolah Menengah Atas Negeri 1 Pacet Mojokerto. As the only public school in the Pacet Mojokerto sub-district, State Senior High School 1 Pacet has very high achievements, both in academic and non-academic fields. This study will analyze how the principal's leadership style contributes to creating a learning environment that supports these achievements.

Thus, this research is expected to make a significant contribution to the development of education management science, especially in the aspect of principal leadership and human resource improvement in schools. The results of this study can serve as a foundation for formulating effective policies and strategies to improve the quality of education in Indonesia. In addition, the findings of this study can also be an inspiration for other school principals in developing leadership styles that are adaptive and responsive to the needs of human resources in their respective schools.

## **RESEARCH METHODS**

This research uses a descriptive method with a qualitative approach and case study research type (Creswell, 2010). This method was chosen to describe the actual situation of the object under study, by collecting data that is not in the form of numbers, but in the form of interview scripts, field notes, personal documents, memo notes, and other documents. The research was conducted at State Senior High School 1 Pacet Mojokerto, which was chosen based on researcher observation, where this school is classified as one of the accredited schools and has quality graduates. The data sources in this study consisted of primary data and secondary data. Primary data was obtained directly by the researcher through interviews with the principal, vice principal of curriculum, staff, and documentation in the form of photographs at State Senior High School 1 Pacet Mojokerto. Secondary data were collected from reference publications and journals relevant to this research (Arikunto, 2019). The data collection techniques used include observation, interviews, and documentation (Moeloeng, 2017). Observations were made by direct observation and asking questions to the research subject. Interviews were conducted using a list of questions or an interview framework that had been compiled previously, focusing on the principal, the head of curriculum, and the teachers. Documentation included previous studies, school documents, school websites, charts, and photographs at Sekolah Menengah Atas Negeri 1 Pacet Mojokerto.

To ensure the validity of the data, this research uses checking techniques which include credibility test, transferability test, dependability test, and objectivity test (Sugiyono, 2017). The credibility test is carried out using the triangulation method to verify or compare data. The transferability test is carried out by providing a detailed, clear, and systematic explanation of the research results so that they can be understood and applied to a wider population. The dependability test relates to aspects of trust and reliability of research findings, using steps such as internal audit, external audit, triangulation, reflexivity, and member checking. The objectivity test is carried out by re-examining the data obtained about improving human resources at the State Senior High School 1 Pacet Mojokerto.

The data analysis technique used is the Miles Huberman data analysis model, which includes data collection, data reduction, data presentation, conclusion drawing, and verification (Maimun, 2020). Data collection was carried out through observation, interviews, and documentation, with field notes consisting of descriptions and reflections. Data reduction involves selecting, simplifying, and abstracting the raw data obtained in the field. Data presentation is done by putting data and information into a matrix, presented according to the characteristics of the data collected. Drawing conclusions and verification involves seeking and understanding the meaning of the data, finding patterns, clarity, and cause-and-effect relationships or proportions, and verifying findings by reviewing and questioning notes and obtaining a more accurate understanding.

## **RESULTS AND DISCUSSION**

### **Results**

Based on the results of interviews with the Principal of State Senior High School 1 Pacet Mojokerto on May 31, 2023, information was obtained that in general, the leadership style applied is democratic. The Principal stated that as the leader, he can provide direction and good example to his subordinates. In addition, he must also be able to communicate well and have good personality traits, such as honesty, confidence, responsibility, and exemplary. From this, his leadership style can be modeled by his subordinates.

This is reinforced by the results of an interview with one of the staff employees who stated that the Principal usually has a conversation or friendly talk every day with the teachers. The conversation discusses the problems faced by teachers when teaching. The Principal conducts hospitality before school starts, during breaks, and also after teaching. The Principal of State Senior High School 1 Pacet Mojokerto also added that leadership style is very important and influences the situation and development of the teaching and learning process. For example, a teacher's unpleasant way of teaching can lead to rejection from students. Therefore, it is necessary to analyze students' teaching and learning styles through teaching training. Based on this, the school, especially the principal, always conducts communication such as private and group conversations with subject teachers. Most importantly, the school expects teachers to evaluate each other and exchange opinions about the teaching process, both the results of teaching and weaknesses in controlling the teaching and learning situation, so that they can teach better.

Based on observations on May 31, 2023, at State Senior High School 1 Pacet Mojokerto, in the leadership style carried out, the Principal approaches, prepares meeting findings, takes action in the form of indirect observation in the sense of visiting the class under the pretext of looking for something, even though the Principal is conducting indirect observation. Then, administrative checks are carried out such as examining lesson plans, syllabi, learning tools, teacher attendance, and the most important thing is the discipline of teachers in teaching.

Based on the presentation of observation and interview data about the Principal's leadership style at State Senior High School 1 Pacet Mojokerto, it can be concluded that the Principal's leadership style runs well by using a good approach and cooperation with subordinates. The leadership is by conducting a classroom approach through direct observation of the teaching and learning process activities, administrative developments such as supervising the attendance of teachers, and discipline of personnel members. Then, the school also held leadership training, training to make lesson plans and syllabi.

Based on the Principal's explanation, the things done in the leadership style to improve human resources in terms of teacher performance are using a democratic leadership style. In carrying out his duties, the leader is willing to accept suggestions from subordinates, and even criticism is asked of them for the success of joint work. He gives enough freedom to his subordinates because he trusts that they will try their best to complete their work by themselves. All efforts are aimed at making subordinates always achieve good results from themselves. Complementing school leadership, in a democratic society leadership needs to be developed. The results of the interview with the Principal added that the style or method applied in his leadership prioritizes the style of togetherness and approach, where viewing subordinates as partners, not imposing the will, viewing subordinates as work partners, building cooperation as a work team, giving trust to subordinates, accepting criticism for the progress of teachers and schools, giving freedom to creativity to subordinates, building work passion, including giving praise to those who are diligent, providing opportunities for positions for those who are capable.

This is supported by the results of an interview with the Deputy Head of Public Relations stating that the leadership style of the Principal of State Senior High School 1 Pacet Mojokerto always prioritizes togetherness, and cooperation, in all lines both from the assistant principal, teachers, and employees. In addition, the Principal also brings in tutors (Diknas) to improve the Human Resources of teachers and provides opportunities for teachers to participate in competency training and participate in existing events. One of the History teachers also stated that the leadership style applied by the Principal is good, where he always cooperates and keeps in touch with his subordinates, especially teachers, or staff in the school environment.

From the three interviews, it can be concluded that the Principal's leadership style in improving human resources as a whole has run smoothly and is carried out with good cooperation. The Principal works by forming teamwork in its implementation. The Principal sees the development of teaching teachers, sees the methods, and then in the ending the Principal gives suggestions for improvement in a better direction.

Based on the results of observations on May 31, 2023, at State Senior High School 1 Pacet Mojokerto, the Principal's leadership style in improving human resources is "Democratic and Participative". Leaders in improving human resources or teachers consider subordinates (teachers) as brothers or family, provide freedom of creativity, creativity and improve their professionalism, are happy to accept suggestions, ideas, and criticism of subordinates, communicate policies and problems, build work teams in a family manner, build work passion and provide opportunities for subordinates to occupy positions according to their abilities and improve welfare fairly.

Based on observation and interview data, it can be concluded that the Principal's leadership style in improving human resources carried out by the Principal assisted by the Vice Principal, namely coordinating all school efforts, complementing the Principal's leadership, expanding teachers' experience with training, coaching and integrating school goals based on the established vision-mission.

Human resources in teacher performance needs to be improved because the ability of a teacher to focus behavior in realizing the tasks assigned to him in quantity and quality through certain procedures to achieve goals is very important. Teachers play a significant role both in terms of planning and implementing the curriculum, and teachers are planners, implementers, and curriculum developers for their classes. The Principal gives trust to his subordinates to carry out their respective duties, but cannot be separated from supervision and evaluation. Exchanging

opinions is one of the things applied by the Principal in dealing with any problems that arise. Problems or obstacles encountered by teachers in the field in carrying out their duties, the Principal is always ready to help teachers find the best solution. Thus, improving teacher performance does not escape the Principal's attention, such as including teachers in various upgrades, training, completeness of infrastructure, and art.

Implementing teacher work motivation, the Principal as an educator in the frame of implementing teacher work motivation. The Principal also sets an example in educating, for example by making an annual program, semester program, syllabus, lesson plan, analysis, and evaluation system before teaching. This is done to set an example for teachers and administrative staff. As Principal, she can arrange programs, and schedules, and optimize all resources in the school.

Based on an interview with the Principal of State Senior High School 1 Pacet Mojokerto, it was explained that improving human resources at the school, especially teacher performance is done by providing opportunities for teachers to attend training, upgrading, and seminars on education. The principal also provides opportunities for teachers to develop their teaching profession through training, upgrading, attending education seminars, and continuing higher education levels (S2). Principals provide teachers to realize their duties and responsibilities as teaching staff, and work based on sincerity of conscience, by the vision and mission to achieve educational goals. The principal assesses teachers' performance and teaching discipline and prepares a complete lesson plan and syllabus as the basis for carrying out their duties in teaching in the classroom. Teachers successfully deliver the subject matter well, and students can understand the material taught by the learning objectives to be achieved, resulting in effectiveness and satisfaction in learning.

Based on the interview with the Vice Principal, teacher performance can be seen from a teacher who can create a learning atmosphere as comfortable as possible for his students. For this reason, teachers must have techniques in teaching, how to teach, and use methods and learning aids in the learning material presented. In this case, the Principal conducts training on making lesson plans, syllabi, and implementing an independent curriculum and holds meetings with teachers to discuss implementing the next plan. The results of the interview with the Counseling Guidance teacher stated that so far, the performance of teachers and teachers or others at the school is generally quite good by their respective professions because the key to the success of the main teaching and learning process lies with the teacher. The seriousness and mastery of teachers of the material can be seen in the learning process, for example, a teacher who always brings a Learning Implementation Plan as a reference for learning, and carries it out according to the references in the Learning Implementation Plan, starting from the methods, media, and strategies used. The Principal conducts coaching and training in making lesson plans, syllabi, annual programs, and semester programs. The Principal provides input, conducts direct coaching provides examples to be emulated, and is equipped with facilities and infrastructure at school.

From the results of interviews conducted by researchers with the Principal, Deputy Principal, and Counseling Guidance teacher, it can be concluded that the efforts made by the school or Principal to improve human resources in teacher performance at State Senior High School 1 Pacet Mojokerto are by providing direction, coaching, and training to teachers in making Learning Implementation Plans, syllabuses, and implementing an independent curriculum and disciplinary regulations. In addition, it is recommended for teachers to continue their education to

the Masters level. Because teachers play an important role in the teaching and learning process, the seriousness and understanding of teaching material by teachers must be mastered so that learning can run effectively and efficiently.

Based on observations on July 25, 2023, to improve teacher performance, the Principal conducts activities to approach teachers face to face, especially discussing the process of Teaching and Learning Activities, motivating teachers, and the school both at the beginning and at the end by holding teacher meetings to discuss and evaluate the results of the teaching and learning process activities and provide information on developing matters such as curriculum changes, teaching methods and the use of teaching tools. In addition, to improve teacher performance, the school also organizes training such as making lesson plans, making syllabuses, implementing an independent curriculum, and holding education seminars. These tasks have indeed been carried out by the teachers, but the implementation has not been maximized. Then in terms of supervision of teachers, the Principal controls such as attendance, attendance, and time discipline.

Furthermore, the efforts made by the Principal in improving teacher performance are making training such as making lesson plans, and syllabuses and providing opportunities to attend educational seminars. In addition, the Principal also motivates teachers and supervises the Teaching and Learning Activities process although only briefly, but these trainings are not carried out frequently. Based on the results of interviews conducted by researchers with the Principal of State Senior High School 1 Pacet Mojokerto, regarding the supporting and inhibiting factors of the Principal's leadership style in improving human resources in the school, it has been running well and continuously. The Principal stated that one of the obstacles is that some teachers cannot comply with the rules that have been set. The supporters are that teachers have taught according to their professional fields, and infrastructure facilities also support the improvement of teacher professionalism, so it is undeniable that 95% of the teachers at State Senior High School 1 Pacet are professional teachers.

The same thing was expressed by one of the History teachers, who stated that there were no obstacles or barriers to the Principal's leadership style in improving human resources because the leadership style applied by the Principal to his subordinates was good and went as desired. The principal is always transparent about the changes in the school. The results of the researchers' interviews with social studies teachers about the supporting and inhibiting factors of the Principal's leadership style in improving human resources at State Senior High School 1 Pacet Mojokerto, stated that the obstacles or barriers are limited programs for teacher training outside of official hours, because there are still a small number of teachers who are not active and the results of the upgrading have not been able to affect their friends.

From the results of interviews with the Principal, History teacher, and Social Science teacher, it can be concluded that the supporting and inhibiting factors of the Principal's leadership style in improving human resources at State Senior High School 1 Pacet Mojokerto are obstacles faced such as some teachers not complying with school rules such as discipline. This also affects the improvement of teacher performance in this school and limited programs for training teachers outside of official hours. Supporting factors are adequate infrastructure and training or seminars that are held quite often.

The Principal improves teacher performance by controlling teachers in seeing attendance, attendance, time discipline, but every day does not pay attention or see the teacher directly teaching then evaluating the results of teacher interactions with the duties and obligations of a teacher then

rules in the form of oral and written, and motivating these teachers. In conclusion, the supporting and inhibiting factors of the Principal's leadership style in improving human resources at State Senior High School 1 Pacet Mojokerto are still many limitations that the Principal or the school has, but the Principal or the school provides training to teachers who can make the teacher continue to develop for the advancement of education in the school.

**Table 1. Research Findings**

Leadership Style	Description
Leadership Style Characteristics	Democratic and Participative
Efforts to Improve Human Resources	<ul style="list-style-type: none"> <li>● Giving trust to subordinates</li> <li>● Provide freedom of creativity and creativity</li> <li>● Happy to receive suggestions, ideas, and criticism</li> <li>● Communicating policies and problems</li> <li>● Building a work team in a family manner</li> <li>● Provide opportunities for subordinates to occupy positions according to their abilities</li> <li>● Improve welfare fairly</li> </ul>
Supporting Factors	<ul style="list-style-type: none"> <li>● Providing opportunities to attend training, upgrading, and seminars</li> <li>● Providing opportunities to develop the teaching profession</li> <li>● Provide direction, coaching, and training</li> <li>● Providing motivation</li> <li>● Conducting supervision</li> <li>● Organizing training in making lesson plans, syllabi, and implementing an independent curriculum - Providing opportunities to continue their education to the master's level</li> </ul>
Inhibiting Factors	<ul style="list-style-type: none"> <li>● Teachers teach according to their professional field</li> <li>● Adequate infrastructure</li> <li>● Training and seminars are held quite often</li> <li>● Lack of teacher discipline</li> <li>● Limited training programs outside official hours</li> <li>● A small number of teachers are not active and the results of upgrading have not been able to impact their colleagues</li> </ul>

## DISCUSSION

The first finding of this study shows that the leadership style of the Head of State Senior High School 1 Pacet Mojokerto in improving human resources is democratic and participatory. This is in line with the theory put forward by (Sanjani, 2018), which states that one of the leadership styles that can effectively influence subordinates to improve performance is a democratic leadership style. In a democratic leadership style, leaders involve subordinates in decision-making, encourage participation in deciding work methods, and delegate authority (Rohman & Muna,

2018). Leaders with this style also tend to see themselves as part of the group, creating an atmosphere of close partnership.

Based on the results of the study, it was found that the Principal of State Senior High School 1 Pacet Mojokerto applied a democratic leadership style by approaching teachers, preparing meeting findings, taking action in the form of indirectly observing teaching and learning activities in the classroom, and conducting administrative checks such as checking the Learning Implementation Plan, Syllabus, learning tools, teacher attendance, and teacher discipline in teaching. The approach taken by the Principal reflects a good relationship between the Principal and the teachers, thus creating a close partnership atmosphere (Hadi, 2019). This democratic atmosphere makes teachers not feel reluctant and reluctant to express their opinions, convey the difficulties they face, or their shortcomings to ask for guidance from the Principal.

This finding is in line with research conducted by (Ikhsandi & Ramadan, 2021) which states that the democratic leadership style is very appropriate for advancing schools because, with this style, the Principal can involve all members of the organization in decision-making, thus creating a pleasant atmosphere and encouraging high morale. Principals who apply a democratic leadership style will be more open to receiving suggestions, criticisms, and input from their subordinates, and more appreciative of the ideas and initiatives provided by their subordinates (Kriswahyudi et al., 2024). This can create a greater sense of belonging from teachers to the school so that they will be more motivated to work better and make maximum contributions to achieving school goals (M. I. Sholeh, 2023).

In addition, research conducted by (Permana & Karwanto, 2020) also found that the democratic leadership style has a positive effect on teacher performance because, with this style, the Principal can create good communication with teachers, provide opportunities to participate in decision-making, and foster harmonious relationships with teachers. Good communication between principals and teachers can help solve problems that occur in the teaching and learning process, as well as increase teachers' sense of belonging and responsibility to the school (Lazwardi, 2016). The involvement of teachers in decision-making can also increase their motivation and job satisfaction because they feel valued and their opinions are listened to by the Principal. A harmonious relationship between the Principal and teachers can also create a conducive working atmosphere and reduce conflicts that can hinder teacher performance.

The second finding of this study is that the Principal's leadership style in improving human resources at State Senior High School 1 Pacet Mojokerto shows that the democratic and participatory leadership style applied includes things such as coordinating all school efforts, expanding the experience of teachers, completing school leadership in a democratic society, providing knowledge and skills to each member and staff, and providing broad and integrated insights in formulating educational goals and improving the teaching abilities of teachers. This is in line with the theory put forward by (Kurniati et al., 2023) which states that in a democratic leadership style, leaders strive to develop the abilities and potential possessed by their subordinates by providing motivation, direction, and support to them.

In this research, it is found that the Principal of State Senior High School 1 Pacet, Mojokerto strives to coordinate all school efforts because changes continue to occur and school activities are increasing, so there needs to be good coordination of all school efforts. In addition, the Principal also seeks to broaden the experience of teachers through training and coaching, as well as providing new knowledge and skills to every member and staff of the school. This was done to

provide broad and integrated insights in formulating educational objectives and improving teachers' teaching abilities.

This finding is supported by research conducted by (Sari et al., 2020) which found that democratic leadership style positively affects human resource development in schools. In that study, it was found that Principals who apply a democratic leadership style tend to allow teachers to improve their competencies through training, seminars, and workshops that are relevant to their work fields. Principals also provide support and motivation to teachers to continue to develop themselves and improve their performance, as well as coordinate all school efforts in achieving established educational goals (Hanafiah et al., 2022).

Human resource development in schools, especially in improving teacher performance, requires coordinated and integrated efforts from all school members. The Principal as a leader of the school organization has an important role in coordinating all school efforts, including in terms of human resource development. With a democratic and participatory leadership style, the Principal can involve all school members, both teachers and staff, in formulating educational goals and designing human resource development programs that suit the school's needs (M. Sholeh, 2016). Through the involvement and participation of all school members, it is expected to create a sense of belonging and shared responsibility in achieving educational goals and improving the quality of education in the school. In addition, with good coordination from the Principal, the development of human resources in schools can be carried out systematically and planned, to provide optimal and sustainable results.

The third finding of this study is the improvement of teacher performance at State Senior High School 1 Pacet Mojokerto shows that coaching of teachers in improving performance is carried out through coaching and training to train teachers' skills tailored to the needs of teachers collectively, which is programmed once a month. Conceptually, indicators of improving teacher performance include the preparation of lesson plans, implementation of teaching and learning process interactions, assessment of learner interactions, implementation of follow-up on learning achievement assessment results, implementation of guidance and counseling, work discipline, and responsibility and loyalty in duty (Wijaya et al., 2020).

This finding is in line with the theory put forward by (Suradi, 2018) which states that teacher performance can be seen from their ability to plan learning, implement learning, evaluate learning, and follow up on evaluation results. In this case, the preparation of lesson plans such as the Learning Implementation Plan and syllabus is important because it is a reference for teachers in carrying out the teaching and learning process in the classroom. In addition, teacher performance can also be seen from how he or she carries out teaching and learning process interactions, assesses learner interactions, and follows up on the results of student learning achievement assessments.

In addition to aspects related to the teaching and learning process, (Suwardi et al., 2017) also stated that teacher performance can be seen from aspects of work discipline, responsibility, and loyalty in carrying out their duties and obligations as a teacher. This includes teacher discipline for teaching according to a predetermined schedule, responsibility in preparing everything needed for the teaching and learning process, and loyalty in carrying out their duties and functions as an educator (Sunardi & Nurwanto, 2024).

This is also supported by research conducted by (Asiah et al., 2021) which found that regular and continuous training and coaching can significantly improve teacher performance. In the study, it was found that schools that hold training and coaching programs for teachers regularly, such as

training in making lesson plans, using learning media, and effective teaching strategies, can improve teachers' skills and abilities in planning, implementing, and evaluating the teaching and learning process. In addition, training and coaching can also improve teachers' work discipline, responsibility, and loyalty to their profession (Alfiandrizar et al., 2023). Through training and coaching, teachers can gain new insights and be motivated to continue improving their performance. This will ultimately impact on improving the quality of education in the school (Kartiko et al., 2023; Kurniawan et al., 2023; Parhan et al., 2024).

The fourth finding in this study is the supporting and inhibiting factors of the Principal's leadership style in improving human resources at State Senior High School 1 Pacet Mojokerto. The inhibiting factors are some teachers who do not comply with school rules such as discipline, which also affects the improvement of teacher performance in the school, as well as limited programs for training teachers outside of official hours. The supporting factors are adequate facilities and infrastructure as well as training or seminars that are quite often held. This finding is in line with the theory put forward by (Supartilah & Pardimin, 2021) which states that to improve human resources in schools, several supporting and inhibiting factors must be considered. The main supporting factors are adequate facilities and infrastructure and the continuous training and development program for teachers. Sufficient facilities and infrastructure, such as comfortable classrooms, complete laboratory and library facilities, and modern learning media, can help teachers carry out the teaching and learning process more effectively and efficiently.

Meanwhile, ongoing training and development programs are also a very important supporting factor in improving human resources in schools (Mubarok, 2021). Through these programs, teachers can continue to improve their competencies and skills, so they can provide better performance in the teaching and learning process. On the other hand, (Paramarta et al., 2021) also stated that the inhibiting factors that often arise are the lack of discipline and motivation from some teachers, as well as budget limitations for training and human resource development programs. Lack of teacher discipline, such as frequent tardiness or absenteeism in the teaching and learning process, can hinder the achievement of educational goals in schools. In addition, the lack of motivation from some teachers can also be an obstacle in efforts to improve teacher performance and professionalism .

This finding is also supported by research conducted by (Utamy et al., 2020) which found that one of the inhibiting factors in improving human resources in schools is the lack of motivation and discipline of some teachers. The study found that some teachers were less enthusiastic in participating in training and development programs held by the school, and were less disciplined in carrying out their duties and obligations as teachers. This can hamper efforts to improve teacher performance and the quality of education in the school.

Meanwhile, the main supporting factors in improving human resources in schools are the availability of adequate facilities and infrastructure as well as the support and commitment of the school in conducting training and development programs for teachers. Sufficient facilities and infrastructure can help teachers in carrying out the teaching and learning process more effectively and efficiently, to improve their performance (Umar et al., 2024). In addition, support and commitment from the school in conducting training and development programs are also very important to improve teachers' competencies and skills sustainably. With these programs, teachers can continue to develop their potential and abilities, so that they can make a greater contribution to improving the quality of education in schools.

Based on the discussion above, we can conclude that the findings in this study are in line with relevant theories and previous research results. The democratic-participative leadership style applied by the Principal of State Senior High School 1 Pacet Mojokerto in improving human resources is by the concept of effective leadership to enhance subordinate performance. With this leadership style, the Principal can involve all school members, both teachers and staff, in decision-making, and the formulation of educational goals. This can create a sense of belonging and shared responsibility in achieving educational goals and increase the motivation and morale of all school members. In addition, efforts to improve teacher performance through coaching and training are also consistent with the indicators of teacher performance put forward by experts. Regular and continuous coaching and training can improve teachers' skills and abilities in planning, implementing, and evaluating the teaching, and learning process, and improve their discipline, responsibility, and loyalty to their profession.

The supporting and inhibiting factors found in this study are also in line with the theory and results of previous research that discusses the factors that influence the improvement of human resources in schools. The main supporting factors are the availability of adequate facilities and infrastructure as well as continuous training and development programs, while the inhibiting factors are the lack of discipline and motivation of some teachers and the limited budget for these programs (Fadha, 2024). Nevertheless, it should be acknowledged that each school has different characteristics and conditions, so the findings in this study may not be widely generalizable. However, these findings can be taken into consideration for other schools in applying effective leadership styles and identifying supporting and inhibiting factors in efforts to improve human resources, especially in terms of teacher performance (A et al., 2024; Armstrong, 2022).

In addition, it should be underlined that improving teacher performance is not only the responsibility of the principal but also requires commitment and effort from all school members, especially the teachers themselves. Teachers must have strong motivation to continuously develop themselves and improve their competencies, as well as have high discipline and responsibility in carrying out their duties and obligations as educators. Principals, as leaders of school organizations, must be able to create a conducive work environment and provide adequate support and facilities for teachers to improve their performance. But in the end, the success of improving teacher performance also depends on the willingness and efforts of each teacher to continue learning and developing themselves. Therefore, there needs to be synergy and good cooperation between the Principal, teachers, and all school members to improve human resources in schools. With good synergy and cooperation, efforts to improve teacher performance and the quality of education in schools can be achieved optimally and sustainably.

## **CONCLUSION**

The leadership style of the Principal of State Senior High School 1 Pacet Mojokerto in improving human resources is democratic-participative. This leadership style is characterized by the Principal's approach to teachers, participatory decision-making, giving freedom of creativity to teachers, and efforts to build cooperation and harmonious relationships with all school members. In improving human resources, the principal coordinates all school efforts broadens the experience of teachers through training and coaching, complements school leadership in a democratic society, provides new knowledge and skills to each member and staff, and provides broad and integrated insights in formulating educational goals. Efforts to improve teacher

performance are carried out through coaching and training that is programmed regularly, such as training in making lesson plans, syllabi, curriculum implementation, and so on. Supporting factors in improving human resources in this school are the availability of adequate facilities and infrastructure as well as the existence of continuous training and development programs for teachers. Meanwhile, the inhibiting factors are the lack of discipline and motivation of some teachers and the limited budget for training and development programs. Nevertheless, the principal still strives to improve teachers' performance through continuous approaches, coaching, and motivation.

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