

Principal's Strategy to Improve Continuous Learning Competencies for Teachers in Responding to Educational Challenges in the 21st Century

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ABSTRACT

The challenges of education in the 21st century is increasingly complicated, characterized by complexity, chaos, fierce competition, and change. This makes it a challenge for school principals. School principals must be able to answer this challenge if they want superior and competitive human resources. Teachers' participation in *continuous learning* activities can encourage teachers to develop their profession optimally. This study aims to identify the strategies of school principals at the junior high school (SMP) level in Lamongan Regency in improving *teachers' continuous learning* competencies to face the challenges of 21st century education. The research method used in this study is *a mix method* with the design of an exploratory sequestrian mixed research method. The results of the study explain the strategy carried out by junior high school principals in Lamongan Regency to improve continuous learning competencies through supporting sustainable development programs, providing access to technology as a learning resource for teachers and students, creating a learning culture, implementing supervision and motivating teachers through award programs.

Keywords: *Principal's Strategy, Teacher, Continuous Learning Competencies*

1. INTRODUCTION

Continuous learning is an interesting topic to be discussed today, especially in an effort to improve the quality of education. Education today requires human resources who are technologically literate and able to compete globally, so educators (teachers) need to improve their competence (Sembiring et al., 2024). *Continuous learning* It is important for organizations to continue to innovate in line with the development of science and technology in order to maintain their existence (Maulana & Silitonga, 2023). Increase *Continous Learning* teachers can be done by means of academic supervision through the principal (Amanda & Mustofa, 2024).

Logical reasons to support its importance *Continous Learning* Through academic supervision, i.e., the organizational climate is able to create the need for a sustainable learning environment that supports employee self-development, provides non-threatening performance feedback, encourages the search for feedback and rewards participation in learning activities (London & Smither, 1999). Motivation can influence a person's behavior to engage in self-development and engage in continuous learning (Maurer, 2002). A learning culture in an organization can be developed if there is support in the form of motivation, learning opportunities, and facilities to its members (Chanani & Wibowo, 2019). *Continuous learning* can encourage teacher career development (Rowold & Kauffeld, 2008).

Continuous learning It is intended to improve the quality of teachers, competent teachers have good teaching skills and understand the different needs of students (Jogja Dataku, 2022). In addition, competent teachers have the ability to develop relevant and community-oriented curricula, as well as have the ability to integrate technology in the teaching and learning process (Raharjo et al., 2024). Diana stated through the participation of teachers in the activity *Continuous Learning* can encourage teachers to develop their profession optimally (Kusumaningrum et al., 2024). Therefore, through *Continuous Learning* expected to provide solutions to the problems experienced by teachers, Nurul Annisa stated that PAI teachers have difficulties in planning lessons, making teaching agendas, and educating students effectively and patiently as well as the teacher's inadequacy in the field of technology (Amen, 2024). Teachers will improve their competence if they are given full support by the principal.

According to (Arifudin & Taryana, 2018) that the Principal is responsible as a manager in managing the School to achieve the goals of the School. This includes managing human resources, namely teachers as learning implementers who have a role in achieving educational and school goals, in addition to the managerial ability of the principal, the role of teachers also greatly affects the effective learning process that can improve student achievement. The principal's leadership style has a positive influence on teacher performance. A supportive school culture also affects teacher performance (Wardana et al., 2024). Therefore, the existence of teachers who have good competence in educational institutions is a form of support from school principals.

Given that the challenges of education in the 21st century are getting more complicated, 21st century education is characterized by complexity, chaos, fierce competition, and change. This is a challenge for school principals and cannot be avoided. So school principals must learn to manage this challenge if they want human resources (teachers) to improve and be able to be competitive. According to Rajesh Vaidya, as a school principal, he must have an attitude of self-awareness, transparency, ethical behavior, support for human resource development and relational integrity in fostering trust and collaboration in the organization (Vaidya et al., 2024). This study aims to identify the strategies of school principals at the junior high school (SMP) level in Lamongan Regency in improving competence *continuous learning* teachers to face the challenges of 21st century education.

2. LITERATUR REVIEW

Educational Challenges in the 21st Century

The challenges faced by teachers in the 21st century are not only academic problems, but also in the intellectual, moral, emotional, mental and moral education of students. Teachers in the 21st century are challenged to be able to produce quality human resources in order to build a social and economic order and be aware of knowledge. To answer the challenge, teachers must know the learning needs of today's students, by constantly updating their knowledge. In accordance with the indicators of professional competence of teachers, they are able to utilize technology in the learning process to answer the challenges of the times.

According to Susanto, there are seven challenges for teachers in the 21st century, namely: *First*, teaching in a society that has a variety of cultures with multilingual competence. *Second*, teaching to construct meaning. *Third*, teaching with an active learning model. *Fourth*, integrating learning with technology. *Fifth*, teaching with the understanding that all students have potential. *Sixth*, teaching and choice. *Seventh*, teaching and accountability (Susanto et al., 2021).

Teacher Competence in the 21st Century

Since the emergence of the 21st century global movement, teachers are required to innovate in teaching, especially related to students' abilities and skills. Teachers must have new innovations in carrying out learning. In order for all cultural values and social values not to be lost or replaced by the culture of other countries, a teacher needs to create educational innovations. To form superior human resources, teachers with quality competencies are needed. According to (Destiana & Utami, 2017) the skills that teachers must have in the 21st century are:

- a. Designing and developing learning experiences
- b. Able to facilitate and inspire learning
- c. Encourage and be a model of responsibility and a digital society
- d. Become a model for how to learn and work in the digital age
- e. Participate in development and leadership

In addition, the competence of 21st century teachers must include all the abilities needed to support the learning process that is relevant to challenges and needs. The following are the main competencies of teachers in the 21st century, namely:

- a. Information and communication technology (ICT) skills (Somantri, 2021)
- b. Modern pedagogical skills (Trilling & Fadel, 2009)

- c. Critical thinking and problem-solving skills (Vivekanandan & Pierre-Louis, 2020)
- d. Effective communication skills (Darling-Hammond, 2017)
- e. Collaboration and leadership skills (Hargreaves & Fullan, 2015)
- f. Social and emotional competence (Dermody & Dusenbury, 2022)
- g. Global literacy and multiculturalism (OECD, 2018)
- h. Data literacy and evaluation (Campaign, 2014)
- i. Creativity and innovation (Robinson & Lee, 2011)

3. RESEARCH DESIGN

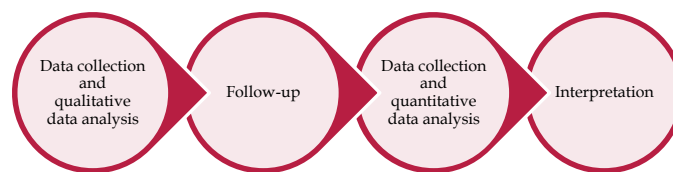


Figure 1 Design of Mixed Research Methods for Exportatory Sequestration

The research methods used in this study are *Mix Method* with the design of exploratory sequential mixed research methods. This type of research begins with a qualitative research stage. The researcher started by exploring qualitative data and analyzing it in the first stage, such as making observations, interviews with school principals in Lamongan Regency, then after the results of the qualitative research were analyzed, then the second stage was carried out, the researcher collected quantitative data (Pane et al., 2021). In the second stage, the researcher determined the sample using the slovin formula. The number of junior high schools under the auspices of the Ministry of Education and Culture in Lamongan Regency is 158. So with a population of 158, the sample size used is around 113 people.

4. RESULTS

The results of observations and interviews by researchers with junior high school principals in Lamongan Regency have the following findings:

- a. The results of the summary of the interview with the principal of junior high schools in Lamongan Regency explained that the strategy of improving teacher competence can be maximized in several ways, *the first is* the continuous professional development program, namely the principal is active in providing additional activities such as training, workshops, seminars that are relevant to 21st century competence, according to him that currently students need critical thinking skills, creativity, collaboration, communication and understanding in digital literacy, *second*, integrating technology as a digital learning resource for teachers and students such as the availability of computer labs, internet access and platforms for online learning, *third*, building a learning culture through teachers providing feedback on the difficulties faced by teachers related to the teaching process, *fourth*, The supervision carried out by the principal directly aims to see the strengths and weaknesses of teachers so that the follow-up provided is relevant and used as a reference in determining the next continuous learning, *the five* rewards for teachers, as a form of appreciation for teachers for carrying out their duties well.
- b. The results of the researcher's summary during the observation of junior high schools in Lamongan Regency, found several related circumstances, facilities and infrastructure, academic activities in schools, including teachers and students. There are many significant differences when compared to public schools. In general, public and private schools that are advanced for facilities are quite adequate to support student learning activities, but in contrast to private schools and less advanced categories, shortcomings are found in infrastructure facilities. In addition, the researcher's observations on teachers and students also found many differences between public and private junior high schools in the advanced and non-advanced categories. The cultural climate of learning in the category of favorite schools in Lamongan Regency is very felt.

To provide reinforcement on the results of interviews and observations, the researcher also distributed a questionnaire to all junior high school principals in Lamongan Regency. This questionnaire was conducted to obtain accurate information as a measuring tool to identify specific strategies applied by school principals in improving continuous learning competencies in teachers.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Number of Respondents	113	2	5	4,17	4,99970
Valid (listwise)	N113				

Results of normality test with kolmogorov-smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		113
Normal Parameters ^{a,b}	Mean	,0000
	Std. Deviation	,78726319
Most Extreme Differences	Absolute	,146
	Positive	,067
	Negative	-,146
Test Statistic		,137
Kolmogorov-Smirnov Z		,817
Asymp. Sig. (2-tailed)		,586c

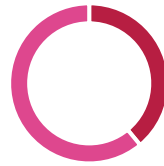
a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The results of the normality test using the One-Sample Kolmogorov-Smirnov Test on the residual data showed several parameters. The N value is 113, which means that there are 113 sample data tested. The data has a mean of 0 with a Standard Deviation of 0.78726319. In the Most Extreme Differences column, the highest absolute value is 0.146, with a positive value of 0.067 and a negative value of -0.146. The Test Statistic value is 0.137, while the Kolmogorov-Smirnov Z is 0.817. Significant value or Asymp. Sig. (2-tailed) by 0.586. Since this significant value is greater than 0.05, it can be concluded that the residual data is normally distributed.

Schools that support continuous learning competency improvement



■ Already Supported ■ Not Supported ■ ■

5. DISCUSSION

The development of a teacher's competence can be carried out based on the legal basis that regulates the basis for policy-making. Various policies can be applied in the development of the teaching profession, including Law of the Republic of Indonesia No. 14. In 2005 about Teachers and Lecturers, it was stated that school principals must have competence in the fields of personality, managerial, entrepreneurship, supervision and social. Meanwhile, teachers are required to have pedagogic, personality, social and professional competence. The principal as a leader has a great role, duty and responsibility in determining the quality of the school. Effective principals not only manage the school program, but also provide examples and motivation to teachers to improve their performance (Alhabsyi et al., 2022). Not only that, the principal's leadership style also exerts influence on its members. A democratic leadership style tends to always involve its members (teachers), has a humanizing attitude so that educators will feel more protected and cared for by their leaders, and has open communication so that educators dare to convey when they experience difficulties in the teaching process.

It can be concluded that the role of school principals in improving teacher performance cannot be ignored. Based on the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School Principals/Madrasahs, it is explained that a school principal must have personality, managerial, entrepreneurial, supervise and social competencies. The principal must be the main inspiration and mover who is able to provide professional development to teachers through training, supervision, classes, and regular meetings. In addition, school principals must also create a conducive environment and give awards to outstanding teachers, so that teachers' morale increases (Gaol & Siburian, 2018). One of the findings of this study is that junior high school principals in Lamongan Regency have their own strategies in improving teachers' continuous learning competencies in facing the challenges of 21st century education.

Continuing Professional Development Program

Teachers are the main facilitators for learning. Becoming a teacher must be ready when curriculum changes occur. The teaching profession still has a big role in society. Because, with teachers, the community will know and understand knowledge, skills, attitudes and characters. To account for the profession as a teacher, teachers are required to master all things and be able to face all their challenges. Therefore, support is needed so that teachers are motivated to improve their competence through continuous learning. Teachers need to update science, teachers need to update skills, teachers need to adapt to technology, and teachers need to understand the relevant learning models for students now.

The support comes from the principal, the role and duties of the principal must be carried out properly. School principals must have a plan for the future to continue to improve teacher performance, namely through continuous professional development programs. In accordance with the results of the interview with the principal of SMP N 2, Sukodadi explained that he believes that teachers are required to actively participate in self-development programs, namely training, workshops and seminars. This is also in accordance with research conducted by Amna Saleem that teachers who often participate in training activities have had an impact on the way teachers teach, student achievement and teacher personality (Saleem et al., 2021).

The continuous competency development program for teachers is used so that when teachers participate in competency development programs, there are new sources of information received during training activities, seminars, etc., so that their knowledge, behavior, abilities, and new skills can be applied. According to (Day, 2002) The attributes that must be possessed by teachers are emotional, social, cognitive, intellectual, and psychomotor. Meanwhile, according to (Cornell, 2003) The competency component is divided into three, namely cognitive, affective, and performance competence. Cognitive competencies are related to knowledge and information, affective competencies are related to attitudes, assessments, values, and emotional intelligence, and performance competencies include reading, writing, and typing.

Continuous professional development programs for teachers have become a concern in Lamongan Regency Junior High School. The results of the questionnaire that have been distributed explain that 39% of junior high schools in Lamongan Regency have been planned and implemented, while 61% do not have a special program for professional improvement for

teachers due to several factors, including the limitations and operational capabilities of each school are different. So there needs to be regulations from the government, schools and the community. The government must provide clear policies. The government has a responsibility to provide supportive policies, adequate budget allocations, and the necessary infrastructure for teacher training (Mardiansyah et al., 2024). Schools as educational institutions must also be agents of change by providing opportunities, resources, and incentives to teachers to participate in professional development programs (Modelu & Pido, 2019). Meanwhile, active participation from the community in supporting and appreciating teachers' efforts in their professional development can provide an indispensable additional boost.

In this increasingly changing and complex context, the need for continuous professional development for junior high school teachers is becoming more urgent. By taking into account the constraints faced by teachers, as well as their needs and expectations for professional development programs, we can design more effective and inclusive strategies (Latupeirissa et al., 2023). Support from various stakeholders, along with teachers' commitment to continuous learning and development, will be key to. Through continued dedication to professional development, teachers will become agents of change that drive the advancement of education and shape a brighter future for future generations.

One of the reasons for the lack of optimal implementation of sustainable professional development for teachers in Lamongan Regency Junior High School is because there is no policy that specifically regulates its implementation. The principal as a change agent in an organization is the person in charge of managing continuous professional development for teachers. Changes that occur in a planned manner can improve teacher performance and can help school principals to participate in advancing the school in accordance with the vision and mission of the institution. In theory, Kurt Levin explains the implementation of quality improvement, because the steps are easy to understand and can be implemented in many situations (Bell, 2022). Kurt Levin explained that to improve the competence (of teachers), changes must be made, which include three phases, namely unfreezing, movement to the desired advantages and refreezing of changes made (Munganga, 2023). The unfreezing stage is after the data is collected, and the teacher's strengths and weaknesses are known, then decide what changes to make so that the weaknesses can be improved or improved.

Data that shows the need for continuous support for teacher development programs, namely 61%, shows that continuous professional development activities need to be improved. This is in line with a study by Wulandari which revealed that education for a teacher is very important and every teacher is obliged to take it as a means of improving individual quality, helping teachers to update knowledge and improve teaching skills, and increase motivation and confidence (Wulandari et al., 2022).

Providing Technology as a Learning Resource

The existence of technology today is considered very important in human life as a support in carrying out various activities both in doing work and in terms of education. Educators can use technology as a learning medium or mediator in conveying knowledge to students through several applications such as zoom, google, classroom, google, LMS and whatsapp groups. By using the above learning media, educators can make interesting and non-monotonous mantra explanations so that students are interested and remain enthusiastic in participating in these teaching and learning activities. School principals need to provide adequate access to digital technology and learning resources, such as computer devices, internet access, and online learning platforms. This is important so that teachers can explore and integrate technology into learning methods that are interactive and relevant to the digital era.

Junior high schools in Lamongan Regency have partially provided internet access as a learning resource. This is proof that the principal of junior high schools in Lamongan Regency is committed to preparing superior human resources (teachers) to face the challenges of education in the 21st century. Junior high school principals in Lamongan Regency continue to strive to innovate education by integrating technology. Through educational technology, it is hoped that performance will be improved through the creation, utilization and management of technology resources quickly. With educational technology, it can facilitate the learning process, improve the quality of learning and improve performance (Surani, 2019).

In addition to technology as a learning resource, it can also be used to hone students' writing skills through the web or blog. The website that has been provided by the school for the purpose of publishing activities at school can be used as a source of learning and training journalist skills for students. Or if the school does not have a website, teachers can create a blog independently. To realize this, it is necessary to have understanding and knowledge for teachers in managing websites or blogs. Understanding the use of websites or blogs as learning resources is important information for educators to use media in learning. (Andriyanto & Muslikh, 2019) Participating in training activities to provide new knowledge in the field of blog media as an alternative learning media for teachers. So that it can improve the understanding and ability and skills of teachers in partner places, and can make learning more varied in learning practices.

Innovative behavior must start from a leader (principal), educational institutions must focus on continuing to innovate, especially developing innovative behavior for teachers. Currently, the challenge of teachers is not only responsible for teaching students about knowledge, skills and attitudes according to the standard syllabus determined by the Ministry, but also encouraged to teach by making innovations (Ismail & Mydin, 2019). The innovation can be obtained by teachers

understanding and supporting the presence of technology as a source and medium for student learning by using various modern approaches (Chou et al., 2019). Teachers have a very strategic role to support the achievement of educational goals. To achieve that success, innovative behavior is needed in the teacher's personality (Widya & Izzati, 2018).

If junior high schools in Lamongan Regency want their human resources to excel in technology, then commitment and innovative behavior are needed. Therefore, the principal as an individual who manages and leads has the duty to invite and provide access to technology and information in schools, provide training opportunities for programs to improve ICT skills for teachers (Ismail & Mydin, 2019).

Learning Culture

An organization must be able to create a good learning culture for all its members. If the organization gets used to the learning culture, it shows a healthy workplace. An adaptive learning culture, has many opportunities for its members to participate in continuous learning to add new skills and knowledge. Continuous learning can contribute to the organization.

A learning culture must be built to facilitate each member to have a different learning style or characteristics. So the existence of a learning culture in the organization can allow each member to choose a learning method that creates engagement effectively. In schools, learning culture is called coaching and mentoring programs. Organizational support through coaching and mentoring can be an effective strategy to improve employee performance. Coaching and mentoring are two different but complementary approaches in providing guidance, direction, and coaching to employees.

Coaching is an interactive process in which managers and supervisors strive to solve performance problems or develop employee capabilities. Coaching can be used by anyone, including for educational institutions. Coaching can also be used to cover gaps in individuals and groups. Some of the benefits of coaching to improve employee performance include:

1. Identifying individual strengths and weaknesses

Through coaching, employees can identify their strengths and weaknesses. Allows them to develop existing strengths and overcome weaknesses that may affect their performance.

2. Skills development

Coaches can help employees to develop the skills needed in their jobs. With the help of coaches, teachers can identify skills that need to be improved and plan specific actions to develop those skills.

3. Increased motivation and confidence

Coaching can help employees to increase motivation and confidence. Coaches can help them set achievable goals and provide support in overcoming obstacles that may arise.

According to (Riyanti, 2024), to optimize the performance of its employees by implementing the CMC (Coaching, Mentoring, Counseling) leadership program, where a leader must help his members who are experiencing difficulties, motivate, always pay attention to employees at work, and become a role for their members. According to (Katherin, 2021) Coaching and mentoring have an important role to improve employee performance and can provide different benefits for the organization. Coaching and mentoring can help improve employee performance as well as employees' abilities, skills/knowledge, confidence, positive attitudes, and professional/personal development. According to (Nazifah, 2023) Coaching and mentoring have an important role in improving the quality of employees. According to (Fitriany, 2019) Supervisors who have coaching in implementing coaching, communicate well so that employees are able to have an understanding of the coaching provided by the supervisor and establish interpersonal relationships with employees so that coaching can be carried out properly.

Improving teacher performance is an important factor for the institution because it has a direct impact on quality. Therefore, it is very important for management to develop strategies that support skill development and employee performance improvement. With an effective approach, coaching can be a powerful tool to improve employee performance and achieve better results at both the individual and organizational levels. On the other hand, mentoring, if used an effective approach, can encourage performance in developing its competencies.

Supervision

The success of building institutional management is the main key to the advancement of the quality of education. The quality of education can be measured through academic supervision activities. Academic supervision of planned activities to help teachers through support and evaluation in the learning process in order to improve student learning outcomes (Dibyantoro, 2017). Supervision is carried out requires good planning so that the principal can apply the principles of academic supervision well (Leniwati & Arafat, 2017). Academic supervision aims to monitor teachers in carrying out their performance so that they work professionally. Conducting supervision is part of the duty of the principal to supervise teachers and employees. However, in reality, supervision is not carried out optimally.

Academic supervision program planning is the preparation of planning documents, monitoring, a series of activities to help

teachers develop their ability to manage the learning process to achieve learning goals. According to (Zulfikar & Ibrahim, 2017) The preparation of an academic supervision plan is very important for the principal to be carried out in order to improve the competence of teachers in managing the learning process in order to achieve learning goals. According to (Aaron & Usman, 2015) There are several stages of supervision implementation, namely identifying problems, analyzing problems, formulating ways to solve problems, implementing problem solving, evaluation and follow-up. According to (Sagala, 2012) Educational supervision must be carried out scientifically, which means that it is carried out in an orderly, planned, sustainable, and objective manner, namely data obtained from real observations.

From the results of the researcher's search through interviews with several junior high school principals in Lamongan Regency, it can be known that academic supervision planning is prepared during meetings or deliberations at the beginning of the school year, by compiling long-term and short-term programs. Several junior high schools in Lamongan Regency have carried out academic supervision planning, the principal has formed a team of supervisors. The list of junior high schools in Lamongan Regency that already have an academic supervision program and has been running well and well every semester is 39%, while 61% are still not running the academic supervision program optimally. Each school principal should have a supervision program and be socialized during school meetings, the goal is for teachers to know and understand the purpose and objectives of the supervision program.

As many as 38%, the supervision program that has been implemented by junior high school principals in Lamongan is planning administration, compiling an annual activity schedule, coordinating with partners, conducting class visits which aims to observe all teaching and learning activities in the classroom, holding individual consultations with individual teachers, holding teacher work group development consultations, evaluating teacher activities, organizing teacher development programs, and holding consultations/consolidation with fellow supervisors, one of the goals of which is to broaden and deepen insights, capabilities, and cooperation. In addition, junior high schools in Lamongan Regency partially experience inhibiting factors in carrying out supervision such as limited budgets, unsupportive human resources, the inability of the principal to understand supervision, no support from other teams, and administrative demands.

Reward

Rewarding is one way to instill intrinsic motivation in them and as a form of active motivation that has a purpose because of external stimuli called external motivators (Sardiman A.M, 2012). Reward is a technique with basic principles based on learning theory known as reinforcement theory. The most important principle in behavioral theory is that it must always follow a causal model or a causal model. Direct consequences are those that arouse or increase the positive emotions of emotions. Giving gifts, giving numbers, giving stars, and giving compliments are some of the methods to improve a person's performance (Ratna Wilis Dahar, 2011). Deep (Warna et al., 2020) Research proves that awards have a significant positive influence on work motivation. On the other hand, if teachers do not get awards, their work motivation tends to decrease. The results of his research emphasized the importance of appreciation as a factor that encourages work morale in the educational environment.

Several junior high school principals in Lamongan Regency have supported the improvement of teachers' continuous learning competencies using strategies to provide motivation and awards to teachers. The awards given are not only material but also recognition of teachers' performance and contributions. This is important to do because with awards given in the right way, it can increase intrinsic motivation, and prove performance improvement. According to (Darmawan, 2020) In his research, it is shown that the awards given can strategically increase job satisfaction and productivity of teachers, and create a positive work climate environment. Awards given by teachers as a form of recognition for achievements, awards act as motivators that help improve the quality of teacher teaching by providing positive psychological encouragement.

This means that how many junior high school principals in Lamongan Regency have implemented a transformational leadership style. Transformational leadership encourages teachers to continue to develop both professionally and personally, through the development of their potential and capacity. Junior high school principals in Lamongan Regency who have shown the ability to direct and support teachers in improving continuous learning competencies by 39% have contributed to improving school quality.

6. CONCLUSION

Based on the results of the research, it can be concluded that an effective strategy is needed in an effort to improve continuous learning competence for teachers as knowledge to face education in the 21st century. The principal is the center of leadership in an educational institution. As a school principal, he understands what the school is doing. The strategy carried out by the principal of junior high schools in Lamongan Regency is to improve continuous learning competence by supporting sustainable development programs, providing access to technology as a learning resource for teachers and students, creating a learning culture, carrying out supervision and motivating teachers through award programs.

The implications of these findings show that school principals who have high fighting power and are strategic are needed to improve the quality of education. Principals who integrate emotional and professional in their leadership will be more effective in encouraging teachers to achieve optimal performance. Therefore, skill development among school principals

needs to be continuously improved to ensure that they can play a key role in supporting and improving the quality of education. Thus, this research provides valuable insights into the importance of the role of school principals in a holistic and oriented manner towards the development of superior and quality human resources.

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