

ANALYSIS PRINCIPALS' PERFORMANCE IN MANAGING HUMAN RESOURCES AT SMK NEGERI 1 GUNUNGSITOLI UTARA

By Syukur Idaman Ziliwu

**ANALYSIS PRINCIPALS' PERFORMANCE IN MANAGING HUMAN
RESOURCES AT SMK NEGERI 1 GUNUNGSITOLI UTARA**

RESEARCH PROPOSAL

Proposed in:

Research Proposal Seminar Forum



By:

SYUKUR IDAMAN ZILIWU

Student ID Number: 202108074

32

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NIAS

2023/2024

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Leadership plays a crucial role in the realm of school management. The effectiveness of leadership is fundamental to the success of a school organization. Leadership involves the capacity to influence the behavior of individuals or groups, or the art of guiding human behavior. The core of school leadership lies in the ability to mobilize and utilize the available resources within a school effectively to achieve desired goals. To foster high-quality education, it is essential to have a leader who can effectively guide, direct, and manage the educational process—this leader is the school principal.

The role of the principal is pivotal to the quality of the school since the principal is the leader of all school members. Therefore, the principal's quality directly impacts every member of the school. Yogi Irfan Rosyadi in Samsilayurni (2022), highlights that the school principal is a key leader with a significant role in the development of an educational institution and is central to controlling the institution. The success of an educational institution heavily depends on the principal's leadership. Wahjosumidjo in Siahaan (2018: 159), describes the principal as a functional teacher tasked with leading a school where teaching and learning occur—a place where interactions between teachers and students take place. The principal is the top leader responsible for the effective operation of the school to achieve its objectives. The leadership of the principal is crucial for the success of the educational institution.

Furthermore, Ismuha et al. in Rachmawati et al. (2020) emphasized that school principals need to possess skills to develop human resources within their schools, empowering and motivating them to contribute to the achievement of educational objectives. Thus, school principals must embody

positive attributes and perform their functions according to relevant regulations. Rahmad Rafid & Agus Tinus (2019) assert that **the principal's role is** to perform optimally **to realize the school's vision and mission**. Therefore, evaluating **the principal's performance is** necessary to gauge their competency in school leadership.

Wijoyo in Yonata et al. (2020), defines performance as the level of task execution achievable by using one's capabilities within set limits to meet organizational goals, specifically within the school context. Performance refers to the results of work or job execution. Hence, the principal's performance is the ability to execute their responsibilities in managing the school (Directorate of Educational Personnel (2008) in Nurhayati et al. (2022)).

School management involves overseeing human and other resources to attain school objectives. In educational settings, human resource management addresses various issues related to students, employees, and other workers to support educational activities and achieve desired outcomes. Mulyasa (in Siahaan, 2018: 60) defines management **as the process related to guiding group activities to achieve established goals—short-term, medium-term, and long-term goals**. Handayadiningrat (in Permadi, 2018: 18) views management as the process of directing group activities toward clear objectives using human resources. School management ensures that all school resources function effectively to support the achievement of school goals (Depdiknas in Syafaruddin, 2019: 31). Implementing human resource management strategies involves developing an organizational vision and mission, analyzing internal and external conditions, creating and implementing strategies, and evaluating the success of these strategies (Yumnah et al., 2023). Matthis and Jackson in Osuji et al. (2022), describe **human resource management as the strategic and operational handling of organizational activities**. From this, it can be

concluded that human resource management involves strategies or steps taken by school principals to manage and support educational activities through effective use of human resources to meet set goals.

In today's globalization era, school principals must be competitive with other educational institutions. Principals need to manage human resources effectively to develop outstanding students who are proficient in foreign languages, particularly English. Achieving these objectives requires strong leadership to encourage, mobilize, and guide educators, students, and other resources to enhance interest in learning English.

According to Davis and Ellison (2019), principals should prioritize strategic planning in human resource management. This involves identifying the long-term needs of the school concerning the number and quality of teaching and education personnel. Principals must anticipate evolving needs and plan for staff recruitment and development accordingly. Hallinger and Heck (2018) argue that ongoing professional development for teachers and staff is crucial for improving performance and student outcomes. Principals should offer opportunities for staff to participate in relevant training and workshops and support the application of new knowledge in the classroom.

Based on initial observations, several issues were identified concerning the principal's role as a manager in human resource management, including inadequate training and development for teachers and misalignment of teacher assignments. The researcher aimed to analyze these issues to understand their causes and focus on the principal's role as a leader and manager. The study was conducted to assess the principal's performance in managing human resources, leading to the research title: "Analysis of the Principal's Performance in Managing Human Resources at SMK Negeri 1 Gunungsitoli Utara."

1.2 Focus of the Research

Based on the background presented by the researcher, there are two focuses for starting research, as follows:

1. The performance of the principal in managing human resources at SMK Negeri 1 Gunungsitoli Utara.
2. The principal's efforts in improving the skills of English teachers at the school.

1.3 Formulation of the Problem

Based on the research focus, the problem formulation to be researched is as follows

1. How is the performance of the principal in managing human resources at SMK Negeri 1 Gunungsitoli Utara.
2. What are the principal's efforts in improving the skills of English teachers at the school.

1.4 Objective of the Research

Based on the problems studied, this research aims to:

1. To determine the performance of the principal in managing human resources at SMK Negeri 1 Gunungsitoli Utara.
2. To find out the principal's efforts in improving the skills of English teachers at the school.

1.5 Significance of the Research

This research offers several benefits, including:

1. For researchers: This study provides valuable insights and practical experience in evaluating ⁴³the effectiveness of school principals in managing human resources.
2. For teachers: The findings of this research can serve as a reference for understanding how school principals manage human resources to enhance educational outcomes.
3. For future researchers: It is anticipated that this research will serve as a guide and reference for subsequent studies.

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Definitiof of Performance

Several experts have provided definitions of performance. According to Arismunandar (2018:27), the performance of a school principal is defined as the outcome of work that aligns with established performance targets and adheres to the principal's core duties and functions. Arum, as cited in Siswanto et al. (2020), views performance simply as the achievement of measurable goals. Performance encompasses the results or accomplishments of an individual or organization in creating both tangible and intangible outcomes that meet specific objectives, according to Andriani et al. (2018). Additionally, T. Aritonang in Hasriyani (2020), describes performance as the output achieved by an individual or group within an organization, based on their designated authority and responsibilities.

From these expert definitions, the researcher concludes that performance refers to the capability of an individual or group to complete tasks or responsibilities within the allocated time and set targets to achieve the desired outcomes.

2.1.2 Principal

a. Definition of Principal

The principal is a leader of a formal educational institution. According to Purwaningsih in Siswanto et al. (2020), the principal is an educator who possesses authority and manages all resources within the school, ensuring they are used effectively to reach shared objectives. Purwanto (2019: 4) adds that the principal is crucial to educational quality, holding the authority to fulfill their roles and responsibilities as a school leader. A leader is

defined as an individual who has the power to organize, direct, and control subordinates, ensuring that all aspects of work are harmonized to meet organizational goals.

Diknas, as cited in Syaffarudin (2019: 67), describes the principal's leadership as their method or effort to influence, motivate, guide, direct, and mobilize teachers, staff, students, parents, and other stakeholders to work towards the set goals. The principal plays a critical role in enhancing educational quality, acting as a key driver in shaping policy and achieving success in both the school and broader educational context (Djafri, 2017: 3).

From these expert views, the researcher concludes that the principal is an educator with significant authority, responsible for organizing, managing, directing, and influencing all subordinates, as well as managing resources to meet specific goals. The effectiveness of educational outcomes is seen as dependent on the leadership provided by the school principal.

b. The function of principal

As the leader of an educational unit, the principal assumes several key roles. According to Permadi (2017:4), the principal's responsibilities include the following functions:

1. Educator

In the educational context, the principal functions as an educator, taking on the role of a teacher.

2. Manager

The principal also acts as a manager, overseeing and mobilizing resources effectively.

3. Administrator

Additionally, the principal serves as an administrator, handling administrative tasks and managing documentation.

4. Supervisor

Finally, the principal performs supervisory duties, including monitoring, correcting, and evaluating educational practices.

Arismunandar et al. (2018: 25-26) further detail these functions:

1. Educator

As an educator, the principal is responsible for organizing and managing educational and learning activities efficiently. This includes planning, managing, and evaluating learning processes. Planning involves developing learning materials, management includes selecting and implementing effective strategies, and evaluation entails choosing suitable assessment methods and following up to enhance learning. Additionally, the principal guides students, teachers, and other educational staff.

2. Manager

In their managerial role, the principal utilizes both human and non-human resources to support educational activities. This function encompasses managing the curriculum, students, staff, finances, facilities, school-community relations, and special services. Management tasks involve planning, organizing, leading, and supervising.

3. Supervisor

As a supervisor, the principal provides professional support to teachers to enhance their teaching effectiveness. This role includes observing and evaluating teacher performance, identifying effective supervision techniques, designing and implementing improvement programs, and evaluating the success of these programs. The principal also fosters a supportive work environment to boost teacher morale.

4. Administrator

In the administrative role, the principal manages all components and processes related to education and learning in the school. This includes tasks such as recording, scheduling, typing, archiving, and managing information related to curriculum, students, staff, finances, facilities, school-community relations, and special services.

¹⁵ Based on these descriptions, the researcher concludes that the principal's role encompasses four main functions: educator, manager, supervisor, and administrator. These roles represent the principal's comprehensive responsibilities as the leader of the educational unit, essential for achieving an effective and high-quality educational organization.

2.1.3 Manage

a. Definition of management

Management involves a series of processes aimed at guiding an organization toward its goals, involving the coordination of a group of people. According to Schermerhorn (as cited in Djafri, 2017: 15), management encompasses the comprehensive process of organizational activities, including planning, organizing, directing, and controlling resources to meet objectives. Management is inherently linked with the challenges encountered by organizations and is defined as the process of achieving goals and coordinating efforts to reach them (Hodgetts as cited in Djafri, 2017: 21).

Based on these definitions, the researcher concludes that management consists of a range of activities within an organization, focusing on the effective use of resources to achieve desired outcomes.

b. Management function

Management encompasses four primary functions that the school principal must execute: planning, organizing, mobilizing, and supervising. These functions apply to various aspects of school operations, including curriculum management, student affairs, financial management, facilities and infrastructure, materials, and community relations (Syafaruddin, 2019: 17).

According to Depdiknas (as cited in Syafaruddin, 2019: 17), the planning function involves the school principal, staff, and teachers collaboratively determining the activities required to meet established goals. During the organizing phase, the principal assigns roles and responsibilities to individuals within the school to ensure tasks are carried out effectively. The mobilizing phase involves the principal coordinating and motivating everyone involved to execute their duties as planned. Finally, in the supervision phase, the principal oversees and evaluates the implementation of educational activities to ensure they are completed efficiently and effectively.

c. Steps to apply management functions

Management involves using all available resources within an organization to reach established goals. For the school principal, this means performing key management functions within the school setting. These functions include ⁴¹ planning, organizing, mobilizing, and supervising the efforts of the school's members. In this context, the principal plays a crucial role, exerting significant influence over the school's operations and contributing to the advancement of management practices in the educational environment.

The process for applying management functions in school management, as outlined by Sidiq (2021: 94-98), involves the following steps:

1. Define ⁸ the school's vision, mission, and strategy. The principal, with the support of teachers and administrative staff, develops these elements:
 - a. Vision: This represents the school's aspirations and future achievements. It reflects the ultimate goals that the entire school community aims to reach, encompassing the highest standards of academic performance.
 - b. Mission: This outlines the actions required to achieve ⁸ the school's vision. To fulfill this vision, the school must engage in teaching, research, and community service.
 - c. Strategic Plan or Master Plan: This includes the objectives, targets, and activities that the school will undertake over the next three to five years to realize its vision.
2. School organizational culture. To effectively achieve the school's vision and mission, it is essential for the entire academic community to adopt specific behaviors and practices. Therefore, school principals need to cultivate an organizational culture that directs and influences the attitudes and actions of all members. This culture encompasses the school's norms, values, philosophies, ethical standards, rituals, and traditions, which should be reflected in the conduct of the academic community. Such cultural elements should be imparted to new members and consistently reinforced throughout the organization.
3. Conducive climate: The organizational climate refers to the positive perceptions held by the academic community about the regular occurrences within the school environment. It encompasses both the

academic and social climates. The academic climate involves how the community views learning activities, research, community service, and the school's academic achievements. In contrast, the social climate pertains to perceptions of interactions among members of the school community. This includes interactions between teachers and principals, teachers and students, teachers and administrative staff (such as librarians, laboratory assistants, and maintenance personnel), as well as interactions between principals, teachers, parents, and the wider community.

4. Curriculum: School principals must comprehend the curriculum and continually develop it over time. The curriculum should address societal needs for workforce competencies and incorporate the latest advancements in science and technology. The principal, in collaboration with teachers, evaluates and updates the curriculum to align with field requirements and technological developments.
5. Learning Process: As a leader, the principal is responsible for continuously improving the learning process. This involves seeking high-quality textbooks and the latest educational technology that can be utilized by teachers and educational staff to enhance the learning experience.
6. Develop Educational Facilities: The principal is tasked with planning and implementing the development of educational facilities, including allocating funds for them. These facilities encompass school buildings, libraries, laboratories, sports facilities, school environments, and teaching aids.
7. Developing School Management: As the chief manager of the school, the principal leads the planning process, establishes management service standards and procedures, directs the implementation of management activities, and evaluates the outcomes.

8. Managerial Role: In their capacity as the leader and top manager of the school, the principal fulfills various managerial responsibilities.
9. Develop School Human Resources: One of the principal's responsibilities is to empower teachers, administrative staff, and technical personnel. This involves:
 - a. Invite experts to visit the school and conduct training or workshops on specialized topics.
 - b. Send staff members to external training sessions.
 - c. Arrange field visits to various government and development business institutions.
 - d. Conduct comparative studies at exemplary schools used as benchmarks.

d. Principal as Manager

A manager or principal essentially acts as a planner, organizer, mobilizer, and supervisor. ⁸ The role of managers in an organization or educational institution is crucial, as they are key to achieving organizational goals. Organizations, which serve as platforms for the growth and development of human resources, require managers who are adept at planning, organizing, mobilizing, and supervising to ensure that objectives are met.

According to Triyono in Samsilayurni (2022), a manager is someone responsible for guiding efforts to help an organization reach its goals. Principals, as managers, essentially perform management functions (Yogi Irfan Rosyadi in Samsilayurni, 2022). Thus, principals manage and coordinate all school resources through the processes of planning, organizing, mobilizing, and supervising to support the achievement of educational goals.

According to (Stoner in Sidiq, 2021: 102-103) notes that for a school principal to effectively fulfill their managerial role, they must understand and be able to apply the values contained in three key skills: technical skills, human skills, and conceptual skills.

1) Technical skills

- a. Mastery of the knowledge related to methods, processes, procedures, and techniques required for executing specific tasks.
- b. The capability to effectively use and manage the tools and equipment necessary to support these specialized activities.

2) Human skills

- a. The ability to comprehend human behavior and the dynamics of collaborative processes.
- b. Understanding others' emotions, attitudes, and motivations.
- c. Skill in communicating clearly and effectively.
- d. Capability to foster productive, cooperative, and diplomatic relationships.
- e. Demonstrating acceptable behavior and conduct.

3) Conceptual skills

- a. The ability to understand human behavior and collaborative processes.
- b. Understanding the emotions, attitudes, and motivations of others.
- c. Skill in clear and effective communication.
- d. Ability to build productive, cooperative, and diplomatic relationships.
- e. Exhibiting acceptable behavior and conduct.

In addition, the competency standards for school principals are outlined in the book "School Principal Management" (Arismunandar, 2018: 13-21) in accordance with the Minister of National Education Regulation

Number 13 of 2007, which governs the standards for school and madrasah principals. The following are the competency standards for school principals, particularly in their managerial roles:

❖ Managerial Competence:

- 1) Capable of developing school plans at various planning levels.
- 2) Skilled in designing school organizations to meet needs.
- 3) Proficient in leading teachers and staff to effectively utilize human resources.
- 4) Adept at managing teachers and staff to maximize their potential.
- 5) Able to manage school facilities and infrastructure for optimal use.
- 6) Effective in managing school-community relations to garner support for ideas, resources, and financing.
- 7) Competent in managing student affairs, including new student admissions, placements, and capacity development.
- 8) Experienced in managing curriculum development and teaching activities in alignment with national education goals.
- 9) Proficient in managing school finances with principles of accountability, transparency, and efficiency.
- 10) Capable of managing school administration to support activities.
- 11) Able to manage special service units to enhance learning and student activities.
- 12) Skilled in applying entrepreneurial principles to create innovations for school development.
- 13) Effective in fostering a work culture and climate conducive to student learning.
- 14) Proficient in managing school information systems for program preparation and decision-making.
- 15) Skilled in leveraging information technology advancements to enhance learning and school management.

16) Competent in managing production/service activities to support school funding and student learning resources.

17) Capable of supervising school activities in accordance with established standards.

2.1.4 Human Resources

Human resources are crucial for the progress and development of educational institutions. According to Sadano Sukrino (as cited in Abrori & Muali, 2020), human resources refer to individuals within an organization who contribute ideas and perform various tasks to achieve organizational goals. In educational settings, particularly schools, human resources include principals, teachers, staff, students, parents, and the community members invested in the school (Ruswandi Hermawan, as cited in Rahmayanti, 2022).

The researcher concludes that human resources in schools involve a diverse group of individuals who collectively work towards advancing the institution and achieving its goals. Quality education relies heavily on effective human resource management, which is essential for developing a competent teaching staff. Armstrong (as cited in Sothy, 2019) emphasizes that human resource management aims to ensure organizational success through its people. Therefore, principals must manage both teaching and non-teaching staff effectively, ensuring proper placement, monitoring motivation, and fostering staff development and performance evaluation.

As the top leader in a school, the principal's role in enhancing human resource quality includes three main aspects: 1) personnel procurement, 2) utilization, and 3) development. In personnel procurement, the principal must conduct job analyses to align staffing with the school's needs, and then recruit accordingly. For staff development, principals should focus on increasing professionalism through career development and improved welfare. This

includes training programs and professional growth opportunities, which can significantly impact staff contributions towards achieving school goals.

Bush and Coleman (as cited in Abrori & Muali, 2020) highlight that all human resources in schools, including deputy principals, teachers, administrative staff, and others, must be effectively managed and empowered to fulfill the school's vision and mission. To enhance professionalism, schools can: 1) provide in-house and external training, with knowledge dissemination to other staff, 2) offer adequate resources like books and references, and 3) encourage peer tutoring through professional groups and workshops.

Efforts to improve human resources, such as training in curriculum development, learning media, and technology use, are essential for enhancing teaching and administrative skills. The researcher concludes that human resource management in schools involves effectively recruiting, employing, and developing staff to ensure professional quality, ultimately aiming to produce high-achieving students.

In the context of globalization, proficiency in English is increasingly important for students to compete globally. School principals, as human resource managers, must recognize the significance of English and ensure strong language skills within their staff. This involves designing and implementing programs that enhance English proficiency and recruiting qualified English teachers. Principals should also facilitate professional development opportunities for these teachers, including training in effective English teaching methods, classroom management, and the use of educational technology.

2.2 The Latest Related Research

Several related studies have explored aspects of principal performance and human resource management in educational settings:

First, Hasriyani (2020) conducted research titled "Analysis of Principal's Performance as Human Resources Manager at SMP Negeri 8 Palopo." This study aimed to assess the performance of the principal as a human resources manager at SMP Negeri 8 Palopo. Utilizing a descriptive method with a qualitative approach, data were collected through observation, interviews, and documentation studies involving the Principal and the Teacher Council. The findings indicated that the principal's performance met the necessary criteria and supported the development of various work programs, including Developing Programs, Organizing Schools, optimizing resources, and Mobilizing Staff.

Second, Arromy et al. (2023) carried out a study titled "The Influence of Human Resources Management and School Principals' Leadership on the Improvement of the Quality of Education." This research aimed to evaluate how human resource management (HRM) and principal leadership impact the quality of education at Modern Islamic Boarding Schools in Serang Regency. Using a quantitative survey method, the study employed questionnaires and Likert scales for data collection. The analysis included descriptive and inferential statistics. Results showed that HRM, principal leadership, and education quality all scored in the very good category, indicating a strong influence of both HRM and leadership on educational quality.

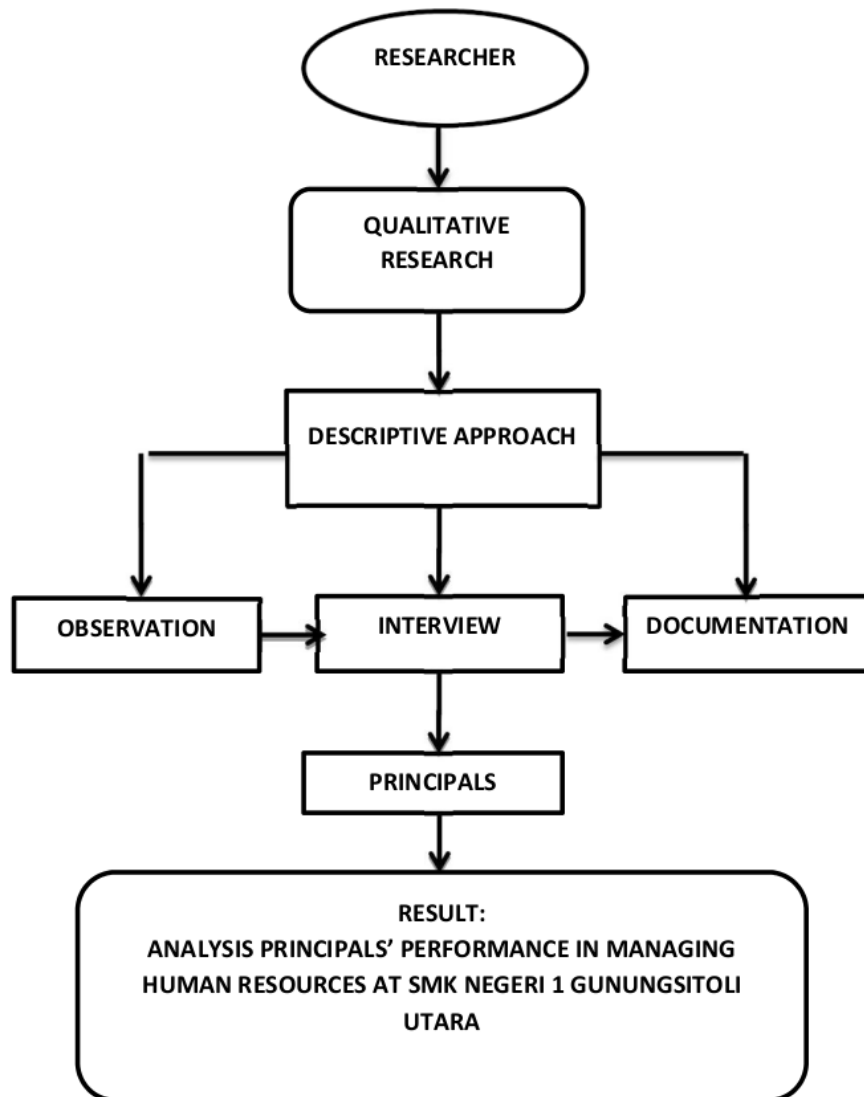
Third, Dacholfany (2024) investigated "Principal's Leadership Strategy in Efforts to Develop the Quality of Human Resources in School." This qualitative study used interviews with school principals, teachers, and administrative staff. Data were analyzed through reduction, presentation, and conclusion drawing. The research highlighted challenges faced by the

principal of Pemulutan Elementary School, such as a high number of senior teachers, inadequate facilities, and the school's remote location. Despite these obstacles, the principal of Pagar Dewa Elementary School employed strategies like teaching material policies, discussion spaces, rewards and punishments, and training to enhance the quality of human resources.

The studies mentioned share objectives related to principals and human resource management within education but differ in methods, instruments, locations, and data collection techniques. This study aims to build on previous research by providing a clear understanding of school principals' performance in managing human resources within the educational context, using a qualitative descriptive approach at SMK Negeri 1 Gunungsitoli Utara.

2.3 Conceptual Framework

The framework was a conceptual structure that served as a guide in understanding and explaining the phenomenon under study. It helped researchers plan and carry out research systematically for data analysis and interpretation. In this study, the researcher conducted research at SMK Negeri 1 Gunungsitoli Utara using qualitative methods and a descriptive approach. The researcher collected data by analyzing the performance of school principals using observation instruments, interviews, and direct documentation in the field. After collecting data, the researcher reported the results of the study in accordance with the facts obtained in the field, without making changes to the results of the data. The conceptual framework of the research entitled “Analysis of Principals' Performance in Managing Human Resources at SMK Negeri 1 Gunungsitoli Utara” was described conceptually as follows:



CHAPTER III

1.1 Approach and Type of the Research

This research was conducted using qualitative research with a descriptive approach. According to Moleong in Putri & Hendar (2022), qualitative descriptive research explains how to understand phenomena, behavior, motivation, actions, and similar aspects of the research subjects holistically, and how to describe the results in the form of words and sentences.

In this research, the researcher used a descriptive qualitative approach to understand the clarity of the phenomenon in the performance of school principals in managing human resources in schools, specifically at SMK Negeri 1 Gunungsitoli Utara. By employing qualitative descriptive methods, the researcher analyzed and provided explanations and descriptions in the form of words and sentences, which were arranged according to the results of the research that had been conducted.

1.2 Variables of the Research

According to Sugiyono in Agustian et al. (2019), a research variable is an attribute or characteristic of a person, object, or activity that varies and is determined by the researcher for study and subsequent conclusion drawing. Variables in research can be categorized into "independent" variables, which are those that can be manipulated or changed, and "dependent" variables, which are influenced by the independent variables.

In this research, two variables were identified: "school principal performance" as the independent variable and "human resource management in schools" as the dependent variable. The independent variable, school principal performance, was expected to influence the dependent variable, which was human resource management in the school.

5 1.3 Setting and Schedule of the Research

The research was conducted at SMK Negeri 1 Gunungsitoli Utara, located in Jl. Tafaeri Menuju Desa Hambawa, Desa Tetelesi Afia, Kecamatan Gunungsitoli Utara, Kota Gunungsitoli, Provinsi Sumatera Utara. This research will be conducted from July to August 2024.

1.4 Source of Data

Research data sources are the origins of information or data used throughout the research process. In this research, data were collected from both primary and secondary sources. For primary data, information was gathered directly at the research site through interviews, observations, and documentation. Secondary data sources included various journal articles and books relevant to the research topics.

1.5 Instrument of the Research

A research instrument is a tool or method utilized by researchers to collect data in a study. According to Sugiyono in Septian (2020), research instruments are tools designed to measure observed natural and social phenomena, aiming to gather data or information that helps address research questions.

In this research, the instruments used included interview guides for direct questioning, observation sheets, video recording devices, and documentation tools such as cell phones for taking pictures.

1.6 Data Collecting ³Technique

Data collection techniques are methods used to gather and analyze data. In this research, several data collection techniques were employed:

a) Observation

Observation involves systematically recording the symptoms and behaviors of the research subject (Zuriah in Fiantika et al, 2022). This technique allowed the researcher to directly see and document the performance of the principal in managing human resources.

b) Interview

Interviews are used to gather information by asking questions and receiving oral responses (Zuriah in Fiantika et al, 2022). In this study, the researcher conducted interviews with the school principal to obtain detailed and relevant information regarding the principal's performance in managing human resources.

c) Documentation

Documentation involves collecting data and information from written records, archives, reports, and images that support the research. For this study, documentation included photographs of the principal's performance, such as meeting documentation, interactions with staff and teachers, and other relevant visual evidence.

1.7 Data Analysis Technique

Data analysis in this research involves the systematic process of searching, compiling, and analyzing data from interviews to make it understandable and communicable. The analysis technique used follows Miles (2014) in Fiantika (2022) and includes:

1. Data Reduction

Data reduction is the process of simplifying, summarizing, and focusing on key aspects by classifying and organizing information into themes and patterns. This reduction clarifies the data, making it easier for researchers to proceed to the next stage.

2. Data Display

Data display involves presenting data in a coherent and organized manner, such as through brief descriptions, charts, or flowcharts. In qualitative research, data is often presented in narrative form, supplemented by graphs, matrices, or charts. Researchers compile and write up data in narrative form, integrating findings from observations, interviews, and documentation, and organize it according to the research focus.

3. Conclusion and Verification

The final stage involves drawing preliminary conclusions from the data collected. These initial conclusions are subject to change if they lack strong supporting evidence. Researchers then verify the data and, if necessary, collect additional information to refine the conclusions. After verification, findings are discussed, and new insights are presented as the final result of the research, potentially offering a clearer understanding of previously unclear aspects.

RESULTS AND DISCUSSION**4.1 Results**

This research was carried out at SMK Negeri 1 Gunungsitoli Utara, located in Jl. Tafaeri Heading to Hambawa Village, Tetelesi Afia Village, North Gunungsitoli District, Gunungsitoli City, North Sumatra Province.

Based on the research focus, namely the analysis of the principal's performance in managing human resources at SMK Negeri 1 Gunungsitoli Utara and the principal's efforts in improving the skills of English teachers at the school, the stages in collecting data include observation, interviews, and documentation by taking pictures or videos. This research was carried out from July 29, 2024, to August 16, 2024. After collecting the field data, the data was processed based on the results of observations and interviews in the field.

To better understand it, the researcher conducted direct research on the performance of Mr. Augusto Waruwu, S.Pd as the principal of SMK Negeri 1 Gunungsitoli Utara.

4.1.1 The Result of Observation

The researcher carried out observations of the school principal starting on July 29 and 31, 2024, then continued the observations in August on the 1st, 3rd, and 5th of 2024. The performance of the school principal that was observed included how he led, managed, and provided services to teachers, staff, students, and students' parents. To better understand the following, the results of the observations obtained while conducting observations at SMK Negeri 1 Gunungsitoli Utara school are provided. The observation checklist used is based on "Regulation of the Minister of National Education Number 13 of 2007 concerning School Principal Standards which regulates School Principal Competency Standards."

The results of observing the managerial competence of the school principal at SMK Negeri 1 Gunungsitoli Utara can be seen from the following table:

Table 4.1 Observation of Principal Performance

Sekolah : SMK Negeri 1 Gunungsitoli Utara				
Nama : Bapak Augusto Waruwu, S.Pd				
Jabatan : Kepala Sekolah				
No	Komponen	Hasil		Keterangan
		Yes	No	
1.	The principal is able to build teamwork between teachers, between staff and between teachers and staff in improving the school.	✓		While the researcher carried out observations at the school, the researcher observed that the principal was able to build teamwork, where the researcher saw and observed that the principal actively held meetings with

				<p>teachers and staff. The principal is also directly involved in important discussions regarding school development, and consistently provides direction and support in carrying out his duties.</p> <p>Researchers also witnessed how the principal encouraged active participation from all team members, both teachers and staff, in every decision taken for the betterment of the school.</p>
--	--	--	--	---

2.	The principal is able to plan teacher and staff needs based on the school development plan.	✓	<p>12</p> <p>Based on the results of researchers' observations, the needs of teachers and staff in schools have been well met, especially in supporting the learning process in the classroom.</p> <p>15</p> <p>Facilities such as textbooks, laboratories and libraries are available and used effectively, thanks to strategic planning carried out by the school principal. The principal has demonstrated good ability in identifying these needs and ensuring that</p>
----	---	---	---

				the necessary resources are available to support teaching and learning activities
3.	The Principal is able to manage coaching and coaching activities professional development of teachers and staff		✓	While the researcher carried out observations at the school, the researcher found that the principal was still not optimal in managing the coaching and professional development activities of teachers and staff. Even though some training has been held, the frequency is still rare and less structured. Researchers

				<p>observed that there were no regularly scheduled or continuous professional development programs. Apart from that, researchers also see that school principals have not fully utilized the potential of teachers and staff to take part in external training that is relevant to the school's needs. As a result, some teachers and staff feel that they do not receive enough support to improve their competence in accordance</p>
--	--	--	--	--

				<p>with the latest educational developments. This is evidenced by the teaching strategies used by most teachers which are still dominated by traditional lecture methods based on textbooks. This method shows that there has not been much innovation or application of modern learning techniques that are more interactive and student-centered. This lack of variety in teaching methods indicates a lack</p>
--	--	--	--	---

				of coaching and professional development provided to teachers to improve their ability to use learning approaches that are more effective and appropriate to their needs.
4.	The principal is able to manage the placement and grouping of students in classes according to the aims and objectives of the grouping.	✓		While carrying out observations, the researcher observed that the principal had managed the placement and grouping of students in classes very well. At the vocational school where the research was conducted, each student

				<p>was grouped into classes according to the major they took. The school principal ensures that this grouping is carried out based on the students' areas of expertise and academic needs, so as to support the achievement of the educational goals that have been set. These placements help students to learn more effectively in an environment that suits their interests and abilities.</p>
5.	The principal is able to establish and implement school	✓		During the observation, the researcher

rules and regulations in maintaining student discipline.

observed that the school principal had effectively established and implemented school rules to maintain student discipline. The school principal not only formulates clear rules and regulations, but also actively implements them in daily activities at the school. Researchers see that these rules and regulations are implemented as guidelines to maintain student discipline, which can be seen from the flag

				ceremonies and morning assembly that are regularly held. This activity shows the principal's commitment to creating an orderly and disciplined school environment, as well as ensuring that every student understands and obeys the rules that have been set.
--	--	--	--	---

4.1.2 The Result of Interview

The next stage for data collection is interviews. At this stage the researcher conducted interviews directly at school with the head of SMK Negeri 1 Gunungsitoli Utara and also with the teacher. Data collection for this interview was carried out on 7 and 8 August 2024. To find out more about the results of the interview, pay attention to the following table.

Table 4.2 Interview of Principal Performance

Identitas Informan 1		
Nama : Bapak Augusto Waruwu, S.Pd		
Jabatan : Kepala Sekolah		
Hari/Tanggal : Rabu/ 7 Agustus 2024		
Pukul : 10 : 38 Wib		
Tempat : Tata Usaha SMK Negeri 1 Gunungsitoli Utara		
Kinerja Kepala Sekolah sebagai Manager Sumber Daya Manusia		
NO	QUESTIONS	RESPONSE/ANSWER
1.	Does the Principal communicate the school's vision, mission, goals, objectives and strategic programs to all teachers and staff?	As a school leader, always inform and communicate the Vision and Mission to all teachers and staff. For example, the vision and mission of our school is the vision "to create a vocational school that is of quality, product, faith and achievement so that one of the objectives of the mission is "how to prepare the next generation of this nation who have faith and devotion to God Almighty and how to empower superior potential and then form participants These students are

		<p>virtuous so that what is meant is our target for students to be successful and appropriate in their respective majors, we also convey the vision and mission to the teacher so that the learning objectives can be successful in accordance with what is desired.</p>
2.	<p>Does the Principal communicate, provide direction, assign, and motivate teachers and staff to carry out their respective main duties and functions in accordance with established standard operating procedures?</p>	<p>OK, thank you, that's what schools are, it's our job as school leaders to carry out the activities in question. For example, giving each teacher their own portion of the task, if for example he is the vice principal he has his duties, then the head of the department has his duties, if he is the homeroom teacher he has his duties, so that we carry out according to the procedures and the success of the students is also the success of the teachers in order to improve education in Indonesia, especially at SMK Negeri 1 Our North Gunungsitoli.</p>
3.	<p>Does the Principal make decisions using the right strategy?</p>	<p>As a school principal, every decision is to use a good strategy in accordance with democracy, meaning that the joint decision is not only the decision of the principal but also the joint decision of the teachers and parents as to what and how should be</p>

		implemented regarding education, learning and also things that are in the nature of building the school.
4.	Does the Principal plan teacher and staff needs based on the school development plan?	The teacher's needs are divided into several items, because our school is a state school, all the teacher's needs are to be able to be guided by what is in the school and also the teacher to be able to find out for himself, meaning that if the school has provided books, the teacher can also look for other references and not only be guided by one books so that with the intended purpose, the teacher's needs can come from the school and can also come from the parents themselves because not all of the teacher's needs are provided by the school principal or the government, there are also special needs that the teachers provide. Teachers' learning needs are provided by the school principal according to existing funds.
5.	Does the Principal manage the coaching and professional development activities of teachers and staff?	Obviously, coaching activities are always carried out. The activity in question is that maybe teachers and staff have some weaknesses and weaknesses, we can develop them or some other things, for example being late in class, there are special things,

		<p>then we develop them, we don't take action, but we develop them first, we direct them so that there is development. -Future developments because that is the job of the school principal. For development, teachers are allowed to develop their potential, but up to now there are still no teachers who follow this, but in terms of direct management for teacher development, the principal does not provide it. It all depends on the teachers.</p>
6.	<p>Does the Principal manage the placement and grouping of students in classes according to the aims and objectives of the grouping?</p>	<p>Placement and grouping in the class is the job of the homeroom teacher, no longer the job of the principal, because each seat has its own task. However, as the principal, I direct how best to group students in class.</p>
7.	<p>Has the Principal developed a monitoring system for student learning progress?</p>	<p>The monitoring problem still exists, it is through questionnaires to teachers which children can advance their careers in the learning process. For our school from class X, XI, support to continue learning until you are successful and can achieve your goals in the future.</p>
8.	<p>Has the Principal developed a reward system for students who excel?</p>	<p>Obviously, every student who excels is given a certificate that can be applied in the future. For example,</p>

		those ranked first, second, third place will be given an award in the form of a certificate and if I have my personal funds, I will give it to them personally.
9.	Does the Principal establish and implement school rules and regulations to maintain student discipline?	School rules and regulations have been established and I have given this task to the vice principal for student affairs, but as the principal, I still supervise. These rules are distributed to parents, posted in the classroom where students can follow them and can carry them out in the form of violations, all prohibitions have been made so that students can know what students should not do.
10.	What are ⁴ the Principal's efforts to improve the skills of English teachers?	English teachers at school come from different alumni and also have different skills, so there is a need for a joint MGMP where both teachers complement each other.

Identitas Informan 2

Nama : Ibu Roncet Justina Harefa, S.Pd

Jabatan : Ketua Jurusan TKJ & Guru Mata Pelajaran Bahasa Inggris

Hari/Tanggal : Kamis/ 8 Agustus 2024

Pukul : 08 : 30 Wib

Tempat : Kantor Sekolah

Kinerja Kepala Sekolah sebagai Manager Sumber Daya Manusia

NO	QUESTIONS	RESPONSE/ANSWER
1.	Does the Principal communicate the school's vision, mission, goals, objectives and strategic programs to all teachers and staff?	Of course, everything that is an activity at this school, including questions covering the school's vision, mission, goals and objectives, is always communicated to the teachers, perhaps through meetings or even at personnel meetings.
2.	Does the Principal communicate, provide direction, assign, and motivate teachers and staff to carry out their respective main duties and functions in accordance with established standard operating procedures?	Yes, that's definitely the case, if it's not like that then the teaching and learning process at this school will not run smoothly and will not run well. At all times, the principal always motivates, reminds and directs the teachers about their tasks at school.
3.	Does the Principal make decisions using the right strategy?	As a leader, you must always look for the right solution or the right strategy in overcoming every problem and even if there is something that is not quite right, it could be "Human Error"

		meaning an unintentional mistake.
4.	Does the Principal plan teacher and staff needs based on the school development plan?	Yes, the principal makes long-term and medium-term plans and it is all adjusted according to the needs of teachers and staff in accordance with school development
5.	Does the Principal manage the coaching and professional development activities of teachers and staff?	Activities such as seminars are sometimes carried out at school by the principal, but outside of us, teachers take part if there is an invitation and the principal allows this. If development from the principal is absent or not scheduled.
6.	Does the Principal manage the placement and grouping of students in classes according to the aims and objectives of the grouping?	The grouping of students starts with the homeroom teacher but with the approval of the principal and the grouping of students is adjusted, such as when studying religion it is grouped for Islamic religion, this is for Christian religion. However, in terms of knowledge, the teacher will carry out an initial assessment to find out the extent of the student's abilities, then the teacher can group this student to be placed here and this student here and this only for the class.
7.	Has the Principal developed a monitoring system for student learning progress?	Regarding monitoring, there is something called supervision, teachers, and it has been scheduled and when the time comes, the principal will come to the class to

		monitor.
8.	Has the Principal developed a reward system for students who excel?	Yes, in our school there are achievements in the academic field, in the extracurricular field and students are always given awards for guidance and this is always the case.
9.	Does the Principal establish and implement school rules and regulations to maintain student discipline?	Of course, and at this school there are school rules and regulations and they are handled directly by students and of course with the knowledge of the principal.
10.	What are the Principal's efforts to improve the skills of English teachers?	We, ladies and gentlemen, are teachers at this school, if there are programs such as PPG, CPG, the principal motivates and encourages us to follow them, then also if there are such as seminars, online workshops, we are encouraged by the principal to take part in them and we English teachers also try to do it ourselves. improve skills in English.

Identitas Informan 3

Nama : Ibu Martini Zebua, S.Pd

Jabatan : Wakasek Kesiswaan

Hari/Tanggal : Kamis/ 8 Agustus 2024

Pukul : 12 : 30 Wib

Tempat : Kantor Sekolah

Kinerja Kepala Sekolah sebagai Manager Sumber Daya Manusia

NO	QUESTIONS	RESPONSE/ANSWER
1.	Does the Principal communicate the school's vision, mission, goals, objectives and strategic programs to all teachers and staff?	Of course, as we can see regarding the vision, mission, goals and objectives of the school's strategic program, the principal always collaborates with teachers and staff through meetings because all of this is a joint decision, not just the principal's decision.
2.	Does the Principal communicate, provide direction, assign, and motivate teachers and staff to carry out their respective main duties and functions in accordance with established standard operating procedures?	Yes, it is always conveyed and reminded to the teachers what the main tasks are and this includes providing motivation to the teachers so that the tasks are carried out well.
3.	Does the Principal make decisions using the right strategy?	Yes, the chief has his own and correct strategy.

4.	Does the Principal plan teacher and staff needs based on the school development plan?	Yes, the principal does the planning.
5.	Does the Principal manage the coaching and professional development activities of teachers and staff?	Yes, the principal will send teachers or staff if, for example, there is coaching or development. The principal of the school gave an appeal to follow
6.	Does the Principal manage the placement and grouping of students in classes according to the aims and objectives of the grouping?	Yes, of course, because our school has different vocational schools with different majors and of course the principal groups students according to their respective majors.
7.	Has the Principal developed a monitoring system for student learning progress?	Yes, every morning when the bell rings, the principal and vice principal monitor each class to see whether the teachers and students have carried out activities.
8.	Has the Principal developed a reward system for students who excel?	Yes, every semester awards are always given and not only awards but also certificates as a keepsake for students
9.	Does the Principal establish and implement school rules and regulations to maintain student discipline?	Of course, as the vice principal, I have made rules and regulations and we always communicate them and they have been accepted by the principal, which has become the school's rules and regulations.
10.	What are the Principal's	First, the principal prepared all the

	<p>efforts to improve the skills of English teachers?</p>	<p>necessary English books and dictionaries. We at this school have many dictionaries and have placed them in the library and always urge English teachers to continue carrying out their duties and state how good it would be for students to always use English in the classroom.</p>
--	---	--

4.2 Discussion

4.2.1 Data Analysis Technique for the Observation Sheet

This research analyzed the performance ² of school principals in managing human resources at SMK Negeri 1 Gunungsitoli Utara. Observations were conducted on five components of managerial competency of the principal's performance using a yes/no assessment. The findings from these observations are as follows:

The first component revealed that the principal at SMK Negeri 1 Gunungsitoli Utara demonstrated a strong ability in fostering teamwork among teachers, staff, and between teachers and staff. The principal actively organized meetings and participated in crucial discussions regarding school development. This effective leadership highlights the importance of teamwork in the educational environment, as Aydin et al. (2023) note that successful school leadership heavily relies on the principal's capacity to build and sustain productive and harmonious teamwork.

The second component of observation showed that the principal effectively planned the needs of teachers and staff based on the school development plan. The principal exhibited strategic capability in ensuring that resource needs, such as learning facilities and textbooks, were met. Liu et al. (2022) emphasize that comprehensive strategic planning in

human resource management is essential for achieving organizational effectiveness, including within the educational context.

However, the third component revealed that the principal's management of coaching and professional development activities for teachers and staff was not yet optimal. Although training sessions were conducted, their frequency was infrequent and lacked structure. Zhang (2023) argues that effective professional development requires careful planning and ongoing efforts to enhance teacher competence and address educational development needs.

The fourth observation component indicated that the principal managed the placement and grouping of students in classes effectively, aligning them with students' areas of expertise and academic needs. According to Sun and Chen (2021), grouping students according to their interests and abilities is crucial for achieving optimal and inclusive learning outcomes.

Lastly, the observation of the fifth component confirmed that the principal was successful in establishing and enforcing school regulations to maintain student discipline. The principal consistently implemented regulations, contributing to a disciplined and orderly school environment. This aligns with Wang et al. (2022), who assert that the fair and consistent application of rules by the principal is vital for cultivating a positive and orderly school climate.

4.2.2 Data Analysis Technique for the interview Sheet

The second stage of this research involved structured interviews with Principal Augusto Waruwu, S.Pd, Teacher Roncet Justina Harefa, S.Pd, and Teacher Martini Zebua, S.Pd at SMK Negeri 1 Gunungsitoli Utara. The results of the interviews show that the principal and teachers at this school have generally demonstrated good performance in several aspects of school management and learning.

Based on the data collected by the researcher in the field regarding the Principal's performance in managing human resources at SMK Negeri

1 Gunungsitoli Utara, which focuses on the Principal's managerial competence based on Law No. 13 of 2007, the researcher conducted interviews with Mr. Augusto Waruwu, the Principal, Mrs. Roncet Justina Harefa, an English subject teacher, and Mrs. Martini Zebua, the Vice Principal for Student Affairs and an English subject teacher.

Regarding the Principal's role in communicating the school's vision, mission, goals, targets, and strategic programs to all teachers and staff, it was found that the Principal at SMK Negeri 1 Gunungsitoli Utara consistently performed this task. This was corroborated by direct statements from Mr. Augusto Waruwu, Mrs. Roncet Justina Harefa, and Mrs. Martini Zebua during the interviews.

The interviews revealed that communication between the Principal, teachers, and staff was effective. The Principal not only formally conveyed the school's vision and mission through meetings but also ensured that every strategic program was comprehended and endorsed by all involved parties.

The effectiveness of this communication is reflected in the achievements of the students at SMK Negeri 1 Gunungsitoli Utara. Observations during the study indicated that students exhibited strong character and high levels of religiosity. There were no instances of juvenile delinquency or major disciplinary issues, suggesting that the values highlighted in the school's vision and mission have been successfully embraced by the students. The students excel academically and show attitudes that reflect good character and devotion to God. This suggests that the strategic programs developed and communicated by the Principal have been effectively implemented, positively influencing student character development.

In conclusion, effective communication by the Principal regarding the school's vision, mission, goals, and objectives has played a significant role in achieving the school's strategic goals, particularly in shaping students who are devout, have good character, and achieve academic success.

In terms of the Principal's communication regarding direction, assignments, and motivation for teachers and staff to perform their duties according to established standard operating procedures, field research indicates that the Principal's efforts have positively influenced their performance. This positive effect is apparent in the teachers' adherence to their primary responsibilities and functions. Throughout the study, no significant issues were identified concerning task execution by teachers and staff. Instead, the teaching and learning activities at the school were orderly and well-organized, demonstrating strong discipline among the teachers.

Teachers at SMK Negeri 1 Gunungsitoli Utara displayed a high level of commitment to their duties, arriving on time and adhering to their teaching schedules. The researcher did not observe any instances of tardiness among the teachers; rather, punctuality was consistently observed. This positive performance can be attributed to the Principal's leadership, who consistently supports, motivates, and reminds teachers to fulfill their responsibilities. Consequently, it can be concluded that the Principal has effectively communicated, directed, assigned, and motivated teachers and staff to perform their duties in accordance with established procedures, contributing significantly to the achievement of the school's educational objectives.

Regarding the Principal's decision-making process, research findings reveal that the Principal at SMK Negeri 1 Gunungsitoli Utara consistently applies appropriate strategies. During the interviews, it was noted that the Principal adopts a democratic approach, seeking input from teachers and staff rather than making decisions unilaterally.

The study observed that the Principal actively involves the teaching team in decision-making related to school activities. For example, during a meeting attended by the researcher to plan for the 79th Anniversary of Indonesian Independence, the Principal presented a plan that included student and teacher competitions and assessments of the school's cleanliness and aesthetics. The Principal emphasized collaboration

with the statement, "We will discuss this activity again according to our mutual ability." This indicates the Principal's commitment to deliberation and consensus in decision-making.

Decisions made during the meeting were based on open discussions, ensuring all voices were heard and considered. This approach not only strengthened the commitment and responsibility of all involved but also enhanced team engagement and satisfaction. These observations confirm that the Principal at SMK Negeri 1 Gunungsitoli Utara has successfully implemented an inclusive and effective decision-making strategy, supporting the achievement of shared goals within the school environment.

³⁸ In terms of planning for the needs of teachers and staff based on the school development plan, the Principal at SMK Negeri 1 Gunungsitoli Utara has shown a systematic approach. During the interviews, it was noted that the Principal categorized the needs of teachers into various items, taking into account not only the facilities provided by the school but also the initiatives of the teachers themselves. This reflects the Principal's commitment to planning and addressing the needs to support an effective learning environment.

⁷ The researcher observed several tangible examples of the Principal's efforts. For instance, the availability of learning books in the library, laboratory rooms equipped with computers, and projectors in several classrooms are concrete examples of meeting teachers' and staff's needs. These facilities are intended to enhance creativity and effectiveness in the teaching and learning process. For example, computer-equipped laboratory rooms enable students to conduct practical experiments and access digital resources, while projectors facilitate more interactive presentations in classrooms.

However, some weaknesses were also identified. While projectors are available in some classrooms, not all rooms are equipped with them, which can limit the use of technology in classes lacking these resources. This limitation is primarily due to budget constraints that necessitate

prioritization in resource allocation. The uneven distribution of facilities highlights challenges in achieving optimal resource allocation but still demonstrates the Principal's commitment to making the best use of available resources in line with the school development plan.

Overall, the Principal has implemented an effective strategy for planning teacher and staff needs, though some areas require further attention to address existing gaps. This approach reflects the Principal's efforts to align needs with the school development goals while managing resource limitations.

Regarding the management of teacher and staff professional development and coaching activities, the interviews revealed that the Principal at SMK Negeri 1 Gunungsitoli Utara allows teachers the freedom to pursue their professional growth independently. Although teachers are encouraged to participate in external professional development activities such as seminars, there is no specific internal program or schedule organized by the Principal for this purpose. The Principal's support is primarily administrative, involving the approval and facilitation of participation in external activities.

However, this situation highlights an area in need of improvement. The absence of structured and organized professional development programs from the Principal could negatively affect the learning process and student outcomes. According to Jones and Smith (2020), "structured and ongoing professional development is essential to improving teacher effectiveness and, directly, student learning outcomes." This research underscores that well-defined and targeted development programs enable teachers to implement innovative and effective teaching practices, thereby enhancing the overall quality of education. Effective coaching and professional development are crucial for improving teacher skills and competencies, which in turn impacts teaching quality and student achievement. Without a systematic and planned approach, the full potential of teachers may not be realized, and opportunities to enhance skills relevant to current educational needs could be missed.

Harris and Jones (2021) further support the need for structured professional development, noting that "schools that provide ongoing and organized professional development programs tend to have more skilled and motivated teachers, which ultimately improves student learning outcomes." Thus, it is important for principals to design and implement structured and continuous professional development programs. Such programs ensure that all teachers have equal opportunities to attend relevant training and seminars, helping maintain teaching quality and keeping teachers updated with the latest knowledge and skills. Enhancing this area will contribute to achieving educational goals and positively impact student progress in schools.

Regarding the Principal's management of student placement and grouping in classes, the interviews revealed that the homeroom teacher is primarily responsible for this task, with the Principal providing guidance on effective grouping strategies. The researcher observed that student placement was well-organized, with each classroom tailored to students' majors, ensuring that students with the same major were grouped together. The classes were divided into specific majors such as TKJ, OTKP, AKUNTANSI, and ATPH, with students assigned to classes based on their chosen major.

In terms of developing a monitoring system for student learning progress, the interview results showed that the Principal at SMK Negeri 1 Gunungsitoli Utara has implemented several mechanisms to track and support student progress. The Principal uses various methods to monitor and evaluate academic performance.

One method is the distribution of questionnaires to teachers to assess student progress and potential. These questionnaires help the Principal identify students who are improving or struggling. Additionally, the Principal reviews mid-term exam results from grades X, XI, and XII to periodically evaluate student achievement. This system allows the Principal to track progress over time and provide support to students needing extra help to meet their academic goals.

Moreover, the Principal supervises learning activities by visiting classrooms to observe the teaching and learning process firsthand and offering constructive feedback to teachers. Routine monitoring is conducted each morning with the Vice Principal, including checks on teacher and student attendance and ensuring that classroom activities adhere to the schedule. This routine helps ensure active participation in the learning process and allows for prompt resolution of any issues that arise. Regarding the Principal's development of a reward system for outstanding students, the interviews revealed that the Principal consistently establishes a reward system, including awards such as certificates and souvenirs. The researcher confirmed this practice by directly observing the certificates awarded to exceptional students. This approach significantly motivates and nurtures student achievement, encouraging them to strive for excellence and remain enthusiastic about their education.

In terms of implementing school regulations to maintain student discipline, the researcher observed that SMK Negeri 1 Gunungsitoli Utara had established comprehensive regulations. These rules include various prohibitions aimed at maintaining discipline. The researcher noted that these regulations were effectively enforced, as evidenced by students consistently dressing neatly, behaving politely, and adhering to schedules. No instances of student misconduct were observed during the study, strongly indicating the effectiveness of the school's disciplinary regulations.

Regarding ⁷ the Principal's efforts to enhance the skills of English teachers, the interviews revealed that the Principal promotes collaboration among English teachers by encouraging the formation of a Teacher Working Group (MGMP). This group enables teachers to exchange knowledge and expertise, enhancing their teaching practices. The Principal also supports skill development by providing access to educational resources, including relevant books and teaching materials.

Overall, the researcher concluded that the Principal at SMK Negeri 1 Gunungsitoli Utara demonstrated commendable performance in managing human resources, in line with the managerial competencies outlined in Law No. 13 of 2007. The Principal effectively communicated the school's vision, mission, and strategic programs to all teachers and staff, which was reflected in the students' achievements and high level of discipline. The direction and motivation provided positively impacted teacher performance, with tasks being implemented regularly and according to standards. Decision-making was conducted democratically and inclusively, which enhanced the commitment of all parties involved. While planning for teacher and staff needs was systematic, some shortcomings were noted, such as the uneven distribution of projectors. However, the student progress monitoring system and the reward system for outstanding students were effectively managed

4.2.3 The Research Findings Versus to the Latest Related Research

Several relevant studies have previously explored various aspects of education and human resource management. These studies examine the performance of school principals in managing human resources, the impact of leadership and human resource management on educational quality, and strategies for enhancing human resource quality in schools. These findings provide valuable insights and serve as a basis for comparing with current research on the performance of principals in managing human resources at SMK Negeri 1 Gunungsitoli Utara.

First, Hasriyani's (2020) study titled "Analysis of Principal's Performance as Human Resources Manager at SMP Negeri 8 Palopo" evaluated the role of school principals as human resources managers. Using a descriptive approach with qualitative methods, including observation, interviews, and documentation, Hasriyani's research highlighted various programs implemented by the principal to support performance improvement, such as program development, school organization, resource optimization, and staff mobilization. This study is

similar to my research in assessing the performance of school principals in human resource management. However, my research specifically addressed issues that Hasriyani's study did not fully explore, such as the lack of structured training and professional development and misalignment in staff placement. My research identified weaknesses in training frequency and structure, as well as suboptimal teacher placement, which are significant concerns in this context.

The second study by Arromy et al. (2023), titled "The Influence of Human Resources Management and School Principals' Leadership on the Improvement of the Quality of Education," employed a quantitative approach with survey methods. This research assessed the impact of human resource management and principal leadership on educational quality through statistical analysis. The findings indicated that both factors significantly contribute to enhancing educational quality. Although my research also focuses on educational quality and employs quantitative methods, it aligns with Arromy et al.'s emphasis on the importance of effective human resource management. However, my research delves deeper into aspects such as professional training and staffing, which were not explicitly measured in Arromy et al.'s study.

The third study, conducted by Dacholfany (2024) and titled "Principal's Leadership Strategy in Efforts to Develop the Quality of Human Resources in School," investigated the leadership strategies of school principals in improving human resource quality in elementary schools. Using qualitative methods and interviews, Dacholfany's research found that principals successfully addressed challenges, such as limited facilities and remote locations, through strategies like teaching policies, discussion forums, and training. This research is relevant to my study as both explore principals' strategies for human resource development, despite differing contexts and challenges. Dacholfany's findings offer insights into overcoming facility and location constraints, while my research focuses on challenges related to training and staffing. Despite

these differences, both studies emphasize the core principles of effective HR development, and my research may provide additional perspectives on adapting leadership strategies to address training and deployment issues in various contexts.

4.2.4 The Findings Versus Theories

The findings of this research reveal both alignment with and divergence from existing theories on human resource management by the principal. In terms of team building, the principal at SMK Negeri 1 Gunungsitoli Utara has demonstrated effective skills in fostering teamwork, which aligns with Sullivan and Miller's (2022) theory. This theory emphasizes the importance of leadership in creating and maintaining a cohesive team to achieve organizational goals. The principal's practice of involving all team members in decision-making and holding regular meetings reflects the principles of effective leadership as outlined in the theory.

Resource planning also shows conformity with Brewster, Chung, and Sparrow's (2021) theory, which underscores the significance of strategic planning in human resource management. The principal's ability to plan and allocate resources effectively supports this theoretical perspective, ensuring that necessary facilities and resources are optimally utilized to support the learning process.

However, there is a notable inconsistency in the area of professional development. According to Dogan and Gursoy (2020), effective coaching requires a structured and ongoing approach. The research findings indicate that, despite the principal's efforts, the professional development programs lack the necessary structure and frequency. This misalignment suggests that improvements are needed to better support teachers and enhance their professional growth.

In managing student placement and grouping, the principal's practices align with Tischler and Vance's (2019) theory, which highlights the importance of appropriately grouping students based on their interests

and abilities. The principal's method of organizing students according to their academic majors supports the theoretical emphasis on effective educational management.

Finally, the implementation of school rules by the principal is consistent with Henderson and Clark's (2021) theory, which stresses the importance of rules and discipline in maintaining an orderly learning environment. The principal's success in enforcing school regulations reflects the theoretical focus on creating a well-structured and disciplined educational setting.

Overall, while the principal's practices in team building, resource planning, student placement, and rule enforcement align with established theories, there is a need for improvement in the area of professional development to fully meet theoretical expectations and enhance human resource management in the school.

4.2.5 The Research Findings Implications

The findings of this research carry significant implications for human resource management at SMK Negeri 1 Gunungsitoli Utara, particularly concerning training and professional development as well as student placement management. Although the school principal has demonstrated commendable abilities in building teamwork, planning staff needs, and managing student placements, deficiencies remain in the areas of coaching and professional development for teachers.

The primary implication is the need for substantial improvements in the professional development programs for teachers. Currently, the frequency and structure of training are less than optimal, highlighting the necessity for a more organized and sustainable approach. Effective professional development is crucial for enhancing teaching quality and staff performance, as continuous development is key to increasing teacher competence and motivation (Guskey, 2019). School principals must address this gap by implementing a structured and frequent professional development program to better support teacher growth and effectiveness.

Additionally, the research underscores the importance of effective planning and management of learning facilities. The principal's success in ensuring the availability and optimal use of necessary facilities supports the achievement of educational goals. This aligns with the theory of strategic planning in human resource management, which emphasizes that good resource management positively impacts the learning environment (Brewster, Chung, & Sparrow, 2021).

Furthermore, the effective management of student placement and grouping in classes, as observed, supports the attainment of educational goals and indicates that the organizational structure within the school is well-managed. This organization contributes to an orderly and disciplined learning environment, consistent with Tischler and Vance's (2019) theory on effective educational management.

In summary, the research suggests that school principals at SMK Negeri 1 Gunungsitoli Utara should place greater emphasis on developing structured professional development programs to enhance teaching quality and support staff development. Such efforts will strengthen human resource management and ultimately improve the overall quality of education in the school.

4.2.6 The Research Finding Limitations

In this research, the researcher acknowledges several limitations that influence the research process and results. Although this study provides insights into the performance of school principals in managing human resources at SMK Negeri 1 Gunungsitoli Utara, there are several limitations to note:

1. Methodological Limitations: This research employs a qualitative approach using observation, interviews, and documentation instruments. While this method allows for an in-depth understanding, qualitative approaches have limitations in terms of generalizing results. This limitation arises from the small sample size involving only the principal and two teachers, which

may not fully represent the perspectives of all staff at the school. Additionally, subjectivity in interpreting data from interviews and observations can influence the research outcomes.

2. **Limited Time and Resources:** The research was conducted with limited resources and time, which may impact the depth of analysis and breadth of coverage. The researcher could only conduct observations and interviews within a specific timeframe, so some aspects of human resource management may not have been thoroughly explored.
3. **Limitations of Generalization:** The findings from this research may not be generalizable to other school contexts beyond SMK Negeri 1 Gunungsitoli Utara. Each school has unique characteristics that can influence how school principals manage human resources, so the results of this research are more contextual and cannot be widely applied without further research.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Leadership in an educational context involves the ability to guide and direct individuals toward achieving educational goals in an effective and efficient manner. Generally, this leadership role is embodied by the principal, who acts as the primary leader in the school. In this research, the principal at SMK Negeri 1 Gunungsitoli Utara has demonstrated a significant role in managing human resources, particularly in planning teacher and staff needs and overseeing student placement.

The principal actively fostered teamwork by organizing regular meetings and involving teachers and staff in key decision-making processes. This approach highlights the principal's dedication to creating a collaborative and supportive work environment. Additionally, the principal exhibited strategic skills in ensuring that learning facilities were available and utilized effectively, and in managing the placement and grouping of students based on their academic needs.

Despite some shortcomings, notably in the area of professional development where the frequency of training was less than optimal, the principal consistently made efforts to support staff development and achieve the school's objectives. Overall, the research indicates that the principal at SMK Negeri 1 Gunungsitoli Utara has effectively managed human resources within the school, although there remain areas for improvement to achieve even better results.

5.2 Suggestion

Based on the research findings, several recommendations can be made to enhance the performance of school principals and human resource management at SMK Negeri 1 Gunungsitoli Utara:

1. Enhance the Professional Development Program: Develop a more structured and sustainable professional development program to more

effectively improve teacher competencies. This will help in addressing the current gaps and ensuring that teachers receive ongoing support tailored to their needs.

2. Evaluate and Optimize Training: Regularly assess existing training programs and increase their frequency to better meet the professional development needs of teachers. This approach will ensure that the training is relevant and impactful.
3. Develop Leadership Skills: Principals should continue to focus on enhancing their leadership skills, particularly in areas such as team management and strategic planning. Improved leadership capabilities will contribute to better overall human resource management and achievement of school goals.
4. Conduct Further Research: Additional research is recommended to explore other factors affecting human resource management in schools. Expanding studies to include broader samples can enhance the generalizability of findings and provide a more comprehensive understanding of effective human resource practices.

BIBLIOGRAPHY

- Abrori, M., & Muali, C. (2020). Peningkatan kualitas sumber daya manusia melalui peran kepemimpinan kepala sekolah. *Jurnal Manajemen Pendidikan (JUMP)*, 1(1), 1-12.
- Agustian, et al. (2019). Pengaruh sistem informasi manajemen terhadap peningkatan kualitas pelayanan di PT. Jasaraharja Putra Cabang Bengkulu. *Jurnal Professional FIS UNIVED*, 6(1), 23-35.
- Andriani, S., & Kesumawati, M. K. (2018). Pengaruh kepemimpinan transformasional dan motivasi kerja terhadap kinerja guru. *International Journal of Scientific & Technology Research*, 7(7), 19-29.
- Arismunandar, et al. (2018). *Manajemen kepala sekolah: Pengembangan model kebijakan pengangkatan kepala sekolah berbasis hasil penelitian*. Badan Penerbit Universitas Negeri Makassar.
- Arromy, M., et al. (2023). The influence of human resources management and school principals' leadership on the improvement of the quality of education. *Journal of Humanities and Social Sciences Innovation*, 3(1), 45-58.
- Aydin, M., Turan, S., & Demir, C. (2023). Successful school leadership: Building productive teamwork. *Journal of Educational Leadership*, 18(2), 115-130.
- Brewster, C., Chung, C., & Sparrow, P. (2021). Strategic human resource management in education. *Human Resource Management Journal*, 34(4), 213-225.
- Davis, B., & Ellison, L. (2019). Strategic planning and school resource management. *Journal of Educational Administration*, 57(5), 519-539.
- Dacholfany, M., et al. (2024). Principal's leadership strategy in efforts to develop the quality of human resources in schools. *JHIP (Jurnal Ilmiah Ilmu Pendidikan)*, 7(1), 487-493.
- Djafri, N. (2017). *Manajemen kepemimpinan kepala sekolah: Pengetahuan manajemen, efektivitas, kemandirian keunggulan bersaing dan kecerdasan emosi*. Deepublish.

- Dogan, M., & Gursoy, H. (2020). Effective professional development in education: A structured approach. *International Journal of Educational Development*, 47, 87-98.
- Fiantika, F., et al. (2022). *Metodologi penelitian kualitatif*. PT. Global Eksekutif Teknologi.
- Guskey, T. R. (2019). The key to increasing teacher competence and motivation: Continuous professional development. *Teaching and Teacher Education*, 75, 12-22.
- Hasriyani. (2018). *Analisis kinerja kepala sekolah sebagai manajer sumber daya manusia di SMP Negeri 8 Palopo*. Skripsi.
- Hallinger, P., & Heck, R. H. (2018). Continuous professional development for teachers: The key to school improvement. *Educational Management Administration & Leadership*, 46(4), 618-637.
- Harris, A., & Jones, M. (2021). Organized professional development and its impact on student learning outcomes. *Educational Research and Development*, 29(3), 145-159.
- Henderson, J., & Clark, S. (2021). Managing rules and discipline in schools: Creating an orderly learning environment. *Journal of School Management*, 27(2), 77-89.
- Jones, R., & Smith, P. (2020). Improving teacher effectiveness through structured professional development. *Journal of Teacher Education*, 65(3), 154-168.
- Liu, W., Zhang, Y., & Chen, L. (2022). Strategic planning in human resource management: A key to organizational effectiveness in education. *Educational Management and Administration*, 30(4), 201-215.
- Nurhayati, N., et al. (2022). Kinerja kepala sekolah, disiplin kinerja guru dalam meningkatkan mutu pendidikan. *JMPIS*, 3(2), 634-644.
- Osuji, C. U. (2022). Influence of principals' management of human resources on teachers' job performance in public senior secondary schools in Rivers State. *International Journal of Research Publication and Reviews*, 3(7), 3422-3432.
- Permadi, D. (2017). *Kepemimpinan mandiri (profesional) kepala sekolah*. PTSarana Panca Karya Nusa.

- Purwanto, N. A. (2019). *Kepemimpinan pendidikan: Kepala sekolah sebagai manager dan leader*. Interlude.
- Putri, & Hendar. (2022). Illocutionary act to *All the Boys Always and Forever* movie by Michael Fimognari: Pragmatics study. *BIRCI-Journal*, 5(2), 13537-13546.
- Rachmawati, Y., et al. (2020). Principal's managerial competence in actualizing a creative school. *Universal Journal of Educational Research*, 3406-3416.
- Rafid, R., & Tinus, A. (2019). Kinerja kepala sekolah dalam meningkatkan mutu tenaga pendidik di sekolah menengah atas negeri 1 Latambaga, Kolaka. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(2), 188-198.
- Rahmayanti, D., & Permana, H. (2022). The principal's leadership in improving human resource management to achieve quality Islamic educational institutions. *Dirasah*, 5(2), August 2022.
- Samsilayurni. (2022). Kepala sekolah sebagai pemimpin dan manajer sekolah. *Journal of Innovation in Teaching and Instructional Media*, 2(2), January 2022.
- Septian. (2020). The influence of career development, work discipline, and work motivation on employee satisfaction. *Jurnal Sekolah Tinggi Ilmu Ekonomi Indonesia*, 2020.
- Siaahan, A. (2020). *Kepemimpinan pendidikan: Aplikasi kepemimpinan efektif, strategis, dan berkelanjutan*.
- Sidiq, U. (2021). *Kepemimpinan pendidikan*. CV. Nata Karya.
- Siswanto, H. (2020). The influence of principal performance on teachers' pedagogical competence. *Journal of Social, Humanity, and Education (JSHE)*, 1(1), 13-26.
- Sothy, C. (2019). The effectiveness of principal in managing human resources in private secondary schools in Phnom Penh, Cambodia. *International Journal of Scientific and Research Publications*, 9(6), June 2019.
- Syafaruddin. (2019). *Kepemimpinan pendidikan: Akuntabilitas pimpinan pendidikan pada era otonomi daerah*.
- Sullivan, M., & Miller, J. (2022). The role of leadership in building an effective team. *Leadership in Education*, 22(1), 35-48.

- Sun, X., & Chen, H. (2021). Grouping students by interests and abilities to support inclusive learning goals. *International Journal of Inclusive Education*, 25(5), 331-347.
- Tischler, L., & Vance, M. (2019). Effective student grouping in educational settings: Theory and practice. *Journal of Educational Psychology*, 31(2), 98-112.
- Wang, T., & Clark, S. (2022). Implementing fair and consistent rules in schools to build a positive climate. *School Psychology International*, 41(3), 223-238.
- Yonata, H. (2020). The influence of discipline and work climate on the performance of school heads in Muhammadiyah Vocational School, Cipilir, Jakarta Selatan. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 3(2), December 2020.
- Yumnah, S., et al. (2023). Strategi kepala sekolah dalam mengelola sumber daya guru untuk meningkatkan mutu pendidikan. *Journal Manajemen Pendidikan Islam*, 4(1), 92-104.
- Zhang, Z. (2023). Professional development in education: A continuous and well-structured approach. *Journal of Educational Research*, 39(4), 178-190.

ANALYSIS PRINCIPALS' PERFORMANCE IN MANAGING HUMAN RESOURCES AT SMK NEGERI 1 GUNUNGSITOLI UTARA

ORIGINALITY REPORT

9%

SIMILARITY INDEX

PRIMARY SOURCES

1	ejournal.unuja.ac.id Internet	109 words — 1%
2	repository.iainpalopo.ac.id Internet	109 words — 1%
3	Muhammad Miqdad Arromy, Agus Gunawan, Machdum Bachtiar, Anis Fauzi. "The Effect of Human Resource Management and Principal Leadership on Improving the Quality of Education", Daengku: Journal of Humanities and Social Sciences Innovation, 2023 Crossref	76 words — 1%
4	earsiv.anadolu.edu.tr Internet	51 words — < 1%
5	ummaspul.e-journal.id Internet	46 words — < 1%
6	Hani Yulindrasari, Vina Adriany, Yeni Rahmawati, Fonny Demeaty Hutagalung, Sarita Gálvez, Ade Gafar Abdullah. "Early Childhood Education in the 21 Century", Routledge, 2019 Publications	41 words — < 1%

-
- 7 Noviyana Rustam, Murniati Murniati, Niswanto Niswanto. "The Principal Strategy for Improving the Quality of Learning at an Integrated Islamic Elementary School", AL-ISHLAH: Jurnal Pendidikan, 2021
Crossref 41 words — < 1%
-
- 8 www.edunesia.org
Internet 31 words — < 1%
-
- 9 Amiruddin Siahaan, Aswaruddin Aswaruddin, Maulidayan Maulidayan, Ahmad Zaki, Novita Sari, Arief Aulia Rahman. "Principal Leadership Ethics as A Role Model in High School", AL-ISHLAH: Jurnal Pendidikan, 2023
Crossref 27 words — < 1%
-
- 10 unimuda.e-journal.id
Internet 25 words — < 1%
-
- 11 dpubinmarcipka.jatengprov.go.id
Internet 24 words — < 1%
-
- 12 edunesia.org
Internet 24 words — < 1%
-
- 13 ejournal.ijshs.org
Internet 24 words — < 1%
-
- 14 Taufik Maulana, Andriyani Andriyani, Masyitoh Chusnan, Armai Arief, Muhammad Husni Abdulah Pakarti. "Curriculum Management System in Religious Education: Insights from Diniyah Takmiliyah Al-Wahdah, Bandung City", International Journal of Nusantara Islam, 2023
Crossref 23 words — < 1%
-
- 15 Elly Malihah, Vina Adriany, Tutin Aryanti, Hani Yulindrasari. "Research for Social Justice", Routledge, 2019 22 words — < 1%

16 Cut Wan Moulida, Yusrizal Yusrizal, Niswanto Niswanto. "Principal Management in Improving Teacher Quality at State Vocational High School", AL-ISHLAH: Jurnal Pendidikan, 2022

21 words — < 1%

Crossref

17 Sulaiman Helmi, Bakti Setyadi, Devita Aryasari. "Strategy of the School Principal in Increasing the Quality of Humanistic Perspective Human Resources Management", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2023

21 words — < 1%

Crossref

18 vdocuments.net

Internet

19 words — < 1%

19 ijrpr.com

Internet

18 words — < 1%

20 repository.ub.ac.id

Internet

18 words — < 1%

21 repository.uhn.ac.id

Internet

18 words — < 1%

22 repository.uin-suska.ac.id

Internet

18 words — < 1%

23 docplayer.net

Internet

17 words — < 1%

24 www.coursehero.com

Internet

17 words — < 1%

25 jurnal.ahmar.id

Internet

16 words — < 1%

26 Jainul Abidin, Fitri Hilmiyati, Anis Zohriah. "Unravelling the Dynamics of Madrasah Principal Performance and Teacher Quality: A Literature Review", *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 2024
Crossref

15 words — < 1%

27 id.123dok.com
Internet

15 words — < 1%

28 jurnal.radenfatah.ac.id
Internet

14 words — < 1%

29 journals.kozminski.cem-j.org
Internet

30 Wisnu Dwi Wibowo, Wakhudin Wakhudin. "The Roles of Leadership Principal to Improving of Education Quality through Managerial Competence", *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 2021
Crossref

13 words — < 1%

31 etd.aau.edu.et
Internet

12 words — < 1%

32 docplayer.info
Internet

33 Muhammad Nasri Dini. "Educational leadership from a philosophical and Islamic perspective", *ATTARBIYAH: Journal of Islamic Culture and Education*, 2020
Crossref

11 words — < 1%

34 repository.unib.ac.id
Internet

35	ejournal.iaifa.ac.id Internet	10 words — < 1%
36	eprints.qut.edu.au Internet	10 words — < 1%
37	www.repository.umuslim.ac.id Internet	10 words — < 1%
38	Ani Susanti, Yatim Riyanto, Bambang Sigit. "Principal Professionalism in Improving the Quality of Education in Senior High School", Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme, 2023 Crossref	9 words — < 1%
39	eprints.uns.ac.id Internet	9 words — < 1%
40	jiip.stkipyapisdompu.ac.id Internet	9 words — < 1%
41	proceeding.unnes.ac.id Internet	9 words — < 1%
42	Asih Aryani, Asep Saepuloh. "Peningkatan Kompetensi Managerial Kepala Madrasah Melalui Penilaian Kinerja Kepala Madrasah [PKKM] di MAN 5 Ciamis", Andragogi: Jurnal Diklat Teknis Pendidikan dan Keagamaan, 2022 Crossref	8 words — < 1%
43	docs.neu.edu.tr Internet	8 words — < 1%
44	ejournal.seaninstitute.or.id Internet	8 words — < 1%

-
- 45 www.jiip.stkipyapisdompu.ac.id 8 words — < 1%
Internet
-
- 46 www.scilit.net 8 words — < 1%
Internet
-
- 47 www.slideshare.net 8 words — < 1%
Internet
-
- 48 Henry Egbezien Inegbedion, Sarah Olamide Adeyemi, Olamide Akintimehin, Damilola Eluyela. "Teachers' time utilisation and students' enrolment in school certificate examination: implication for school leadership", Heliyon, 2020 7 words — < 1%
Crossref
-
- 49 Wulan Patria Saroinsong, Muhamad Nurul Ashar, Irena Y. Maureen, Lina Purwaning Hartanti et al. "Reimagining Innovation in Education and Social Sciences", Routledge, 2023 7 words — < 1%
Publications

EXCLUDE QUOTES OFF

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE SOURCES OFF

EXCLUDE MATCHES OFF