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# Principal Management in Forming Teacher Character: Aligning School Governance with SDG 4 and SDG 8

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## ABSTRACT

**Objective:** To examine the principal's management in shaping teacher character, which is the foundation for realizing a school culture with integrity and sustainability. **Method:** The research was conducted with a qualitative approach through a multi-site study design, involving observation, in-depth interviews with principals, teachers, and students, as well as document review. Data were analyzed using cross-case analysis techniques to reveal the principal's management patterns in shaping teacher character. This study aims to analyze: (1) Planning, (2) Organizing, (3) Implementation; and (4) Supervision of the principal in shaping teacher character in managing schools at SMP Negeri 3 Krian, Sidoarjo. **Results:** 1) Planning: The Principal of SMP Negeri 3 Krian applies flexible, contextual, and participatory methods through intensive communication between school members. 2) Organizing: The Principal of SMP Negeri 3 Krian applies a collaborative and humanistic approach that prioritizes interpersonal communication and a sense of family to increase teachers' sense of belonging. 3) Implementation: The Principal of SMP Negeri 3 Krian applies a persuasive, cultural, and humanistic approach through informal communication to build a harmonious work environment. 4) Supervision: The Principal of SMP Negeri 3 Krian chooses a humanistic and interpersonal approach through informal observation and open personal coaching. **Novelty:** The research places the context of teacher character formation as the primary focus, not merely as a supporting variable for improving competence or performance. This focus offers a novel contribution because teacher character is the foundation for creating a school culture of integrity and sustainability for SDG 4 and SDG 8.

## INTRODUCTION

Principals hold significant responsibility for managing human resources (HR) in schools, including teachers, educational staff, and students as a unified school community. Beyond basic administration, principals must cultivate a supportive work environment that fosters educators' professional growth and maximizes student achievement (Lijun & Te, 2024; Owbor Grace, 2025). By aligning the diverse needs of staff and learners, they bridge operational goals with academic success. Ultimately, strategic HR management by a principal shapes the school's culture, driving collaboration and ensuring that every member of the community excels. Furthermore, the phenomenon of teachers frequently skipping school, engaging in bullying, ignoring student conflicts, and being overly preoccupied with side jobs has further tarnished the image of educators (Jesseman, 2025; Windvoël, 2023). This series of incidents has shifted public attention to the importance of the principal's role as a leader fully responsible for his subordinates' attitudes and behavior. Good character is essential for teachers, as they serve as role models for students (Feliza, 2025; Jumatullailah et al., 2024; Mahmoudi, 2025). A friendly, polite, yet authoritative character is reflected in a teacher's personality while teaching. However, as mere human beings, teachers have limitations, making the principal's role in planning, organizing, implementing, and supervising their performance crucial. Teacher character directly correlates with the