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Shaping Teachers' Character and Workplace Well-Being: A Multi-Site Study on Principal Leadership for SDG 4 and SDG 8

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ABSTRACT

Objective: To analyze principal management in shaping teacher character through planning, organizing, implementation, and supervision at SMP Negeri 1 Sidoarjo and SMP Negeri 3 Krian, Sidoarjo. **Method:** Employing a qualitative approach using a multi-site case study design. Data were collected through observation, in-depth interviews with principals, teachers, and students, as well as document analysis. The data were analyzed using cross-case analysis to identify similarities, differences, and management patterns applied by principals in shaping teacher character. **Results:** The findings show that the principal of SMP Negeri 1 Sidoarjo applied systematic, structured, and data-based management to strengthen accountability in planning, organizing, implementation, and supervision. In contrast, the principal of SMP Negeri 3 Krian emphasized flexible, contextual, collaborative, and humanistic management through intensive interpersonal communication and a family-oriented school culture. These different approaches indicate that teacher character development can be strengthened through both formal data-based management and humanistic interpersonal leadership. **Novelty:** Proposing a conceptual model of principal management in shaping teacher character consisting of five key components: leadership through real exemplary behavior, integration of data-based management and humanistic approaches, strengthening of distinctive school culture, improvement of teacher professionalism and performance, and optimization of effective organizational performance. This model offers a practical and theoretical framework for schools seeking to improve teacher character, school culture, graduate quality, student character formation, and public trust in educational institutions for SDG 4 and SDG 8.

INTRODUCTION

School leadership has become one of the most influential factors in determining educational quality and organizational sustainability. Beyond managing administrative functions, school principals are expected to cultivate professional, ethical, and character-driven school communities that support both teacher development and student success. Contemporary educational leadership increasingly emphasizes that effective principals are responsible not only for improving instructional quality but also for fostering teachers' integrity, professionalism, discipline, and commitment as fundamental elements of school culture (Hallinger, 2020; Leithwood et al., 2021). Within this perspective, teacher character is recognized as an essential component of educational quality because teachers function simultaneously as instructors, mentors, and moral role models whose behavior directly shapes students' attitudes, values, and learning experiences for SDG 4 and SDG 8.

The importance of teacher character has received growing attention due to the increasing number of ethical violations involving teachers in various educational settings. Reports of teacher misconduct, including violence against students, sexual harassment, bullying, absenteeism, and other forms of unprofessional behavior, have raised public concern regarding teacher professionalism and accountability. Such