

Implementation of Permendikbudristekdikti Number 40 of 2021 Concerning the Assignment of Teachers as School Principals

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Abstract: The purpose of this study is to determine (1) the mechanism for recruiting prospective school principals (2) the process of appointing school principals, and (3) efforts to overcome factors inhibiting the implementation of Dikbud Ristek Number 40 of 2021. This study was descriptive qualitative. Research location was Palembang City Education Office and SD Negeri 226 Palembang. Research subjects were Head of GTK Division and Principal. Instrument was the researcher himself. Data collection was observation, interviews, and documentation. Analysis through data reduction, data presentation, and drawing conclusions. Checking the validity of data through triangulation of sources and data collection techniques, results, and conclusions. From the results of the study, it was concluded that the requirements and process for appointing school principals in Palembang City are in accordance with the mandate of Minister of Education and Culture, Research and Technology Regulation (Permendikbudristekdikti) Number 40 of 2021 concerning the Assignment of Teachers as Principals. Efforts to overcome the inhibiting factors inhibiting the implementation of Permendikbudristekdikti Number 40 of 2021 are to always communicate with the central government in the stages of appointing school principals through the Principal Supervisor School (KSPS) application.

Keywords: Permendikbudristekdikti Number 40 of 2021, Principal Supervisor School Application, Teachers as Schools' Principal

A. Introduction

Not all educators appointed as principals have sufficient leadership skills (Grissom et al., 2019). A principal may have difficulty in fulfilling his/her responsibilities. The quality of teacher performance as a teacher and as a principal can be affected by the fact that teachers who also serve as principals often experience a substantial workload (Creagh et al., 2025; Türkoğlu & Cansoy, 2022). The process of assigning, evaluating, and developing the careers of principals who come from teachers is often hampered by a complex bureaucratic system (Lillejord & Børte, 2020; Rogers, 2022). In the Permendikbudristekdikti Number 40 of 2021 concerning the Assignment of Teachers as Principals, the requirements for teachers who can be assigned as principals are very

clear. With the hope that principals who are appointed in accordance with the Permendikbudristekdikti Number 40 of 2021 concerning the assignment of teachers as principals will truly become learning leaders and become principals who can carry out their duties optimally.

In connection with the opinion above, there is still a system for appointing school principals that does not fully meet the requirements in the Permendikbudristekdikti Number 40 of 2021 concerning the Assignment of Teachers as Principals, as is the case in public elementary schools in Palembang City. The appointment of teachers who will occupy the position of principal needs to be prepared (Oplatka & Ben Or, 2019). Preparation of prospective principals can be done in the form of training, cadre formation, and training (He et al., 2024; Shambaugh, 2023). The appointment of teachers to occupy the position of principal is prepared and selected in accordance with the laws and regulations of the Ministry of Education and Culture (Tihazana, 2024). Prospective principals receive training in mastering the concepts, theories, and practices of school management. One of the requirements for appointment as a principal in accordance with the Permendikbudristekdikti Number 40 of 2021 concerning the Assignment of Teachers as Principals is to have a Teacher Leader Certificate (Bjork & Raihani, 2025).

The position of the principal in reality is not in accordance with the mandate of the Permendikbudristekdikti Number 40 of 2021 concerning the Assignment of Teachers as Principals. The conditions of recruitment or appointment will also directly have a less than optimal impact on the performance of the principal (Huang & Fillaili, 2022). Poor performance will also have an impact on the low productivity of the principal's work, which also has implications for the quality of education (Inayat & Jahanzeb Khan, 2021; Saleem et al., 2020).

Based on the results of the study conducted by the Study of Recruitment and Professional Development of School Principals as Leaders of Educational Units in Selupu Rejang District, "recruitment and professional development of school principals as leaders of educational units in Selupu Rejang District in general have not been carried out in accordance with applicable regulations, namely in accordance with Permendiknas Number 13 of 2007, where prospective school principals must meet general and specific criteria in order to become principals (Sumarno, 2015). Then in the research of Kurniawan (2019), "Principal Position: Between Administrative Position or Political Position," the results are the process in the field of the recruitment stages is often ignored and almost never carried out and is even strongly suspected of being ridden by political interests. Kurniawan (2019) "Principal Position: Between administrative positions and political positions, reality provides a clear picture that there are still many school principals who have served and are currently serving who do not meet the criteria and requirements of a school principal.

Referring to the view, education is the main foundation for the progress of a nation. The quality of education is largely determined by the quality of the principal as a leader in an educational institution (Liebowitz & Porter, 2019). However, the situation of appointing principals in Indonesia is still a serious concern. According to the Ministry of National Education, as many as 70 percent of the 250 thousand principals in Indonesia are considered incompetent (Nugraha, 2023a). This problem is further exacerbated by the implementation of regional autonomy, where the appointment of principals is the full authority of the regent or mayor (Siregar et al., 2022). As a result, the process of appointing principals is often not transparent and open to practices of corruption, collusion, and nepotism. Empirical data presented by the results of the 2015 Principal Competency Test (UKKS) shows that the average UKKS score is still low, with the highest score only reaching 55.90 and the lowest score reaching 45.92 (Sauri et al., 2024).

This indicates the need for transformation in the process of appointing principals to improve the quality of leadership in educational institutions. In order to answer this challenge, the government has issued several regulations, such as Ministry of Education, Culture, Research and Technology Regulation No. 40 of 2021 concerning the Assignment of Teachers as Principals and Regulation of the Director General of Teachers and Education Personnel Number 5958/B/HK.03.01/2022 concerning Technical Instructions for the Assignment of Teachers as Principals. However, the implementation of this policy still needs to be evaluated to ensure its effectiveness in improving the quality of leadership in educational institutions.

Based on previous findings, the author can conclude that there is still a system of appointing school principals that is conditional on political interests. Based on the problems regarding the appointment of school principals by previous researchers, all of them are almost the same, namely that there is still a discrepancy between the reality of appointments in the field and the applicable regulations regarding the appointment of school principals according to the mandate of the Permendikbudristekdikti Number 40 of 2021 concerning the Assignment of Teachers as Principals. This makes researchers interested in the results of previous studies with the phenomena that occur in the appointment of school principals in Palembang City. For this reason, the author took the title of this research with the title "Implementation of Permendikbudristekdikti Number 40 of 2021 Concerning the Assignment of Teachers as School Principals."

B. Methods

The study is concerning with the implementation of Permendikbudristekdikti Number 40 of 2021 related to the Assignment of Teachers as School Heads" in National Elementary Schools in the Plaju Subdistrict, Palembang City, and the Division of Teachers and Staff in the Education Department of the Palembang City Education Office. Researchers have carried out observations from July to September

2024 to collect data for writing a thesis proposal. Research is carried out by means of observation, interviews, and documentation with selected sources. In this research, the core informants are the head of the National Elementary School in the Plaju District of Palembang City and the teachers and education staff of the Palembang City Education Service. This research method uses descriptive research with a qualitative approach. In this research there is main data (primary) and supporting data (secondary).

Those directly involved as primary data sources in this research are the head of the neighborhood school in the Plaju sub-district, Palembang City, and teachers and education personnel of the Palembang City Education Service. Researchers collect data using observation and interview methods. The primary source of data for this research is the document regarding the requirements for the appointment of teachers to become school principals in Plaju District, Palembang City. Data collection techniques use observation, documentation, and interviews. The data analysis carried out in this research is based on the data analysis technique version of Miles and Huberman, which consists of data reduction, data presentation, and drawing conclusions/verification (Miles and Huberman, 2013).

C. Results and Discussion

Permendikbudristekdikti Number 40 of 2021 concerning Additional Duties of Teachers as Principals of Schools is the latest regulation in appointing the Head of the Newest School, which is currently in effect. This regulation is a reference for appointing school principals who are capable of becoming learning leaders in schools, including elementary schools in Palembang City. Then research determined 2 informants, 1 key informant as head of the GTK division of the Palembang City Education Office and 1 supporting informant as head of SD Negeri 226 Palembang. From the results of interviews with informants regarding the implementation of Education and Culture Regulation Number 40 of 2021 concerning Additional Duties of Teachers as Principals of Schools in Palembang City.

From the results of interviews with informants regarding the implementation of Education and Culture Education and Culture Regulation Number 40 of 2021 concerning Additional Duties of Teachers as Principals of Schools in Palembang City. As a reference in determining school principals who are competent and capable of becoming learning leaders.

Recruitment Mechanism for Prospective School Principals in Palembang City

Recruitment of candidates for school principals, especially elementary school principals in Palembang City, is carried out through several stages, namely; Paying attention to the need to fill vacancies in school principals due to retirements and transfers from school principals to school supervisors and several other factors,

selecting teachers in local or close to schools who are entered in the KSPS application data base, calling candidates Head of school to ask for commitment and willingness to be nominated as school principal, complete administrative documents, then submit it to the Mayor of Palembang through the Personnel and Human Resources Development Agency (BKPSDM) of Palembang City. This stage needs to be carried out so that teachers get the same opportunity to be nominated as school heads in accordance with the applicable regulations, namely Regulation of the Ministry of Education and Culture, Research and Technology Number 40 of 2021 concerning Additional Duties of Teachers as School Heads.

The stage of paying attention to the need to fill vacancies for school principals due to retirement and so on. At this stage, the GTK Palembang City Education Service always acts quickly. Because in a school there must be a school principal to be able to run the school's learning process smoothly, and the management of the school continues to run. Every time a principal is about to retire, the GTK already has the data so that schools whose principal is about to retire or for other reasons that result in a vacancy for the principal will be replaced as soon as possible, even if the recruitment process has been carried out one month before the old principal retires.

The stage of selecting a local or closest teacher to a school entered in the KSPS application database. Before the school head retires, GTK will immediately look for a replacement candidate for the school head. Candidates for replacement school principals can be quickly selected because they are already in the GTK database via the KSPS application. In the KSPS application, there is already a list of candidates for school principals who fulfill the requirements in accordance with the mandate of the Education and Culture Regulation Number 40 of 2021 concerning Additional Duties of Teachers as School Principals. For the sake of effectiveness, GTK will first select candidates for school principal starting from local teachers; if there are no local teachers, then the next option is to select school principal candidates from other teachers who come from nearby schools from the school that is experiencing a vacant position. If this also does not exist, then it is in accordance with the mandate of the Government of Education and Culture Number 40 of 2021 concerning Additional Duties of Teachers as Heads of Schools, Article 4, Paragraph 1, which reads: "In the event that the number of teachers who have a certificate of candidate for school principal or a certificate of driving teacher in their area is not sufficient, the regional government can assign teachers as school principals from teachers who do not yet have a certificate of candidate for school principal or a certificate of driving teacher." So GTK will choose existing teachers by considering suggestions from the school principal, school supervisor, and other teachers. This is solely to select a school principal candidate who is competent and can work well in becoming a learning leader in the school he will lead. The stage of calling on prospective school principals to ask for their commitment and willingness to be nominated as principal and completing administrative documents. At this stage, GTK will verbally make an agreement and ensure the commitment of all candidates for school principal to

become school principal. Once a candidate for school principal submits himself to be appointed as school principal, then the candidate for school principal will be asked to collect documents for the school principal candidate.

Furthermore, for school principal candidates who have fulfilled the requirements of the Education and Culture Regulation Number 40 of 2021 concerning Additional Duties of Teachers as School Principals, Article 2, Paragraph 1, they can be proposed by the consideration team for the appointment of school principals. In this case, the team considering the appointment of a school principal is the Provincial Regional Education Service, Regency/City Regional Education Service. Next, the consideration team for the appointment of the principal of the school is determined by the civil service development official. Based on the results of the research carried out in relation to the flow of the recruitment process mandated by the Government of Education and Culture Number 40 of 2021 concerning Additional Duties of Teachers as School Heads, which has been implemented by the Palembang City Education Service GTK, they are appropriate in recruiting candidates for headship schools, especially elementary schools in Palembang City. Both the process and the requirements for candidates for school principals are in accordance with the regulations of the Education and Culture Regulations Number 40 of 2021 concerning Additional Duties of Teachers as School Principals. Technically, the recruitment of candidates for elementary school principals in Palembang City is initially managed by the GTK division of the Palembang City Education Service.

The policy of appointing school principals and school supervisors from driving teachers aims to provide a strong impetus in improving the overall quality of education (Kusuma, 2024; Sauri et al., 2024). First of all, through their appointment as leaders, the aim is to ensure that school principals and school supervisors have the main qualities of competence, vision, and strong commitment to educational improvement (Riski et al., 2021). In this way, it is hoped that there will be leaders who understand students' needs and are able to move all school staff towards higher achievements. Second, their appointment from among the driving teachers is expected to encourage innovation and transformation in teaching practices as well as strengthen student leadership. Third, by building a sustainable educational e-system that involves parents, communities, and other stakeholders, the aim is to strengthen support for sustainable and holistic education. And finally, through the creation of a collaborative learning community, it is hoped that they will be able to inspire and establish strong collaboration between various parties, such as teachers, students, parents, and the community, to create a dynamic learning environment and support optimal student development. Thus, this policy is not only about selecting leaders but also about building a strong foundation for positive transformation in the education system.

The benefit of the policy of appointing school principals and school supervisors is that it gives individuals the opportunity to lead with greater responsibility, which in turn

strengthens the bond of professionalism and contributes to improving education in their region (Kurniawati et al., 2020). In addition, this policy also provides an opportunity to build strong relationships with various stakeholders, including students, staff, parents, and the wider community, which can expand work networks and support the creation of mutually beneficial partnerships in achieving goals. greater education. The policy of appointing school principals and school supervisors from driving teachers has had a significant impact, including increasing leadership responsibility, strengthening an inclusive and adaptive school culture, and expanding cooperation with communities inside and outside the school. Through an inclusive approach to leadership, this policy encourages the development of mature leadership skills, strengthens commitment to educational progress, and builds strong relationships with various stakeholders, making it a progressive step in educational transformation.

The policy of appointing school principals and school supervisors from acting teachers faces several challenges and obstacles (Siregar et al., 2022). Firstly, there are concerns about the readiness of driving teachers to take on greater leadership roles. Some driving teachers may have limited experience and leadership skills (Nugraha et al., 2018). Second, a fair and objective selection process is needed to ensure that the best candidates are selected based on merit. Third, there are concerns about the impact of the policy on the continuity of learning in the classroom if many active teachers are promoted to new roles (Nugraha, 2023b). Lastly, adequate allocation of resources for training and leadership development for selected driving teachers is also a challenge.

Appointment of Elementary School Principals in Palembang City Based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 40 of 2021

The government issues Minister of Education and Culture, Research, and Technology Number 40 of 2021, universally implemented in all regions in Indonesia, to appoint teachers who are given duties as school principals to lead and manage schools in an effort to improve the quality of education accordingly. with transformation of learning that is in favor of students. Teachers can be assigned duties as school principals in educational units that include kindergartens, special kindergartens, elementary schools, special elementary schools, middle schools, extraordinary middle schools, upper middle schools, and high schools. vocational middle school, extraordinary upper middle school, or Indonesian school outside the country. Appointment to school principal through Minister of Education and Culture Research and Technology Regulation Number 40 of 2021 has detailed terms and conditions for a person to be appointed as school principal.

A slight obstacle in the field of the appointment of school principals in Palembang City is that in the last two years the mayor has been held by an official (PJ). This only allows the appointment of the school principal, not yet definitive but still as acting

principal (PLT), to the school principal. Despite this, the appointment of the PLT Head of School still refers to the Ministry of Education, Culture, Research, and Technology Regulation Number 40 of 2021. This is in line with the findings from interviews with respondent 1, who stated that in the last two years the appointment of the principal of the school was still PLT. Head of school because the mayor is still PJ, so he can't yet appoint a head of school in a definitive way.

Implementation of Minister of Education and Culture Regulation No. 40 of 2021 concerning the Assignment of Teachers as School Principals has a strong connection with previous studies regarding school leadership, academic supervision, and teacher development. In particular, the research carried out by Sumarno (2015) Based on the results of the research and discussion above, conclusions can be drawn from this research as follows: Recruitment and professional development of school principals as heads of education units in Selupu Rejang sub-district in general has not yet been carried out in accordance with applicable regulations, namely in accordance with National Education Regulation Number 13 of 2007, where prospective school principals must meet general and specific criteria in order to become school principals. The Ministry of Education, Culture, Research, and Technology Regulation No. 40 of 2021 focuses on the role of school principals, which is not only managerial but also involves supervision and professional development of teachers, which is in line with the concepts of transformative leadership and clinical supervision in previous research.

Inhibiting and Supporting Factors

The results of the study show that one of the inhibiting factors in the implementation of Permendikbud Number 40 of 2021 concerning school principals in Palembang City is not fully understanding the entire procedure for recruiting school principals through KSPS, so that GTK of the Palembang City Education Office has difficulty in interpreting the contents of the Permendikbud. Apart from that, the technical factor of the long process of appointing a school principal via the KSPS application is also an obstacle. To overcome these obstacles, better coordination is needed between central government and regional government. Apart from that, there are other factors that hinder the implementation of the Education and Culture Regulation Number 40 of 2021 regarding the assignment of teachers as school principals, especially in Palembang City. Permendikbudristekdikti No. 40/2021 requires every candidate for school principal to have a Driving Teacher Certificate or a certificate as a candidate for school principal. However, in Palembang, the number of teachers who have this certificate is still very limited.

Therefore, regional governments need to assign teachers who are not yet certified to fill the position of school principal. This assignment will be temporary, until there is a teacher who meets the requirements. Another obstacle that occurs is the lack of understanding and training for teachers. According to reports, around 70% of schools

in Palembang still have not implemented the Merdeka Curriculum, which is part of the implementation of Government Education and Culture Regulation No. 40/2021. The main cause of this situation is the teachers' lack of understanding regarding the effectiveness of the curriculum in the teaching and learning process. Therefore, it is very important to carry out additional outreach and training to increase the understanding and skills of teachers.

Several schools in Palembang are still experiencing challenges related to the lack of adequate facilities and infrastructure to support the implementation of this policy. Apart from that, the lack of qualified human resources is also an obstacle in carrying out the duties of the school principal effectively. The selection process for school principal candidates involves many parties, such as the education service and the education board. However, a lack of understanding or misalignment between the parties involved can hamper the assignment process, as well as have a negative impact on the effectiveness of policy implementation. To overcome these obstacles, better coordination is needed between the central government and regional governments. In overcoming the above obstacles, it is necessary to increase the capacity of teachers through ongoing training, as well as providing adequate infrastructure to support the effective implementation of Education and Culture Regulation Number 40 of 2021 in Palembang City.

Based on the research results, the efforts made to overcome the obstacle of lack of understanding of GTK of the Palembang City Education Office in implementing Permen Dikbud Ristek Number 40 of 2021 are by providing relief to prospective school principals in completing the prospective school principal files. The work performance of the school principal at SD Negeri 226 Palembang is seen from the 2024 Employee Performance Target, getting a work value rating above the leadership's expectations, getting a work behavior rating above the leadership's expectations, and getting an Employee Performance Predicate with a rating of Very Good.

D. Conclusion

Based on the research that has been conducted, it is concluded that the requirements and mechanisms for assigning teachers as school principals in Palembang City have generally referred to the provisions regulated in the Minister of Education and Culture Regulation Number 40 of 2021. The selection and assignment process has mostly gone through appropriate mechanisms, such as fulfilling administrative requirements, substantive selection, and training for prospective school principals. The school principals who were appointed according to the mandate of the Minister of Education and Culture Regulation Number 40 of 2021 in 2024 have very good performance. There are efforts to overcome obstacles to the implementation of the Education and Culture Regulation Number 40 of 2021 in the City of Palembang. The Palembang City Education Office has carried out various strategic efforts to ensure the success of this policy. Namely by coordinating with the central government.

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