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The Principal's Leadership Role in Shaping Teacher Character

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Abstract: This study aims to understand the role of school principals' leadership in shaping the character of teachers at SD Negeri 3 Tanjungharjo. This study uses a qualitative approach with a narrative method. Data were collected through in-depth interviews with principals and teachers, participant observation, and analysis of relevant documents. The results of the study revealed that the principal's leadership has a significant role in shaping the character of teachers through exemplary, effective communication, and a positive school culture. Principals provide motivation, support, and constructive feedback to teachers. In addition, the principal also creates a conducive and collaborative learning environment, as well as encourages teacher professional development. These findings provide insight into the importance of school principals' leadership in shaping the character of teachers which will ultimately have an impact on the quality of education in schools.

Keywords: Principal leadership, character formation, elementary schools, case studies

1. Introduction

Education is a crucial instrument in shaping the character of a nation, and its role is increasingly significant in the face of changing global dynamics (Wati et al., 2022). The quality of human resources is key in global competition, and education plays an important role in shaping superior and competitive human resources. Therefore, investment in education is becoming increasingly important, especially in terms of developing the character and competence of students (Fauzi, 2021).

Teachers have a central role in the education process, not only as teachers, but also as role models and character builders for students (Pantiwati, 2021). They are responsible for instilling moral values, ethics, and positive behaviour in students. The quality of a teacher, both in terms of pedagogic competence and personal character, greatly affects the quality of education produced (Maulida et al., 2019). Therefore, teacher character development is very important in an effort to improve the overall quality of education. Principals have a very important role as leaders in mobilising school life to achieve goals. Education is not only about transferring knowledge, but also about shaping the character of individuals involved in the process. Principal leadership plays an important role in shaping the character of teachers in the school environment. Inspiring and motivating school leaders, teachers tend to be encouraged to develop positive character traits, such as morality, integrity, co-operation and professional ethics. The influence of principal leadership on the character of teachers is relevant in the context of improving the quality of education in schools.

(Marhadi, 2020) The leadership style exercised by principals basically emphasises the improvement and enhancement of teachers' performance. Many studies have been conducted on principal leadership and teacher character separately, there is still a lack of understanding of the direct relationship between the two. Some studies have explored the effect of school leadership on teacher performance or school climate in general, but few have specifically examined its effect on teachers' individual character. (Fauzi, 2021) Teacher character, the focus tends to be on the moral and ethical aspects of the professional, with little attention to other important characteristics such as integrity, co-operation, or adaptability. (Nurmiyanti & Candra, 2019) Thus, there is a gap in the literature regarding a holistic understanding of teacher character and how principal leadership can influence its development.

(Sayekti et al., 2022) This study aims to fill that gap by specifically investigating the influence of principal leadership on teachers' character, including aspects of morality, integrity, co-operation, and professional ethics. (Romadhon & MS, 2021) Expanding the understanding of the relationship between these two variables, this study is expected to provide a more comprehensive insight into the factors that influence teachers' character development in educational settings.

(Iskamto et al., 2021) Many leadership theories have been developed and used in educational contexts, there is still a lack of application of these theories to comprehensively understand how principals' leadership can influence teachers' character. Some commonly used leadership theories, such as transformational, transactional, or servant leadership theories, tend to focus more on the influence of leadership on performance and job satisfaction, rather than on individual character development.

(Romady et al., 2019) There is a gap in the literature exploring leadership theories and relevant psychological theories in the context of teacher character development by principals. This research aims to fill that gap by integrating various leadership and psychological theories to provide a deeper understanding of the relationship between principals' leadership and teachers' character. (Finamore et al., 2021) Thus, this study is expected to make a new contribution to the development of leadership theory and an understanding of its influence on individual character in educational settings. This research will utilise a theoretical framework consisting of two main components: leadership theory and character development theory. (Melisa Anggraini et al., 2022) This study will introduce various relevant leadership theories, including transformational theory, servant leadership theory, and transactional theory. Transformational theory emphasises the leader's ability to inspire, motivate and move followers towards a jointly constructed vision. Servant leadership theory highlights the importance of service and the leader's concern for the needs and development of his followers. While transactional theory focuses on exchanges between leaders and followers that are based on rewards and punishments.

(Wati et al., 2022) This research will also refer to psychological theories relevant to understanding individual character development, such as Kohlberg's moral development theory and Dweck's self-reliance theory. Kohlberg's moral development theory states that individuals pass through a series of higher moral stages through reflection and experience. Meanwhile, Dweck's self-reliance theory emphasises the importance of individuals' beliefs about their ability to grow and learn from mistakes.

(Alifiyah et al., 2019) By integrating these two theoretical components, this study will attempt to explore how principals' leadership can influence teachers' character development in the school environment. Through this theoretical framework, this research is expected to provide deeper insights into the factors that influence individual character formation in an educational context. As a researcher, I am interested in exploring the role that principal leadership plays in shaping the character of teachers in an educational setting. I believe that effective leadership not only affects academic performance but also helps in the formation of teachers' values, ethics and positive attitudes.

(Fajrie, 2012) This research, aims to provide a better understanding of how the principal's leadership style can influence the character of individuals in the school environment. I am interested to see how factors such as caring, independence, fairness, and support from the principal can influence teachers' morale, integrity, and co-operation. (Alifiyah et al., 2019) I hope that this research will provide valuable insights for education practitioners and policy makers on the importance of character-orientated leadership in creating a school environment conducive to learning and character development. Thus, this research is expected to make a significant contribution in the effort to improve the quality of education holistically. (Marhadi, 2020) This study aims to investigate in more depth about how the principal's leadership can influence the character of teachers in the school environment. Taking into account various theories of leadership and character, this study will analyse the relationship between the principal's leadership style and the character of the teachers, as well as its implications in creating an educational environment conducive to learning and character development.

(Nurmiyanti & Candra, 2019) Principals who adopt transformational leadership style act as role models, motivate and inspire teachers to achieve the maximum potential of the teachers. Teachers not only focus on administrative tasks but also on personal and professional development. (Musdalifah et al., 2020) Transformational leadership in the school context positively influences school culture, mentors' innovation in teaching, and builds strong and supportive relationships with teachers. Principals who apply transformational leadership tend to create a more dynamic learning environment and are orientated towards improving the quality of education and developing teacher character. Through this approach, principals are able to increase teachers' morale, commitment and performance, which will contribute to improving the quality of education in schools. Effective principal leadership is often characterised by transformational leadership.

It is hoped that this research will gain a better understanding of the important role of principal leadership in shaping the character of teachers. The results of this study can also provide insights for educational practitioners and policy makers to design effective leadership strategies to support positive character building in schools. Thus, this study is expected to make a valuable contribution in the effort to improve the quality of education holistically. The aim is to explore and analyse the influence of principals' leadership on teachers' character in SD Negeri 3 Tanjungharjo, Ngarangan sub-district, Grobogan district in 2024. We consider that leadership has a crucial role in shaping individual character, including in the context of education. Our research will use a quantitative approach by collecting data through questionnaires distributed to teachers at SD Negeri 3 Tanjungharjo. The variables to be observed include the principal's leadership style and teacher character. We consider that leadership has a crucial role in shaping individual character, including in the context of education. Our research will use a quantitative approach by collecting data through questionnaires distributed to teachers at SD Negeri 3 Tanjungharjo. The variables that will be observed include the principal's leadership style and teacher character. We will analyse the data using appropriate statistical techniques to identify the relationship between the variables. It is expected that the results of this study can provide a deeper understanding of how principals' leadership can

influence teachers' character, as well as provide valuable insights for the development of educational leadership and management in primary schools.

In this context, principals as educational leaders have a great responsibility in shaping and improving teacher character (Ika Yuli Listyarini, 2023). Effective principal leadership can create a positive, supportive and inspiring school environment, which in turn will encourage teachers to develop strong character and become role models for learners. Principal leadership also plays an important role in facilitating teachers' professional development so that they can continuously improve their competence and teaching quality. Thus, the quality of principal leadership is a key factor in shaping teachers' character and improving the overall quality of education.

Principal leadership is one of the crucial factors that influence teachers' character building (Prasetyo & Anwar, 2021). Principals, as the highest leaders in schools, have a strategic position in creating a school climate and culture conducive to teacher character development. Effective leadership can provide clear direction and goals for all school members, including teachers (Fajar et al., 2020). With a clear vision and mission, teachers will feel they have the same direction and purpose in educating students, thus increasing their motivation and commitment in carrying out their duties (Marhadi, 2020). In addition, the principal's leadership can also provide the motivation and support needed by teachers in developing their character. Principals can recognise teachers' achievements, provide opportunities for professional development, and create a positive and collaborative working environment. This can increase teachers' self-confidence and motivation, so they are more encouraged to develop good character.

Principal leadership can also be a role model for teachers in terms of positive character and values. Principals who are honest, fair, responsible and have integrity can set a good example for teachers (Asfar & Asfar, 2019). This example will have a strong impact on teachers' character building, as they will see first-hand how a leader should behave and act. Thus, good principal leadership can be a driving factor in the formation of strong and positive teacher character, which will ultimately have an impact on improving the overall quality of education. Although there have been many studies that discuss principal leadership, there are still few studies that specifically discuss the role of principal leadership in shaping teacher character in elementary schools (SD). This study focuses on how the principal's leadership can influence the character of teachers at SD Negeri 3 Tanjungharjo, Ngarigan sub-district, Grobogan district.

This research aims to understand the principal's leadership role in shaping teachers' character at SD Negeri 3 Tanjungharjo. Specifically, this study will identify the strategies and approaches used by the principal in shaping teachers' character, as well as analyse the impact of such leadership on teachers' character and the quality of education in the school. Previous research has mostly focused on the effect of principal leadership on teacher performance and work discipline (Isnawati, 2022). In addition, research on principals' transformational leadership has also been conducted, but no one has specifically discussed how it is implemented in schools (Nurmiyanti & Candra, 2019). Therefore, this study will fill the gap by exploring in depth the role of principal leadership in shaping teacher character at SD Negeri 3 Tanjungharjo.

The study has novelty in terms of a specific research focus on teacher character building in primary schools. In addition, this study also uses a qualitative approach with a narrative method that allows a deeper understanding of the experiences and perspectives of principals and teachers related to character building. The results of this study are expected to contribute to the development of theory and practice of principal leadership in shaping teacher character, as well as providing recommendations for education stakeholders in improving the quality of education in primary schools.

2. Methodology

The research method that will be used in this study is qualitative narrative to examine the leadership role of the principal in shaping the character of teachers at SD Negeri 3 Tanjungharjo. The research subjects include the principal, teachers, and students who were selected through purpose sampling. Data were collected using interviews, observations, and documentation to get a comprehensive picture of the interactions and dynamics in the school. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. This process helps in identifying patterns and Key Themes related to the principal's leadership. It includes several important stages to gain a comprehensive understanding of the influence of the principal's leadership on the character of the teachers. This research will utilise a narrative qualitative approach, focusing on in-depth interviews and participatory observation. The qualitative approach allows the researcher to gain a deep understanding of individuals' experiences and perceptions related to the phenomenon under study. The participants in this study will consist of principals and teachers in primary schools. The selection of participants will be purposive, taking into account variations in leadership styles and school characteristics. Data will be collected through in-depth interviews with principals and teachers, as well as participatory observation in the school environment. The interviews will focus on their perceptions of the influence of the principal's leadership on the character of the teachers. The qualitative data collected will be analysed using a thematic analysis approach. This analysis will involve identifying thematic patterns in the data emerging from the interviews and observations, as well as developing an understanding of the relationship between the principal's leadership and the character of the teachers. Measures to ensure data validity and reliability will be applied, including data triangulation (using multiple data sources) and researcher reflection (iteratively checking interpretations and conclusions). The application of this research method, it is hoped that the study can provide an in-depth understanding of the influence of the principal's leadership on the character of the teachers, as well as its implications in the educational context.

This research uses a qualitative approach with a narrative method (Hafsiah Yakin, 2023). The qualitative approach was chosen because this study aims to deeply understand the experiences, perceptions, and meanings associated with the principal's leadership role in shaping teacher character. The narrative method allows researchers to explore the stories and tales of the participants, so as to provide a richer and more comprehensive picture of the phenomenon under study.

This research uses a case study design, which focuses on SD Negeri 3 Tanjungharjo as a unique and specific case. This case study will explore in depth how the principal's leadership in the school plays a role in shaping teachers' character. The participants in this study are principals, teachers, and administrative staff at SD Negeri 3 Tanjungharjo. The selection of participants was carried out using purposive sampling technique, which is the selection of participants based on certain criteria relevant to the research objectives. The criteria used in this study are:

1. Principals who have served for at least 2 years.
2. Teachers who have taught for at least 3 years at SD Negeri 3 Tanjungharjo.
3. Administrative staff who have worked for at least 2 years at SD Negeri 3 Tanjungharjo.

The data in this study were collected through three main techniques:

1. In-depth Interview: Interviews were conducted with principals, teachers, and administrative staff to explore information about experiences, perceptions, and meanings related to the principal's leadership role in shaping teacher character.
2. Participatory Observation: Researchers conducted direct observations at SD Negeri 3 Tanjungharjo to observe the interaction between principals and teachers, as well as observe activities related to teacher character building.
3. Document Analysis: Researchers analysed related documents, such as the school's vision and mission, school regulations, and records or reports related to teacher character building.

Data analysis in this study was conducted using narrative analysis techniques. This technique involves several stages, namely:

1. Data collection: Data obtained from interviews, observations, and document analyses were collected and transcribed.
2. Data reduction: The collected data was reduced by identifying the main themes that emerged from the data.
3. Data presentation: The reduced data were presented in the form of narratives describing experiences, perceptions, and meanings related to the principal's leadership role in shaping teacher character.
4. Drawing conclusions: Based on the results of data analysis, researchers drew conclusions about the leadership role of principals in shaping teacher character at SD Negeri 3 Tanjungharjo.

To ensure data validity, this research used triangulation techniques (Melisa Anggraini et al., 2022). Triangulation was carried out by comparing data obtained from various sources, namely interviews, observations, and document analysis. In addition, the researcher also conducted a member check, which is asking participants to re-examine the results of the interview transcription to ensure the accuracy of the data.

This research was conducted by observing the principles of research ethics, such as informed consent, confidentiality of participants' identities, and avoiding conflicts of interest (Hafsiah Yakin, 2023). Research participants were given an explanation of the purpose of the study, research procedures, and their rights as participants. Participants were also given the freedom to withdraw from the study at any time if they felt uncomfortable.

3. Findings

3.1 Research Results

The following are the results of research on the principal's leadership in shaping the character of teachers at SD Negeri 3 Tanjungharjo, which shows that the principal plays a very important role in improving the character of teachers through a transformational leadership approach. The principal acts as a model who gives examples, teaches, and reinforces positive values such as religion, discipline, and responsibility. In addition, support from the school is also important in strengthening teacher character. There is a positive correlation between constructive and supportive leadership styles and improving teacher character at SD Negeri 3 Tanjungharjo. Teachers who feel supported by their principals tend to demonstrate stronger character and commitment to learning. Effective leadership from the principal contributes to the establishment of a positive school culture. A conducive school environment built by strong leadership mentors' collaboration among teachers and increased motivation in achieving common goals. Principals play an important role in motivating and encouraging teachers' professional growth. Support, direction and feedback from the principal can help teachers improve their teaching skills and adopt best practices.

3.2 Principal Transformational Leadership

Based on observations and interviews at SD Negeri 3 Tanjungharjo, the principal has implemented a transformational leadership style (Musdalifah et al., 2020). This can be seen from the following indicators:

1. The principal at SD Negeri 3 Tanjungharjo is able to convey the school's vision and mission clearly and effectively to all school members, including teachers, staff, and students. The vision and mission are not just a slogan, but a guide and direction for all school activities. The principal's ability to clearly articulate the school's vision and mission demonstrates strong transformational leadership. This motivates teachers to work together and contribute to achieving common goals.

2. The principal at SD Negeri 3 Tanjungharjo actively motivates and inspires teachers through various means. Effective communication is one of the keys in providing motivation, both through formal communication such as meetings and meetings, as well as informal communication such as daily conversations. Emotional support is also provided to teachers, for example by giving appreciation for achievements, providing encouragement when facing challenges, and listening to complaints or problems faced by teachers. In addition, principals also reward teachers' achievements, both individually and in groups, as a form of appreciation for their performance and dedication.

3. Principals at SD Negeri 3 Tanjungharjo not only encourage teachers to carry out their duties in accordance with predetermined standards, but also encourage them to innovate and develop creativity in learning. This is done by providing space for teachers to experiment with new learning methods, providing opportunities to attend training and workshops, and encouraging teachers to share ideas and best practices with colleagues. By encouraging creativity and innovation, principals create a dynamic and constantly evolving learning environment, which in turn will have an impact on improving the quality of learning.

4. The principal at SD Negeri 3 Tanjungharjo shows personal attention and support to each teacher. This individualised approach is done by understanding the needs and potential of each teacher, providing appropriate guidance and direction, and facilitating teachers' professional development according to their interests and talents. Principals also establish open and familiar communication with teachers, thus creating a trusting and supportive relationship. This individualised attention and support is crucial in improving teachers' motivation and performance, as they feel valued and cared for as individuals.

3.3 The Impact of Transformational Leadership on Teacher Character

The principal's transformational leadership has a positive impact on teacher character building at SD Negeri 3 Tanjungharjo. Some of the visible impacts are:

1. Increased teacher work motivation: The principal's transformational leadership, characterised by a clear vision, effective communication and rewards, significantly increased teachers' work motivation (Bashori, 2019), significantly increased teachers' work motivation. Teachers feel valued and supported in their efforts to achieve the common goals set by the principal. Appreciation of their achievements and contributions, both individually and in groups, motivates teachers to continuously improve their performance. In addition, professional development and training opportunities (Haudi et al., 2022) make teachers feel that the principal cares about their career development, thus increasing their sense of belonging and loyalty to the school. This is in line with research (Mbuik, 2019) which shows that teachers' work motivation is positively correlated with principals' transformational leadership.

2. Increased teacher creativity and innovation: Transformational leadership encourages teachers to think out of the box and create new solutions to learning challenges (Fajrie & Masfuah, 2018). Principals provide space for teachers to create and innovate, and encourage them to try new approaches to learning. Thus, teachers are not only the implementers of the curriculum, but also active agents of change in developing more effective and interesting learning methods for students.

3. Increased collaboration and co-operation among teachers: Principals' transformational leadership that emphasises open communication, collaboration and teamwork (Asep, 2020) fosters a collaborative culture among teachers. Teachers feel more comfortable sharing experiences, knowledge and new ideas with colleagues. This promotes a collaborative learning environment where teachers support each other and work together to solve problems and develop better learning strategies.

4. Improved teacher discipline: Transformational leadership that inspires and motivates teachers also has an impact on improving their work discipline (Prasetyo & Anwar, 2021). Teachers feel more responsible and committed to their duties and responsibilities. A clear vision and mission of the school, effectively communicated by the principal, provides teachers with a clear direction and purpose, so they are more disciplined in carrying out their duties. In addition, a system of rewards and recognition of achievements also strengthens teachers' motivation to work in a disciplined and

professional manner (Maulida et al., 2019). Increased teachers' work motivation: The principal's transformational leadership, characterised by a clear vision, effective communication and rewards, significantly increases teachers' work motivation (Bashori, 2019). Teachers feel valued and supported in their efforts to achieve the common goals set by the principal. Appreciation of their achievements and contributions, both individually and in groups, motivates teachers to continuously improve their performance. In addition, professional development and training opportunities make teachers feel that the principal is motivated by them (Haudi et al., 2022).

4. Discussion

The results of this study indicate that the transformational leadership of the principal has a significant role in shaping the character of teachers at SD Negeri 3 Tanjungharjo. This is in line with previous research which shows that transformational leadership can improve teacher performance, teacher work motivation, and teacher work discipline (Raimah & Kamaruddin, 2022).

Principals' transformational leadership can shape teachers' character in several ways. First, principals who have a clear vision and mission can inspire teachers to have the same goal in educating students. Second, principals who provide motivation and inspiration can increase teachers' enthusiasm and enthusiasm at work. Third, principals who encourage creativity and innovation can help teachers develop themselves and improve the quality of learning. Fourth, principals who provide individual attention can help teachers feel valued and supported, so they are more motivated to work well. The results of this study have important implications for principals' leadership practices. Firstly, principals need to understand the importance of transformational leadership in shaping teachers' character. Second, principals need to develop transformational leadership skills, such as the ability to communicate effectively, provide motivation and inspiration, and encourage creativity and innovation. Third, principals need to create a school environment that supports transformational leadership, such as an open, trusting, and respectful environment.

This study has some limitations. First, this study was only conducted in one primary school, so generalisation of the results needs to be done with caution. Secondly, this study used a qualitative approach, so the results cannot be generalised statistically. Thirdly, this study only focuses on the role of principal leadership in shaping teacher character, so other factors that may affect teacher character are not discussed in depth.

The discussion of this study shows that effective principal leadership affects teacher character by applying transformational leadership (Haeruman, 2019) Principals as leaders must be able to be role models for teachers in their schools. Principals who demonstrate integrity, strong work ethics, and professional demeanour can inspire teachers to adopt the same values. One of the principal's important roles is to encourage teachers' professional development. (Sopia, 2022) Principals should provide various opportunities for teachers to improve their competencies through training, workshops and seminars. For example, a training programme on effective classroom management can help teachers develop the skills needed to create a positive learning environment. This professional development not only improves teaching skills but also helps shape teachers' characters to be more confident, innovative and responsive to change. A positive school environment is very influential in shaping teacher character. Principals should create a supportive, inclusive and collaborative working atmosphere. For example, by recognising and rewarding teachers' achievements, principals can increase their motivation and job satisfaction. In addition, a positive environment will make teachers feel valued and supported, so they are more motivated to perform well and develop professional and ethical attitudes. Effective communication between principals and teachers is essential in building trust and mutual respect. Principals should communicate clearly about the school's vision, mission and goals, and provide constructive feedback to teachers.

(Fajrie, 2012) Effective communication also allows teachers to feel heard and valued, which is important for building a positive and proactive character. Principals must apply discipline and ethical standards consistently and fairly. By enforcing school rules and policies, principals create an orderly and structured environment. Teachers who work in a disciplined environment will tend to develop strong attitudes of discipline and responsibility. For example, by implementing a policy of arriving on time and respecting working hours, principals demonstrate the importance of commitment and responsibility, which teachers then adopt in their daily work. Principals who are able to handle conflict effectively teach positive ways to overcome differences and problems. Good conflict handling strategies involve listening to all parties fairly, finding solutions that are mutually beneficial. Further research can be conducted to overcome the limitations of this study. First, the research can be conducted in several elementary schools with different characteristics to see if the results of this study can be generalised. Second, the study can use a quantitative approach to statistically measure the effect of principals' transformational leadership on teachers' character. Third, the study could address other factors that might influence teachers' character, such as family environment, personal experience, and professional training.



Figure 1: Collaboration, discussion in working on PMM

This photo shows that the principal, together with the teachers, discussed the work on the Merdeka Teaching Programme (PMM). The discussion activities show collaboration, communication in the PMM work proves, thus illustrating the active role of the principal in leading and shaping the character of teachers. The principal functions as a visionary leader, effective facilitator, and dedicated supporter, ensuring that every teacher is involved and motivated to achieve common goals.



Figure 2: Discussion with students, guardians and teachers about the school programme

This photo shows that discussions with students, guardians and teachers are an important step in developing an effective school programme that benefits all parties. With a conducive atmosphere and open communication, all parties can contribute to creating quality education.

4. Conclusion

This study concluded that the principal's leadership style has a significant influence on teacher motivation and performance (Finamore et al., 2021). Transformational leadership, which emphasises vision, motivation and empowerment, has been shown to be effective in improving education quality (Akbar et al., 2023). However, the effectiveness of leadership styles is also influenced by the school context and teacher characteristics (Rani et al., 2020). Democratic and consultative leadership, which involves teachers in decision-making and encourages open communication, has been shown to be effective in improving teacher motivation and performance, especially in the context of online learning during the pandemic (Musdalifah et al., 2020).

Based on research at SD Negeri 3 Tanjungharjo related to the role of principal leadership in shaping teacher character, it can be concluded that principals who apply a transformational approach are able to improve religious values, discipline, and responsibility among teachers. Principal leadership in shaping teacher character in elementary schools. (Simatupang et al., 2023) Findings show that effective leadership from schools can improve the quality of teaching and overall school culture. positive relationship between supportive leadership styles and teacher character. Principals who are able to provide support direction and feedback to teachers tend to create a positive work environment and encourage the development of strong character. school culture in teacher character development. Principal leadership that promotes collaboration, open communication, and mutual support among teachers in a school can create an environment conducive to teachers' professional growth and character strengthening. practical implications for Education practitioners school administrators and policy makers. Improving principals' leadership training strengthening

collaboration between principals and teachers, and paying attention to building a positive school culture can be effective strategies in improving teachers' character and education quality.

In addition, this study also highlights the importance of the principal's role in creating a positive and supportive school environment (Finamore et al., 2021). This can be achieved through role modelling, effective communication and attention to teachers' individual needs. This study also found that authoritative and laissez-faire leadership approaches can negatively impact teacher motivation and performance. This study has several limitations, including the focus on one primary school and the use of a qualitative approach (Ningrum et al., 2020). Therefore, future research can be conducted to overcome these limitations by involving more schools and using a quantitative approach to statistically measure the effect of principal leadership on teacher character. Overall, this study makes an important contribution to the understanding of the role of principals' leadership in shaping teachers' character and improving education quality. The findings can serve as a reference for education stakeholders in developing more effective leadership practices in schools.

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