



THE INFLUENCE OF MANAGERIAL ROLES, TRANSFORMATIONAL LEADERSHIP, AND HUMAN RESOURCE MANAGEMENT ON THE QUALITY OF GUIDANCE AND COUNSELING SERVICES AT STATE JUNIOR HIGH SCHOOLS IN TEGAL REGENCY

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ABSTRACT

The quality of guidance and counseling (GC) services is influenced by managerial factors not yet fully examined empirically. Weak principal supervision, limited GC teacher training, and the absence of measurable evaluation indicators form the background of this study. This research aims to analyze the influence of managerial roles, transformational leadership, and human resource management (HRM) on GC service quality, both partially and simultaneously. A quantitative ex post facto method was applied using saturated sampling involving 131 GC teachers from 49 public junior high schools in Tegal Regency. Data were collected through a five-point Likert questionnaire and analyzed using simple and multiple regression. Results show that managerial role ($R^2=34.5\%$), transformational leadership ($R^2=15.9\%$), and HRM ($R^2=56.2\%$) each positively and significantly influence GC quality. Simultaneously, all three variables explained 64.9% of the variance ($F=78.123$; $sig.=0.000$; $R=0.805$), with HRM as the dominant predictor ($\beta=0.575$). It is concluded that improving GC service quality requires synergy among managerial capabilities, transformational leadership, and structured HRM. Principals are advised to strengthen programmatic supervision and optimize competency-based HRM systems.

Keywords: Human Resource Management, Managerial Role, Public Junior High School, Quality of Guidance and Counseling Services, Transformational Leadership

INTRODUCTION

The progress of a nation cannot be separated from the quality of its education system. Education plays a strategic role in shaping a generation that is not only intellectually superior, but also morally and emotionally mature. This is in line with the mandate of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which emphasizes that the goal of national education is to develop the potential of students to grow into individuals who have faith, piety, noble character, health, capability, creativity, independence, and responsibility as democratic citizens (Law of the Republic of Indonesia, 2017). This achievement cannot be achieved only through the academic learning process, but requires service support that touches the psychosocial dimension of students as a whole.

Within the framework of the national education system, guidance and counseling services (BK) occupy a very vital position. Permendikbud No. 111 of 2014 concerning Guidance and Counseling underlines that each educational unit has an obligation to provide BK services in a planned, sustainable, and integrated manner in the learning process. This service is designed to assist students in recognizing their potential, developing social skills,



and making responsible decisions. According to Pranoto, Wibowo, & Atieka (2022), guidance and counseling services include four main functions, namely the functions of understanding, prevention, alleviation, and development, which synergistically encourage the formation of a complete personality of students who are adaptive to various life dynamics.

However, the implementation of BK services in the field still faces various serious obstacles. Observations made by school supervisors on 15 State Junior High Schools in Tegal Regency from January to March 2025 revealed a number of fundamental problems. Data from MGBK Junior High School/MTs Tegal Regency in the even semester of the 2024/2025 school year notes that only about 40% of schools have a regular BK service schedule in the academic calendar. Even more concerning, 70% of schools do not have indicators of evaluation of the success of the BK program in writing, so the implementation of services takes place without clear benchmarks and is difficult to account for systematically. In addition, 65% of BK teachers have not participated in professional training in the past three years, which reflects a weak commitment to capacity building of guidance service personnel.

This condition is inseparable from the weak managerial function of school principals in managing the BK program. Data on teacher performance management from MGBK Junior High School in Tegal Regency in the odd semester of the 2025/2026 school year shows that 75% of school principals do not supervise regularly, and 80% of the supervision carried out is more administrative than oriented towards fostering the competence of BK teachers. As a result, BK services in many schools are only focused on handling disciplinary cases, without structured career development or character strengthening programs. A wider impact is inevitable: there is a 25% increase in bullying cases in schools without the intervention of group guidance, and 40% of grade IX students experience confusion in choosing a level of further education.

On the other hand, the transformational leadership aspect of school principals has also been proven to have a significant influence on the quality of BK services. Rismayanti et al. (2025) emphasized that the transformational leadership of school principals actually encourages the emergence of innovations in guidance and counseling services. However, the results of interviews with the management of MGBK Tegal Regency revealed that the lack of support from the principal caused BK teachers to be unable to develop digital media for counseling services, even though most students were more responsive to technology-based approaches, such as counseling through *chat*, *video calls*, as well as online applications. This phenomenon shows that there is a real gap between the innovation potential owned by BK teachers and its realization due to the lack of direction and facilities from school leaders.

The problem of human resource management has also worsened this condition. Research Sapriyani, Hairani, Nomy, & Harahap (2025) emphasized that systematic human resource management is a key factor in improving the quality of teachers in educational units. However, the results of the Tegal Regency Junior High School/MTs MGBK assessment of 10 State Junior High Schools in December 2024 show that 70% of BK teachers still have difficulty implementing counseling techniques *cognitive-behavioral*. Without consistent coaching and training, counseling services tend to be curative and reactive, rather than preventive and development-oriented. These empirical facts strengthen the suspicion that



the managerial role of school principals, transformational leadership, and human resource management together affect the quality of guidance and counseling services. Therefore, this study raises the title "*The Influence of Managerial Roles, Transformational Leadership, and Human Resources Management on the Quality of Guidance and Counseling Services at State Junior High Schools in Tegal Regency.*"

Based on the background that has been presented, the formulation of the problem in this study includes: (1) whether the managerial role of the principal affects the quality of BK services; (2) whether the transformational leadership of the principal has an effect on the quality of BK services; (3) whether human resource management affects the quality of BK services; and (4) whether the three variables simultaneously affect the quality of BK services at State Junior High Schools in Tegal Regency. In line with this formulation, this study aims to analyze the influence of each variable and its simultaneous influence on the quality of guidance and counseling services. This research is expected to make a theoretical contribution to the development of educational management science, especially in examining the relationship between managerial functions, leadership styles, and human resource management with the quality of BK services (Pranoto, Wibowo, & Atieka, 2022). Practically, the results of this research can be an evaluative reference for school principals in optimizing their leadership roles, providing strategic input for BK teachers in developing their professional competencies, and helping schools design BK programs that are structured, measurable, and in line with the vision and mission of educational institutions.

Based on the theoretical studies and empirical findings that have been described, this study formulates four main hypotheses. First, the managerial role of school principals is suspected to have a positive and significant effect on the quality of guidance and counseling services. Second, the transformational leadership of school principals is believed to be able to encourage meaningful improvement in the quality of BK services. Third, systematic and sustainable human resource management is expected to make a real contribution to the quality of guidance and counseling services. Fourth, simultaneously the three variables, namely managerial roles, transformational leadership, and human resource management, are suspected to have a significant effect on the quality of guidance and counseling services at State Junior High Schools in Tegal Regency. These four hypotheses will be statistically tested to obtain empirical evidence that can be scientifically accounted for to strengthen the basis of education policy-making at the education unit level.

RESEARCH METHODS

This study uses a quantitative approach based on the philosophy of positivism to test the hypothesis statistically (Scott, 2019). The methods applied are *ex post facto*, namely the tracing of causal relationships without manipulating independent variables (Sugiyono, 2019: 37–38). The research was carried out in 49 State Junior High Schools in Tegal Regency, lasting from June 2025 to April 2026 covering all stages from the preparation of proposals to the final exam. The design used is quantitative *explanatory* non-experimental, aims to explain the cause-and-effect relationship between variables without condition engineering (Scott, 2019). Managerial roles (X_1), transformational leadership (X_2), and HR management (X_3) are positioned as independent variables, while BK service quality (Y) as a bound variable is tested partially or simultaneously.



Variables are attributes that researchers set to be studied and concluded (Sugiyono, 2019: 60–61). Variable Y is measured through the dimensions of program planning, service implementation, evaluation, and service impact. X_1 includes planning, organizing, executing, and supervising. X_2 includes *idealized influence*, *inspirational motivation*, *individualized consideration*, and *intellectual stimulation*. X_3 includes recruitment, competency development, performance appraisal, compensation, and organizational climate. The population is 131 BK teachers in 49 State Junior High Schools in Tegal Regency (Sugiyono, 2019: 126). Technique *sampling* saturated so that the entire population becomes a research sample (Scott, 2019). Instrument in the form of a scaled closed questionnaire *Likert* five levels (scores 1–5) (Scott, 2019), with a total of 137 statement items covering all variables. The score is converted to a percentage and categorized from Very Poor to Very Good (Sugiyono, 2019: 135–136).

The questionnaire was distributed directly and online to all BK teachers as respondents. Sugiyono (2019) stated that questionnaires are efficiently used when the number of respondents is large and geographically dispersed. The analysis includes a validity test using correlation *Product Moment Pearson* (Arikunto, 2021) and reliability test with *Cronbach's Alpha*, reliabel jika $\alpha > 0.60$ (Scott, 2019). Prerequisite test includes normality *Kolmogorov-Smirnov*, little lines *Deviation from Linearity*, homogenites *Levene's Test*, and multicollinearity through the value of *Tolerance* and *VIVID* (Scott, 2019). Hypothesis testing using simple and multiple regression, *t* Partial, Test-*F* and the coefficient of determination R^2 at a significance level of 0.05 (Scott, 2019).

RESULTS AND DISCUSSION

Overview of Research Respondents

This study involved all guidance and counseling teachers who served in 49 State Junior High Schools in Tegal Regency as respondents. The sampling technique applied is saturated *sampling*, where all members of the population are determined at once as a research sample. Thus, the number of respondents in this study is 131 BK teachers spread across 49 State Junior High School education units throughout Tegal Regency. Data collection was carried out through the distribution of a five-level *Likert* scale closed questionnaire, either directly or through online media, to all respondents. The research instrument used consisted of 137 statements that included four variables, namely the quality of guidance and counseling services (Y) as many as 34 items, the managerial role of the principal (X_1) as many as 34 items, the transformational leadership of the school principal (X_2) as many as 34 items, and human resource management (X_3) as many as 35 items. All instruments have gone through a validity test process using *Pearson's Product Moment* correlation and reliability test with *Cronbach's Alpha* formula ($\alpha > 0.60$), so that they are declared valid and reliable before being used in the collection of research data. The scores obtained from each respondent are converted into percentage form to facilitate the interpretation of the achievement level of each variable. The assessment categories used refer to the following classifications: the range of 84%–100% is categorized as very good, 68%–83% is categorized as good, 52%–67% is categorized as adequate, 36%–51% is categorized as poor, and 20%–35% is categorized as very poor. This categorization is a reference in reading the actual condition of each variable in the field before proceeding to the statistical testing stage.



Analysis Prerequisites Test

Before the hypothesis test is carried out, a series of prerequisite tests are first carried out to ensure that the data obtained meet the basic assumptions of linear regression analysis. The prerequisite tests carried out include normality tests, linearity tests, and multicollinearity tests.

Normality Test

The normality test is carried out to ensure that the residual distribution of research data is normal. The test uses the *One-Sample Kolmogorov-Smirnov Test* method with the help of the SPSS program. The basis for decision-making used is that if the value of *Asymp. Sig. (2-tailed)* > 0.05, the data is declared to be normally distributed. The test results are presented in the following table.

Table 1. Results of the Residual Data Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		131
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	24.82715483
Most Extreme Differences	Absolute	.057
	Positive	.055
	Negative	-.057
Test Statistic		.057
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on Table 1, the results of the *One-Sample Kolmogorov-Smirnov Test* show that the value of *Asymp. Sig. (2-tailed)* obtained is 0.200. The value is statistically above the significance threshold of 0.05, so it can be concluded that the residual data is normally distributed and the assumption of normality is met. With this condition met, linear regression analysis can be legitimately resumed.

Linearity Test

The linearity test was carried out to find out whether there is a linear relationship between each independent variable and the bound variable. The method used is the *Deviation from Linearity* test in the framework of *ANOVA Table* analysis. The decision-making criterion is that if the value of *Sig. Deviation from Linearity* > 0.05, then the relationship between variables is declared linear. The test results of all variable pairs are summarized in the following table.



Table 2. Recapitulation of the Results of the Linearity Test of Free Variables to Bound Variables

Variable Relationships	Sum of Squares Linearity	F Deviation from Linearity	Say.	Remarks
Y * X ₁	78.718,42	0,824	0,781	Linear
Y * X ₂	36.323,09	1,334	0,142	Linear
Y * X ₃	128.161,57	1,226	0,227	Linear

Based on Table 2, the significance value of *Deviation from Linearity* for the relationship between Y and X₁ is 0.781, Y with X₂ is 0.142, and Y with X₃ is 0.227. All three values go beyond the 0.05 limit, which means that the relationship between each free variable and the bound variable is formed linearly. Thus, the linearity assumption is fulfilled and the regression model is feasible to use at the next stage of analysis.

Multicollinearity Test

The multicollinearity test was performed to ensure that there was no too high correlation between the free variables in the regression model. Multicollinearity detection is carried out by checking the values of *Tolerance* and *Variance Inflation Factor* (VIF). If the *Tolerance* value is > 0.10 and VIF is < 10.00, then it is stated that there is no multicollinearity. The test results are presented in the following table.

Table 3. Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Say.	Collinearity Statistics	
	B	Std. Error	Beta	t		Tolerance	LIVE
1	(Constant)	-.422		-0.057	.954		
	X1	.285	.063	.274	4.522	.000	.754 1.327
	X2	.142	.057	.141	2.517	.013	.878 1.138
	X3	.548	.058	.575	9.398	.000	.739 1.353

a. Dependent Variable: Y

Based on Table 3, all independent variables show a *Tolerance* value above 0.10 and a VIF value below 10.00. Specifically, X₁ obtained a *Tolerance* value of 0.754 and a VIF of 1.327; X₂ gains a *Tolerance* of 0.878 and a VIF of 1.138; while X₃ gains a *Tolerance* of 0.739 and a VIF of 1.353. Thus, no symptoms of multicollinearity were found in the model, so each independent variable could function as an independent predictor and hypothesis testing using multiple regression could be validly performed.



Hypothesis Testing

After all prerequisite tests were met, hypothesis testing was carried out through two approaches, namely simple regression analysis to test the partial influence of each independent variable and multiple regression analysis to test the simultaneous influence of the three independent variables on the quality of guidance and counseling services.

Simple Regression Analysis

Simple regression analysis is used to measure the magnitude and direction of influence of each independent variable individually on the bound variable. The test was carried out with a t-test at a significance level of 0.05. The recapitulation of the results of the simple regression analysis of the three variables is presented in the following table.

Table 4. Recapitulation of Simple Regression Analysis Results of X_1 , X_2 , and X_3 to Y

Variabel	Constant (a)	Coefficin (b)	Beta (b)	t count	Say.	R	R ²	Regression equations
$X_1 \rightarrow Y$	40,15	0,611	0,588	8,248	0	0,588	0,345	$\hat{Y} = 40,147 + 0,611X_1$
$X_2 \rightarrow Y$	57,64	0,403	0,399	4,944	0	0,399	0,159	$\hat{Y} = 57,642 + 0,403X_2$
$X_3 \rightarrow Y$	23,86	0,714	0,75	12,868	0	0,75	0,562	$\hat{Y} = 23,863 + 0,714X_3$

Based on Table 4, the following findings can be stated. First, the managerial role of the school principal (X_1) has a positive and significant influence on the quality of BK services, as evidenced by a *calculated t-value* of 8.248 with a significance of $0.000 < 0.05$. The regression coefficient of 0.611 means that every one unit increase in the managerial role will encourage an increase in the quality of BK services by 0.611 units. An R value of 0.588 indicates the strength of the relationship in the medium category, with a determination coefficient of R^2 of 0.345 which indicates that the managerial role is able to explain 34.5% of the variation in BK service quality, so the first hypothesis is accepted. Second, the transformational leadership of the principal (X_2) was also proven to have a positive and significant effect, as shown by the *t-value* of 4.944 with a significance of $0.000 < 0.05$. The regression coefficient of 0.403 means that an increase of one unit in transformational leadership will increase the quality of BK services by 0.403 units. An R value of 0.399 indicates a weak to moderate relationship, with an R^2 of 0.159 which means transformational leadership explains 15.9% variation in BK service quality, so the second hypothesis is accepted. Third, HR management (X_3) was recorded as the variable with the strongest influence among the three independent variables. The *calculated t-value* of 12.868 with a significance of $0.000 < 0.05$ proves its positive and significant influence. The regression coefficient of 0.714 indicates that every increase in one unit of human resource management will increase the quality of BK services by 0.714 units. An R value of 0.750 indicates a relatively strong relationship, with an R^2 of 0.562 which means that HR management is able to explain 56.2% of the variation in the quality of guidance and counseling services, so that the third hypothesis is accepted.



Multiple Regression Analysis

The fourth hypothesis test was carried out through multiple regression analysis to measure the simultaneous influence of the three independent variables together on the quality of guidance and counseling services. The results of the analysis are presented in the following two tables.

Table 5. Model Summary and Simultaneous Test (F-Test) of Multiple Regression

Remarks	Value
R	0,81
R ²	0,65
Adjusted R ²	0,64
F count	78,123
Say.	0,000

Based on Table 5, the *calculated F value* obtained was 78.123 with a significance of $0.000 < 0.05$, which proves that simultaneously managerial roles, transformational leadership, and human resource management have a significant effect on the quality of guidance and counseling services. The fourth hypothesis is thus accepted. An R value of 0.805 indicates the strength of the relationship that is classified as very strong based on the interpretation guidelines of correlation coefficients. The R² determination coefficient of 0.649 means that the combination of the three independent variables together is able to explain 64.9% of the variation in the quality of guidance and counseling services, while the remaining 35.1% is influenced by other factors outside this study model.

Table 6. Multiple Regression Coefficients (Partial t-test in a Simultaneous Model)

Variabel	Coefficin B	Std. Error	Beta (b)	t count	Say.
(Constant)	-0,422	7,352	—	-0,057	0,954
Managerial Role (X ₁)	0,285	0,063	0,274	4,522	0,000
Transformational Leadership (X ₂)	0,142	0,057	0,141	2,517	0,013
HR Management (X ₃)	0,548	0,058	0,575	9,398	0,000

Table 6 shows that in the multiple regression model, the regression equation formed is $\hat{Y} = -0.422 + 0.285X_1 + 0.142X_2 + 0.548X_3$. Partially in the simultaneous model, managerial roles (X₁) obtained a *t-count value* of 4.522 with a significance of 0.000, transformational leadership (X₂) obtained a *t-count* of 2.517 with a significance of 0.013, and HR management (X₃) obtained a *t-count* of 9.398 with a significance of 0.000. All three independent variables showed a significance value below 0.05, which confirms that each variable still makes a meaningful contribution to the quality of BK services even though the influence of the other variables has been controlled. Among the three variables, human resource management had the highest standardized beta coefficient value ($\beta = 0.575$),



making it the most dominant predictor in determining the quality of guidance and counseling services at State Junior High Schools in Tegal Regency.

The Influence of the Managerial Role of School Principals on the Quality of Guidance and Counseling Services

The findings of the study confirm that the managerial role of school principals makes a positive and significant contribution to the quality of guidance and counseling services, as shown by the value of *count* of 8.248 with a significance of 0.000 and a coefficient of determination of 34.5%. This figure reflects that the capacity of school principals in carrying out managerial functions—ranging from program planning, resource organization, supervision implementation, to performance evaluation—directly shapes the quality of services provided by BK teachers to students. These findings are in line with the view (Badawi, 2021) which emphasizes that the managerial skills of school principals are the key to the success of school management as a whole, including in optimizing the effectiveness of educators. Further, (Mentiana, Muthmainnah, Dita, Belatric, Umari, Mariah, & Munawir, 2024) strengthens this argument by stating that structured and directed supervision not only functions as a control mechanism, but at the same time becomes an instrument of professional development that encourages the improvement of the competence of BK teachers. Thus, the quality of BK services does not solely depend on the capacity of individual counselors, but also on the extent to which the principal is able to function his managerial authority systematically and continuously.

The Influence of School Principal's Transformational Leadership on the Quality of Guidance and Counseling Services

The results of a simple regression analysis showed that the transformational leadership of the school principal had a positive and significant effect on the quality of BK services with a value of *count* 4,944, significance 0.000, and contribution of 15.9%. Although the coefficient of determination is relatively lower than other variables, the existence of this significant influence indicates that the inspirational and intellectual stimulation dimensions inherent in transformational leadership styles still have real implications for the quality of counseling services in schools. (Mardizal, Anggriawan, Ghazali, Haddar, & Arifudin, 2023) argues that transformational leadership encourages the creation of productive collaboration between teachers while fostering intrinsic motivation to work beyond standard expectations. In line with that, (Jan, 2023) emphasized that transformational leaders play a role as the main driver of a culture of innovation and collective responsibility, which in the context of this research is reflected in the principal's encouragement for BK teachers to provide responsive and quality-oriented services. (Taradifa, Suriansyah, & Sulistyana, 2024) also proves that transformational leadership contributes significantly to the performance of BK teachers, so it can be interpreted that inspirational leadership is an important catalyst in improving the professionalism of school counselors.



The Influence of Human Resource Management on the Quality of Guidance and Counseling Services

Among the three independent variables studied, HR management proved to be the most dominant predictor with the value of *count* 12.868, a determination coefficient of 56.2%, and the highest standardized beta coefficient ($\beta = 0.575$) in the simultaneous model. These findings contain strong theoretical implications that the quality of BK services is largely determined by how optimally the school institution is able to manage its human resources—including recruitment, competency-based placement, capacity development, and awarding. (Lestari, Sumual, & Usuh, 2023) stated that targeted HR planning is able to increase the effectiveness of educators' work, while programmatic training programs have been proven to strengthen pedagogical and professional competencies. (Diva & Dewi Astuti, 2022) expands on this view by affirming that regular performance monitoring encourages accountability and innovation in educational service practices. In the context of BK, effective HR management means that BK teachers are not only placed according to their qualifications, but also continuously stimulated to improve their service capacity through structured and data-driven coaching mechanisms.

The Simultaneous Influence of Managerial Roles, Transformational Leadership, and Human Resource Management on the Quality of Guidance and Counseling Services

Testing the fourth hypothesis through multiple regression analysis yields a value *F* *count* of 78.123 with a significance of 0.000 and a coefficient of determination of 64.9%, which confirms that the three independent variables simultaneously form the main determinants of BK service quality. Value *R* of 0.805 indicates the strength of a relationship that is classified as very strong, reflecting the close synergy between managerial capabilities, leadership styles, and the quality of human resource management in creating a superior BK service ecosystem. This is in line with the synthesis of literature reviews which states that managerial roles, transformational leadership, and human resource management are complementary factors and cannot work in isolation (Abrori & Muali, 2020; Mentiana, Muthmainnah, Dita, Belatric, Umari, Mariah, & Munawir, 2024). When these three factors are synergistically combined, the impact on the quality of BK services far exceeds the contribution of each individual variable. Thus, improving the quality of guidance and counseling services at Tegal Regency State Junior High Schools requires a holistic approach, where strengthening the managerial capacity of school principals must go hand in hand with internalizing transformational leadership values and optimizing the human resource management system comprehensively (Mahirun, Suryani, & Nasution, 2021; Variani, Qadri, & Nellitawati, 2024).

CONCLUSION

This study proves that the managerial role of school principals (X_1), transformational leadership (X_2), and human resource management (X_3) each have a positive and significant effect on the quality of guidance and counseling services at State Junior High Schools in Tegal Regency. Partially, HR management was the most dominant predictor ($R^2=56.2\%$), followed by managerial roles ($R^2=34.5\%$), and transformational leadership ($R^2=15.9\%$). Simultaneously, the three variables together explained 64.9% variation in BK service quality with an *F* value of 78.123 (sig. 0.000) and *R* of 0.805, indicating a very strong



relationship. These findings confirm that improving the quality of BK services requires holistic synergy between managerial capabilities, inspirational leadership, and sustainable structured HR management.

Based on the findings of the study, it is recommended to school principals to strengthen managerial functions through programmatic supervision and periodic evaluation of the performance of BK teachers. Principals also need to internalize transformational leadership values in order to foster intrinsic motivation and a culture of innovation in counseling services. The main priority should be directed to optimizing human resource management, including the placement of competency-based BK teachers, continuous professional training, and performance reward mechanisms. The Tegal Regency Education Office is advised to design an integrated coaching policy that integrates these three aspects, so that the quality of guidance and counseling services can be systematically and evenly improved in all education units.

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