Principal Leadership Management Through The Implementation of Four Deep Learning Frameworks to Increase The Motivation of Elementary School Teachers (Case Study of SDN Ciwangi Bungursari Purwakarta)

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ABSTRACT

The global development of the Industrial Revolution 4.0 and Society 5.0 demands the transformation of education towards Deep Learning to cultivate 21st century skills. The implementation of this concept in elementary schools still focuses on administration, while to drive the education ecosystem depends on the level of teacher motivation which is the spearhead of changes in the quality of learning services. This study aims to describe and analyze the leadership of school principals which includes planning, organizing, implementing, and supervising in implementing four Deep Learning frameworks to increase teacher motivation at SDN Ciwangi. The research method used is qualitative with a case study approach. The data collection method was carried out through non-participatory observation, in-depth interviews, and documentation studies, which were then analyzed using the Miles, Huberman, and Saldana interactive model including data reduction, data presentation, and conclusion drawn. The findings of the study show that (1) Principals have implemented participatory and visionary leadership; (2) The implementation of leadership is transformational through technological example and the creation of a psychologically safe environment, so that teachers dare to innovate without fear of making mistakes. This study concluded that the synergy of leadership management with the four deep learning frameworks succeeded in changing teachers' motivation from mere extrinsic compliance to intrinsic professional commitment (self-efficacy and inner satisfaction).

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1. INTRODUCTION

The Management Process is a managerial and operational activity to convert inputs into outputs through management functions (POAC). 1) *Planning* : Formulating the vision of a "Model School", Developing a strategy for the implementation of 4 learning frameworks in the RKAS. 2) *Organizing* : Formation of a Learning Community (Kombel) per phase. Formation of Deep Learning FGD. Parental involvement in the "Inspiration Class" program. 3) *Actuating* : Application of Transformational Leadership: Providing role modeling, intellectual stimulation, and inspirational motivation. Pedagogical Implementation: Carrying out Lesson Study (Plan-Do-See) and Coaching-Based Supervision. Digital Implementation: The use of technology in KBM and administration. Environmental Implementation: Aesthetic and clean physical arrangement of the school ("ngosrek" together). 4) *Controlling* (Supervision/Evaluation): Reflection on learning (See in Lesson Study). Evaluation of the work program and its impact on teacher motivation.

An in-depth analysis of how the planning, organizing, implementing, and supervising processes carried out by the Principal within the framework of these four Deep Learning frameworks is crucial. This is necessary to map out what kind of leadership patterns are effective in the context of elementary schools in Indonesia that have their own cultural characteristics and challenges. This research is expected to reveal the dynamics of the relationship between the managerial intervention of the Principal and the fluctuations in teachers' work motivation. In addition, this study is also important to look at the long-term impact (outcome) of increasing teacher motivation. Theoretically, increasing teacher motivation will lead to improved student learning services, student emotional well-being, and ultimately shaping the school's reputation as a center of excellence. Proving this logical flow through a case study at SDN Ciwangi will make an empirical contribution to the development of education management science, especially in the issue of transformational leadership in the digital era.

The dynamics of global life are currently undergoing very rapid and fundamental changes, marked by the presence of the Industrial Revolution 4.0 era and the transition to Society 5.0. These changes have a significant impact on various sectors of life, including the education sector which plays a key role in preparing future human resources. The educational paradigm is no longer enough to focus solely on knowledge transfer or content mastery, but must shift to the formation of competencies that are relevant to the challenges of the times. This demand requires educational institutions to produce individuals who are not only academically intelligent, but also adaptive, creative, and have strong character. In responding to these challenges, the world of global and national education agrees on the importance of mastering 21st century skills. These skills are often crystallized into the 6C concept, which includes Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. Mastery of these six aspects is considered the main capital for students to be able to survive and contribute to an increasingly complex and interconnected society. Therefore, the curriculum and learning process in schools must be designed in such a way as to facilitate the growth and development of these skills holistically.

The transformation of education towards mastering the 6C skills leads education practitioners and experts to the concept of Deep Learning. This concept, as popularized by Michael Fullan, emphasizes that learning must go beyond simply remembering facts or procedures. Deep Learning aims to enable students to master the core of academic content, understand its basic principles, and most importantly, be able to apply that knowledge to solve real-world problems. Thus, the learning process in the classroom becomes more relevant, meaningful, and has a long-term impact on students' lives. The success of the implementation of Deep Learning does not occur in a vacuum, but is highly dependent on the learning ecosystem built in schools. Michael Fullan and his colleagues formulated that there are four main frameworks that are the pillars of Deep Learning, namely Pedagogical Practices, Learning Environments, Digital Leveraging Technology, and Learning Partnerships. These four elements must work together to create a learning atmosphere that stimulates students' curiosity and encourages their active involvement in the knowledge discovery process.

However, behind this ideal conceptual framework, there is the most crucial determining factor, namely teachers. Teachers are the spearhead of educational transformation who interact directly with students every day. No matter how good the curriculum or learning concept is designed, without quality execution from teachers, the goals of education will not be achieved. Therefore, the role of teachers is no longer only as a material presenter, but as a facilitator, mentor, and learning designer who is able to concoct the four frameworks of Deep Learning into a real learning experience in the classroom. These increasingly complex demands of roles often face severe psychological and professional challenges. A paradigm shift from conventional methods to student-centered methods requires high energy, creativity, and mental resilience. Often, teachers feel burdened by administrative stacks, lack of supporting facilities, or unpreparedness to adopt new technologies. This condition, if not managed properly, can lead to a decrease in morale or demotivation. In fact, teacher motivation is the main fuel in moving the educational machine in schools.

Teacher motivation, both intrinsic and extrinsic, has a strong positive correlation with the quality of learning services. Motivated teachers will have high self-efficacy, enthusiasm in teaching, and a willingness to continue to innovate to find the best method for their students. In contrast, teachers who have low motivation tend to work mechanistically, are resistant to change, and care less about students' emotional and academic development. Therefore, maintaining and increasing teacher motivation is a non-negotiable urgency in efforts to improve school quality. In this context, the leadership of the Principal is a very vital determinant factor. The principal is not only an administrator who takes care of documents and budgets, but also an instructional leader and agent of change. The leadership style and managerial strategy applied by the Principal will greatly color the organizational culture and work climate at the school. Principals must be able to mobilize all available resources to support teacher performance and create an environment conducive to their professional growth.

One of the leadership approaches relevant to this situation is leadership that is able to implement the Deep Learning framework not only for students, but also as a strategy to empower teachers. Through the framework of Pedagogical Practice, Principals can encourage teachers to apply more varied methods such as Project Based Learning, which gives teachers greater autonomy and thus increases their inner satisfaction. Providing space for autonomy and professional trust is a very effective intrinsic motivational stimulus for educators. Furthermore, through the framework of the Learning Environment, the Principal plays a role in organizing the physical and psychological of the school. A comfortable, clean, and aesthetically pleasing physical environment, as well as a democratic and family-friendly social climate, will make teachers feel at home and appreciated. The sense of psychological safety and sense of belonging that grows from this positive environment will minimize work stress and increase teachers' commitment to the institution.

The aspect of the use of Digital Technology is also a strategic domain for the leadership of the Principal in motivating teachers. In this digital era, technology should be present as an easy tool, not an additional burden. The visionary Principal will facilitate the availability of technological infrastructure and provide adequate training. When teachers feel competent and helped by technology in administration and teaching, their technical burden is reduced, so that their energy can be diverted to more substantial and creative things, which ultimately increases morale. The same goes for the Learning Partnership framework. School principals need to open a network of cooperation with parents, the community, and the business world. The involvement of external parties can be a source of moral and material support for the school. When teachers feel that they are not working alone and have the full support of the surrounding ecosystem, their mental burden will be reduced. This synergistic collaboration creates a culture of mutual cooperation that strengthens the collective motivation of school residents to achieve a common vision.

The phenomenon of implementing leadership based on the Deep Learning framework can be observed in real life at SDN Ciwangi, Bungursari District, Purwakarta Regency. This school has a strategic position and human resource potential of 34 educators and education staff. However, as experienced by many other educational institutions, SDN Ciwangi also faces challenges related to the initial condition of teacher motivation and competence that need to be improved to meet the standards

of quality, awareness, meaningful, and fun educational services. Based on initial observations, the Principal of SDN Ciwangi, Hj. Totoh Fatonah, M.Pd., has made efforts to make a management breakthrough by implementing management functions ranging from planning, organizing, implementing, to supervision that are integrated with the concept of Deep Learning. This effort can be seen from the vision of making the school a "Model School" and the provision of supporting infrastructure facilities such as Chromebooks, SmartTVs, and the arrangement of a beautiful school environment through a culture of "ngosrek" together. This indicates a conscious effort to manipulate input instrumentals to affect teacher performance.

In addition, the environmental aspect or environmental input at SDN Ciwangi is also managed in such a way to build a positive organizational culture. Values such as integrity, professionalism, innovation, and religiosity are instilled as the foundation of work. Support from the surrounding environment, ranging from school committees to the private sector around the Bungursari area, is optimized to support school programs. This strategy seems to be geared towards creating a work atmosphere that not only demands performance, but also provides emotional and social support for teachers.

The application of the four Deep Learning frameworks at SDN Ciwangi can be seen to be integrated into daily school management. In the pedagogical aspect, Lesson Study and coaching-based supervision activities are carried out which aim to develop teacher competence without patronizing. In the environmental aspect, the arrangement of classrooms and supporting facilities such as the Rancage Stage and TdBA (Tatanen di Bale Atikan) land is provided to facilitate the creativity of teachers and students. These steps are a manifestation of process-oriented and empowerment-oriented leadership.

The use of digital technology in schools is also not just the procurement of goods, but is integrated into teaching and learning activities and administration. The use of digital platforms and available hardware aims to improve the work efficiency of teachers. Meanwhile, in the aspect of partnership, the involvement of parents in the inspiration class program and intensive communication with stakeholders shows the efforts of the Principal in building an inclusive education ecosystem. All of these efforts boil down to one goal, which is to increase teacher motivation to provide the best service. The importance of researching the phenomenon at SDN Ciwangi lies in the uniqueness of the approach taken. While many other schools may still be struggling with bureaucratic administrative aspects, SDN Ciwangi is trying to transform through a comprehensive Deep Learning approach. The change in teachers' teaching practices from conventional to mindful and interactive methods, as well as the improvement of teachers' self-efficacy, are interesting output indicators to be studied in more depth. Are these leadership strategies really effective in increasing teachers' intrinsic and extrinsic motivation on an ongoing basis?

Therefore, the research entitled "Principals' Leadership through the Implementation of Four Deep Learning Frameworks to Increase Motivation of Elementary School Teachers (Case Study of SDN Ciwangi Bungursari Purwakarta)" is very relevant and urgent to be carried out. This research does not only photograph surface conditions, but seeks to explore best practices and key strategies carried out by school leaders in managing human resources in the midst of the demands of complex changing times. The results of this research are expected to be a reference for education practitioners in an effort to improve the quality of education through empowerment and increasing teacher motivation.

Principal's Leadership (Leadership Management) Principal's leadership in this context is positioned as transformational leadership, where the leader focuses on organizational change and innovation by inspiring followers [Avolio & Bass, 2004]. In the implementation of Deep Learning, the Principal carries out the management function (Planning, Organizing, Actuating, Controlling) by prioritizing vision, ideal influence, and intellectual stimulation to encourage teachers out of the pedagogical comfort zone [Leithwood & Jantzi, 2000]. The transformational leadership of the Principal is essential in creating a supportive and accountable school climate.

Deep Learning Deep Learning is the result of student engagement with content, supported by six global competencies (6Cs) that focus on creativity and complex problem-solving [Fullan & Quinn, 2016]. At the heart of this transformation lies in four learning frameworks namely Pedagogical Practice:

A shift from direct instruction to collaborative and discovery-based learning designs. Learning Environment: Creating physical and digital spaces that support creativity, collaboration, and *belonging*. Utilization of Digital Technology: The use of technology as an accelerator and tool to expand learning, not just as a substitute for a whiteboard. Learning Partnerships: Involve parents and communities as active partners in the child's education process.

Teacher motivation refers to the internal energy and drive that directs their behavior towards providing the best learning services. This study uses the lens of *Self-Determination Theory* which emphasizes the importance of autonomy, competence, and *relatedness* in fostering intrinsic motivation [Ryan & Deci, 2000]. Principals' leadership that supports teachers' autonomy and competence in Deep Learning practices will have a direct impact on increasing their intrinsic motivation.

2. METHODS

This research uses a case study approach with the aim of understanding in depth, comprehensively, and contextually the phenomenon of Principal Leadership at SDN Ciwangi in implementing the four Deep Learning frameworks. This approach was chosen because it is able to uncover the meaning, process, interaction, and reasons behind the impact of leadership on teacher motivation enhancement, which is both narrative and interpretive data. In other words, thecase study was chosen as a *holistic single-case design* because this school has unique characteristics in efforts to transform Deep Learning at the Purwakarta elementary education level. These case studies allow researchers to collect data from various sources (triangulation) to gain a rich and in-depth understanding of the phenomenon being studied.

The researcher uses data collection methods, namely observation, interviews, and documentation studies. Non-participatory observation: Conducted to directly observe the teacher's pedagogical practices in the classroom, the prepared learning environment, and teacher-student interaction. Instrument: Observation Sheet. In-depth *Interview*: Conducted with the Principal (as a key informant), several senior teachers, and School Committee representatives/parents. Title: Interview Guides. Documentation: Collect secondary data in the form of Learning Implementation Plans (RPP/Teaching Modules), school work programs, program evaluation reports, and teacher motivation statistics (if any).

Data analysis was conducted interactively and continuously from the beginning of data collection to final reporting, using the Miles, Huberman, and Saldana (2014) model: Data Collection: Primary and secondary data collection processes. Data Reduction: Summarize, select the main points, focus on the important things relevant to the research question (Leadership, 4 Frameworks, Motivation, Quality of Service). Data Display: Presents reduced data in the form of narratives, matrices, or *flowcharts* to facilitate understanding the relationships between variables. Conclusion *Drawing/Verification*: Draw conclusions based on the findings of data that have been tested for validity (triangulation) and re-verified with field data.

3. FINDINGS AND DISCUSSION

Research findings

Based on data analysis obtained through in-depth interviews with Principals, Teachers, Parents, and Students, and supported by field observations and document studies (RKAS, RPP, Teaching Modules), the following is a description of the research findings related to the implementation of the 4 Learning Frameworks at SDN Ciwangi:

1. Description of the Implementation Strategy of the 4 Learning Frameworks by the Principal

The Principal applies a **participatory and transformational** managerial approach in implementing the four learning frameworks. This strategy is not only instructive, but focuses on setting an example and facilitating.
a. Learning Partnership Strategy: Principals expand the learning ecosystem by opening the school walls. The main strategy is the institutionalization of collaboration through the establishment of

"Deep Learning FGDs" and Learning Communities (Kombel) per phase. Key innovations can be seen in the active involvement of parents through the "Inspiration Class" program, where parents play the role of resource persons (guest teachers), as well as collaboration with the private sector (factories/businesses) as sponsors and educational partners. This is validated by the recognition of teachers who feel their workload is reduced thanks to parental help in student projects (example: embroidery projects).

b. Pedagogy Practice Strategy: The strategy of increasing teacher capacity is carried out through the Lesson Study (*Plan-Do-See*) pattern and coaching-based academic supervision. The principal does not position himself as a supervisor who looks for fault, but as a thinking partner. To overcome resistance, a peer tutor strategy was implemented, in which competent teachers guide their peers, as well as sending teachers for external training (KKG, BBGTK) which was then disseminated back in schools.

c. Learning Environment Strategy: The Principal conducts physical and psychological interventions. Physically, aesthetic environmental arrangements are carried out (bright color painting, gardens, relaxation rooms) and cleanliness habits ("ngosrek" together). Psychologically/culturally, the main strategy is the democratization of the work climate. Principals build a sense of *psychological safety* by being open, listening to opinions during meetings, and instilling a culture of "not afraid of mistakes" when innovating.

d. Digital Utilization Strategy: The massive budget allocation strategy in RKAS is focused on infrastructure procurement (Chromebook, SmartTV, WiFi). However, the key strategy lies in role modeling of the use of technology by school principals and technical assistance between peers, so that technology is seen as a challenging tool, not an additional administrative burden.

2. Description of the Level and Form of Teacher Motivation Increase

The implementation of the 4 learning frameworks has a significant impact on teachers' work motivation, both intrinsically and extrinsically. The data shows a shift from mere obedience (pseudo-discipline) to professional commitment (self-discipline).

a. Motivation Level: Teachers' motivation is at a high level. This is indicated by the statement of teachers who feel "more challenged to progress" and have "inner satisfaction" when they see the success of students, despite being faced with physical fatigue due to being a model school.

b. Forms of Motivation in the form of 1) Intrinsic Motivation (Internal) in the form of Self-Efficacy: Teachers feel more competent and confident (PD) in teaching because of the provision of sufficient training and the support of digital facilities. Autonomy & Creativity: The sense of comfort and "security" created by the Principal makes teachers dare to express themselves and innovate without fear of being scolded. Sense of Belonging: A democratic family climate makes teachers feel valued and an important part of the school. 2) Extrinsic Motivation in the form of Social Support: The collaboration with parents makes teachers feel "not struggling alone". The technical burden is reduced due to partner assistance. Supporting Facilities: The availability of adequate digital tools (laptops, projectors) makes it easier for teachers to present interesting material, thereby reducing stress due to limited facilities.

3. Description of the Correlation of Teacher Motivation with Learning Service Quality Indicators

There is a strong positive correlation between increased teacher motivation and the quality of learning services received by students. Motivated teachers (psychologically prosperous and well facilitated) are able to present learning that is Conscious, Meaningful, and Fun.

Correlation with *Conscious* Learning:

a. Teachers' high motivation in developing themselves through *Lesson Study* makes them more *mindful* in designing lesson plans and Teaching Modules. Teachers no longer teach automatically/routinely, but through a process of reflection (*See*) for continuous improvement.

b. *Evidence:* Teachers actively engage in discussions in Learning Communities to design clear learning goals before entering class.

Correlation with Meaningful Learning:

a. A sense of security and partnership support encourages teachers to design *project-based learning* that is relevant to real life. Teachers' motivation to collaborate with parents/factories results in contextual learning experiences for students.

b. *Evidence:* Chili planting and embroidery projects involving experts/parents provide real *life skills* for students, not just theory.

Correlation with Enjoyable Learning:

a. Teachers who are confident in using digital technology are able to change the classroom atmosphere into interactive and exciting. Teachers' enthusiasm is contagious to students (*emotional contagion*). The teacher who is not pressured (feels supported by KS) displays a friendly and not grumpy face.

b. *Evidence:* Recognition of students who feel learning is more "exciting" with SmartTVs/projectors, as well as perceptions of students who see teachers "looking happy while teaching" and "never get angry."

Discussion

1. Describe and Analyze the Principal's *Leadership* Planning

a. Description of Planning Findings conducted by the Principal of SDN Ciwangi is focused on preparing strategies, visions, and resource allocation to support 4 deep learning frameworks. Based on field data, this planning includes: 1. Preparation of Community Programs: The Principal designs a collaboration forum by making a Teacher Learning Community Decree per phase and forming a special communication group called "Deep Learning FGD". 2. Budget Planning (RKAS): Financial support is carefully planned in the School Activity Plan and Budget (RKAS), especially large budget allocations for technology infrastructure such as the purchase of laptops, projectors, and monthly WiFi payments. 3. Human Resources Development Planning: The Principal plans a teacher capacity building program through *In House Training* (IHT) and sending teachers to outside training (KKG/BBGTK). 4. Partnership Planning: Designing a parent engagement program that is not just administrative, but educational, such as planning the "Inspiration Class" program.

b. Analysis of Increasing Teacher Motivation This planning stage provides a foundation of certainty and a sense of security for teachers. 1. The existence of a clear budget allocation for digital facilities eliminates teachers' anxiety about limited facilities, which is a demotivation factor *(hygiene factor).* 2. Participatory planning (involving teachers in FGD) fosters a sense of ownership. Teachers do not feel that this program is a "trust of the superiors", but a joint plan. 3. Structured training planning makes teachers feel that the future of their competencies is taken care of, which triggers intrinsic motivation to learn new things.

2. Describe and Analyze the Organizing (*Organizing*) of the Principal's Leadership

a. Description of Findings Organizing is carried out by dividing tasks and building a network of cooperation so that the burden of *implementing Deep Learning* does not accumulate on individual teachers. 1. Division of Work Teams: Teachers are grouped into Learning Communities (Kombel) based on phases to facilitate the coordination of teaching materials. 2. Support System: The principal organizes a "Peer Tutor" system, where tech-savvy teachers are tasked with guiding less skilled or resistant peers. 3. External Ecosystem Involvement: The Principal organizes the role of parents and industry partners (factories). A real example is the arrangement of parents teaching in "Inspiration Classes" (e.g. processing garbage, embroidery) and sponsorship cooperation with local factories.

b. Analysis of Increasing Teacher Motivation Effective organization has an impact on the efficiency of teachers' workloads. 1. Collaboration with parents and partners has been proven to "make teachers' work lighter". When the technical load is reduced, teachers' energy can be diverted to innovate, keeping the spirit of teaching high. 2. The peer tutoring system creates a supportive, not competitive,

work environment. Senior teachers who are initially resistant become more open because they are guided by their own peers (heart-to-heart approach), maintaining team cohesiveness and collective motivation.

3. Describe and Analyze the Implementation (*Actuating*) of the Principal's Leadership

a. Description of Findings The implementation stage is the real implementation of 4 learning frameworks in the field: 1. Pedagogical Implementation: Implemented through the Lesson Study (Plan-Do-See) cycle. Teachers practice a varied learning model (*Project Based Learning*, discussion). Students report learning to be exciting and teachers are not angry.2. Digital Implementation: Teachers actively use Chromebooks, SmartTVs, and projectors in learning. School principals act as role models by consistently using technology. 3. Creation of a Learning Environment: The Principal creates a democratic climate during the meeting (listening to opinions, smiling). Physically, the school environment is laid out to be comfortable, clean, brightly colored, and has a relaxation room. 4. Partnership Action: The implementation of real student projects, such as growing chili peppers in used bottles and embroidery, which is accompanied directly by parents.

b. Analysis of Teacher Motivation Improvement The implementation of this leadership succeeded in changing Extrinsic Motivation to Intrinsic. 1. *Self-Efficacy* : Adequate digital facility support and training make teachers feel "more confident, professional" and competent. 2. *Psychological Safety* : The democratic and humanist attitude of the principal makes teachers "comfortable expressing" and dare to innovate without fear of being scolded. 3. *Achievement* : Even though teachers feel tired of being a model school, they feel "inner satisfaction" seeing student success. Students also validated that the teacher looked "happy when teaching".

4. Describe and Analyze the *Leadership* of the Principal

a. Description of Findings Supervision is not carried out with an inspection style looking for faults, but with a coaching and reflection approach: 1. Coaching-Based Academic Supervision: The principal supervises with a coaching approach (thinking partner), not authoritarian instruction. 2. Routine Reflection *(Lesson Study - Phase See):* Evaluation is carried out through the "See" stage in the Lesson Study, which is reflecting on the learning practices that have been carried out together. 3. Monthly Evaluation Meetings: Hold regular meetings once a month specifically for performance evaluation and reflection. 4. Direct Monitoring: The Principal often goes around greeting and monitoring the classroom atmosphere informally.

b. Analysis of Teacher Motivation Enhancement This supervision model functions as a Reinforcement of motivation. 1. The coaching approach makes teachers not feel intimidatingly supervised, but accompanied. This keeps the motivation of teachers from falling (demotivation) due to administrative pressure. 2. The recognition and appreciation from the Principal for the innovations made by teachers is a strong extrinsic motivation. 3. Regular reflection allows teachers to see their own progress (from initially technologically rigid to proficient), which validates their professional growth.

4. CONCLUSION

Based on the results of the research and discussion on the leadership of the Principal of SDN Ciwangi in implementing four learning frameworks (*Deep Learning*) to increase teacher motivation, the following conclusions can be drawn:

Planning The Principal plans the implementation of Pedagogical Practices, Learning Environment, Digital Technology, and Partnerships through a participatory and visionary approach. Planning is not carried out solely instructively, but by building a common vision ("Model School") and pouring it into the School Activity Plan and Budget (RKAS). The Principal involves teachers in designing the Lesson Study (Plan stage) and setting the procurement of digital infrastructure as a priority. Planning that

involves teachers from the beginning has been proven to increase teachers' sense of ownership and mental readiness, so that motivation grows because they feel involved and not just commanded.

Organizing School Principals organize the implementation of the four learning frameworks by forming a collaborative ecosystem and a structured support system. This is done through the formation of a Learning Community (Kombel) per phase, a *Focus Group Discussion* (FGD) for Deep Learning, and the appointment of peer tutors for technology assistance. In addition, the Principal organizes partnerships by involving parents in the "Inspiration Class" program to reduce the technical burden on teachers. This effective organization creates a fair distribution of work and a climate of mutual cooperation, so that teachers feel supported and do not struggle alone, which directly maintains the stability of their work motivation.

The Principal carries out implementation through a Transformational Leadership style that prioritizes example (*Ing Ngarso Sung Tulodo*) and the creation of a psychologically safe environment. In its implementation: The Principal acts as a role model in the use of digital technology. Creating a democratic culture where teachers are "not afraid of being wrong" when trying out new pedagogical practices. Bring real external partners in the classroom. This humanistic and facilitating implementation changes teachers' motivation from extrinsic (simply aborting obligations) to intrinsic motivation (inner satisfaction, self-efficacy, and creativity), which leads to conscious, meaningful, and fun learning.

Evaluating the principal evaluates the implementation of the program through a mechanism of continuous reflection and constructive coaching-based supervision. Evaluation is not focused on finding faults, but rather using the *Lesson Study cycle* (See stage) and reflective dialogue to improve the quality of learning. This appreciative and development-oriented evaluation approach (growth mindset) makes teachers feel appreciated for their professionalism. This prevents demotivation due to supervisory pressure, and on the contrary, spurs the teacher's enthusiasm to continue to innovate because they feel safe and supported to develop.

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