



The Influence of Conceptual Skills, Technical Skills, and Human Skills on the Performance of Junior High School Principals

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Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh *conceptual skill* terhadap kinerja sekolah; (2) pengaruh *technical skill* terhadap kinerja sekolah; (3) pengaruh *human skill* terhadap kinerja kepala sekolah; dan (4) pengaruh simultan *conceptual skill*, *technical skill*, *human skill* terhadap kinerja kepala sekolah. Jenis penelitian ini adalah survei dengan pendekatan kuantitatif. Populasi penelitian ini adalah kepala sekolah, guru dan pegawai di SMP Negeri di Kecamatan Kediri Kabupaten Lombok Barat. Data dikumpulkan melalui kuisioner yang disebarakan kepada 80 responden, terdiri dari guru dan tenaga kependidikan yang dipilih dengan teknik *random sampling*. Analisis data menggunakan regresi linier berganda berbantuan SPSS 25. Hasil penelitian menunjukkan bahwa: (1) *conceptual skill* berpengaruh signifikan secara parsial terhadap kinerja kepala sekolah, (2) *technical skill* berpengaruh signifikan secara parsial sebanyak terhadap kinerja kepala sekolah, (3) *human skill* berpengaruh signifikan terhadap kinerja kepala sekolah, (4) *conceptual skill*, *technical skill*, dan *human skill* berpengaruh signifikan secara simultan terhadap kinerja kepala sekolah. *Conceptual skill* memberikan pengaruh yang paling besar terhadap kinerja kepala sekolah dibandingkan dengan *technical skill* dan *human skill*.

Kata kunci *Kemampuan Konseptual, Kemampuan Teknikal, Kemampuan Manusia, Kinerja Kepala Sekolah*

Abstract

This study aims to find out: (1) the influence of conceptual skills on the performance of the school principal; (2) the effect of technical skill on the performance of the school principal; (3) the influence of human skills on the performance of the school principal; and (4) the simultaneous influence of conceptual skills, technical skills, and human skills on the performance of the school principal. This type of research is a survey with a quantitative approach. The population of this study is school principals, teachers and employees at Public Junior High Schools in Kediri District, West Lombok Regency. Data was collected through a questionnaire distributed to 80 respondents, consisting of teachers and education staff which were selected through random sampling techniques. Data analysis used multiple linear regression assisted by SPSS 25. The results of the study show that: (1) conceptual skills have a partial significant effect on the performance of school principal, (2) technical skills have a partial significant effect as much as the performance of school principal, (3) human skills have a significant effect on the performance of school principal, (4) conceptual skill, technical skill, and human skill have a significant effect simultaneously on the performance of school principal. Conceptual skills have the greatest influence on the performance of school principals compared to both technical skills and human skills.

Keywords *Conceptual Skill, Technical Skill, Human Skill, School Principal Performance*



Introduction

Education in Indonesia faces various challenges in achieving national development goals. The challenge to achieve the noble goal of national education is that it requires collaboration between all existing and interconnected elements. Nine-year basic education is continuous education, namely basic education and junior high school education, as determined in the national education system. Junior secondary education has an important role in providing access to education for the community. The quality of education provided by junior high schools is greatly influenced by school leadership and management. The quality of education provided by junior high schools is greatly influenced by school leadership and management (Siti Julaiha, 2019). The principal has a very important role in building a quality culture in the school, namely a culture that must be able to make the school have superior quality, which is the goal of the servant, so that the institution has a character as an identity that can distinguish from other institutions, so the principal as a leader is required to improve the existing quality culture.

Junior high school is part of the nine-year compulsory school, the quality of education in junior high school is greatly influenced by the school's leadership and management. The principal is a manager in the education unit who plays a very important role in realizing the school's goals or what is known as the school's vision and mission. This is in accordance with the regulations of the Minister of National Education where the principal is a teacher who is given additional duties as a principal to lead and manage the school to improve the quality of education. School principals must have several main competencies to carry out their duties effectively based on government regulation no. 57 of 2021 and according to Permendikbud No. 13 of 2007 that school principals must have five competencies, namely personality, social, managerial, entrepreneurial and supervisory competencies. School principals in carrying out their duties must have managerial competence, namely competencies related to conceptual (concept), technical (technical) and human (interpersonal) and various other skills (Muhammad Walid, 2012). With these competencies, school principals can carry out their duties effectively and improve the quality of education at school.

The principal has a great responsibility, which is responsible for all of which is the development of vision and mission, resource management, curriculum development, supervision and evaluation, and teacher and staff development. As a leader or manager, the principal is expected to provide inspiration and motivation to teachers and students to achieve the best results. Effective principals are those who can integrate *conceptual skills*, *technical skills*, and *human skills* in carrying out their leadership, effective principals are also school principals who are able to use and combine the abilities of existing skills to carry out these responsibilities so that school principals can improve the quality of education and create a conducive learning environment for students.

Conceptual skills include the ability to think analytically, formulate visions, and make strategic decisions that support educational goals (Fahmi Fikri, 2024) *Technical skills* are related to knowledge and technical expertise in the field of education, namely understanding educational standards and teaching methods. *Human skills* involve the ability to communicate, motivate, and build good relationships with all parties in school and outside of school. The performance of a principal as a manager can be measured from various aspects, including the effectiveness of school management, teacher job satisfaction, and student learning outcomes. Successful

principals are school principals who can improve the overall performance of the school (Minsih, et al., 2019). A professional principal is a school principal who is able to adjust the needs of the world of education and is able to develop in accordance with the development of the times in the era of globalization.

The conceptual *skills* of school principals are expected to be used to understand and analyze complexly, intelligently in making strategic and visionary decisions. For a school head, they must have conceptual skills because with the conceptual skills they have, they are able to formulate the vision and mission of their school, develop educational strategies, and provide solutions to complex problems. Some of the problems faced by school principals include the difficulty of formulating an inspiring and innovative vision and mission that is on the side of students and in accordance with the demands of the times. lack of ability to formulate effective long-term strategies, lack of ability to create something that has innovation effectively and lack of ability to create a novelty that is future-oriented (Kamaludin Kamaludin, 2022). Basically, *conceptual skills* are very important, but many principals do not get adequate training in this area.

Professional training and development programs often focus more on the operational management aspects of the institution but less attention is paid to conceptual skills. This can lead to school principals being less able to deal with problems, lack of strategy and lack of ability in complex management in educational environments. The lack of *conceptual skills* has a negative impact on school leadership and performance, including the principal experiencing difficulties in developing and communicating the vision and mission. The decisions taken will be inappropriate and not long-term oriented, the principal will face challenges in managing changes and innovations in the school and will experience difficulties in solving complex and systemic problems. School principals will also face obstacles in creating a conducive, dynamic and responsive learning environment to students' learning needs (Fahrina Yustiasari Liriwati, 2023).

School principals must also have *technical skills* that include an understanding of management, namely management of education, information technology, school administration, and curriculum implementation. Limited knowledge and skills in using laptops in information and communication technology, which will lead to difficulties in adopting and integrating new technologies in schools. School principals rarely use *asset-based things* in planning resource development to increase motivation and confidence so that the decisions taken are not appropriate. Lack of knowledge about data-driven planning, which will lead to less effective budget management and can lead to school financial problems. Limited ability in developing and implementing a curriculum that suits the needs of students causes a principal to have difficulty in implementing curriculum implementation strategies in learning, although *technical skills* are very important, but many school principals do not get adequate training in this field. Professional development programs often focus more on the general aspects of leadership and management, while technical skills are often overlooked. This can lead to principals being less prepared to handle the technical aspects of their assignments.

Human skills are very important for a principal because the principal is a learning leader who must be able to lead, motivate, and manage all communities in the school, including teachers, employees, students, and guardians. However, it is often found that these *human skills* are underdeveloped or underpaid in school principal leadership training. Many school principals face challenges in developing their *human skills*. Factors such as workload, administrative

pressure, lack of sociability and lack of adequate training, often hinder their ability to interact effectively with the school community. In addition, some principals focus more on the managerial and administrative aspects than on the social and emotional aspects of their leadership.

West Lombok consists of ten sub-districts, each of which has several junior high schools (SMP) from the ten existing sub-districts, the researcher chose Kediri District, because this sub-district is an area in the middle between Gerung District as the center of the Regency and Kediri District which is directly adjacent to Mataram City. In Kediri District, there are three state junior high schools, namely the 1 Kediri state junior high school, the 2 Kediri state junior high school and the Satap 2 Kediri school. and the three-state junior high schools in Kediri district have school locations that are not close to each other but some of the educators are honorary teachers or non-permanent teachers, who they also concurrently become educators in other places to meet their welfare which is far from the word decent which is paid once in three months or quarterly with payment from the education operational assistance fund. Most teachers do not stay in school or more popularly known as honorary teachers, they teach in many other institutions, but the principal cannot restrain them due to the demands of their needs, and the school cannot pay or provide a decent salary. However, currently there is a bright spot that gives hope to honorary teachers with the existence of NON ASN certification (interview with H. Then suhandi principal of SMP 2 Kediri)

The principal is the person who is responsible for the quality of education in the educational institution, so the principal must have adequate managerial skills for the development of his school or institution. The performance of the principal has a great influence on the improvement of the quality and development of the school. As a school principal, you must have the skills to work effectively with your school residents. Principals who have good communication skills with school residents will have a great influence on the management of the institution. The principal must understand the curriculum that applies in his school. The principal must have proficiency in learning and will have a great influence on learning that is in favor of the students.

Principals who understand how to design school curriculum and improve competencies for teachers so that learning is of higher quality. The principal must understand the vision and mission of the school. If the school's vision and mission are not on the side of the students, then the principal must update the school's vision and mission so that the school's goals can be realized (Damanhuri and Suroso, 2025). Several previous studies related to principal skills have shown a positive relationship with principal skills and performance, but there is still not much exploration about junior high school and junior high principal competency development. This research is expected to fill this gap by providing empirical data and in-depth analysis on the influence of the three skills on the performance of school principals; therefore, this research is expected to provide a new perspective in the existing literature.

This study aims to provide a better understanding of how *conceptual skills, technical skills, and human skills* affect the performance of junior high school principals in Kediri District, West Lombok. So that the results of this research are expected to be a reference for the development of training programs and professional development of school principals in the future, therefore, this study aims to explore how *conceptual skills, technical skills, and human skills* contribute to the

performance of school principals. The researcher intends to conduct this study considering the importance of knowing how much this affects the performance of the principal, besides that the researcher also wants to know how much the independent variable affects the dependent variable. Based on this, the researcher will conduct a study entitled: "The Influence of *Conceptual Skills, Technical Skills, and Human Skills* on the Performance of State Junior High School Principals in Kediri District, West Lombok"

Methods

This study will use a quantitative approach of the survey type to find out the attitudes and behaviors and other causes of the population to be studied. Surveys are used to measure attitudes, opinions, behaviors, or characteristics of the population. The survey was conducted on a more carefully selected sample to represent a wider population. Thus, the survey results can be generalized to describe the characteristics of the population as a whole. The population in this study is the principal, teachers, and employees at the State Junior High School in Kediri District. The population spread is in 3, namely SMP Negeri 1 Kediri, SMPN 2 Kediri and SMP Satap 2 Kediri. The distribution of the population is displayed in Table 1.

Table 1. Distribution of population and sample

No	Population type	SMPN 1 Kediri	SMPN 2 Kediri	Satap 2 Kediri Junior High School	Quantity
1	Principal	1	1	1	3
2	Teacher	34	27	11	71
3	Employees	16	13	1	30
Quantity		51	41	13	104

No	School Name	Total Population (N)	Number of Sample(s)
1	SMP Negeri 1 Kediri	51	$80 \times 51 : 104 = 39$
2	SMP Negeri 2 Kediri	41	$80 \times 41 : 104 = 31$
3	Junior High School 2 Kediri	13	$80 \times 13 : 104 = 10$
Quantity		104	80

This research was conducted at Public Junior High Schools in Kediri District, West Lombok. The research will be carried out for 3 (three) months, starting from September to November. The variables in this study consist of 3 independent variables and 1 bound variable, namely *conceptual skill* is the first independent variable (X1), *technical skill* is the second

independent variable (X2) and *human skill* is the third independent variable (X3) and 1 bound variable is the performance of the Principal (Y). The design of this research uses a systematic plan or structure that will be used by the researcher to collect, analyze and interpret data in order to answer the formulation of the problem.

This research instrument is in the form of a questionnaire questionnaire used to measure *conceptual skills*, *technical skills*, *human skills*, and performance of the principal of State Junior High School in Kediri District. The questionnaire was developed based on the indicators of the three variables by referring to the related literature and consulted Before the questionnaire was used, validation was carried out by an expert validator, namely Dr. Mujakir, M. Pd and a validity test was carried out using *Pearson Product Moment* with a significant level of 5% as well as a reliability test using *Alpha Cronbach* from a small group of 20 other schools and a validity and reliability test from a small group using SPSS (Statistical Product And service solution).

Results

Statistics descriptive analysis

Based on the results of statistical calculation using SPSS version 25, the results of descriptive analysis for each variable can be detailed in the table below about Descriptive Conceptual skill Technical Skills, Human Skills and Performance of State Junior High School Principals in Kediri District:

		Statistics			
		Conceptual	Technical	Stuart	Performance
N	Valid	80	80	80	80
	Missing	0	0	0	0
Red		81.20	80.72	82.28	77.75
Median		80.50	80.51	82.00	77.00
Mode		79	70a	83	77
Std. Deviation		4.803	3.378	4.035	3.373
Minimum		70	70	75	72
Maximum		92	88	92	87

a. Multiple modes exist. The smallest value is shown

Description analysis results for variables Conceptual Skill has a mean value (average) of 81.20, while the median value (Middle value) is 80.72 and the mode value (the most frequently occurring value) is 79. The highest score is 92, the lowest score is 70 with a standard deviation or standard deviation of 4, 803. Description analysis results for variables Technical Skill has a mean value (average) of 80.72, while the median value (Middle value) is 80.51 a mode value (the most frequently occurring value) 70. The highest score is 88, the lowest score is 70 with a standard deviation or standard deviation of 3, 378. Description analysis results for variables Human Skill has a mean value (average) of 82.28, while the median value (Middle value) is 82.00 and the mode value (the most frequently occurring value) is 83. The highest score is 92, the lowest score is 75 with a standard deviation or standard deviation of 4. 035. Meanwhile, the results of the descriptive analysis for the Principal Performance variable had a mean value (average) of 77.75, while the Median value (Middle value) was 77.00 the mode value (the most

frequently occurring value) was 77.00 The highest score was 87, the lowest score was 72 with a standard deviation or standard deviation of 3,373.

Correlation analysis

The correlation analysis in this study was calculated using the Pearson correlation coefficient which shows the strength and direction of the relationship between variables. The results of the calculation are presented in the following table:

		Correlations			
		Conceptual	Technical	Stuart	Performance
Conceptual	Pearson Correlation	1	.833**	.416**	.785**
	Sig. (2-tailed)		.000	.000	.000
	N	80	80	80	80
Technical	Pearson Correlation	.833**	1	.642**	.627**
	Sig. (2-tailed)	.000		.000	.000
	N	80	80	80	80
Stuttgart	Pearson Correlation	.416**	.642**	1	.666**
	Sig. (2-tailed)	.000	.000		.000
	N	80	80	80	80
Performance	Pearson Correlation	.785**	.627**	.666**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	80	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

From the table, the correlation value of the dependent variable to the independent variable was obtained as follows: the correlation value of conceptual skill and the performance of the principal was 0.785 with a significance of 0.000. This means that the principal's conceptual skills and performance have a strong correlation with the degree of a strong correlation. Conceptual skills have a significant effect on the performance of the principal by 0.785. This means that conceptual skills have a positive effect on the performance of the principal. This means that the high conceptual skills of a school principal can improve the performance of the principal. Likewise, the correlation value of technical skills and the performance of the principal is 0.627 with a significance of 0.000. This means that the principal's technical skills and performance have a correlation with the degree of a medium correlation. Technical skills have a significant effect on the performance of the principal by 0.627. This means that technical skills have a positive effect on the performance of the principal. This means that high technical skills of a school principal can improve the performance of the principal. Meanwhile, the correlation value of human skill and the performance of the principal was 0.666 with a significance of 0.000. This means that the principal's human skill and performance have a strong correlation with the degree of a strong correlation. Human skills have a significant effect on the performance of school principals by 0.666. This means that human skills have a positive effect on the performance of school principals. This means that high human skills from a school principal can improve the performance of the principal.

Normality test

The distribution normality test is used to analyze whether the assumption of normalcy is achieved or not. The distribution normality test in this study uses the *Kolmogorov Smirnov test* in the SPSS program version 25. The determination of normality is that if the significance value obtained > 0.05 , then the sample comes from a normally distributed population. On the other hand, if the significance value obtained < 0.05 then the sample is not from an abnormally distributed population. By using *SPSS* version 25, the results of the normality test analysis were obtained.

One-Sample Kolmogorov-Smirnov Test

N		80
Normal Parameters ^{a, b}	Red	.0000000
	Std. Deviation	1.24172870
Most Extreme Differences	Absolute	.071
	Positive	.050
	Negative	-.071
Test Statistic		.071
Asymp. Sig. (2-tailed)		.200c, d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of true significance.

Based on the table above, the *Asymp. Sig. (2-tailed)* for all variables it is 0.200. The significant value obtained is greater than 0.05. Based on the decision-making rules, if the significant value is greater than 0.05, the data is distributed normally. Thus, the assumptions or requirements of the normality test have been met.

Partial test (t-test)

In this study, the analysis carried out by the researcher in the form of regression analysis is aimed at measuring the influence of each independent variable on the dependent variable. This test was carried out with a significance level of 5%. The independent variable is said to have an effect on the dependent variable if the significant value < 0.05 . All data gathered throughout the study was analyzed using SPSS 25. The procedure are as follows:

- Determining H_0 and H_a
- Looking at the results of the analysis, it is known that *the t-cal* value with the significance of *the t-table value*
- If *the value of the t-cal* $>$ *the table*, then there is a partial influence of the free variable on the bound variable.
- If *the value of the t-cal* $<$ *the table*, then there is no influence of the partially independent variable on the bound variable

The decision-making criteria are as follows:

- H_0 is rejected if *the t-calc* is $>$ *t-table* or a significant value < 0.05
- H_0 is accepted if *the t-calc* is $>$ *t-table* or significant > 0.05

Models		Coefficient		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	27.015	3.573		7.560	.000
	Conceptual	.784	.056	1.117	14.071	.000
	Technical	.734	.094	.735	7.810	.000
	Stuart	.563	.048	.673	11.742	.000

a. Dependent Variable: performance

The *t-conceptual skill* test (X1) obtained a *t-cal* value of 14.071 while the *t-table* value was 1.664 with a significance level of 0.000. The *t-cal value* > *t-table* and the significance value < 0.05 so that it can be concluded that H_0 is rejected, and H_a is accepted, which means that *conceptual skill* (X1) has a positive and significant influence on the performance of the principal of public schools (Y) in Kediri District. The results of the *t-technical skill* (X2) test obtained a *t-cal* value of 7.810 while the *t-table* value was 1.664 with a significance level of 0.000. The *t-cal value* > *t-table* and the significance value < 0.05 so that it can be concluded that H_0 is rejected, and H_a is accepted, which means that *technical skill* (X2) has a positive and significant influence on the performance of the principal of State School (Y) in Kediri District. The results of the *human skill* (X3) test obtained a *t-cal* value of 11.742 while the *t-table* value was 1.664 with a significance level of 0.000. The *t-cal value* > *t-table* and the significance value < 0.05 so that it can be concluded that H_0 is rejected, and H_a is accepted, which means that *human skills* (X3) have a positive and significant influence on the performance of school principals.

Discussion

The assessment of the influence of *conceptual skills* on the performance of the principal was measured by distributing a questionnaire of 20 statements that had passed the validity and reliability test to teachers in Kediri District totaling 80 teachers and education personnel and analyzed using multiple regression analysis techniques, namely with the t-test. The results of the calculation using SPSS version 25 show that the influence of *conceptual skills* on the performance of school principals in Kediri District shows a good and significant influence or H_0 is rejected, and H_a is accepted, which means that there is a significant influence of *conceptual skills* on the performance of school principals. This is evidenced by the test results of $14,071 > 1,664$ $t_{hitung} > t_{tabel}$ with a significance level of $0.000 < 0.05$. This means that the higher the *conceptual skills* of the principal, the better their performance will be at school. Table 4.7 shows that the relationship between *conceptual 0.784 skills* and the performance of the principal has a positive value, meaning that the better the *conceptual skill* of a leader, the better the performance, and vice versa. If the principal's *conceptual skills* are not good, the performance will also be lacking. From the results of the partial test, the *conceptual skill* variable had an influence on the performance of the principal by 78.4%. There are still other variables in the research that affect the performance of school principals reaching 21.6%.

The assessment of the influence of *technical skills* on the performance of the principal was carried out by distributing a questionnaire of 20 statements that had passed the validity and reliability test to teachers of public junior high schools in Kediri District totaling 80 teachers

and analyzed using multiple regression analysis techniques, namely with the t-test. The results of the *t-technical skill* (X2) test obtained a *t-cal* value of 7.850 while the *t-table* value was 1.664 with a significance level of 0.000. The *t-cal value* > *t-table* and the significance value < 0.05 so that it can be concluded that H_0 is rejected, and H_a is accepted, which means that *technical skill* (X2) has a positive and significant influence on the performance of the principal of the State School (Y) in Kediri District. This means that the higher *the technical skill* of the principal, the better the performance at school. From the results of the partial test, *the technical skill variable* had an influence on the performance of the principal by 78.1%. There are still other variables outside the research that affect the performance of school principals to reach 21.9%.

Assessment of influence *Human Skill* the performance of the school principal was measured by distributing a questionnaire of 20 statements that had passed the validity and reliability test to junior high school teachers in Kediri District totaling 80 teachers and analyzed using multiple regression analysis techniques, namely by t-test. Results of the t test *Human Skills* (X3) obtained a value *Stuttgart* of 11,741 while the *t-table* of 1,664 with a significance level of 0.000. Value *Stuttgart* > *t-table* and significance value < 0.05 so that it can be concluded that H_0 rejected, and H_a received, which means *Human Skills* (X3) has a positive and significant influence on the performance of the principal of State School (Y) in Kediri District. This means that while *Human Skill* is getting higher, the principal will also perform better at school. From the table it shows that there is a relationship between *Technical Skill* with the performance of the principal with a positive value of 11,741.

The results of testing research hypothesis simultaneously regarding the influence of *Conceptual Skill*, *Technical Skill* and *Human Skill* on the performance of school principals based on data output, it is known that the significance value for influence *Human Skill* (X1), *Technical Skill* (X2) and *Conceptual Skill* (X3) simultaneously (together) with respect to school principal performance (Y) is $0.000 < 0.05$ so that it can be concluded that the hypothesis is accepted which means *Human Skill* (X1), *Technical Skill* (X2) and *Conceptual Skill* (X3) has a significant effect simultaneously (together) on the performance of the Principal (Y). The magnitude of the coefficient value of determination (R^2) by 0.865 which means that the influence of the three variables (*Conceptual Skill*, *Technical Skill* and *Human Skill*) simultaneously (together) to the variables bound by the performance of the principal.

Conclusion

Based on data analysis and discussion, the conclusion can be stated: *Conceptual skills* or conceptual abilities have a positive and significant influence on the performance of the principal of the state junior high school in Kediri District, West Lombok. *The conceptual skills* of school principals play an important role in understanding, analyzing, and developing visionary strategies. These skills greatly determine the success of management and the achievement of national education goals.

Technical skills or technical skills have a positive and significant influence on the performance of state junior high school principals in Kediri District, West Lombok. The technical skills of the principal play an important role in supporting their performance, especially in terms of technical operational mastery. *These technical skills* significantly contribute to the success of the management of educational institutions.

Human skills or interpersonal skills have a positive and significant influence on the performance of the principal of a state junior high school in Kediri District, West Lombok. The importance of *human skills* as a factor that contributes to improving the performance of school principals, especially in managing human resources and building harmonious interpersonal relationships in the educational environment to create a comfortable environment so as to be able to improve the performance of all school residents with a sense of comfort with a sense of family and make the school a peaceful place for all and educational goals can be realized.

Simultaneously, *conceptual skills*, *technical skills*, and *human skills* have a significant effect on the performance of state junior high school principals in Kediri District, West Lombok. *Conceptual skills*, *technical skills*, and *human skills* contributed to the performance of school principals by 86.5% which shows that the success of school principals' performance is influenced by these three abilities, namely *conceptual skills*, *technical skills*, and *human skills*.

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