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## The Role of the Principal in Improving the Quality of Education at the State Junior High School 4 Kuala, Nagan Raya Regency

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**Abstract:** The purpose of the study was to analyze how the role of the principal in improving the quality of education at the driving school of State Junior High School 4 Kuala, Nagan Raya Regency. The research method is qualitative descriptive. Informants consisted of the principal, vice principal, deputy curriculum and driving teacher. Data collection using interviews, observation and documentation and analysis is descriptive qualitative. The results of the study indicate that the role of the principal as a manager in improving the Quality of Education at the driving school of State Junior High School 4 Kuala is to make planning, implementation, supervision of all activities, All problems in the school are resolved by all school residents, Instilling a disciplined attitude with a systemic system. The role of the principal as an administrator in improving the Quality of Education at the driving school of State Junior High School 4 Kuala is administrative equipment and checking the completeness of teaching and learning activities, student equipment, finance, infrastructure, public relations, correspondence, routine library and laboratory services, curriculum administration. The role of the principal as a supervisor in improving the Quality of Education at the driving school of State Junior High School 4 Kuala is to prepare an education supervision program, supervision of the implementation of teaching and learning, supervision of learning devices, utilizing the results of supervision.

**Keywords:** The Role of the Principal, Quality of Education, Leading Schools.

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### INTRODUCTION

The principal contributes greatly to creating a conducive, effective, and quality educational environment. The principal serves as the main leader in creating the school's vision and mission that focuses on achieving quality education. By carrying out these roles, the principal contributes greatly to creating a conducive, effective, and quality educational environment. The principal is the key to success in creating a quality, innovative, and responsive school to changing times.

The role of the principal is regulated in various government regulations in Indonesia, especially those related to education governance. Based on the Regulation of the Minister of

Education and Culture (Permendikbud) Number 6 of 2018 concerning the Assignment of Teachers as Principals, namely, developing learning programs in accordance with the applicable curriculum, designing and implementing short-term, medium-term, and long-term school work plans and encouraging innovation and creativity in learning and school management and carrying out academic supervision of teachers to improve the quality of learning (Husni et al., 2023). Effort Improving the quality of education is part of the principal's role, namely efforts to develop human resources. These efforts must be carried out in a planned, directed, and intensive manner, so that they are able to prepare professional teachers to enter the era of globalization. Based on Law Number 20 of 2003 concerning the National Education System. The principal is required to have adequate management and leadership skills in order to be able to take the initiative and initiative to improve the quality of education in schools (Work et al., 2024). The principal's leadership is related to the various tasks and functions that must be carried out in realizing an effective, productive, independent and accountable school (Agustina et al., 2023).

A principal in improving the quality of education in the school he leads cannot be separated from the leadership style he has. This is as stated (Akmaluddin, et al, 2024), that leadership style is one of the ways used by a leader in influencing, directing and controlling the behavior of others to achieve a goal. The abilities that must be possessed by a leader are being democratic, communicating frankly and interacting to influence, direct, encourage and control others or subordinates so that they can do a job so as to achieve a goal including improving the quality of education in the school he leads (Sari & Kasmini, 2023).

The role of the principal is a basic key in realizing the quality of education. As Mr. Bond (2021) explains, to maintain the quality of education, an effective role of the principal is needed in improving the quality of teachers and employees (Akmaluddin, et al, 2023). The quality of education is essentially a strategy to improve the quality of education by giving authority and responsibility to the principal by involving the active participation of individuals, both school personnel and members of the community (Akmaluddin et al., 2020).

Based on the results of observations, the quality of education in junior high schools as seen in the driving school of State Junior High School 4 Kuala, Nagan Raya Regency has not increased optimally, both in terms of input, process and output. As the results of the initial observations that the author conducted at the driving school of State Junior High School 4 Kuala, Nagan Raya Regency showed that; first, the input aspect, can be seen in the qualifications of the principal, teacher professionalism, and regulations that often conflict with the education office system, also often changing teachers, teacher certification policies, lack of awareness of the residents of the driving school of State Junior High School 4 Kuala, Nagan Raya Regency, the difficulty of implementing digital learning, the team coordinator is not always there, and is constrained by education costs.

The second problem can be seen from the process aspect, where the leadership of the driving school of State Junior High School 4 Kuala, Nagan Raya Regency is still not optimal in providing direction to teachers and staff regarding school problems, there is a lack of approach to teachers, so that teachers are less enthusiastic in achieving school goals, there is a lack of effort in changing the awareness of teachers, there is still a lack of relationship between the principal, teachers and staff in work ethic, so that the activities of teachers and staff in carrying out their duties are still influenced by the principal.

The principal has a very big impact on improving teacher performance which brings out the work ethic of teachers and staff such as enthusiasm in carrying out their respective tasks, high dedication to the school, upholding togetherness in working and working together to achieve school goals, so of course it can result in the quality of learning and the quality of student graduates in the school to decline, and this greatly affects school achievement and the quality of education in general. Another problem is that the output is greatly influenced by the internal quality assurance process at the driving school of State Junior High School 4 Kuala,

Nagan Raya Regency. The impact resulting from the implementation of internal quality assurance, so that the school is able to achieve both academic and non-academic fields, and is able to compete with graduates from other schools. Thus, the problem of education quality is a shared problem and a solution needs to be found by involving all components, both government, society and parents, students synergizing with each other in an effort to improve the quality of education.

In the driving school of State Junior High School 4 Kuala, Nagan Raya Regency, there are still many students who do not understand the driving school program carried out by the principal in improving the quality of education. Students do not feel the impact of the new program. On the other hand, the principal as the main actor in an educational institution with various activities carried out in improving the quality of school education at the driving school of State Junior High School 4 Kuala, Nagan Raya Regency.

The efforts made by the principal of State Junior High School 4 Kuala, Nagan Raya Regency to improve the quality of education include through the school mover program. In implementing the school mover program, the principal has made the best efforts. One of the implementations currently being carried out in the school mover program at State Junior High School 4 Kuala, Nagan Raya Regency is by digitizing the school mover. The platform that is the digitalization system for the school mover program at State Junior High School 4 Kuala, Nagan Raya Regency now has an online feature service with a mobile phone station that can be accessed by all teachers and students. Where learning is centered on students, in order to improve learning outcomes in order to realize the profile of Pancasila students.

Based on the description above, the researcher examines this problem. This is because an educational institution is important to improve the quality of education in schools. Through this research, it can change the image of the community to judge by entrusting their children in achieving their ideals through the school. Related to the role played by the principal in improving the quality of education, it has also been studied by several previous researchers, such as the study, which states that the role of the principal has a major impact on the process of managing education and the quality of management affects the quality of education.

## **METHOD**

This study uses a qualitative research approach. According to Kirk and Miller in Moleong (2018:4) qualitative research is a particular tradition in social science that fundamentally depends on observations of humans both in their area and in their terminology. This type of research is descriptive. Mariana (2023:3) defines descriptive research as a method of examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to create a description, a systematic, factual and accurate picture of the facts between the phenomena being investigated.

The reason the researcher used a descriptive qualitative approach was because this study only wanted to describe in words the role of the principal in improving the quality of education at the Driving School of State Junior High School 4 Kuala, Nagan Raya Regency, as well as the supporting and inhibiting factors of the principal in improving the quality of education at the Driving School of State Junior High School 4 Kuala, Nagan Raya Regency.

In qualitative research, the research subject is referred to as the Respondent. Sugiyono (2021:171) states that respondents are people who provide information about the data desired by researchers related to the research being carried out. Moleong (2018:6) states that respondents or sources are people who are asked to respond to structured or semi-structured questions to become data sources in a study. The respondents in this study can be seen in Table 1.

**Table 1. Research Respondents**

No	Respondents	Amount
1	Headmaster	1 person
2	vice principal	1 person
3	Deputy Curriculum	1 person
5	Driving Teacher	4 people
<b>Total</b>		<b>7 people</b>

The subjects in this study were taken using purposive sampling techniques. Nasution (2023:80) stated that purposive sampling is the taking of respondents carried out in accordance with the required sample requirements. The taking of respondents was done intentionally by taking only certain respondents who have certain characteristics, traits, criteria, or traits. The criteria for respondents in this study were (1) the school who had knowledge about the role of the principal and the quality of education at State Junior High School 4 Kuala, Nagan Raya Regency and (2) had been directly involved in activities to improve the quality of education at State Junior High School 4 Kuala, Nagan Raya Regency.

The data used in this study are primary data and secondary data. Primary data, namely data obtained directly from the first data source at the research location or research object (Bungin 2022:132). The primary data used in this study are the results of interviews with the school and the results of direct observations in the field. The type of secondary data is data obtained from a second source or secondary source of the data we need (Bungin 2022:132). The data used is in the form of reading literature that is relevant to this study such as school profiles, theses, scientific journals, books, magazines, articles and internet sites.

After all data is obtained through observation and interviews, all data is processed to facilitate the data analysis process, then the existing data is sorted, the aim is to facilitate processing the data that has been collected based on the results of the author's interviews. Data analysis is a very important stage in a study, because at this stage, the author can formulate the results of his research. The data analysis process begins by reviewing all available data from interviews, observations and documentation. The stages of analyzing data in this study according to Miles and Huberman in Sugiyono (2021: 246), qualitative analysis is divided into four parts, namely data collection, data reduction, data display and drawing conclusions.

## RESULTS AND DISCUSSION

Based on the research problems that have been described in the previous chapter, namely the phenomenon of explaining the role of the principal in the driving school in improving the quality of education, the role of the principal as an educator in improving the quality of education in driving schools, such as State Junior High School 4 Kuala, and the role of the principal in improving the quality of education at State Junior High School 4 Kuala through the activities of the driving teacher is very significant. As an educational leader, the principal acts as a facilitator, motivator, and director to ensure that the activities of the driving teacher support the goals of the driving school, obtain research results arranged systematically with data obtained based on observations, interviews and research documentation.

This study aims to understand the role of the principal in the School of Movers program, especially in terms of leadership, resource management, and improving the quality of learning. The results of the study are presented based on themes that emerged from data analysis. Research at State Junior High School 4 Kuala, triangulation can be used to analyze the effectiveness of the teacher mover program through interviews with the principal, teachers, and students. Direct observation of the learning process in the classroom to complement the interview. Analysis of documents such as lesson implementation plans (RPP) and student learning outcomes to validate interview data. and observations. The study was conducted based on triangulation of research results achievements in table 2. as follows:

**Table 2. Research Achievement Triangulation Template**

Aspect	Data source	Collection Methods	Validation Purpose	Expected Findings
The role of the principal	Principal, teachers, students	Interviews, observations, documents	Ensuring consistency of opinion	Gaining an understanding of the main role
Teacher Movers Program	Driving teacher, principal	Interview, documents	Assessing program effectiveness	Identify best practices
Innovative learning	Teachers, students	Observation, questionnaire	Measuring the success of method implementation	Determining the impact of innovative learning

Data acquisition based on triangulation of data sources compares data from various interview informants or documents. Method triangulation uses various data collection techniques based on phenomena. Theory triangulation uses several theoretical perspectives for analysis related to problems and findings in research phenomena. Researcher triangulation involves more than one researcher for data analysis as research informants accurately. The following are the results and discussions of the study involving several samples from principals, vice principals, curriculum vice principals, teachers and driving teachers described completely and systematically. One of the main roles of the principal at the Driving School is as a transformational leader who is able to inspire and motivate teachers and staff to support change.

### **The Role of the Principal at the Driving School of Kuala 4 State Junior High School**

The principal becomes an agent of change to support the School of Movers program which focuses on transforming the quality of education. Implementing the school vision that is oriented towards improving student learning outcomes. Encouraging a student-centered learning culture through contextual and differentiation-based learning. Developing change strategies that involve all stakeholders, including teachers, students, parents, and the community. Guiding teachers to implement the Merdeka Curriculum with a student-centered approach. Encouraging project-based learning to improve student competency. Conducting routine supervision to ensure the effectiveness of the learning process.

The principal acts as an agent of change who motivates all elements of the school to innovate (Sumarni, Akmaluddin, et al., 2024). Initiate teacher competency development programs, such as training and collaboration between teachers (Solihah, 2023). Integrating technology into learning to support digital learning (Akmaluddin et al., 2020). Developing a creative, collaborative and contextual learning culture (Tihazana et al., 2024). The principal supports the development of driving teachers who become catalysts for change in schools (Yusni et al., 2024). Providing support to driving teachers to implement learning innovations (Iswani et al., 2024). Encourage teacher leaders to share best practices through teacher learning communities (KLG). Manage resources to support the implementation of the teacher leader program (Kadarsih et al., 2020).

The principal ensures that school management runs effectively and efficiently (Putra & Sari, 2024). Manage school budget and resources to support the School Mover program (Agustina et al., 2023). Providing conducive learning facilities and environment for students and teachers (Minsih et al., 2019). Building a solid work team to implement the school's vision and mission. The principal motivates teachers, students, and school staff to achieve educational goals. Giving awards to teachers and students for their achievements. Being a role model in work spirit, integrity, and commitment to education. Building teacher confidence in creating innovative learning (Bin et al., 2024).

The principal collaborates with parents, the community, and external parties to support



school programs (Sumarni, Education, et al., 2024). Involving parents in educational activities through parenting programs. Establishing partnerships with local governments, businesses, and other educational institutions. Using input from stakeholders to improve educational programs. The principal monitors and evaluates program implementation to ensure its success. Conducting learning program evaluations to ensure target achievement. Identifying obstacles and seeking solutions to improve the quality of education. Compiling program implementation reports for accountability to the education office (Andyani, 2021).

The impact of the principal's role on improving the quality of learning, improving teacher competence and synergizing with the community. The principal at the Driving School of State Junior High School 4 Kuala acts as a transformation leader who drives educational innovation, facilitates the development of teacher competence, and builds collaborations that support the quality of education. This role is very important in creating a superior learning ecosystem that is relevant to students' needs.

Based on the results of the analysis of research findings on the role of the principal in improving the quality of education in State Junior High Schools.4 Kuala. So remind us again that the quality of education in schools or madrasah must be considered and improved to be better and of higher quality. This is a challenge that must be responded to positively by educational institutions. Improving the quality of schools is closely related to the formation of effective schools.

An effective school has the characteristics of a highly effective teaching and learning process, strong principal leadership, a safe and orderly madrasah environment, effective management of educational staff, a culture of quality, a compact, intelligent and dynamic teamwork, authority (independence), high participation from madrasah residents and the community, openness (transparency) of management, a willingness to change (both psychologically and physically) and carry out continuous evaluation and improvement. Not only that, the role of the principal of a State Junior High School4 Kuala has also responsive and anticipatory to needs, have good communication, have accountability, and have the ability to maintain sustainability.

From the characteristics of schools that are effective in improving quality when compared and linked to the role of the principal in improving the quality of education in State Junior High Schools4 KualaIt can be concluded that the activities that have been carried out starting from the role of the principal as an educator, the principal as a manager, the principal as an administrator, the principal as a supervisor are aimed at improving the quality of education. In State Junior High Schools4 KualaThe principal carries out his function as a principal well. Finally, good planning, good process, good administration, good supervision, finally the linear quality expectations between teachers and students finally taper to achieve quality.

### **The Role of the Principal in a Driving School**

As an educational leader, the principal has a vital role in the success of the School of Movers program. Guiding teachers in developing effective learning strategies. Encouraging an innovative culture in teaching and learning. Providing space for teachers to experiment with new learning methods. Building collaboration with parents, communities, and external parties (Putri et al., 2022).

The role of the principal as an educator in improving the quality of education in the driving school of the State Junior High School4 Kuala is a way to guide students, teachers, and employees, Coaching through direct calls and participation in Subject Teacher Deliberation and Training (Workshop) activities, developing teachers and staff by trying that education is not only S1 and S2. The principal participates in the activities of the principal group, Providing rewards and punishments.

The role of the principal as a manager in improving the quality of education in the

driving school of the State Junior High School4 Kualaais to make Planning, implementation, supervision of all activities, All problems in the school are resolved by all school residents, Instilling a disciplined attitude with a systemic system. Empowerment of Teacher Working Groups and Subject Teacher Deliberations, Arranging school organizations in accordance with Human Resources. Optimizing facilities and infrastructure, Optimizing all school residents to support school activities both academic and non-academic. The role of the principal as an administrator in improving the Quality of Education in driving schools of State Junior High Schools4 Kualaais administrative equipment and checking the completeness of teaching and learning activities, student equipment, finance, infrastructure, public relations, correspondence, routine library and laboratory services, curriculum administration. The role of the principal as a supervisor in improving the quality of education in the driving school of the State Junior High School4 Kualaais to prepare an educational supervision program, supervision of the implementation of teaching and learning, supervision of learning devices, utilizing the results of supervision.

Challenges and Solutions in Driving Schools Adapting to the Independent Curriculum requires time and intensive training (Julaiha, 2019). Not all teachers are ready to adopt digital technology. Limited facilities and infrastructure in some schools. Based on these challenges, the role of the principal must be able to organize training and mentoring for teachers periodically. Utilizing simple technology that can be accessed by all parties. Increasing cooperation with the government and education partners to support school infrastructure. The Driving School is a strategic step in improving the quality of education in Indonesia (Putra & Sari, 2024). With the role of the principal, driving teachers, and community support, this program can produce graduates who are superior, creative, and ready to face future challenges (Minsih et al., 2019).

### **Implementation of the Mover School at Kuala 4th State Junior High School**

As part of the School of Movers program, State Junior High School 4 Kuala adopted various strategies to improve the quality of education by implementing a more flexible and competency-based Independent Curriculum. State Junior High School 4 Kuala is one of the schools selected as a School of Movers, which means that this school is part of the educational transformation in improving the quality of learning. This program focuses on implementing the Independent Curriculum, improving teacher competency, and strengthening the leadership of the principal in creating a more innovative and inclusive education ecosystem. Encouraging Teacher Penggerak to be a role model and share good practices with other fellow teachers. Utilizing Digital Technology in learning to support more interactive teaching methods. Building Partnerships with Local Communities to enrich students' learning experiences.

The implementation of School of Movers at State Junior High School 4 Kuala shows positive changes in the learning system, school leadership, and teacher and student involvement. With a strong commitment from the principal, teacher movers, and support from stakeholders, State Junior High School 4 Kuala continues to transform into a more innovative and highly competitive school.

### **CONCLUSION**

The implementation of School of Movers at State Junior High School 4 Kuala has brought positive changes in various aspects of education. With the implementation of the Merdeka Curriculum, strengthening the role of the principal as a transformation leader, and empowering teacher movers, the school is able to create a more innovative, inclusive, and student-centered learning environment. The results of this program include improving the quality and standard of learning, strengthening teacher competencies, and a more positive and collaborative school culture. Although there are challenges such as curriculum adaptation and

limited facilities, the solutions implemented such as teacher training, technology integration, and collaboration with various parties have helped overcome these obstacles.

The Driving Teacher is the main driver in building a culture of sharing good practices and implementing more effective teaching strategies. Integration of technology in learning and collaboration with parents, the community. Overall, the success of the Driving School at State Junior High School 4 Kuala is highly dependent on the commitment of the principal, teachers, students, and support from stakeholders. By continuing to innovate and evaluate, this school can become a model in realizing quality and highly competitive education.

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