

## Principals' Strategies To Improve The Quality Of Education: A Qualitative Research At SMA Negeri 1 West Pemulutan

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### Abstract

*The study aims to describe the principal's strategy to improve the quality of education at SMA Negeri 1 West Pemulutan. Research using qualitative methods. Research informants are principals, educators and education personnel. Data collection techniques use observation, interviews and documentation. Test the validity of data using credibility, transferability, dependability and confirmability testing methods. The data analysis technique used is a Spradley model with stages of analysis of domain, taxonomy, componential and cultural themes. The results of the study stated that the principal's strategy is to improve the quality of education through fostering teacher discipline and education staff, providing motivation to teachers, rewarding teachers and education staff, seeking the availability of facilities and infrastructure as supporting facilities, MGMP, participating in teacher mobilization programs, participating in further studies, and the use of technology in learning. This strategy is very effectively used by SMA Negeri 1 West Pemulutan which can increase accreditation from C to B.*

**Keywords:** Strategy, Quality, Education.

### INTRODUCTION

School principals can implement various strategies so that they are able to process the quality of educational resources in Indonesia well. In addition to the principal as a driving force for human resources, teachers also play an equally important role, namely as the spearhead in the

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implementation of every teaching and learning process activity "Science is increasingly developing in line with the development of technology and information. The existence of competent and professional teachers is one of the requirements that must be met in order to improve the quality of education in order to compete with other developed countries" (Effendi & Wahidy, 2019; Purwanto et al., 2023). Principals and teachers have interrelated and continuous duties and responsibilities. Therefore, it is necessary to know the duties and obligations of each and there must be cooperation in achieving a goal. Improving the quality of education is one of the important issues that requires serious attention from various parties involved (Donni, 2014; Praire, 2015). It is closely related to leadership and management in schools.

Success in implementing educational programs requires strong support from the principal, because leadership has a central role in motivating the resources owned by an institution. The role and responsibility of schools in Indonesia are very significant in preparing quality citizens who have a strong and consistent commitment to support the Unitary State of the Republic of Indonesia. In creating quality education at *SMA Negeri 1 West Pemulutan*, it cannot be separated from challenges and obstacles in achieving the best results. Improving the quality of education is a complex and important goal, but it is also fraught with constraints. Constraint refers to an obstacle, problem, or obstacle that hinders or interferes with a process or attempt to achieve a particular goal. In the context of education, constraints can refer to various things that hinder or hinder efforts to improve the quality of education or achieve the desired educational outcomes. Constraints can be physical, financial, social, or even policy-related. There are various obstacles that can hinder efforts to improve the quality of education at *SMA Negeri 1 West Pemulutan*, namely:

1. Shortage of Qualified Education Personnel The number and quality of educators and education personnel that are adequate are key factors in improving education. However, the difficulty of recruiting and retaining quality educators can be an obstacle. Educators at *SMA Negeri 1 West Pemulutan* are qualified and competent teachers in their respective subjects. But not all employees have the same quality, there are still education personnel who have not developed their abilities both in terms of educational qualifications and skills. This can be seen from the educational qualifications of administrative staff and library employees who are still high school graduates.
2. Lack of Teacher Training and Development Inadequate training can hinder teachers from developing teaching skills, using technology, and dealing with complex classroom challenges.



There are still educators and education staff at *SMA Negeri 1 West Pemulutan* who do not want to develop themselves and attend trainings organized by the government and school institutions.

3. Another obstacle faced is the distance from home to school which is too far. Many educators who teach at *SMA Negeri 1 West Pemulutan* come from Palembang City, only a few teachers come from villages around the school. The long distance from the city to the village resulted in some teachers who lacked time discipline so it was too late to come to school, considering that the key to success was discipline.
4. Lack of mastery of ICT in learning Digital skills include the use of technology in learning. This not only includes the ability to use digital devices, but also smart and wise in their use. Technology can be used to improve the efficiency of administrative tasks so that teachers and principals can focus more on the individual needs of students, especially through learning approaches tailored to each child's interests and abilities. In the education sector, the pandemic has underscored the importance of technology in learning (A & Haryanto, 2004). We have witnessed how technology helps ensure continuity of education when face-to-face learning is not possible.
5. Lack of Parental and Community Role Lack of parental and community support and involvement in education can hinder student development. Lack of support and encouragement from parents and the community can reduce students' motivation to learn and excel in school. Uninvolved parents tend to lack understanding of their children's educational needs, which can result in a mismatch between what is taught in school and what is required by students. This is what happened at *SMA Negeri 1 West Pemulutan*, parents and the community who did not actively participate in activities held by the school. In general, *SMA Negeri 1 West Pemulutan* has a school committee. A School Committee is a group or institution made up of various members, including parents, guardians, teachers, school staff, and the local community. The main objective of the school committee is to take a role in managing and supporting the management of the school, as well as contributing to the improvement of the quality of education in the school. However, the school committee did not run effectively due to the difficulty of bringing guardians to the school.

Based on the phenomenon in the field, namely at *SMA Negeri 1 West Pemulutan*, there are several problems in the principal's strategy, namely: lack of qualified education personnel, lack of teacher training and development, mileage, lack of mastery of ICT in learning and lack of role of



parents and community. Therefore, there is a need for a new strategy that can change old habits and cultures into new paradigms. From some of the reasons above, the author encouraged the author to choose the title of the thesis "The Principal's Strategy to Improve the Quality of Education at *SMA Negeri 1 West Pemulutan*". Based on the existing literature that there are many studies on the principal's strategy in improving the quality of education through leadership style, utilization of facilities and infrastructure, making revisions, analyzing using SWOT analysis and so on, but the novelty in this study is that researchers pay more attention to empowering teachers and education staff. In this case, the principal has advantages and advantages in finding strategies that can improve the quality of education by empowering educators and education personnel in the school environment so that problems in the school environment are resolved.

## **METHODOLOGY**

The location of this research was carried out at *SMA Negeri 1 West Pemulutan* located at Jalan Mayor Iskandar, Talang Pangeran Ulu Village, West Pemulutan District, Ogan Ilir Regency, South Sumatra. Informants in research are individuals who have in-depth knowledge and practical experience in the problem under study, as well as being directly involved in the context of the problem. The number of educators and education staff at *SMA Negeri 1 West Pemulutan* are 36 people. This data source is obtained through a series of steps, ranging from data collection, data quality assessment, data presentation, data verification, to making conclusions to answer the problem being studied. The data collected came from three methods, namely observation, interviews, and the use of documents. In collecting data, researchers must interact directly with sources to ensure the accuracy of the data, which in turn will facilitate the research process. Data sources in this study can be divided into two categories, namely primary data sources and secondary data sources.

These primary data are obtained directly from the field or research site, which includes oral and behavioral information obtained from subjects or informants. In this study, primary data sources came from two main speakers, namely principals and teachers. This primary data source is in the form of a brief history of the school, school profile, school completeness. The data collection stage is the most crucial step in research, considering that the main purpose of research is to obtain data. Without a good understanding of data collection techniques, researchers will find it difficult to obtain data that meets the desired quality standards.



This study used oral and written data sources, so in this study the data collection techniques used were observation, interviews and documentation. Data validity testing is a step to ascertain whether the research meets scientific research standards and to test the reliability of the data that has been collected. In qualitative research, the main factors tested against research data are validity, reliability, and objectivity. Data validity tests in qualitative research include tests, *credibility (internal validity)*, transferability (*external validity*), dependability (*reliability*), and confirmability (objectivity) (Arikunto, 2010). In qualitative research, to ensure that data can be considered part of legitimate scientific research, it is important to undergo a process of testing the validity of the data. Bogdan stated that data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, documentation and other materials, so that they can be easily understood, and the findings can be informed to others (Sugiyono, 2019). The data analysis model used in this study is the Spradley model. The research process using the Spradley model departs from the broad, then focuses, and expands again (Agustin et al., 2023). There are stages of data analysis carried out in this qualitative research, namely domain analysis, taxonomy, componential and cultural theme analysis.

## **RESLUT AND DISCUSSION**

### **Result**

The general picture in this study is about how a school principal must be able to empower educators and education personnel in improving the quality of education, because educators and education personnel have an important role in advancing the quality of education. Furthermore, sequentially by displaying descriptions of opinions from principals, educators and education staff so that the data obtained will be valid and in accordance with existing conditions in the field.

The subjects in this study consisted of school principals, educators and education staff at SMA Negeri 1 West Pemulutan, *Kabupaten Ogan Ilir*, South Sumatra. The results of the interview as a whole are attached to the thesis appendix. The description contains the form of questions and answers given by each respondent are as follows:



Table 1. Preparation of work programs

| Informant                                          | Answer                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Headmaster                                         | I create short-term and long-term work programs. This work program must have been made before carrying out learning, so that the objectives listed in the vision and mission can be implemented properly.                                                                                                   |
| Vice principal for Student Affairs/English Teacher | If the work program is very good. The work program at <i>SMA Negeri 1</i> west Pemulutan consists of a short-term work program, a medium-term work program and a long-term work program. The work program is held with the principal and I <i>Waka Kesiswaan</i> hold on Educational Programs from Schools. |
| Indonesian Teacher                                 | Before cooking the new school year, the principal held a discussion meeting on the School Work Plan (RKS). In this case, the principal explained what is the work program planned for this year.                                                                                                            |
| History Teacher                                    | The progress of our school for approximately 7 years has been very rapid. Because of the good leadership management of our principals so that they are able to achieve the planned targets.                                                                                                                 |
| Guidance Counseling Teacher                        | The work program in our school is good and complete because the distribution of duties and authorities is appointed and guided directly by the principal.                                                                                                                                                   |
| Mathematics Teacher                                | Each teacher has different authorities and duties in developing educational programs. The program went according to plan due to good cooperation between teachers and principals.                                                                                                                           |
| Fan History Teacher                                | The headmaster is the highest leader in the school, where all decisions lie with the principal.                                                                                                                                                                                                             |

| Informant      | Answer                                                                                                                                                                                                                                                                          |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | Any planning designed by the principal will definitely be well executed. Sometimes he also does not hesitate to go directly to the planned program.                                                                                                                             |
| Administration | As an administrative staff, I still have to learn about school work programs, especially in the field of administration. The principal is not only a leader figure for me, but also as a work partner. He didn't hesitate to teach me when I was confused or didn't understand. |

By analyzing the answers above, improving the quality of education can be achieved by having a good work program in schools. The most crucial stage in the preparation of a work program is the planning process. Since planning is the starting point of every action, effective and quality planning is needed to achieve optimal results. From the interview, the principal has made a good work program and implemented the program in accordance with the School Work Plan (RKS). This school work plan is made at the beginning of each learning year, as a basis for achieving the planned goals. The quality of education at *SMA Negeri 1 west Pemulutan* has progressed so rapidly. This is felt by educators and education staff in high school. As stated by Mrs. Leni Agussetiawati, S.Pd as a history teacher when the researcher conducted an interview. He believes that "The progress of our school for approximately 7 years has been very rapid. Because of the good leadership management of our principals so that they are able to achieve the planned targets".



**Table 2. Strategies to Improve Education Quality**

| Informant                                          | Answer                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Headmaster                                         | In improving the quality of education, I have done a lot starting from coaching, applying discipline, giving motivation and appreciation to the performing teacher.                                                                                                                                                                                                                                                    |
| Vice principal for Student Affairs/English Teacher | Many strategies have been carried out, including: <ul style="list-style-type: none"> <li>- Teacher competency development</li> <li>- Attend workshops</li> <li>- Participating in government programs to become a mobilizing teacher</li> <li>- Follow correlated school programs</li> <li>- Follow MGMP with budget preparation from school</li> <li>- Providing motivation to teacher and education staff</li> </ul> |
| Indonesian Teacher                                 | In my opinion, the principal has made various efforts to improve the quality of education in this school. It is proven by the large number of graduates of our school who are accepted into universities by getting scholarships even Some work in various agencies.                                                                                                                                                   |
| History Teacher                                    | Our principal's leadership has been very good. He performs construction directly to the teacher and the educational staff, gives good motivation, He is also diligent and disciplined in everything.                                                                                                                                                                                                                   |

| Informant                   | Answer                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guidance Counseling Teacher | The quality of education is inseparable from the role of principals and teachers. The principal is a person who is time disciplined and work disciplined. Discipline is the most important thing in building the quality of education. In addition, there are several teachers who have high discipline and get appreciation in the form of awards from the principal. |
| Mathematics Teacher         | The principal has done his job well. Coaching teachers and education staff, even he often communicates with students. Every day we carry out field literacy activities, with the appearance of students accompanied by guidance teachers. Almost After every literacy, the principal always gives direction to the students.                                           |
| Fan History Teacher         | Our principal is a disciplined person. He always arrived earlier than other teachers. With his discipline, we felt ashamed and wanted to make changes. This is the initial stage of building Quality of Education.                                                                                                                                                     |
| Administration              | Good education must come from good leaders and educators. This is what describes the current state of our schools, where principals and teachers are creative and innovate with change.                                                                                                                                                                                |

From the statement above, it can be understood that motivation can encourage one's spirit to work better and even be able to make someone rise in failure. In accordance with its function, the principal must be a motivator for his subordinates, namely teachers and educators. Motivation can arise from an underlying internal drive or an external drive, such as an incentive. By giving appreciation, praise and even appreciation to outstanding teachers fostering teachers' confidence and enthusiasm in working. The atmosphere environment where we work is also a



trigger for motivation, as explained by Mr. Sobirin, S.Pd as a history teacher of interest. When interviewed, he argued that "The creation of a conducive work environment in working, helping each other, mutual assistance and complementarity so as to motivate us to work hard at work". This conducive atmosphere can be felt by researchers while conducting research at *SMA Negeri 1 west Pemulutan*.

**Tabel 3. Building Teacher Discipline and Education Energy**

| Informant                                          | Answer                                                                                                                                                                                                                  |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Headmaster                                         | I always pay close attention to the discipline of teachers and education staff. As a leader, I am an example to my subordinates. Discipline is the most priority main, and begins with ourselves.                       |
| Vice principal for Student Affairs/English Teacher | For coaching so far it has always been carried out at official meetings, then examples of examples by coming to school in the morning and concrete actions in the form of monthly reports or attendance.                |
| Indonesian Teacher                                 | Discipline coaching has been very good, such as time discipline and work discipline. With a predetermined schedule, all teachers have been orderly in their respective duties.                                          |
| History Teacher                                    | To check the discipline of teachers and education staff, the principal immediately intervened by coming to the school every day and standing at the gate waiting and welcoming teachers and students present to school. |
| Guidance Counseling Teacher                        | There is a special absence of teachers and education staff made by the principal to see the discipline of teaching time for teachers and education staff every day.                                                     |



| Informant           | Answer                                                                                                                                                                                                                                                                                     |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mathematics Teacher | The principal did discipline building so well as coming to school early so we felt ashamed when it was too late to come to school.                                                                                                                                                         |
| Fan History Teacher | The presence of teachers and education staff is always recapitulated every month. So every month, we get an attendance report about attendance for one month. The principal also sanctioned teachers and education personnel who did not attend school without permission and information. |
| Administration      | I always come to school on time, because I myself live near the school environment so I get direct supervision and guidance from the principal regarding discipline                                                                                                                        |

Discipline is one of the most important points in improving the quality of education. In accordance with the explanation of the principal, Drs. Eddy Bahtiar when met on Monday, May 22, 2023. He opined that "I always pay close attention to the discipline of teachers and education staff. As a leader, I am an example to my subordinates. Discipline is the top priority, and it starts with ourselves." The principal conducts disciplinary coaching including teaching time or time to complete a job. The principal checks directly by being present earlier than teachers and other educators and even interacting directly with students. In order to improve discipline, the principal has made special absences for teachers and education personnel who will be recapitulated at the end of each month. This discipline development is carried out with direct supervision inside and outside the classroom.





**Figure 1.** Interview with the Principal of *SMA Negeri 1 west Pemulutan*

## **DISCUSSION**

The principal's strategy is one of the ways carried out by the principal in achieving the goals that have been set, including ways to improve the quality of education through empowering educators and education personnel. The principal's strategy in improving the quality of education at *SMA Negeri 1 west Pemulutan* by empowering educators and education staff includes:

### **Discipline Construction of Educators and Educational Energy**

Discipline is a very important aspect in coaching educators and education staff. Discipline contains several elements, namely obedience, knowledge, awareness, order and pleasure in carrying out duties and obeying or obeying all applicable regulations. The principal must have a disciplinary attitude in accordance with (Desmaniar et al., 2020; Merry et al., 2020) suggesting that the principal functions as a promoter of order, which is exemplary, but not authoritarian. Discipline is a concept that includes a conscious effort to control behavior, actions, and decisions according to established rules, norms, values, or goals. This includes the ability to self-regulate, follow existing guidelines, and maintain order in a variety of contexts, such as education, work, personal life, and more.

For the development of discipline of educators and education staff at *SMA Negeri 1 west Pemulutan* carried out by the principal, namely by directly monitoring the presence of teachers. The presence of teachers in schools has a significant impact on the quality of education and the learning experience of students. The consistent and responsible presence of teachers provides the

stability, continuity, and support necessary in creating an effective learning environment. To directly monitor the presence of teachers and education staff, the principal arrived early and stood at the gate to greet and shake hands with teachers and education staff and all students who attended the school. The purpose of the principal doing this is to be able to directly monitor the condition of teachers and students and foster teacher and student discipline about discipline. With these activities, teachers and students try to come to school on time and not late.

### **Provide motivation to teachers**

Motivation is a drive that grows and develops to do the best possible activity so that the goals to be achieved will be achieved. Motivation can occur if a teacher has pride in the success that has been done. In addition to motivation arising from within the teacher, the principal also functions as a motivator who is able to move teachers in accordance with the opinion expressed by (Bambang, 2017) that "The principal as a manager must be able to encourage the emergence of strong desires from teachers, staff, and students in carrying out their duties for the achievement of school goals and progress" (Hapizoh et al., 2020; Harapan, 2019).

The principal as a manager must be able to encourage strong desires from teachers, staff, and students in carrying out their duties for the achievement of school goals and progress" (Darusman et al., 2020; Hapizoh et al., 2020). Motivating educators is essential in supporting them in carrying out their duties with passion and dedication.

The leadership strategy carried out by the principal of *SMA Negeri 1* west Pemulutan so that teachers and education staff are eager to improve the quality of education is to provide motivation to educators and education staff. The strategy of providing motivation to educators and education staff is highly appreciated, because this activity fosters a sense of pride in the achievements that have been achieved and can improve the performance of teachers and education staff. Many times, teachers feel motivated when they feel valued and recognized for their efforts and contributions. Give direct praise for their achievements, both in terms of academic achievement and personal student development. Teachers who feel valued and motivated are more likely to work with higher productivity. They will have the extra drive to plan lessons carefully, provide quality feedback to students, and involve themselves in extracurricular activities or additional educational projects.

Rewards are given by the principal to teachers and students who can achieve achievements inside and outside school in the form of competitions, both at the school,



subdistrict, city, provincial and central levels. The strategy carried out by the principal by motivating teachers and education staff triggers teachers and other students to compete for achievements (Purwanto, Despita, et al., 2023). The motivation given to teachers can also encourage them to continue developing their teaching skills. Motivated teachers tend to look for opportunities to improve their teaching methods, deepen understanding of the material, and look for more effective approaches in helping students learn.

### **Giving awards to educators and education personnel**

Giving awards to educators and education staff is an important form of appreciation in the world of education. These awards can come in many forms, from oral recognition to written or physical awards. The aim is to appreciate their contribution, dedication, and efforts in shaping the younger generation and improving the quality of education. Giving appreciation to educators and education staff is a necessity, because there are several ways that can make Human Resources (HR) work better, namely needs. These needs have levels, namely: 1) physiological needs, 2) security needs, 3) affection needs, 4) self-esteem needs, and 5) the need for opportunities Awards can be a strong source of motivation for educators and education staff. Feeling recognized for their efforts and dedication can encourage them to continuously improve the quality of teaching and service to students. When educators and education personnel feel appreciated, they tend to be more motivated to develop themselves, learn new things, and continue to improve teaching methods. This has a positive impact on the quality of education provided to students. Awarding is a way to recognize the professionalism of teachers and education personnel. It can improve the image of the educator profession in the eyes of the public and reward them for the important role they play in shaping the future of generations.

When awards are given to successful teachers and educators, it sets a positive example for students. It teaches values such as hard work, dedication, and effort to achieve achievements. These awards can take the form of annual awards, certificates of appreciation, incentive programs, promotions, or even recognition at school events. It is important to ensure that awards are given sincerely and are based on real achievements, so that they feel valued correctly and sustainably the awarding carried out by the principal of *SMA Negeri 1 west Pemulutan* is not only in the form of goods or gifts but also in the form of praise. Giving awards is also a driver of work motivation that can foster enthusiasm at work.

Giving awards with praise to teachers and education staff is given directly or indirectly by



the principal. Direct awarding is usually done face-to-face with the teacher and education staff or through what's up groups when the teacher loads learning activities and during teacher meetings. Awards are not directly delivered through the vice principal or teachers when the principal has outside activities.

### **Availability of facilities and infrastructure as supporting facilities**

Facilities and infrastructure in schools refer to facilities, tools, and infrastructure in the school environment to support the learning process, student activities, and school operations in general. Means are tools used to facilitate the achievement of certain goals and play a direct role in human activities. Meanwhile, temporary infrastructure includes various elements that support this activity directly or indirectly. Facilities and infrastructure are interrelated and cannot be separated. Both of these are facilities that help humans to execute work efficiently. The importance of adequate facilities and infrastructure in creating an efficient and comfortable learning environment is undeniable.

In supporting the quality of teachers and education staff for learning activities at *SMA Negeri 1* west Pemulutan has supporting facilities including libraries, reference books, internet, projectors and screens, interactive learning media, art facilities, sports facilities, computer laboratories, physics laboratories, chemistry laboratories, biological laboratories and so on. All these facilities are expected to work together to create a learning environment that supports students' physical, mental, and social development, as well as facilitate effective teaching and learning activities This is in accordance with (Putriani & Hudaidah, 2021). In this study, it was concluded that the efforts made by the principal were to maximize classrooms, laboratories, library space and optimize BOS funds in the provision and utilization of infrastructure facilities as an effort to improve the quality of education at SMPN 2 Lombok was considered good enough. In general, the head of SMPN 2 Lombok has tried so that the facilities and infrastructure owned by the school can be utilized and used as well as possible by teachers and students to create a comfortable and pleasant atmosphere at school, but it is necessary to prepare school programs such as training for teachers and students in utilizing existing facilities and infrastructure.

The same thing also happened in a study conducted by (Janiah et al., 2021). This study aims to know and provide an overview of how school principals use strategies to improve the quality of education through optimizing facilities, infrastructure, and teacher contributions. Maximizing facilities and infrastructure in the context of education involves efforts to provide optimal



facilities, tools, and environments so that the learning process becomes more effective. In addition to maximizing existing facilities and infrastructure in schools, the role of teachers is very important in improving the quality of education because teachers are at the forefront of the learning process and have a great influence on student development.

### **Subject Teacher Deliberation (MGMP)**

Subject Teacher Deliberation (MGMP) is a model used to improve the learning competence of teachers. MGMP is a place where teachers who teach the same subjects gather to improve their professionalism. MGMP is held to provide assistance to teachers in carrying out various learning activities, including planning, making lesson tools, worksheets, and discussions about problems arising in their classrooms. The main objective of MGMP is to facilitate the exchange of information, experience and knowledge between teachers in the same subject, as well as to improve the quality of teaching and learning.

MGMP is used as a tool to facilitate communication, learning, as well as the exchange of ideas and experiences among teachers. This aims to improve the quality of teacher performance as practitioners who focus on changes in the learning process in the classroom. This MGMP organization is under the supervision of the Education Office at the city level throughout Indonesia.

For a teacher, being a member of MGMP has great significance. In addition to the reasons mentioned earlier, membership in MGMP makes it easier to participate in training through SIM PKB. As a professionally-oriented teacher, it is advisable to join MGMP as this will increase recognition and respect for our role. MGMP provides support for teachers to improve their professionalism in various aspects, such as attitudes, knowledge, and skills, which also have a positive impact on students' learning experience.

### **Join *Program Guru Penggerak* (Mobilize Teacher)**

Teacher mobilization is a leadership education program that aims to change the paradigm of teachers. This program is organized by the Indonesian Ministry of Education, Culture, Research and Technology and aims to create teachers who are able to develop themselves and motivate other fellow teachers through reflection, collaboration, and independent work. They are expected to have moral, emotional, and spiritual maturity that enables them to follow the code of ethics well. In addition, these teachers are expected to be able to plan, implement, reflect, and evaluate



student-focused learning, involve parents, and lead efforts to realize the school's vision that supports student development and is relevant to the needs of the surrounding community.

A teacher who wants to become a mobilizing teacher must go through several stages of selection. The first stage includes CV review, essay writing, and scholastic aptitude test. In the second stage, they will participate in teaching simulations and interviews. This program includes a series of online training, workshops, conferences, and mentoring for 6 months for aspiring mobilizer teachers. During this program, teachers continue to carry out their teaching duties. Materials taught to teachers include modules on the driving teacher's paradigm and vision, student-focused learning principles, leadership in school development, celebrating achievement, as well as practices of reflection, collaboration, and action.

## **CONCLUSION**

Based on the findings of research and analysis, it can be concluded that the strategies implemented by school principals in improving the quality of education have been effective. Some of the strategies used by the headmaster include:

1. The principal's strategy in fostering the discipline of teachers and education staff. For teacher discipline development carried out by the principal, namely by directly monitoring teacher attendance. The principal arrived early and stood at the gate to greet and shake hands with the teachers and students present at the school. The purpose of the principal doing this is to be able to directly monitor the condition of teachers and students and foster teacher and student discipline about discipline.
2. The principal's next strategy is to motivate the teacher. Motivation is a drive that grows and develops to do the best possible activity so that the goals to be achieved will be achieved. The leadership strategy carried out by the principal of *SMA Negeri 1* west Pemulutan so that teachers and education staff are eager to improve the quality of education.
3. The principal's next strategy is to reward teachers and education staff. Giving appreciation to teachers and education staff is a necessity, because there are several ways that can make Human Resources (HR) work more. Good is necessity. These needs have levels, namely: 1) physiological needs, 2) security needs, 3) affection needs, self-esteem needs, and 5) opportunities for opportunities. The awarding carried out by the principal of *SMA Negeri 1* west Pemulutan is not only in the form of goods or gifts but also in the form of praise. Giving



awards is also a driver of work motivation that can foster enthusiasm at work. Giving awards with praise to teachers and education staff is given directly or indirectly by the principal.

4. The next strategy of the principal is to strive for the availability of facilities and infrastructure as supporting facilities. Supporting facilities are one of the efforts that can facilitate and streamline learning activities, because adequate supporting facilities are supporting factors for teacher quality on student learning outcomes.
5. To improve teacher professionalism in participating in Subject Teacher Deliberation (MGMP) activities, mobilizing teachers and improving academic qualifications by attending higher education to Strata 2.
6. The use of technology in learning. In developing knowledge and the use of technology in learning, the principal has collaborated with smart classes. Smart classrooms are one of the technology-based education service providers in the digital era that utilizes the latest technology to support students and teachers in creating optimal learning practices.

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