

# The Leadership Strategies of Accredited A Elementary School Principals in Improving Education Quality

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## Abstract

This study aims to determine: 1) the leadership strategy steps of A-accredited elementary school principals in improving the quality of education; 2) the leadership competencies of A-accredited elementary school principals in enhancing the quality of education; and 3) the indicators of quality improvement through the leadership strategies of A-accredited elementary school principals. This research employs a qualitative approach with a multi-site method located at SDN 1 Balong and SDN 3 Bangunsari Ponorogo. Data collection techniques include interviews, observations, and documentation studies. The results show that: 1) the leadership strategy steps of A-accredited elementary school principals in quality improvement include: formulating a clear vision, improving Education Report Card scores, maintaining the quality of learning, building good coordination with school stakeholders, and maintaining the school's image; 2) the leadership competencies encompass personality, managerial, entrepreneurial, supervisory, and social competencies; and 3) the indicators of quality improvement through the leadership strategies of A-accredited elementary school principals are fulfilled by meeting the eight of National Education Standards.

**Keywords:** school leadership; accreditation; education quality

## 1. Introduction

Basic education is a fundamental need of society, so the quality of institutions in this sector must be a concern for all parties (Melianti et al., 2023). Elementary schools, as institutions of basic education, are places for children aged seven to twelve to acquire knowledge and receive education. In its implementation process, schools are not only places for teachers and students to gather but also consist of a complex system. Therefore, schools must pay attention to the quality of education to create high-quality graduates. One of the steps taken by the government to ensure the quality of education is by conducting periodic and continuous accreditation (Sukma & Hasanah, 2021). School accreditation is a recognition of the school's capabilities and achievements, established through certification by the National Accreditation Board of Schools/Madrasah (*Badan Akreditasi Nasional Sekolah/Madrasah* or *BAN-SM*). Furthermore, Sukma & Hasanah (2021) explain that accreditation aims to evaluate the performance and feasibility of schools in providing education, reflected in the school's status or grade, which is expected to improve the quality of education.

In this accreditation, educational institutions must strive to improve the quality of education covering eight National Education Standards. These standards are based on Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 on National Education Standards. The eight standards include Graduate Competency Standards, Content Standards, Process

Standards, Educational Assessment Standards, Educator and Educational Personnel Standards, Facilities and Facilities and Infrastructure Standards, Management Standards, and Financing Standards. These standards must be met as they can be used as benchmarks in determining improvement steps and policies to enhance the quality of education (Alawiyah, 2017).

As part of efforts to improve education quality, many educational institutions, particularly elementary schools, still require improvements in their education quality. This is evidenced by data from the Neraca Pendidikan Daerah (NPD) of the Ministry of Education and Culture in 2020, which shows that the percentage of A-accredited elementary schools in East Java province is the lowest among other education levels. The data indicates that the percentage of A-accredited elementary schools in East Java is 24.95 percent, while A-accredited junior high schools are 39.80 percent, and high schools are 47.28 percent. Based on the 2020 Regional Education Balance of the Ministry of Education and Culture, Ponorogo Regency is among the top 12 regions with the lowest percentage of A-accredited elementary schools in East Java. Out of 38 regencies and cities in East Java, Ponorogo Regency ranks 27th with 13.89 percent of A-accredited elementary schools. This figure shows a significant disparity compared to Sidoarjo Regency, which ranks first with 75.55 percent. The low number of A-accredited elementary schools in Ponorogo Regency indicates that many schools still need quality improvements. Therefore, educational institutions must further enhance their education quality through accreditation. Optimizing the quality of educational institutions through accreditation is expected to motivate schools to strive for self-improvement and achieve or exceed the established standards. The results of accreditation can also serve as an incentive for schools to consistently provide optimal services for students, aiming to maintain and continually improve school quality.

Out of the 13.89 percent or 81 A-accredited elementary schools in Ponorogo Regency, SDN 1 Balong and SDN 3 Bangunsari achieved the highest final accreditation scores in Ponorogo Regency, with scores of 94 and 93, respectively. Other A-accredited elementary schools achieved final scores ranging from 87 to 92. In the 2022 accreditation confirmation, SDN 1 Balong became the only A-accredited (Excellent) elementary school with a final score of 94. This school is also one of the leading educational institutions in Ponorogo Regency, known for both academic and non-academic achievements of its students. Meanwhile, SDN 3 Bangunsari is also a leading school in Ponorogo Regency, accredited A (Excellent) in 2023 with a final score of 93. SDN 3 Bangunsari's flagship programs include achieving the Adiwiyata School title at the provincial level, being an active literacy school, an inclusive school, a child-friendly school, and a reference school.

In relation to the implementation of accreditation, the school principal, as the educational leader, must be able to develop programs that meet the eight National Education Standards. In this regard, the principal's leadership plays a crucial role in achieving excellent accreditation to improve the quality of educational institutions. Leadership involves influencing, directing, guiding, and mobilizing school stakeholders to achieve the desired educational goals (Mustiningsih, 2013). Several studies have shown that the principal's leadership affects the improvement of education quality in schools. This aligns with research findings that indicate good principal leadership results in good performance from school members, thus enhancing education quality (Sari, et al., 2021). In practice, the principal, as a leader, can provide innovation in the programs implemented to improve education quality. Other research indicates that improving education quality in schools can be achieved if the

principal performs roles as an educator, manager, administrator, supervisor, leader, innovator, and motivator in enhancing education quality (Muflihah & Haqiqi, 2019). Meanwhile, Yulmawati (2016) shows that the principal's leadership also plays an important role in efforts to improve education quality. These efforts include planning and developing the school by formulating short-term visions, missions, and goals; increasing discipline; organizing extracurricular activities; and collaborating with parents, alumni, and nearby government institutions. Another study shows that the principal's leadership style affects teacher performance (Kusvitaningrum, et al., 2021).

From the various research findings above, it can be seen that the principal's leadership has a significant contribution to the process of improving the quality of educational institutions. As elementary schools that achieved the highest A accreditation scores, there are certainly various leadership strategies from the principals of SDN 1 Balong and SDN 3 Bangunsari Ponorogo in efforts to enhance the quality of educational institutions through school accreditation programs. While previous research focused on the principal's efforts to improve quality, this study will explore the leadership strategies undertaken by the principals as leaders in their efforts to enhance education quality in these elementary schools that have successfully achieved A accreditation.

## **2. Method**

This research employs a qualitative approach with a multi-site study method conducted at SDN 1 Balong and SDN 3 Bangunsari Ponorogo. The data collection techniques used include interviews, observations, and documentation studies. The key informant in this research is the school principal. Other informants include teachers, educational staff, the school committee, and parents. The data analysis in this study consists of two stages: single-site data analysis and cross-site data analysis. Single-site data analysis is conducted interactively through the process of data collection, data condensation, data display, and conclusion drawing/verification. Meanwhile, cross-site data analysis employs an inductive analytic technique by repeatedly collecting data, where the previously collected data is analyzed. Subsequently, the next data collection and analysis are used to develop a descriptive model applicable to all sites, resulting in a more robust theory. The validity of the data in this research is tested using credibility tests, which include source triangulation, technique triangulation, and member checks.

### 3. Results and Discussion

#### 3.1 Result

The research findings from the cross-site data analysis are shown in Table 1

**Table 1 Cross-Site Findings of SDN 1 Balong and SDN 3 Bangunsari**

Finding 1: SDN 1 Balong	Finding 2: SDN 3 Bangunsari	Cross-site Findings
1. Developing a clear vision.	1. Improvement of <i>Rapor Pendidikan</i> grades.	1. Developing a clear vision.
2. Maintaining the quality of learning.	2. Maintaining the quality of learning.	2. Improvement of <i>Rapor Pendidikan</i> grades.
3. Establishing good coordination with school stakeholders.	3. Upholding the school's image.	3. Maintaining the quality of learning.
		4. Establishing good coordination with school stakeholders.
		5. Upholding the school's image.

<b>Finding 1: SDN 1 Balong</b>	<b>Finding 2: SDN 3 Bangunsari</b>	<b>Cross-site Findings</b>
<b>Personality Competence</b>	<b>Personality Competence</b>	<b>Personality Competence</b>
<ol style="list-style-type: none"> <li>1. Noble character.</li> <li>2. Setting an example for the school community.</li> <li>3. Having the integrity of a leader.</li> <li>4. Being open in carrying out duties and functions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Noble character.</li> <li>2. Having the integrity of a leader.</li> <li>3. Possessing a strong desire for self-development as a school principal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Noble character.</li> <li>2. Setting an example for the school community.</li> <li>3. Having the integrity of a leader.</li> <li>4. Being open in carrying out duties and functions.</li> <li>5. Possessing a strong desire for self-development as a school principal.</li> </ol>
<b>Mangerial Competence</b>	<b>Mangerial Competence</b>	<b>Mangerial Competence</b>
<ol style="list-style-type: none"> <li>1. Planning</li> <li>2. Organizing</li> <li>3. Actuating</li> <li>4. Controlling and evaluating.</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning</li> <li>2. Organizing</li> <li>3. Actuating</li> <li>4. Controlling and evaluating.</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning</li> <li>2. Organizing</li> <li>3. Actuating</li> <li>4. Controlling and evaluating.</li> </ol>

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Finding 1: SDN 1 Balong	Finding 2: SDN 3 Bangunsari	Cross-site Findings
<b>Entrepreneurial Competencies</b>	<b>Entrepreneurial Competencies</b>	<b>Entrepreneurial Competencies</b>
<ol style="list-style-type: none"> <li>1. Creating innovations that are useful for the development of the school.</li> <li>2. Working hard to achieve the success of the school as an effective learning organization.</li> <li>3. Strong motivation in carrying out the main tasks and functions as a leader.</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating innovations that are useful for the development of the school.</li> <li>2. Never giving up and always seeking the best solutions when facing obstacles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating innovations that are useful for the development of the school.</li> <li>2. Working hard to achieve the success of the school as an effective learning organization.</li> <li>3. Strong motivation in carrying out the main tasks and functions as a leader.</li> <li>4. Never giving up and always seeking the best solutions when facing obstacles.</li> </ol>

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Finding 1: SDN 1 Balong	Finding 2: SDN 3 Bangunsari	Cross-site Findings
<b>Supervisory Competencies</b>	<b>Supervisory Competencies</b>	<b>Supervisory Competencies</b>
<ol style="list-style-type: none"> <li>1. Designing an academic supervision program.</li> <li>2. Implementing academic supervision.</li> <li>3. Following up on the results of academic supervision.</li> </ol>	<ol style="list-style-type: none"> <li>1. Designing an academic supervision program.</li> <li>2. Implementing academic supervision.</li> <li>3. Following up on the results of academic supervision.</li> </ol>	<ol style="list-style-type: none"> <li>1. Designing an academic supervision program.</li> <li>2. Implementing academic supervision.</li> <li>3. Following up on the results of academic supervision.</li> </ol>
<b>Social Competence</b>	<b>Social Competence</b>	<b>Social Competence</b>
<ol style="list-style-type: none"> <li>1. Cooperating with others for the benefit of the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cooperating with others for the benefit of the school.</li> <li>2. Participating in social activities.</li> <li>3. Having social sensitivity towards other individuals or groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cooperating with others for the benefit of the school.</li> <li>2. Participating in social activities.</li> <li>3. Having social sensitivity towards other individuals or groups.</li> </ol>

Graduate Competency Standards	Graduate Competency Standards	Graduate Competency Standards
<p>1. Attitude: programs to enhance faith and piety and instill <i>Pancasila</i> values.</p>	<p>1. Attitude: programs to enhance faith and piety and instill <i>Pancasila</i> values.</p>	<p>1. Attitude: programs to enhance faith and piety and instill <i>Pancasila</i> values.</p>
<p>2. Skills: <i>Proyek Penguatan Profil Pelajar Pancasila (P5)</i>, extracurricular activities, and involving students in non-academic competitions.</p>	<p>2. Skills: <i>Proyek Penguatan Profil Pelajar Pancasila (P5)</i>, extracurricular activities, and involving students in non-academic competitions.</p>	<p>2. Skills: <i>Proyek Penguatan Profil Pelajar Pancasila (P5)</i>, extracurricular activities, and involving students in non-academic competitions.</p>
<p>3. Knowledge: quality learning processes, additional study hours for 4th and 5th grade students, strengthening literacy and numeracy, and involving</p>	<p>3. Knowledge: quality learning processes, extracurricular activities in science and English, strengthening literacy and numeracy, and involving</p>	<p>3. Knowledge: quality learning processes, extracurricular activities in science and English, additional study hours, strengthening literacy and</p>

Finding 1: SDN 1 Balong	Finding 2: SDN 3 Bangunsari	Cross-site Findings
students in academic competitions.	students in academic competitions.	numeracy, and involving students in academic competitions.
Content Standards	Content Standards	Content Standards
Designing learning materials that align with the Graduate Competency Standards with the principal acting as the person in charge.	Designing learning materials that align with the Graduate Competency Standards with the principal acting as the person in charge.	Designing learning materials that align with the Graduate Competency Standards with the principal acting as the person in charge.
Process Standards	Process Standards	Process Standards
<ol style="list-style-type: none"> <li>1. Lesson planning.</li> <li>2. Implementation of lessons with the principal supervising.</li> <li>3. Evaluation of learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson planning.</li> <li>2. Implementation of lessons with the principal supervising.</li> <li>3. Evaluation of learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson planning.</li> <li>2. Implementation of lessons with the principal supervising.</li> <li>3. Evaluation of learning.</li> </ol>

Finding 1: SDN 1 Balong		Finding 2: SDN 3 Bangunsari		Cross-site Findings	
Educational Assesment Standards		Educational Assesment Standards		Educational Assesment Standards	
1.	Formative assessment.	1.	Formative assessment.	1.	Formative assessment.
2.	Summative assessment.	2.	Summative assessment.	2.	Summative assessment.
3.	Implementation of <i>Kriteria Ketuntasan Minimal (KKM)</i> .	3.	Character assessment.	3.	Character assessment.
				4.	Implementation of <i>Kriteria Ketuntasan Minimal (KKM)</i> .
Educational Standards		Educational Standards		Educational Standards	
Staff		Staff		Staff	
1.	Fulfilling educational qualification standards.	1.	Fulfilling educational qualification standards.	1.	Fulfilling educational qualification standards.
2.	Applying pedagogical competence, personality competence, social competence, and professional competence.	2.	Applying pedagogical competence, personality competence, social competence, and professional competence.	2.	Applying pedagogical competence, personality competence, social competence, and professional competence.

Finding 1: SDN 1 Balong	Finding 2: SDN 3 Bangunsari	Cross-site Findings
<p><b>Facilities and Infrastructure Standards</b></p> <p>The completeness of facilities and infrastructure as supporting elements for the learning process.</p>	<p><b>Facilities and Infrastructure Standards</b></p> <p>The completeness of facilities and infrastructure as supporting elements for the learning process.</p>	<p><b>Facilities and Infrastructure Standards</b></p> <p>The completeness of facilities and infrastructure as supporting elements for the learning process.</p>
<p><b>Management Standards</b></p> <ol style="list-style-type: none"> <li>1. Formulation of vision and mission.</li> <li>2. Formulating of <i>Rencana Kerja Jangka Menengah (RKJM)</i>.</li> <li>3. Formulation of <i>Rencana Kerja Tahunan (RKT)</i>.</li> </ol>	<p><b>Management Standards</b></p> <ol style="list-style-type: none"> <li>1. Formulation of vision and mission.</li> <li>2. Formulation of <i>Rencana Kerja Tahunan (RKT)</i>.</li> </ol>	<p><b>Management Standards</b></p> <ol style="list-style-type: none"> <li>1. Formulati on of vision and mission.</li> <li>2. Formulati ng of <i>Rencana Kerja Jangka Menengah (RKJM)</i>.</li> <li>3. Formulati on of <i>Rencana Kerja Tahunan (RKT)</i>.</li> </ol>
<p><b>Financing Standards</b></p> <p>Preparation and implementation of <i>Rencana Kerja dan Anggaran Sekolah (RKAS)</i>.</p>	<p><b>Financing Standards</b></p> <p>Preparation and implementation of <i>Rencana Kerja dan Anggaran Sekolah (RKAS)</i>.</p>	<p><b>Financing Standards</b></p> <p>Preparation and implementation of <i>Rencana Kerja dan Anggaran Sekolah (RKAS)</i>.</p>

There are several strategies implemented by the headmaster of an accredited A primary school to enhance the quality of education. These strategies include establishing a clear vision, improving Education Report grades, maintaining teaching quality, building good coordination

with school stakeholders, and maintaining the school's image. Vision serves as a guideline for schools in executing various programs. It also provides a clear direction and focus for the school to enhance the quality of education. This aligns with research indicating that vision can be described as what an organization truly needs to ensure its success and long-term sustainability (Hafizin & Purwanto, 2024). Vision can be used to visualize the goals a school wants to achieve. Therefore, a vision must be formulated well as a school's identity can be seen just by reading its vision. Schools with clear visions and missions play a significant role in enhancing education quality. This is consistent with research showing that clear visions and missions can help improve education by focusing on relevant competencies and skills for students (Syafitri et al., 2023). This strong vision will assist the school in creating various programs to achieve these goals.

Improving grades in the Education Report is crucial for quality enhancement. The Education Report is an evaluation tool that plays a vital role in measuring education quality and school success. If all grades in the report are green, indicating an A achievement, it can be considered that the educational standards in an educational institution have been met. If there is an increase or decrease in grades but still within the green category or not red, it indicates that the school is still in a safe condition. These findings align with research results indicating that this Education Report platform functions as a comprehensive platform offering reporting data on educational system evaluation results (Musakirawati, et al., 2023). Utilizing this platform can facilitate the improvement of education quality as it can identify issues, reflect on educational achievements, and facilitate constructive dialogue with education stakeholders.

The strategy of the headmaster in maintaining teaching quality is carried out by participating in the planning, implementation, and evaluation of teaching. In the planning process, the headmaster acts as the person responsible for formulating the lesson plans done by teachers. During teaching implementation, the headmaster acts as a supervisor by conducting supervision for both class and subject teachers. The headmaster demonstrates good supervisory competence in designing programs, implementation, and follow-up of supervision results to improve teacher professionalism (Afriadi, et al., 2016). After conducting supervision, the headmaster will evaluate the teaching process carried out by teachers by providing feedback. Maintaining teaching quality is also done by improving teacher competence through self-development programs such as seminars and workshops. Training is a series of planned activities aimed at improving, developing, and shaping employees, where employees learn and master the knowledge, skills, and capacities needed to achieve individual and organizational goals, thus creating competent and quality workforce (Rusdin, 2017).

Another strategy is building good coordination with school stakeholders ranging from teachers, education personnel, school committees, to parents. Coordination with teachers is done by the headmaster by building communication through regular meetings held every month and every week. In these meetings, teachers can convey challenges faced or provide input and complaints to the headmaster. In carrying out the duties as a school leader, the headmaster also upholds the principle that the headmaster is not a supervisor. On the contrary, the principle is that the headmaster, teachers, and education personnel are a team working together to help and communicate with each other to achieve the school's vision and mission. Furthermore, the headmaster also builds good coordination with school committees and parents through meetings and communication via groups. Establishing good coordination has an impact on the good relationships formed between the school committee and parents with

the school and among school committees and among parents. Building good relationships with parents and school committees can improve education quality. Empowering parental participation in improving education quality can be done by developing and implementing school programs that are beneficial to students and attractive to parents (Sumarsono, 2019).

Another strategy that the headmaster strives for in improving quality is maintaining the school's image. Image is a set of beliefs, ideas, and impressions of an individual about a particular object (Mukhafadlo & Hariyati, 2022). To achieve this goal, the headmaster emphasizes that every individual in the educational unit, especially teachers, must have a clear understanding of their roles and functions as educators. Performing tasks and functions well is an important step in building trust. If the teaching is of poor quality, it will also affect the school's quality and image. Therefore, maintaining teaching quality can also be key to maintaining the school's quality and image in the community. Additionally, efforts to maintain the school's image are also inseparable from good coordination with school stakeholders, especially committees and parents.

Meanwhile, the leadership competencies of accredited A elementary school principals in improving the quality of education include personality, managerial, entrepreneurial, supervisory, and social competencies. Personality competence is demonstrated by a principal who is virtuous, develops a culture and tradition of virtue, and serves as a role model for the school community. One application is that the principal always speaks politely to teachers to set an example for students. Additionally, personality competence is also demonstrated by having a strong desire for self-development as a school principal. To fulfill this competence, the principal continuously develops themselves by attending seminars, workshops, and regularly discussing with other principals to optimize the learning environment. The personality competence of school principals is also demonstrated through strong integrity as a leader. Furthermore, the principal also maintains an open attitude in carrying out their duties, as evidenced by being open to criticism and suggestions from teachers and educational staff.

The implementation of the principal's personality competence can be reviewed from several aspects such as virtuous behavior, integrity as a leader, strong desire for self-development, and being open-minded (Yuliawati & Enas, 2018). Indicators of the principal's personality competence regarding virtuous behavior include the principal's attitude as a role model. In this regard, the principal is able to create a familial atmosphere in the school by involving the entire school community. The principal also sets an example by exhibiting good behavior, including speaking wisely (Aryesam et al., 2020). The principal's personal competency can be applied by understanding moral and spiritual values, internalizing these values, and fostering a moral-spiritual culture as a part of the school environment (Arifin, 2015).

Effective school leadership can improve the quality of the schools they lead. One competency that principals need is managerial competence, which is required to manage the available resources in the school effectively. Managerial competence of school principals is applied through their role as managers in the school. The principal as a manager functions to manage the school starting from planning school work programs, managing and utilizing human resources as well as facilities and infrastructure, implementing planned programs, to supervising and evaluating program implementation (Syakir, 2018). Managerial competence is the ability of school principals to manage the school from the planning process, organizing,

implementing, to monitoring and evaluation (Rosyadi, 2023). The role of the principal as a manager in the planning stage is carried out by formulating vision and mission, Medium-Term Work Plan (*Rencana Kerja Jangka Menengah/RKJM*), and Annual Work Plan (*Rencana Kerja Tahunan/RKT*). This planning process covers several aspects including what will be done, who will do it, when it will be done, where it will be done, how to do it, and what is needed to achieve the goals effectively and efficiently (Ismuha, 2016). In this process, the principal involves teachers, educational staff, and school stakeholders. The next stage is organizing, which is the stage of dividing work and determining the authority and coordination among school stakeholders to ensure the achievement of the goals that have been set (Subekti, 2022). Organizing is done by assigning tasks to educators and educational staff. This stage is carried out by dividing the number of teaching hours for teachers and other responsibilities including teachers being responsible for school programs such as extracurricular activities. This stage is also done by arranging the school's organizational structure.

School activity implementation is an effort to ensure that all members of the organization strive to achieve goals according to the established plans (Ismuha, 2016). Implementation is done by implementing various programs formulated in the planning stage. In this implementation, supervision by the principal is needed to assess the extent to which the objectives of the school program implementation have been achieved (Oktaviani & Lestari, 2023). Supervision is carried out to ensure that the ongoing implementation is in accordance with the previously prepared plan. This supervision covers all programs in the school from the learning process to extracurricular activities. Not only does the principal conduct supervision, but they also conduct periodic evaluations, whether weekly, monthly, or at the beginning and end of the semester. This process is used for evaluating classes or teaching, extracurricular activities, and facilities and infrastructure. This evaluation is necessary to avoid deviations in subsequent activities and to ensure the achievement of goals (Pusveni, 2020).

The entrepreneurial competence of school principals is the ability of the principal to create innovations useful for school development (Oktavia, 2020). Currently, many interpret entrepreneurship in schools as commercial activities that generate financial profit. However, entrepreneurship in school learning is individuals who have creative and innovative abilities to seek opportunities and are willing to take risks (Kalimantara et al., 2020). This competence includes the principal's ability to create innovations useful for school development. Creating innovations useful for school development is realized through the principal proposing to receive various aids beneficial for the school. For example, assistance in the form of chromebooks from the provincial education office to book assistance. This attitude also shows that the principal is not complacent and always seeks solutions to obstacles and works hard to achieve the success of the school as an effective learning organization. This is evidenced by obtaining chromebook and book assistance so that it can be a learning tool for students.

Supervision is the process of providing professional assistance services by supervisors to teachers to improve their competence in carrying out the teaching process effectively and efficiently (Sanglah, 2021). Supervision is used by the principal to oversee and evaluate the teaching process. Supervision is also one of the efforts made by the principal to improve the teaching and learning situation so that teachers can improve the quality of teaching at school and become efforts to improve and increase the competence of teachers in the teaching process (Rahman, 2021). Supervision activities are carried out every semester for all class teachers and subject teachers. The schedule of supervision activities is determined based on an agreement

between teachers and the principal. After the supervision process in the classroom, it is followed by an evaluation process to review the results and determine the follow-up to the supervision that has been carried out.

The social competence of the school principal is demonstrated by the establishment of good relationships and coordination between the school, parents, and the committee. The school facilitates communication with parents through associations. This finding is in line with research results stating that the principal's strategy in intensifying school communication with parents is by creating class associations (Sumarsono et al., 2019). This aims to foster parent trust in school management so that school quality improvement can be achieved. In addition, the principal also builds cooperation with various parties such as the education office, social affairs office, health office, community health centers, police, military, local government, and various communities. This cooperation aims to fulfill the achievement of educational goals in schools. Another social competence of the principal is also demonstrated by participating in social activities and having social sensitivity to others and other groups.

The success indicators of quality improvement through the leadership strategy of accredited A elementary school principals are evidenced by the fulfillment of eight National Education Standards (*Standar Nasional Pendidikan/SNP*). *SNP* serves as the primary reference used to regulate the minimum standards that must be met by educational units. The government created these *SNP* as a reference to enhance the quality of education (Isnaini, et al., 2023). Improvement in quality within the Graduate Competency Standards is the fulfillment of three aspects in students, including attitude, skills, and knowledge aspects. The fulfillment of these three aspects aligns with the Minister of Education, Culture, Research, and Technology Regulation No. 5 of 2022 concerning Graduate Competency Standards in Early Childhood Education, Elementary Education, and Secondary Education, which states that Graduate Competency Standards are minimum guidelines that establish attitudes, skills, and knowledge reflecting the achievement of students after completing learning at the end of the education level.

The attitude aspect can be fulfilled by designing children's character-building programs such as increasing faith and piety and instilling Pancasila values. Increasing faith and piety programs for Muslim students can be realized through activities such as habitual practice of Duha prayer, Zuhr prayer, memorizing short surahs, to activities in Madrasah Diniyah (Madin). Meanwhile, for non-Muslim students, adjustments can be made based on the guidance of their respective religious teachers. In terms of skills, schools can formulate several programs such as the Pancasila Student Profile Strengthening Project (P5) and organize extracurricular activities to support students' talents and potentials. Additionally, schools can also enroll students in various competitions, especially in non-academic fields. To realize the knowledge aspect, schools must create quality learning processes. Furthermore, schools can provide additional teaching hours for upper classes to prepare for exams, improve literacy and numeracy, provide academic extracurricular activities, and enroll students in academic competitions.

The Content Standards in Early Childhood Education, Elementary Education, and Secondary Education are the minimum criteria covering the scope of materials to achieve graduation competencies at certain education levels. The formulation of Content Standards is done by formulating learning materials to be taught to students to align with the established

graduation competencies. The realization of Content Standards is done by designing learning materials that comply with Graduate Competency Standards, with the principal being responsible. In this planning activity, teachers prepare lesson plans ranging from syllabi to Lesson Implementation Plans (*Rencana Pelaksanaan Pembelajaran/RPP*). These findings align with research results stating that the formulation of Content Standards is done by formulating appropriate learning materials to develop students' competencies (Sakdiah & Syahrani, 2022). Content Standards serve as a reference for teachers when providing materials and learning processes. Therefore, the materials given to students must be oriented towards Graduate Competency Standards.

Process Standards include the learning planning process, learning implementation, and learning evaluation. The principal plays a direct role in all these processes. In the planning stage, the principal acts as the person responsible for the learning planning conducted by the teachers. The learning implementation stage by the principal is carried out by acting as a supervisor. Supervision activities are carried out for all class teachers and subject teachers at least twice in one semester. Meanwhile, learning evaluation is carried out to provide feedback on the supervision conducted and to evaluate the overall learning process. The three stages in the Process Standards above are in line with Minister of Education, Culture, Research, and Technology Regulation No. 16 of 2022, which states that these Process Standards include learning planning, learning implementation, and assessment of the learning process.

Educational Assessment Standards according to Minister of Education, Culture, Research, and Technology Regulation No. 21 of 2022 concerning Educational Assessment Standards in Early Childhood Education, Elementary Education, and Secondary Education are the minimum criteria for assessing student learning outcomes. These Educational Assessment Standards consist of assessing student learning outcomes through formative assessment and summative assessment. Formative assessment is an assessment carried out to provide feedback to teachers as a basis for improving the learning process and providing special services to students (Makbul, et al., 2022). Meanwhile, summative assessment aims to assess students' achievement of learning outcomes as the basis for determining class promotion or graduation from educational units. This assessment includes assessment mechanisms, which are efforts made to measure students' competency achievement continuously during the learning process (Simbolon, et al., 2022). This statement is in line with research findings indicating that an A-accredited elementary school, the subject of the research, has implemented the Minimum Competency Criteria (*Kriteria Ketuntasan Minimal/KKM*), which serves as the standard or threshold set to determine whether students have achieved an adequate level of mastery of the taught subjects.

Educational units also implement formative and summative assessments as standards for assessing students' learning. Formative assessment is conducted during ongoing learning and can be done in the form of tests or orally. Research results at educational units show that this assessment can serve as a guide for educators to determine the extent of students' understanding of the taught material and as a reference for improving the learning process. This statement is in line with previous research stating that formative assessment plays an important role in making better decisions in effective and efficient learning program improvements (Dwi et al., 2021). Meanwhile, summative assessment is an end-of-learning evaluation, for example, the End-of-Year Assessment (PAT). This summative assessment aims to measure students' abilities and understanding of the learning process that has taken place

over one semester. This assessment also serves as feedback for teachers to assess or measure the success of the learning process. This aligns with Magdalena, et al., (2021), which shows that summative assessment functions to evaluate students' understanding, provide feedback to academic staff regarding the success of learning, and serve as a means to increase motivation for students.

Republic of Indonesia Government Regulation No. 4 of 2022 concerning Amendments to Government Regulation No. 57 of 2021 concerning National Education Standards is the minimum competency and qualification criteria that educators must have to carry out their duties and functions as role models, learning designers, facilitators, and motivators for students. For basic education, educators are required to have at least a bachelor's degree as the minimum qualification. The minimum competency criteria in the *Educational Staff Standards* include pedagogical competence, personality competence, social competence, and professional competence. Pedagogical competence is the teacher's ability or skill to manage the learning process (Simamora et al., 2023). Research results at educational units indicate that teachers and educational staff have met these education qualification standards by having at least a bachelor's degree in their respective fields.

Regarding fulfilling their duties and functions as role models, the research results in the educational unit indicate that teachers have fulfilled their duties and functions as role models by setting a good example for the students. A concrete example is practicing discipline by being punctual and demonstrating responsibility by teaching according to the schedule. As instructional designers, teachers play a direct role in formulating the syllabus and Lesson Implementation Plans (*Rencana Pelaksanaan Pembelajaran/RPP*) before the semester begins to be used as a guide in conducting teaching. Meanwhile, teachers also act as motivators by inspiring and motivating students to study diligently and achieve other accomplishments. The minimal competency criteria in the Educational Staff Standards include pedagogical competence, personality competence, social competence, and professional competence (Simamora et al., 2023). The research results in the educational unit indicate that teachers have endeavored to realize these competencies by conducting teaching processes that align with the *RPP* that has been formulated and approved by the school principal. In addition to managing planning and teaching processes, the pedagogical competence of teachers is also evidenced by assessing the learning outcomes of students. Afterward, teachers can decide on follow-up actions based on these student assessment results.

Regarding Facilities and Infrastructure Standards, according to the Ministry of Education and Culture Regulation No. 22 of 2023 concerning Facilities and Infrastructure Standards for Early Childhood Education, Primary Education, and Secondary Education, it is the minimal criteria for facilities and infrastructure (facilities) that must be available in educational units in the implementation of education. The research conducted in educational units shows that schools have infrastructure in good condition that can support the learning process. The school has also met at least the minimum number of rooms based on regulations, including classrooms, libraries, laboratories, administrative rooms, health rooms, places of worship, play or sports areas, canteens, and toilets. The existing classrooms are in line with the number of study groups. Other supporting learning facilities can also be utilized as intended. Some of these facilities include libraries, Student Health Unit (UKS) rooms, computer laboratories, auditoriums, extracurricular rooms, canteens, cooperatives, places of worship, and toilets. Meanwhile, the equipment and materials available for learning are also adequate to support

the learning process. For example, the school has an adequate number of books, both textbooks and other supplementary books for the learning process, as well as various learning tools such as LCD projectors in every classroom, Chromebooks, internet networks, and laboratory equipment. This indicates that the educational unit has facilities and infrastructure in accordance with National Education Standards. Fulfillment of Facilities and Infrastructure Standards in educational units plays an important role in supporting the success of the learning process.

The findings in educational units are in line with research results stating that without educational facilities and infrastructure, the education process will struggle to achieve the desired goals (Chaniago, 2022). The importance of fulfilling educational facilities and infrastructure in this school is also beneficial and plays a crucial role in supporting the education process, especially in learning activities. Although the learning process in schools is going well, the set goals will not be achieved optimally without supportive learning facilities. Therefore, educational institutions need to pay attention to and manage the facilities and infrastructure available in schools (Rohiyatun, 2019).

Management Standards according to the Ministry of Education and Culture Regulation No. 47 of 2022 concerning Management Standards in Early Childhood Education, Primary Education, and Secondary Education are the minimum criteria regarding planning, implementation, and supervision of educational activities carried out by educational units to ensure the effective and efficient implementation of education. Furthermore, the regulation states that planning in Management Standards includes formulating the vision, mission, objectives, and work plans of the school. The same is shown in the research results in educational units that conduct planning by formulating the school's vision, mission, and work plans. Formulating the school's vision and mission is not done every year. The vision and mission will remain relevant and in line with the times as long as they are considered relevant. The vision will be added or changed if it no longer fits the school's conditions.

The programs implemented by the school are formulated in the Medium-Term Work Plan (*Rencana Kerja Jangka Menengah/RKJM*) created every four years. This RKJM is then detailed in the Annual Work Plan (*Rencana Kerja Tahunan/RKT*). The RKT is used to specify the activities to be carried out over the next year. The implementation of this Management Standard is the implementation of the previously formulated RKT. This is in line with research results stating that work plans covering various guidelines for organizing education in schools are the implementation of Management Standards (Wardani, et al., 2017). Furthermore, the research mentions that supervision and evaluation in Management Standards are carried out by preparing supervision programs objectively, responsibly, and sustainably. These results are consistent with research findings in educational units showing that school principals supervise school programs and then proceed with evaluation activities to review the success of these programs.

Financing Standards according to the Ministry of Education and Culture Regulation No. 18 of 2023 concerning Management Standards in Early Childhood Education, Primary Education, and Secondary Education are the minimum criteria for educational financing components at educational units. Financing Standards consist of investment costs and operational costs that can come from the government, local government, or other legitimate sources according to statutory provisions. The research results show that Financing Standards

in educational units are implemented through the School Budget Plan (*Rencana Kerja dan Anggaran Sekolah/RKAS*). *RKAS* is a detailed school financing plan funded by the School Operational Assistance (*Bantuan Operasional Sekolah/BOS*). *RKAS* is prepared at the end of the year for use over one year from January to December. Constraints found in the implementation of *RKAS* include the possibility of changes between planning and implementation. These changes or adjustments are made based on the actual needs that arise during the process. Some of these factors include changing needs, technical constraints, urgent needs, or other unforeseen factors that arise during implementation. These findings are in line with research stating that schools have the authority to manage basic education financing policies in accordance with the standards outlined in budget usage technicalities (Vista & Sabandi, 2020).

#### 4. Conclusion

The research results indicate that the leadership strategies of accredited A primary school principals consist of formulating a clear vision, improving Education Report values, maintaining the quality of learning, building good coordination with school stakeholders, and maintaining the school's image. The leadership competencies of accredited A primary school principals in improving quality consist of: (1) personality competence: having noble character, setting an example for the school community, having strong integrity as a leader, being open-minded in carrying out duties and functions, and having a strong desire for self-development as a school principal; (2) managerial competence: planning, organizing, implementing, as well as supervising and evaluating; (3) entrepreneurial competence: creating useful innovations for school development, working hard to achieve school success as a learning organization, strong motivation in carrying out duties and functions as a leader, and being resilient and always seeking the best solutions in facing challenges; (4) supervision competence: designing academic supervision programs, implementing academic supervision, and following up on the results of academic supervision; (5) social competence: collaborating with others for the school's interests, participating in social activities, and having social sensitivity towards others or other groups. The quality improvement indicators through the leadership strategies of accredited A primary school principals are fulfilled by meeting the eight National Education Standards consisting of Graduate Competency Standards, Content Standards, Process Standards, Educational Assessment Standards, Educational Staff Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards.

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