



**AN ANALYSIS OF THE SCHOOL PRINCIPAL'S ROLE IN DEVELOPING
EDUCATIONAL QUALITY MANAGEMENT AT SMK PLUS DARUL
QUR'AN WAL HADIST TELAGA LEBUR SEKOTONG, WEST LOMBOK
REGENCY**

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Abstract

This study aims to examine the role of the school principal in developing educational quality management at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur, as well as to identify the supporting and hindering factors the principal faces in that process. The study employed a qualitative approach, with primary data gathered through in-depth interviews. The informants included the school principal, the vice principal for curriculum affairs, the vice principal for facilities and infrastructure, the head of administrative staff, and several teachers. Data were collected through observation, interviews, and documentation. The findings reveal that the principal's efforts to improve educational quality encompassed improvements across input, process, and output dimensions, with a continuous drive to maximize all available resources. Specific quality improvement measures included: enhancing the professionalism of teaching and non-teaching staff; improving the quality of learning services for students; managing school funding; reforming curriculum resources; upgrading school facilities and infrastructure; and embedding a culture of quality. The supporting factors identified were: well-equipped educational facilities, a young and promising teaching and administrative workforce, and a harmonious relationship between the school and the surrounding community. The hindering factors included: the school's less-than-ideal location near a hilly area, limited use of the internet within the school environment which was restricted mainly to extracurricular activities and select learning tasks, and a number of parents who had yet to fully grasp the school's vision and mission.

Keywords: Role of School Principal, Educational Quality Management



INTRODUCTION

Every school operates under its own educational system, yet all share the same overarching goals and direction. Education is widely recognized as a critical component of national development and a long-term investment in human resource capacity. Schools, as one of the primary vehicles of education, are expected to produce capable individuals who are well-prepared to navigate the demands of the future. Sound school management is therefore essential to producing the quality of human resources that society needs.

Education stands as one of the main pillars in building a competent and competitive workforce. The quality of education serves as a key indicator of how well an educational institution is performing, since high-quality education produces graduates who possess the competencies, character, and competitive edge required by both national and global standards (Mulyasa, 2017). As formal educational units, schools play a strategic role in realizing educational quality through effective management that is consistently oriented toward continuous quality improvement (Sallis, 2015).

Educational quality management in schools is heavily shaped by the principal's capacity to fulfill multiple roles, including those of manager, leader, supervisor, innovator, and motivator. Principals are expected to develop quality plans, articulate the school's vision and mission, carry out academic supervision, and encourage the active participation of all school members in quality improvement efforts (Susanti et al., 2023). This aligns with Sallis (2015), who argues that the success of educational quality management depends greatly on the commitment and leadership of the institution's head.

Given the above, it is clear that the school principal holds considerable influence over the success of educational quality management. Based on observations conducted at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong, the school is still in the process of improving its educational quality. Various steps have been taken in this direction, including organizing training sessions and workshops for teachers, as well as holding professional development programs aimed at strengthening teacher competence and raising the overall standard of education. The researcher observed numerous efforts by the principal to optimize his role as the institution's leader in building the school's reputation and educational quality, both academically and non-academically.

As a leader, the principal of SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong must be perceptive in identifying and analyzing opportunities as well as challenges that may arise in the future. The principal needs to pay close



attention to the factors that determine educational success and quality, as overlooking these will make it difficult to achieve meaningful educational outcomes. Nearly all initiatives aimed at improving educational quality, such as conducting training, providing books and instructional media, developing teacher competence, upgrading facilities and infrastructure, and strengthening school management, depend on the principal's leadership, which plays a central role in driving quality improvement.

The reality on the ground, however, shows that the implementation of educational quality management at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong has not yet reached its full potential. Several real challenges have emerged, including a weak quality culture, insufficient data-driven program planning, inadequate instructional supervision, and limited teacher involvement in school quality development. Furthermore, the principal's role has at times leaned more toward administrative oversight rather than transformational leadership that actively promotes innovation and sustained quality improvement.

Additional concerns relate to the inconsistent implementation of quality monitoring and evaluation activities. The school has not yet fully utilized evaluation outputs, such as quality report cards, accreditation results, or diagnostic assessment data, as a basis for continuous improvement. Compounding this are challenges such as low work discipline among some teachers, insufficient teamwork, and minimal use of technology in school management, all of which hinder the achievement of the expected educational quality standards. Ineffective communication between the principal, teachers, and administrative staff has also contributed to information gaps in the implementation of quality programs.

Against this backdrop, the researcher was motivated to conduct a study at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong, under the title "An Analysis of the School Principal's Role in Developing Educational Quality Management at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong, West Lombok Regency."

LITERATURE REVIEW

The term "role" in the Indonesian Dictionary (*Kamus Besar Bahasa Indonesia*) refers to the part played by a person in a given event, as well as the set of behaviors expected of someone who holds a particular position in society (Depdiknas, 2001). Robbins (2016) defines role as a set of expected behavioral patterns associated with a person's duties within a social unit. In every position,



a role is expressed through the various behaviors that the individual displays in carrying out their responsibilities (Syafaruddin, 2015).

As the head of a school, the principal bears direct responsibility for the overall condition and performance of the institution. The principal is accountable for the implementation of all educational activities within the school and for influencing those around them to work with a full sense of responsibility in pursuit of the school's established goals (Muhaimin, 2015).

In carrying out their duties as the formal leader of an educational institution, the principal must fulfill a range of functions and roles. According to Nurkolis, the minimum standard procedures for a principal's duties can be grouped into seven core functions: the principal as educator, administrator, manager, supervisor, leader, innovator, and motivator.

Management, as defined by Mary Parker Follet in T. Hani Handoko, is the art of getting things done through other people. This definition implies that managers achieve organizational goals by coordinating and directing others to carry out the tasks that need to be performed, rather than doing everything themselves (T. Hani Handoko, 2013).

According to Nickels, Maugh, and McHugh, as cited in Nurrahmi Hayan, management consists of four core functions: planning, organizing, directing, and controlling. These functions are carried out to make integrated and coordinated use of available resources in order to achieve the school's or organization's objectives. Management is executed by the principal, who holds authority as the educational manager, directing resources toward established goals in accordance with set guidelines and directives. The principal carries this out through a sequential application of management functions, namely planning, organizing, directing, and controlling. The understanding that management is a means of utilizing available resources effectively and efficiently to achieve organizational goals must be thoroughly internalized by school principals.

Quality, in general terms, refers to the level or degree of excellence of a product or service, whether it is a physical good or an intangible offering. In the context of education, quality pertains to both the process and the outcomes that education produces.

The authors view quality as a condition tied to customer satisfaction with the products or services provided by a producer. Beyond that, the concept of quality is also defined by the producer as the maker or service provider, based on pre-established specifications. Modern management today focuses its processes on achieving high quality across all dimensions of an organization, namely input,



process, and output, with the expectation that the organization will continuously maintain meaningful relationships with its stakeholders. This understanding is what distinguishes a truly quality-driven organization.

Educational quality management, therefore, is a form of management that executes its processes correctly from the outset and on a continuous basis, covering everything from the formulation of vision, mission, and goals, to operations, monitoring, and evaluation. All of this is directed toward improving the substance of education across its input, process, output, and outcome dimensions.

Drawing from the various perspectives above, the authors conclude that educational quality is a measure of how well the process of changing individuals' or groups' attitudes and behaviors is carried out, with the aim of shaping people to be closer to God through guidance, teaching, and training. Quality in education encompasses the quality of inputs, processes, outputs, and final outcomes. Teaching is considered high quality when it is prepared and ready to undergo the educational process. The educational process is considered high quality when it is capable of creating a learning environment that is active, creative, and enjoyable, in line with the PAKEM framework.

RESEARCH METHOD

This study employed a qualitative approach. The qualitative descriptive method used here aims to describe and illustrate phenomena related to the role of the school principal in advancing educational quality management at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong. Primary data were gathered through in-depth interviews. The informants selected for the interviews were the school principal, the vice principal for curriculum affairs, the vice principal for facilities and infrastructure, the head of administrative staff, and several teachers at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong. They were interviewed to gain a deeper understanding of the principal's role in improving educational quality.

In this study, records and documentation related to the principal's role in educational quality improvement at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong were used as secondary data sources. The research instrument was developed based on indicators of the principal's role and the components of educational quality management within the school setting.

In collecting data, the researcher employed several techniques, namely observation, interviews, and documentation. Data validity was checked through source triangulation, meaning that in addition to conducting interviews with key



informants such as the school management, the researcher also cross-checked and verified the information obtained by conducting follow-up interviews with supporting informants. The data analysis technique used in this study was qualitative analysis, consisting of three stages: data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Based on the results of interviews and source triangulation, it can be established that the principal's role in developing educational quality management has been carried out in accordance with the theoretical framework of principal roles, which covers the functions of educator, manager, administrator, supervisor, leader, innovator, and motivator. In addition, the principal's leadership style was found to be democratic, communicative, and collaborative. The main supporting factors identified include active leadership, teacher support, and the availability of facilities and infrastructure, while the hindering factors include limitations in certain facilities and external factors such as the pandemic.

Drawing from the interview findings, it can be elaborated that the principal's role in improving educational quality must encompass the ability to guide teachers in aligning their instructional programs with the school's vision and goals, as well as evaluating student learning outcomes, so that the principal's efforts toward quality improvement can be effectively realized.

The school principal holds a highly strategic position in improving educational quality management. This role encompasses the functions of educator, manager, administrator, supervisor, leader, innovator, motivator, and entrepreneur. As an educator, the principal demonstrates a strong commitment to curriculum development and the enhancement of teacher competence. As a manager and administrator, the principal oversees human resources, finances, and school programs in a planned and systematic manner. In the supervisory function, the principal monitors the learning process through classroom supervision activities, evaluation of instructional administration, and follow-up actions based on supervision results.

As a leader, the principal applies a leadership style that is oriented toward both task completion and human relations, adjusted flexibly to the conditions of the school. This leadership is reflected in the principal's honesty, sense of responsibility, willingness to make decisions, and capacity to serve as a role model for teachers and staff. Furthermore, the principal plays an active role in



creating a conducive work culture and climate that encourages improvements in teacher performance and competence.

In terms of entrepreneurship, the principal is capable of introducing new initiatives and capitalizing on opportunities to improve the quality of learning and the overall standard of the school. In this way, the principal plays a significant part in directing all school components to remain aligned with the established vision, mission, and educational goals.

The school principal is a critical factor with considerable influence over educational quality. Quality, in general terms, refers to the overall picture and characteristics of a product or service that reflects its ability to meet expected or implied needs. In the context of education, quality encompasses the input, process, and output of education.

Educational input refers to everything that must be in place because it is needed for the process to take place. This includes human resources and software, as well as the expectations that support the running of the process. Human resource inputs include the principal, teachers, administrative staff, students, and other school resources such as equipment and funding, while software includes the school's organizational structure, plans, programs, and the like. Expectation inputs consist of the vision, mission, goals, and targets the school aims to achieve. Accordingly, the level of input quality can be measured by the degree of input readiness. The higher the quality of inputs, the higher the overall input quality.

The process that takes place using these inputs is referred to simply as the process, while the result of that process is the output. A process is considered high quality when the coordination, alignment, and integration of school inputs are carried out harmoniously, creating an enjoyable learning environment that motivates and stimulates students' interest in learning.

Educational output represents the school's overall performance. School performance is the achievement produced through the school's processes and behaviors. School output is considered high quality when the school's achievements, and particularly those of its students, reach a high level. The issue of educational quality remains one of the central concerns in education, particularly regarding the still-low quality of education across various levels and units, especially at the primary and secondary levels. Aware of this, the government has undertaken various efforts to improve educational quality, including teacher competency training and development, provision of books and instructional media, improvement of educational facilities and infrastructure, and enhancement of management quality.



A principal is considered to be of high quality when they are able to exert a positive influence on the performance of the school community, enabling all members to work to their fullest potential in accordance with established programs. Teachers and other staff will be motivated to make improvements in their performance, as the performance of school members grows out of the skills and leadership of the principal. From the research findings, several factors were identified as hindrances to the principal's efforts in improving educational quality, including: a limited breadth of vision on the part of the principal, insufficient discipline, a lack of shared understanding of the school's vision and mission among staff, inadequate facilities and infrastructure, and a low level of professional attitude. Beyond these hindering factors, several supporting factors were also found, such as a spirit of mutual cooperation and a sense of community, socialization efforts aimed at raising educational quality, and a collective aspiration toward better educational outcomes.

CONCLUSION

Based on the research findings and discussion, and with reference to the problem formulation set out in this study titled "An Analysis of the School Principal's Role in Developing Educational Quality Management at SMK Plus Darul Qur'an Wal Hadist Telaga Lebur Sekotong, West Lombok Regency," it can be concluded that the school principal holds a highly strategic position in improving educational quality management. This role encompasses the functions of educator, manager, administrator, supervisor, leader, innovator, motivator, and entrepreneur.

With regard to the supporting and hindering factors faced by the principal in improving educational quality, the supporting factors include: well-equipped educational facilities, which serve as an important foundation for the school to grow as a leading institution; a teaching and administrative workforce that is young, energetic, and full of potential that can be developed to the fullest, enabling them to innovate and adapt to the demands of the times; and a harmonious relationship between the school and the surrounding community, which creates a learning environment that is conducive, participatory, and sustainable.

As for the hindering factors, these include the school's less-than-ideal location in a hilly area, which limits both accessibility and the appeal of the learning environment. The use of information technology, particularly the internet, has also not been fully optimized, as its application remains confined to



extracurricular activities and certain learning tasks rather than being integrated across all academic activities. Additionally, a portion of the students' parents have yet to fully understand the school's vision and mission, which means that their support for school programs and policies has not been as strong as it could be.

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