

Principal Leadership in the “*Program Sekolah Penggerak*” to Improve Teacher Performance

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DOI: <http://doi.org/10.33650/al-tanzim.v8i2.8267>

Received: 20 February 2024

Revised: 19 March 2024

Accepted: 10 April 2024

Abstract:

This research investigates the changes school principals face in improving education quality through the *Program Sekolah Penggerak* in Indonesia. The principal's leadership is considered one of the key factors in successfully implementing this program. This study uses a qualitative approach by analyzing data from interviews, observations, and document analysis at SMAIT Miftahul Khoir Bandung. The results of the research show that school principals in this program are more active in directing (decision making, developing RKAS and budgeting, designing educational unit operational curricula, experience regarding curriculum changes, evaluative competence), managing human resources (building the personal capacity of teachers and staff, building a conducive culture, organizing the school structure), and building partnerships. With the various trainings available both through the direction of school principals and the government, it is hoped that teachers will become more active in capturing various changes in the curriculum and become role models for other schools. The research is expected to contribute to the researchers who will conduct military research on madrasa-based schools in implementing the independent curriculum.

Keywords: *Principal Leadership, Sekolah Penggerak Program, Teacher Performance*

Abstrak:

Penelitian ini menyelidiki perubahan yang dihadapi oleh kepala sekolah dalam upaya meningkatkan kualitas pendidikan melalui *Program Sekolah Penggerak* di Indonesia. Kepemimpinan kepala sekolah dianggap sebagai salah satu faktor kunci dalam kesuksesan pelaksanaan program ini. Studi ini menggunakan pendekatan kualitatif dengan menganalisis data yang diperoleh dari wawancara, observasi, dan analisis dokumen di SMAIT Miftahul Khoir Bandung. Hasil penelitian menunjukkan bahwa kepala sekolah dalam Program ini lebih aktif dalam mengarahkan (pengambilan keputusan, pengembangan RKAS dan budgeting, perancangan kurikulum operasional satuan Pendidikan, pengalaman tentang perubahan kurikulum, kompetensi evaluative), mengelola sumber daya manusia (membangun kapasitas diri guru dan tendik, membangun budaya kondusif, menata struktur sekolah), dan membangun kemitraan. Dengan adanya berbagai pelatihan yang telah tersedia baik melalui arahan kepala sekolah dan pemerintah, diharapkan guru semakin aktif dalam menangkap berbagai perubahan yang terdapat pada kurikulum dan menjadi role model bagi sekolah lain. Penelitian diharapkan menjadi sumbangsih pemikiran bagi peneliti lain untuk melakukan penelitian yang serupa pada sekolah berbasis madrasah dalam menerapkan kurikulum merdeka.

Kata Kunci: *Kepemimpinan Kepala Sekolah, Program Sekolah Penggerak, Kinerja Guru*

Please cite this article in APA style as:

Fauzi, I., Maimun, A., Yasin, A. F. (2024). Principal Leadership in the “*Program Sekolah Penggerak*” to Improve Teacher Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 563-579.

INTRODUCTION

Education is a key aspect of a country's development. Quality education is the main foundation for achieving sustainability (Zhang et al., 2020; Secundo et al., 2020). A good education has broad positive impacts, including improving individual living standards, reducing inequality, and driving economic growth. Therefore, improving the quality of education is the main focus for many countries, including Indonesia. One important initiative to improve the quality of education in Indonesia is the Mobilizing School Program. The Ministry of Education and Culture introduced this program to improve the quality of education in state and private schools. This program emphasizes the role of the principal as an agent of change who can lead the school towards better achievement. Ministerial Decree No. 162 of 2021 is the legal basis for implementing the *Program Sekolah Penggerak* (PSP), is a program that focuses on increasing student competency holistically further to encourage the realization of the Pancasila student profile. This begins with the principal's intervention as a school leader (Hamzah, 2022).

In this context, the school principal's leadership is very important. The principal has a key role in managing school resources, monitoring the quality of teaching, and creating a conducive learning environment (Ariyani & Zuhaery, 2021; Sudarmanto, 2021). However, school leadership can be challenging, especially regarding the differences between public and private schools. Public and private schools have different characteristics in the education system. Public schools are generally funded and managed by the regional or central government. They face various regulations and policies set by the government. Their resources, including budgets and facilities, are also often limited by government policies. On the other hand, private schools have more autonomy in managing their resources. They can determine educational costs, have greater flexibility in hiring and firing teachers, and have more control over their school's policies. However, they also have to face the pressure of competing with other private schools and maintaining their reputation. In essence, education policy exists because of the emergence of problems that occur in the education sector (Elwijaya et al., 2021).

In developing a quality improvement strategy, school principals must be innovators in developing strategies to improve the quality of education. They must identify problems, formulate solutions, and involve the entire school community (Ritonga et al., 2022). However, in carrying out these duties, principals in public and private schools may face different obstacles. Public schools may need more funding and strict regulations. Meanwhile, private schools may face financial pressure to maintain their sustainability. Several studies have shown that effective principal leadership influences the improvement of a program. In Jeevan's research, principals use various leadership frameworks and are proactive about reform. School principals also collaborate, establish communication with stakeholders, recruit high-quality teachers and be adaptive. This research has implications for how school principals carry out their role to transform low-performing schools into high-performing schools in a short time (Khanal et al., 2020). Subsequent study findings related to the emphasis on instructional leadership to improve student learning in schools, the conflict between central

direction and the importance of situational leadership, and the importance of politics for program outcomes (Mooi, 2017).

Ega's research found that 93.3% of private schools adhere to guidelines not only from the Education Department but also from the head of the Foundation. (Ega, 2022). Hasan Marzuki believes that the factors influencing leadership are human relations, delegation of authority, decision-making, and control (Muzaki, 2020). Febrianto explained that the school principal must have power over this matter. Leadership influences teamwork; effective communication influences leadership and collaboration. The conflict at the Al-Fatah Foundation in Surabaya occurred because there was dualism in leadership (Febrianto, 2021). The success of a school in achieving its goals depends greatly on the leadership of the principal, who can mobilize all the resources owned by the school effectively and efficiently (Mariana, 2021). effective school principal communication can influence and improve the performance of teachers and school administration staff in implementing *Program Sekolah Penggerak* by predetermined activity implementation indicators. (Sudarmanto, 2021). That is why researchers want to understand and explore the locus of this research more deeply. Although public schools have greater resources and infrastructure than private schools, they can also face several obstacles in implementing the *Program Sekolah Penggerak* (Prasetyono et al., 2022). Some of the main obstacles often faced by public schools in implementing this program include Limited Human Resources, Infrastructure that Needs Improvement, Teacher Development Needs, High Evaluation and Accountability, and Resistance to Change (Prasetyono et al., 2022).

Some studies indicate that transformational leadership, which focuses on inspiration, developing a shared vision, and motivating teachers, is more effective than transactional leadership, which only focuses on tasks and rewards (Moswela & Kgosidialwa, 2019). Several Research shows that principals who can engage teachers in decision-making processes, provide opportunities for professional development, and listen to their input tend to build teacher competence more effectively. Principals who effectively enhance teacher competence prioritize relevant and sustainable professional development programs (Orphanos & Orr, 2014). They may provide training, support, and resources to help teachers improve their skills. Principals play a key role in shaping a school culture that supports teacher professional growth. Cultures encouraging collaboration, reflection, and shared learning can significantly enhance teacher competence. Effective leadership involves providing constructive feedback to teachers about their performance (Mooi, 2017). This includes not only praising achievements but also identifying areas for improvement and providing support for such development. Previous research has tended to focus more on leadership models in general. However, more in-depth studies have examined the role of school principals in guiding and providing guidance to teachers. This includes the implementation of curriculum and examining the relationship between internal and external school factors.

Although private schools have the potential to positively contribute to improving the quality of education through the *Program Sekolah Penggerak*, the problems faced are almost the same. However, private schools face a different

challenge: environmental factors. The environment surrounding private schools, including social, economic, and cultural conditions, can also influence the implementation of the Driving School Program. For example, an environment that does not support education can make it difficult for quality improvement programs to succeed, with the foundation being the deciding factor.

The educational unit that is the object of this research is a private high school in Bandung City. This well-known private high school in Bandung is the school driving the first generation to implement an independent curriculum. Private high schools are fine with implementing driving school programs in terms of various customized school programs. In its implementation, the school principal always provides direction and guidance to teachers and teaching staff in implementing this program. The principal always embraces the school community in facing the challenges of the independent curriculum in the future because, according to the school community, this curriculum is similar to the curriculum that has been implemented previously, namely the 2013 curriculum (HS Interview 2022). However, the obstacle that is felt is that training from the government is still felt to be lacking and needs to be improved; the training in question is especially for teachers and school principals in implementing the independent curriculum because school principals realize that their schools will become role models in implementing the independent curriculum. Previous research may have identified the key role of school principals in implementing PSP. The analysis of this research may encompass leadership strategies employed by principals to motivate and guide teaching staff, as well as how they facilitate changes in school culture.

Based on these problems, researchers want to dig deeper into the actual leadership of school principals at private schools in implementing *Program Sekolah Penggerak*, what obstacles are encountered in its implementation, and the relationships between stakeholders, especially in private schools. In the end, the researcher will provide recommendations regarding what the government should do in implementing *Program Sekolah Penggerak* at several of these sites. It is hoped that it can become a policy for the implementation of this program and the independent curriculum in general.

RESEARCH METHODS

This research will use a qualitative approach to understand and explore the leadership problems of school principals at SMAIT Miftahul Khoir to improve the quality of education through the Driving School Program. A qualitative approach with a case study approach was chosen because of its focus on in-depth understanding and context and its ability to explore complex views, experiences, and perspectives related to this problem. A case study is a series of scientific activities carried out intensively, in detail, and in-depth about a program, event, or activity at the individual, group of people, institution, or organization level to obtain in-depth knowledge about the event (Rahardjo, 2017). Sample selection is a crucial first step in qualitative research. The sample must reflect diversity in the context of leadership problems in private schools in Bandung City. The sample will consist of 20 informants, divided into school principals, teachers, and school communities from various state and private schools involved in the Driving

School Program in Bandung City. The selection considers the purpose of data collection, which is adjusted to aspects of the school principal's leadership.

The data collection technique used is individual interviews, which will be conducted with principals, teachers, and school staff from public and private schools participating in the *Program Sekolah Penggerak*. This interview will provide in-depth insight into their experiences, views, and feelings regarding leadership problems. Then, focus group discussions (FGD) will be held with teachers, school staff, and parents. In data analysis in qualitative research, researchers need to examine and understand relationships and concepts for development and evaluation. Analysis in any type of research is a way of thinking. It involves systematically testing something to determine its parts, relationships between parts, and relationship to the whole. Data analysis and presentation in case studies are carried out in the following steps or stages: Data organization: At this step, researchers create and organize files for data; reading and memos, Where researchers read the entire text, make marginal notes, and form initial codes. Describing data into codes and themes: Researchers describe the case and its context at this stage. Classifying data into codes and themes: Researchers use categorical aggregation to form themes and patterns at this stage. Interpreting data: At this stage, researchers interpret directly and then develop naturalistic generalizations about the lessons learned. Presenting and visualizing data: At this stage, researchers provide a deep overview of the case (or multiple cases) using narrative, tables, and figures. Based on the five analyses and data presentation as outlined above, it can be seen that the steps or stages of presentation and analysis have similarities, but what sets them apart is the content of each stage.

RESULTS AND DISCUSSIONS

Principal Leadership in Directing

Decision Making

The school principal is an agent of change in the educational unit, who can determine the direction of the school that is expected and aspired together. Since 2019, leading the school, the Head has a strong character in realizing the school's vision and mission (KS-Susi, 27/07/2022). It can be seen that the school principal dares to submit a PSP application and logically explains to the teachers the positive implications of a school becoming a PSP.

I told these teachers that there is PSP and the consequences will be like this: if they are willing, I will apply; if not, "no." During the process, everyone agreed; most said yes because not all teachers were present. After that, I continued my application process (KS-Susi, 27/07/2022).

Mrs. Dona, as a chemistry teacher, also said, "If I am not mistaken, the mother always asks the management for their opinion first. The management includes a deputy principal for student affairs and curriculum. After that, go to the teachers. Depends on the context, yes. Should it be all teachers or just management?" (Guru-Dona, 03/08/2022). Since the PSP Decree was established (Director General's Decree on PSP Determination), The principal, together with the teachers, realized the vision and mission of the school "to create students who are learners, independent and have good morals" (document KOSP 2022/2023; document Proker KS 2022/2023). Within one year of the PSP program running, the

school principal always involved teachers in decision-making.

When I want to decide something, I do not decide because of myself. I will ask for consideration from the parties concerned. If this is related to the curriculum, I would ask for consideration from the curriculum team first. I have a concept like this; I will run it like this; what do you think? Because for me, the decision must be a joint decision (KS-Susi, 27/07/2022).

The principal underwent changes supported by the TPMS (School Quality Assurance Team) during the decision-making process. "The TPMS team prepares the program through discussions" (Wakakur-Mala, 09/08/2022). This is reinforced by several teachers saying, "He does not make decisions himself; he always involves teachers, whether at management level" (Guru-Jojo, 10/08/2022; Guru-Dona, 03/08/2022; Guru-Koko, 03/08/2022; Guru-Dika, 08/08/2022).

However, the school principal's efforts to involve stakeholders in making decisions were considered partial due to the urgent nature of certain decision-making, as illustrated by teacher Nopal "About school programs it must be discussed with the relevant teachers or with the committee or with teachers whom he has a job desk there" (Guru-Nopal, 03/08/2022), school committee members who have just joined the school "in the last year, the teachers and homeroom teachers have communicated with me frequently. "Personal orientation is essentially for school progress." (Committee-Adul, 29/08/2022), and the foundation "the chairman of the foundation usually monitors activities at the beginning of the year, mid-semester, and distribution of report cards, so in those few moments he is only involved, essentially there is communication" (Foundation-Yeni, 02/09/2022). To ensure that the decision reaches the different stakeholders, the principal continues to communicate the results of the final decision to the Nopal teacher, the Adul school committee, and the Yeni foundation so that they get joint support for program implementation. Ali' Imran verse (3:159):

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ ۗ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ ۗ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ۗ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

"So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him]."

This verse emphasizes the importance of consultation (*musyawarah*) in decision-making. In this context, Prophet Muhammad (peace be upon him) is instructed to consult his companions in important matters. This indicates that consultation is a crucial principle in Islam to achieve better decisions and obtain mercy from Allah SWT.

Charles O. Jones (1979) in Elwijaya stated that there are five components of education policy, namely (Elwijaya et al., 2021) Goal (objective). Goals are the results individuals or groups want to obtain within a specified period. Goals are designed as the first step in planning an activity. An education policy must have

clear objectives so that the implementation process is directed. Education policy objectives must be rational so that various parties can easily accept them. Plans After the educational objectives have been designed, the next step is to create a more specific work plan to achieve the stated objectives. A work plan is created for the management and implementation process of education policies so that the implementation process is focused and clear; Effects (Impact)(Hidayat, 2022). Impact is the influence that arises after the policy is implemented. This impact can be intentional or unintentional, whether in the form of primary or secondary impact. Impacts can also be positive or negative impacts.

In my opinion, decision-making is a multifaceted process that demands a balance between rational analysis and intuition. It involves weighing different options, assessing their potential consequences, and considering both short-term and long-term impacts. Additionally, effective decision-making often necessitates collaboration and input from diverse perspectives to ensure a comprehensive evaluation of alternatives. Ultimately, while data and logic are crucial, there is also value in trusting one's instincts and intuition, particularly in situations where outcomes are uncertain or ambiguous.

Educational Unit Operational Curriculum Design

Educational Unit Operational Curriculum Planning (KOSP) at the SMAIT Miftahul Khoir school: The principal involved teachers and the management team and was accompanied by supervisors. In this case, the principal said, "First, collect information. After that, have a meeting with teachers and the school management team to formulate it. Then Mrs. Sri and I make a draft, then the coaching supervisor reviews it, and then we will perfect it." (KS-Susi, 27/07/2022).

Apart from that, Jojo's teacher also said the same thing, "Mrs. Temi also often chats with me about preparing KOSP related to editorial. "As far as I know, it was made after a previous meeting. We sometimes call it a workshop or IHT to prepare for the new school year, prepare the academic calendar, prepare new activities, or discuss old ones." (Teacher -Jojo, 10/08/2022). Students choose subjects based on psychological test results, student diagnostic assessments, and report card grades. Students can choose specialization subjects from 4-5 subjects in 3 groups of subjects with 5 lesson hours for each subject. The school's scheme for selecting elective subjects is as follows (Document KOSP 2022/2023).

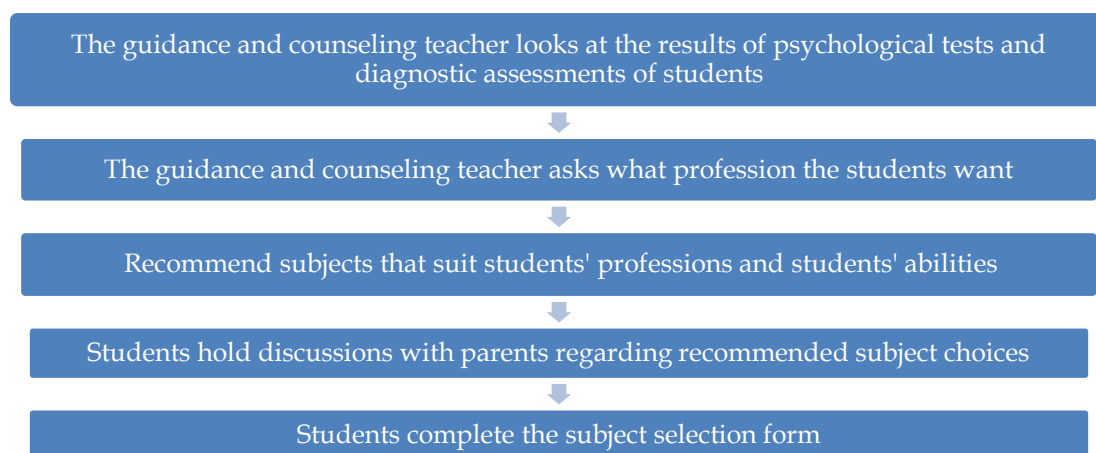


Figure 1. Subject Selection Scheme

During the assessment in the subject specialization that the students chose from the initial stages until filling out the form depicted in the chart above, the guidance and counselling teacher faced no challenges regarding what was conveyed. Guidance and Counselling Teachers also coordinate and socialize with students and their parents regarding their future aspirations, interests, and talents. So far, the students' parents have not opposed their children's decisions, following their parents' directions and guidance and counselling teachers (observation sekolah, 26/08/2022).

If explained as a whole, it can be explained that the PSP was a means of developing a curriculum during the COVID-19 pandemic, which ultimately became a prototype curriculum model. This is supported by the Minister of Education and Culture's Decree Regulation Number 317/M/2021. Through learning that carries the concept of independent learning, students are expected to be able to become graduates with the character of Pancasila students. The implementation of learning itself involves the freedom of educational institutions to develop an operational curriculum. One example of an operational curriculum, as stated in the Minister of Education and Culture's Decree Number 317/M/2021, can be done through curriculum design and project-based learning, as can be described as follows (Surahman & Ainur Alam Budi Utomo, 2022):

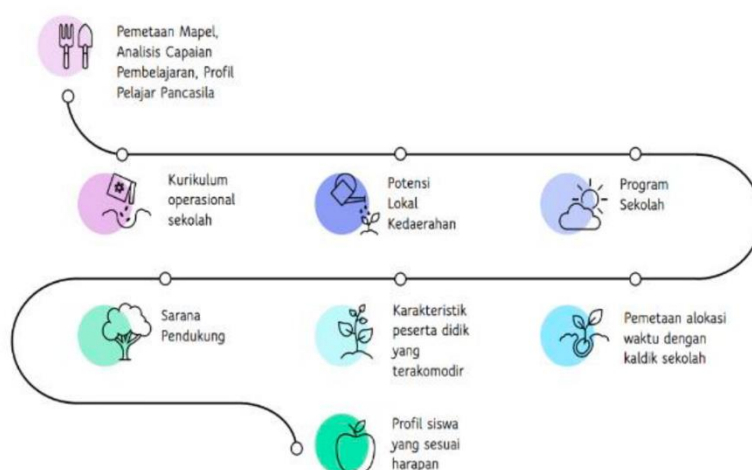


Figure 2. Curriculum Design Scheme

Through the operational curriculum, the series of hopes and ideals of national education launched by the Ministry of Education and Culture can be achieved (Mulyadi & Mardiana, 2022). PSP is a model for developing learning outcomes focusing on holistic learning to produce a Pancasila student profile (Surahman et al., 2022). This model starts from the readiness of human resources, in this case, educators and leadership in educational institutions (Y. Mulyadi, 2022). Both educators and students ultimately receive a learning process that is meaningful in its truest sense (Armania et al., 2022). The principal is expected to be able to facilitate these activities in ways that can improve students' abilities and competencies.

Experiences regarding Changes in Curriculum Structure SMAIT Miftahul Khoir adopted two curriculum structures; class XII still uses the 2013 (K13)

curriculum structure, in contrast to class (document KOSP 2022/2021). The principal uses a full block and moving class system to reduce the teacher's burden. To overcome the shortage of human resources and lack of classroom facilities, "we use a full block and moving class learning system so that the teacher's burden is slightly lighter" (KS-Susi, 27/07/2022). Mr Jojo also reinforced that by saying the principal emphasized that teachers should shoulder good practices. "The principal also always said not to hesitate to share the good practices that teachers have" (Teacher-Jojo, 10/082022).

With the program's existence, efforts are being made to minimize the shortcomings of school principals in terms of school performance and management abilities. Sekolah Penggerak is centred, comprehensive, and has character. It is a government program followed by all public and private levels, aiming for gradual change (Islamiyah & Nurochim, 2022). The program has differences in the selection aspect determined by the school principal in order to master creative leadership competencies, working together, communication, critical thinking, problem-solving, and inner experience so that the gap in learning quality and differences between groups can be minimized (Marliyani & Iskandar, 2022).

From this opinion, it can be concluded that in school programs, the ability to work together is the expected level, so learning is highly quality. Mentoring consultations, strengthening heads and supervisors, Pancasila student profiles, school digitalization, and self-reflection are interrelated and cannot be separated (Desianti & Rahayuningsih, 2022). According to Gorton, there are six principal performances, namely (1) Providing services to students; (2) supporting student success and conducive teaching programs and professional staff development; (3) creating a learning environment; (4) working together to utilize and provide guidance; (5) prioritizing student success; (6) school culture (Marliyani & Iskandar, 2022).

Evaluative Competence

This year, SMAIT principal Miftahul Khoir actively conducts evaluation and monitoring every semester. The principal always supervises the links that have been prepared. Apart from that, the school principal also submits educational reports as material for program evaluation and follow-up. "The main source is the evaluation of activities for one year, whether it is the learning process or student activities, and that was the profile and report on the quality of education, the results of the evaluation of the previous year's activities, because when designing we take into account the results of the evaluations of previous years' activities. "Usually the theory is like this: how to carry out follow-up evaluations, after the evaluation, follow-up" (KS-Susi, 27/07/2022).

Teacher Nopal also reinforced this that he was always involved in evaluations: "When it comes to evaluations, he is always involved. In the past, teachers routinely conducted learning evaluations once a month. "For me, there will be obstacles like what, for example, if the evaluation talks about special children, for example, child A is lacking in biology, but with me, we can share how we can make sure that this child can learn effectively." (Guru-Nopal,

03/08/2022). To lead reflection and improve the quality of student-centred learning processes, four indicators must be achieved, namely a) coordinating the collection and processing of data related to student learning processes and outcomes, b) coordinating the evaluation of learning practices based on data related to student learning processes and outcomes, c) lead regular reflection meetings to improve the quality of the learning process and d) guide teachers to improve the quality of the learning process based on the results of the reflection (Rahayuningsih & Rijanto, 2022).

Table 1. Leadership Factor and Description

Leadership Faktor	Description
Vision and Goals	Setting clear vision and inspiring for the organization or team
Communication	Effectively communicating with team members to convey vision, goals, and directions
Motivation	Encouraging and inspiring team members to achieve common goals through intrinsic motivation
Delegation	Trusting and empowering team members by assigning responsibilities and trust
Skill development	Developing skills and capacities of team members through coaching and training
Decision Making	Making informed decisions and considering various perspectives and available information.

This table summarizes key factors in effective leadership for directing and leading a team or organization. By considering these factors, a leader can create an environment that enables team members to reach their full potential and achieve common goals. Effective school leadership involves setting a clear vision and direction for the school, which includes goals for improving teacher competency. This vision provides a framework for decision-making and guides the implementation of strategies to support teacher development. Good communication skills are essential for school leaders to convey teachers' vision, expectations, and goals effectively. Regular and transparent communication fosters trust and collaboration among staff, crucial for enhancing teacher competence. The School leaders must support and empower teachers by offering resources, professional development opportunities, and encouragement. Empowering teachers to take ownership of their professional growth can increase motivation and competency.

Principal Leadership in Managing Human Resources

Building the Self Capacity, Teachers and Staff

At SMAIT Miftahul Khoir, the principal, in an effort to increase his capacity through training from this program and independent learning, "I take part in many programs provided by the Sekolah Penggerak, there is mentoring starting from coaching, workshops, stakeholder forum FGDs at least twice a month. My PMO also participated in school workshops with supervisors and coaching from supervisors; there were special sessions with him to equalize the perception of what we had gained." (KS-Susi, 27/07/2022).

School principals also build the capacity of teachers and staff through workshops from supervisors and fellow "teachers sharing", "if we are to increase teacher competency, we focus on workshops for teachers, usually the workshops are either from supervisors or among ourselves, on last year which has been running like a sharing teacher" (KS-Susi, 27/07/2022). Mrs. Dona said the principal usually provides formal technical guidance and casual discussions regarding learning obstacles. "Formally, the principal carries out evaluations and technical guidance every semester. Informally, almost every day, there are informal discussions." (Guru-Dona, 03/08/2022).

Efforts to improve the quality of education are influenced by multiple factors (Saidah et al., 2022). One factor influences the other factors. However, the teacher is the most important factor because the black-and-white teaching and learning process in the classroom is greatly influenced by the quality of the teacher (Fauzi, 2021). There are various problems in improving teacher quality because school principals must implement various management methods to improve quality (Januar et al., 2022). Among the management of improving teacher quality that can be implemented or carried out by school principals is through self-evaluation (self-assessment) to improve teacher quality, management of planning and implementation of teacher quality improvement, monitoring and evaluation management of teacher quality improvement, as well as understanding various obstacles and finding improvement solutions the quality of the teacher (Ritonga et al., 2022). The Principal implements educational activities (Salim & Hasanah, 2021). School principal management in improving teacher quality is related to the conceptual skills that school principals must have, in Ali Imran's verse 104.

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۗ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

"And let there be [arising] from you a nation inviting to [all that is] good, enjoining what is right and forbidding what is wrong, and those will be the successful."

This verse emphasizes the importance of having community leaders who promote goodness, enjoin righteousness, and forbid wrongdoing. In the context of education, school leaders who act by the principles of goodness will positively influence teacher performance and student achievement.

Building a Conducive School Culture

School principals manage human resources by improving sustainable professionalism programs and building a school culture that provides opportunities for all teachers. The school principal encourages a culture of openness, sharing, and lifelong learning. The principal said.

Thank God we are open to each other and have also cultivated a culture of sharing since I have said that when we enter PSP, firstly, we must be willing to learn. Second, we must be willing to teach and be open to receiving criticism and input. So, in every study planning activity, the teachers' respective program presentations related to their respective CPs, ATPs, and others provided input to each other, and there were no hard feelings (KS-Susi, 27/07/2022).

The principal said, "In the past, teachers tended only to want to be seen by Mrs. Tami, but now they do not. Now, they are open to each other. "Then I'm happy that we are forced to learn. In the end, thank God, the teachers. I see that they have moved more creatively in the learning process. (KS-Susi, 27/07/2022).

The profile of Pancasila students in the *Program Sekolah Penggerak* is implemented through intracurricular and extracurricular activities and school culture. Applying the Pancasila student profile in school learning is based on the learning principle that the learning process supports the holistic development of students' competence and character. Spector put forward This learning concept, which states that "learning is defined as a change in one's abilities, attitudes, beliefs, knowledge, and skills"(Fatonah, 2022). The teacher created a knowledge sharing among them to discuss the lesson. Knowledge sharing is an activity where individuals exchange information (Baharun et al., 2021). The school principal prepares the organizational structure of his resources and the environment surrounding him (Marliyani & Iskandar, 2022). From this definition, it is clear that in learning, there are processes and results involved; a person is said to have experienced learning activities if changes occur within his knowledge, attitudes and skills.

Building collaboration is the role of schools in supporting and improving the quality of learning in schools. The principal collaborates with teachers to increase emotional and professional closeness among teachers in the school. This was conveyed by the principal being open to teachers giving each other input, "I am open, so we just talk normally, sometimes even KS. This means we are close; that is why we can get together; even if the teachers have something problematic with them, they can tell me that is probably my parameter." (KS-Susi, 27/07/2022). Mr. Koko also conveyed this: the principal communicates with teachers formally, informally, and openly. "For example, if the interaction is informal, it is a discussion; if it is formal, it is usually in meetings and forums and is open" (Guru-Koko, 03/08/2022).

Several aspects support change internally, including (Faiz & Faridah, 2022): 1) the existence of relationships between school components, 2) components related to working mechanisms, and 3) the financial component. Support for transformational change, according to Lunenburg, F. C., & Ornstein (2004), requires five stages of change, including 1) diagnosing the state of the school by identifying the desired state; 2) creating a strategic school vision and mission; 3) development of commitment, participation, cooperation supported by stakeholders; 4) there is stabilization, integration and consolidation for change. The school principal, as a leader, must be a personal figure who can build relationships and closeness through good communication so that there is a harmonious relationship between school members, both internally and externally, with relevant stakeholders and improving the quality and performance of teachers (Musa et al., 2022).

SMAIT Miftahul Khoir School needs partnerships involving stakeholders, including industry, NGOs or the relevant local government. The school principal has collaborated by building cooperation with the Center for Natural Resources Conservation (BKSDA), Sindangkerta village, and the nature lover community.

"We need other parties; yesterday, for the second project, we partnered with the Center for Natural Resources, Conservation (BBKSDA) Java West, which is related to children's research in the conservation area in Cipatujah, then with Sindangkerta Village and Ciheras Village; I forgot the theme. "Then we will learn in outing classes with environmental lovers from Bandung," he said. (KS-Susi, 27/07/2022). Expanding networks outside of school. The most important benefit of a school principal having an external network is being able to adopt new things that can be implemented in the school as a form of following changes for the better and exchanging information and ideas within the profession in an informal social environment. (Musa et al., 2022). An out-of-school network will allow schools to collaborate with companies and the social environment to build cooperation to achieve educational transformation.

The research titled "Principal Leadership in the '*Program Sekolah Penggerak*' to Improve Teacher Performance" likely makes several significant contributions: Deeper Understanding of PSP: By analyzing the role of school principals' leadership within the *Program Sekolah Penggerak* (PSP), this research likely helps deepen understanding of the program, including its challenges, successes, and potential impacts. Identification of Effective Leadership Practices: Through this research, effective leadership practices that enhance teacher performance within the context of PSP may have been identified. These findings could serve as valuable guidelines for school principals and policymakers to optimize the future implementation of similar programs. Policy Recommendations: The research findings may serve as a basis for formulating or adjusting education policies related to PSP or similar initiatives. Evidence-based recommendations from the research can assist governments and educational institutions in directing resources more efficiently and effectively.

Then, Development of Theory and Practice in Educational Management: The research could also contribute to developing theory and practice in educational leadership by presenting empirical findings that enrich the literature and practical guidance. Improvement of Education Quality: Overall, the primary contribution of this research likely lies in efforts to enhance the quality of education in Indonesia by clarifying the crucial role of school principals in achieving national educational development goals. However, for more specific information about the research's contributions, direct access to the study, including reading its abstract and key findings, would be necessary.

CONCLUSION

In leading a school, the principal directs in terms of directing (decision-making, developing RKAS and budgeting, designing operational curriculum for education units, experience regarding curriculum changes, evaluative competence), managing human resources (building the personal capacity of teachers and staff, building a conducive culture, organizing the school structure), and building partnerships (internal and external). In terms of decision-making, the principal involves the school community to obtain fair decisions. The school principal tries to adapt to the *Program Sekolah Penggerak*, namely arranging activities according to the needs of teachers and students. Moreover, in increasing teacher competency, teachers, as the front guard in implementing the curriculum,

must actively participate in training, formally and informally, whether carried out by the government or schools. Teachers need massive adaptation to be open to change and carry out the wishes of an independent curriculum by the law. With the *Program Sekolah Penggerak*, schools have many benefits, namely improving performance, accelerating school digitalization, Pancasila, receiving intensive assistance, and a new paradigm. Researchers realize that many things could be improved in the research results presented in this article. Therefore, the researcher recommends that other researchers study this research using different research methods, loci, and paradigms to enrich the knowledge in principal leadership when implementing the *Program Sekolah Penggerak*.

ACKNOWLEDGEMENT

We would like to extend our sincere gratitude to Mrs. Triastuti W. Utami, the Principal of SMAIT Miftahul Khoir, for granting permission to conduct this research. Without your support and approval, this research would not have been possible. We also appreciate your willingness to provide us access to carry out the research within the school premises. The collaborative spirit and support provided by you have been instrumental in completing this study. Our thanks also go to all the staff and students of SMAIT Miftahul Khoir who have contributed their time, participation, and cooperation during the research process. We hope that the findings of this research will be beneficial for the development of education at SMAIT Miftahul Khoir and also for the wider community.

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