

The Role of School Principals in Improving Education Quality Management in State Elementary School 149/IV Jambi City

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Abstract

The role of the principal has a significant impact on improving the quality management of education in schools. The quality of education reflects the effectiveness of the educational system in providing knowledge, skills, and values to students through effective teaching methods and adequate facilities. This study aims to explore the role and efforts of the principal of SDN 149/IV Kota Jambi in managing education quality. The principal's roles include: 1) optimizing teacher professional development through curriculum activities, 2) encouraging student achievements, 3) building relationships with school committees, parents, and the community, and 4) providing school facilities and infrastructure. This study employs a qualitative descriptive method, with data collected through observation, interviews, and documentation. Data analysis is conducted using source triangulation to test credibility. As the primary manager of the school, the principal holds a strategic role in ensuring excellent education quality at SDN 149/IV Kota Jambi, making it a competitive school across various fields.

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1. INTRODUCTION

Education is a journey to change humans into better individuals. Through learning, a person can develop his or her potential, both in terms of knowledge, skills and character. Through the educational process, individuals can express themselves fully in accordance with the goals set in national education, namely "The development of the potential of participants is expected to become human beings who are noble, faithful, devoted to God Almighty, knowledgeable, capable, creative, independent and become democratic and responsible citizens." [1].

The repeated revisions to the Education Law since 1999 mark a new chapter in the history of Indonesian education. This significant change gives schools broader authority to innovate. Schools now have the freedom to determine the most appropriate learning model, such as implementing a full day or part day school system, so that they can adapt to student needs and the conditions of each school.

The school strives to produce graduates who not only have knowledge, but are also able to apply the knowledge gained to provide benefits to society. To achieve this goal, support from all parties is needed. As educational leaders, school principals have a big responsibility in preparing students to face a future full of challenges. Its task is to equip students with the knowledge, skills and attitudes necessary to become successful and responsible individuals [2]. The principal's leadership is a determining factor in the success of a school. A strong and visionary school principal is able to bring positive change and improve the quality of education [3].

Management is a series of activities aimed at organizing and controlling resources to achieve certain goals. Educational management is the process of managing all educational resources, both

human and material, to achieve educational goals optimally, through effective planning, organizing, directing and monitoring.

Education quality management is the application of management principles to improve the quality of education. This process requires clear and systematic guidelines so that quality improvement goals can be achieved. Strong leadership from school or madrasa principals is one of the most important factors in efforts to improve the quality of education. Unfortunately, the implementation of education quality management in schools or madrasas is currently not optimal. This is caused by various factors, such as programs that are inappropriate or not implemented well, as well as a lack of adequate preparation. According to Noprika et al. (2020), school principals can improve the quality of education by implementing several strategies, including increasing teacher competency through training, as well as improving students' academic and non-academic achievements, and improving the quality of school facilities. To overcome existing problems, school principals must build cooperation with various parties through deliberation, so that they can formulate comprehensive long-term plans [4].

The initial survey results showed that the quality of education at SDN 149/IV Jambi City was still relatively low in terms of school accreditation with a grade of B. In the interview, the principal revealed that the obstacles in carrying out the school's vision and mission were parents who lacked support and because of the costs they still lack of literacy in students. Then the principal also explained that there was no prayer room for students to pray so that students prayed using the classroom and the obstacle in improving the quality of education was that there were many non-Muslim children.

To be able to carry out his leadership function well, the principal must have adequate managerial skills to manage and develop all school components. Research by Busrin et al. (2014) shows that teacher performance is influenced by two main factors, namely supervision from the school supervisor and the managerial ability of the school principal [5]. Based on the background above, the problem that will be discussed is how the Principal's Role in Improving Education Quality Management at State Elementary School 149/IV Jambi City

2. RESEARCH METHOD

This research was carried out at State Elementary School 149/IV Jambi City, located in Rawa Sari Village, Kota Baru District, Jambi City, in October 2024. The research subjects consisted of the school principal and class teachers at the school. This research uses a descriptive qualitative approach to analyze and describe phenomena related to the role and efforts of school principals in improving the quality of education.

To collect data, researchers used several techniques, namely observation, interviews and questionnaires. Observations were carried out to observe the situation directly at the school, while in-depth interviews were conducted with school principals and teachers to gain further information regarding the strategies and policies implemented to improve the quality of education. Questionnaires are used to obtain opinions from teachers about the efforts made by the school principal.

In analyzing data, researchers used source triangulation to validate and ensure the credibility of the data obtained, especially from interviews. Documentation is also used as a source of supporting data to enrich existing information, such as activity reports, policies and other administrative records related to educational management at the school. This approach is expected to provide a more comprehensive picture of the role of school principals in improving the quality of education at SD Negeri 149/IV Jambi City.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Based on the results of interviews with school principals, deputy principals and teaching staff, as well as observations, data was obtained relating to the role of school principals in improving education quality management at SDN 149/IV Jambi City, as follows:

1. General Description of Education Quality Management at State Elementary School 149/IV Jambi City

The general description of education quality management at State Elementary School 149/IV Jambi City shows that the school principal plays a central role in supporting improving the quality of education. This role includes optimizing teacher professional development through various curriculum-related activities, such as training and workshops to improve educator competency. The principal also actively encourages student achievement by creating a conducive and competitive learning environment. In addition, the school principal builds harmonious relationships with the school committee, parents and the community to support educational activities and increase community participation in school development. No less important, the school principal ensures that adequate facilities and infrastructure are available to support the learning process. These strategic roles are the foundation for effective quality management, although there are still challenges such as limited resources that need to be overcome through more intensive collaboration.

Education quality management at State Elementary School 149/IV Jambi City cannot be separated from the application of professional ethics and effective communication by the school principal and all parties involved. The school principal carries out his role by upholding the principles of professional ethics, such as responsibility, justice and integrity, especially in making decisions that have an impact on developing the quality of education. In optimizing teacher professional development, school principals ensure that training and curriculum activities are designed fairly and transparently, providing equal opportunities for all educators to develop.

On the other hand, communication is a key element in encouraging student achievement and building relationships with committees, parents and the community. Principals practice open, empathetic, and two-way communication to build trust and create productive collaboration. This is reflected in efforts to actively involve all parties in supporting school activities and solving challenges together. In providing facilities and infrastructure, school principals also use persuasive and professional communication to advocate for school needs to related parties, including the government and sponsors. By integrating professional ethics and effective communication, quality management in this school can be more focused and sustainable.

2. The Role of School Principals in Improving Education Quality Management in State Elementary School 149/IV Jambi City

The role of the principal in improving education quality management at State Elementary School 149/IV Jambi City includes the following strategic aspects:

1) Optimizing Teacher Professional Development

School principals encourage increasing teacher competency through training, workshops, supervision and curriculum development activities. This step aims to ensure teachers have skills and knowledge that are relevant to educational demands.

2) Increasing Student Achievement

The school principal creates a conducive and innovative learning environment to support students' academic and non-academic achievements. This strategy involves developing learning programs, motivating students, and appreciating their achievements.

3) Building Relationships with Committees, Parents, and the Community

The school principal strengthens relationships with external parties through effective communication and collaboration. The involvement of parents and the community in supporting school activities is an important element in improving the quality of education.

4) Provision of Facilities and Infrastructure

The school principal is responsible for managing the budget to ensure the availability of facilities that support the teaching and learning process. These efforts include maintaining school infrastructure and providing learning tools.

3. Involvement of Teachers and Staff by School Principals in Efforts to Improve the Quality of Education at State Elementary School 149/IV Jambi City

The principal at State Elementary School 149/IV Jambi City involves teachers and staff in efforts to improve the quality of education through various collaborative and participatory strategies, including:

- a. Encouraging Teachers to Take Training by the Education Department
School principals play an active role in encouraging teachers to take part in training organized by the education office. This training is designed to improve teacher competence in various aspects, including teaching methods, classroom management, and curriculum implementation.
- b. Periodic Discussion and Evaluation
The principal holds regular meetings with teachers and staff to evaluate performance, identify obstacles, and find joint solutions. These discussions create an open work culture, where input from teachers and staff is considered important in decision making.
- c. Delegation of Duties and Responsibilities
The school principal entrusts teachers and staff to lead certain activities, such as curriculum development, implementing extracurricular programs, or managing other school activities. This delegation increases the sense of ownership and responsibility for the success of the school.
- d. Implementation of a Reward and Appreciation System
The principal expressed his appreciation to teachers and staff who showed dedication and superior performance. These rewards can take the form of formal awards, public recognition, or incentives, which encourage their motivation to continue contributing.
- e. Building Effective and Open Communication
The principal maintains transparent communication with teachers and staff, both through formal meetings and daily interactions. This approach creates harmonious working relationships and motivates them to play an active role in improving the quality of education.

4. Supporting and Inhibiting Factors of the Principal's Role in Improving Education Quality Management in State Elementary School 149/IV Jambi City

Factors that support and hinder the role of school principals in improving education quality management at State Elementary School 149/IV Jambi City include various internal and external aspects. From a supporting perspective, the commitment of school principals and teachers is the main factor. A school principal who has a clear vision, good managerial skills and a collaborative spirit is able to encourage all elements of the school to contribute optimally. Support from the education department through training programs and technical guidance is also an important support in increasing teacher competency. In addition, the active participation of parents and school committees in supporting school activities, either through donations of ideas, energy or materials, helps create a more conducive educational environment. The availability of basic facilities, such as adequate classrooms and simple learning media, is also an important element in supporting the success of the learning process.

However, there are several obstacles faced. One of them is budget limitations, which often become an obstacle in implementing quality improvement programs, such as procuring additional facilities or implementing independent training activities. In addition, a lack of human resources, both in terms of numbers and competence, can limit the effectiveness of program implementation. High workloads also often reduce teachers' time for training. On the other hand, the lack of awareness and support from some communities regarding the importance of education is a challenge in building collaboration between schools and external parties. Another obstacle that is no less important is ineffective communication, both within the school and with outside parties, which can hinder the implementation of programs and policies that have been designed. To overcome this

obstacle, a comprehensive strategy is needed, such as more efficient budget management, strengthening cooperation with the community, and increasing open and systematic communication.

5. The Impact of the Principal's Role on Improving Education Quality Management at State Elementary School 149/IV Jambi City

The role of the principal has a significant impact on improving the quality management of education at State Elementary School 149/IV Jambi City, which can be seen in various main aspects. First, increasing teacher competency becomes more optimal thanks to the encouragement of school principals to take part in training organized by the education office. This has an impact on better quality of learning, with teaching methods that are more innovative and relevant to student needs.

Second, student achievement, both in academic and non-academic fields, has increased. School principals who are able to create a conducive learning environment and motivate teachers and students contribute to this achievement. Additional programs, such as extracurriculars and appreciation of student achievements, also encourage them to achieve higher.

Third, good relationships between the school and parents, committees and the community further strengthen external support for school activities. This support can be seen in the form of active participation in school programs, both financially, morally and energetically, which supports the sustainability of quality improvement programs.

Fourth, more focused management of facilities and infrastructure thanks to the role of school principals in managing budgets and collaborating with related parties, has an impact on creating adequate facilities to support learning.

Overall, the role of an effective principal not only improves the quality of educational management in schools, but also creates a higher quality and more sustainable learning environment. The impact can be seen in increasing teacher competency, student achievement, community involvement, and optimizing educational facilities, all of which contribute to the school's success in meeting education quality standards.



Figure 1. Research Team and Principal of SDN 149/IV Jambi City

3.2. Discussion

1. Optimizing Teacher Professional Development through Curriculum Activities

The role of the principal at SDN 149/IV Jambi City in encouraging curriculum development is not just administration, but also includes transformational leadership. The school principal functions as the main driver who bridges educational policy with practice in the field. By ensuring teachers are actively involved in training, workshops and seminars, school principals help build teacher capacity to understand ongoing curriculum changes, such as the integration of digital technology in learning and the application of student-based pedagogical methods.

The principal's leadership is also reflected in a systematic monitoring strategy. Routine supervision is not only a means of evaluation, but also a place for reflection for teachers to improve their learning practices. In the context of group discussions, teachers can share challenges and solutions, thereby creating professional collaboration that supports innovation in the classroom. This step increases teachers' sense of ownership of the changes implemented, as well as strengthening collaborative relationships between teaching staff.

The positive impact is not only felt in increasing teacher competence, but also on students. Maximum use of technology, active learning methods, and an inclusive classroom atmosphere have contributed to better student learning outcomes. Increasing critical thinking skills and student participation in learning indicates a significant change in the quality of education. The principal also acts as a facilitator, supporting teachers in overcoming obstacles and providing the necessary resources for curriculum implementation.

In addition, the principal's approach reflects the implementation of school-based management (SBM), where education management is carried out by involving all stakeholders, including teachers, students and parents. Thus, the strategic role of the school principal is not only to increase individual teacher competence but also to strengthen the educational ecosystem as a whole, making schools an institution that is responsive to changes and future needs.

The research results of Joni Wilson Sitopu (2023) highlight the importance of training as an integral part of efforts to improve teacher quality. Apart from seminars, workshops and programs organized by the education department, online training is also a significant alternative to help teachers improve their competence. Online training provides flexibility of time and access, allowing teachers to learn anytime and anywhere, without being hindered by geographic or time constraints. Through online training, teachers can gain a broader understanding of modern learning strategies, such as the integration of technology in teaching, project-based pedagogical approaches, and methods for increasing student engagement. This research also highlights that online training is often supplemented with multimedia learning resources, interactive discussions, and evaluations that help teachers apply training materials into everyday learning. Thus, online training not only increases teacher professionalism, but also contributes directly to improving the quality of student education [6].

2. Encouraging Student Achievement

The principal of SDN 149/IV Jambi City plays an important role in encouraging student achievement through a planned and integrated approach. One of the main strategies is the development of programs to develop talented students in various fields, such as academics, arts and sports. School principals encourage teachers to actively identify student potential from an early age, so that students can receive special guidance that suits their interests and talents. This approach is in line with educational management principles which prioritize the development of individual potential.

Apart from that, the school regularly holds extracurricular activities and internal competitions, which aim to train students to compete while increasing their self-confidence. The role of the school principal is also seen in providing learning facilities, such as laboratories, libraries and interactive learning media, which support the quality of the teaching and learning process. These facilities are an important element in creating a conducive learning environment for students to explore and develop their abilities.

The results of these various efforts can be seen from increased student participation in competitions at the city and provincial levels, as well as significant achievements in various fields. This success is also supported by the collaboration of the principal with parents and the school committee, which provides moral and material support for outstanding students. This collaborative approach reflects effective school-based

management (SBM) practices, where all stakeholders work together to support educational success.

These strategic steps make SDN 149/IV Jambi City a school that not only excels in the learning process, but also excels at various levels. The emphasis on developing student potential and continuous support makes this school a model of educational success based on local potential and collaboration.

The results of *Teni Marliyani's* research (2023) confirm that the transformational leadership of school principals plays a strategic role in implementing the Merdeka Curriculum in elementary schools. This role includes the principal's ability to motivate teachers, create innovative strategies, and build a work environment that supports the implementation of the new curriculum. This is in line with the findings at SDN 149/IV Jambi City, where the principal not only acts as a manager and supervisor, but also as an inspirational leader who supports the development of the potential of students and teachers. Teacher work motivation, which is one of the successful factors in implementing the Merdeka Curriculum, is strengthened through guidance, training and regular collaboration led by the school principal [7].

3. Building Relationships with Committees, Parents, and the Community

Research at SDN 149/IV Jambi City highlights the importance of the principal's role in building close and collaborative relationships with various related parties, such as the school committee, parents and the community. This approach not only strengthens the relationship between the school and the surrounding environment, but also contributes to improving the quality of education that is more inclusive and sustainable.

The school principal at SDN 149/IV Jambi City actively holds regular meetings with the school committee to discuss various work programs and school needs, including facilities and infrastructure that support learning activities. This forum is an important forum for school principals to gather community support, both in the form of funding for educational facilities and creative ideas that can be implemented in schools. This research shows that school committees, which function as a bridge between the school and the community, have a crucial role in the decision-making process related to school policy and resource allocation.

Apart from that, the school principal is also trying to increase the involvement of parents through various programs that can strengthen the relationship between the school and families. Parenting programs that are held regularly provide parents with insight into their role in supporting their children's academic and non-academic development. In addition, the principal invites parents to participate in school activities, such as parent meetings, holiday celebrations, and competitions between students, which aims not only to strengthen the bond between parents and the school, but also to provide space for them to further understand the educational process their children go through. The two-way communication built by the school principal allows parents to provide input regarding student development and problems their children may face, so that solutions can be reached together.

Collaboration with the community is also an important aspect of school principal leadership. Social activities such as environmental service and joint education programs with the community help strengthen relationships between schools and local communities. This initiative not only increases the sense of social responsibility, but also makes schools a center for education and character formation for children and the surrounding community. In this context, the school principal acts as a liaison who mobilizes various parties to jointly create an environment that supports effective and meaningful learning.

Overall, the collaborative approach implemented by the principal at SDN 149/IV Jambi City shows that the quality of education is not only influenced by internal school factors, but also by the active involvement of all interested parties, both from the school, parents and community. The synergy formed between these three elements is a strong

foundation in creating a conducive learning environment, increasing student achievement, and building positive character in society. This approach is in accordance with educational management theories which emphasize the importance of active participation of all parties in improving the quality of education.

The research results of Rachmat Satria (2019) emphasize the importance of community relations management in improving school quality, both internally and externally. This research states that planning, implementing, and evaluating school programs are key steps in effective community relations management. The school principal is expected to be able to establish strong relationships with the school committee, parents and the community to support the achievement of educational goals. This is in line with findings at SDN 149/IV Jambi City, where the school principal held regular meetings with various parties to discuss the procurement of facilities and infrastructure and listen to feedback regarding the school's work program [8].

Operational procedures for community relations in schools, such as meetings with parents, mutual cooperation activities, and competitions between students, also show how the principal takes the lead in organizing collaboration between the school, family, and community. Thus, good community relations management, which involves various stakeholders, is an important basis for improving the quality of education in schools. School leaders, through careful planning, effective implementation, and consistent monitoring of each component of educational management, play a major role in creating an environment that supports student development and the overall quality of education [8].

4. Providing School Facilities and Infrastructure

In research on school principals at SDN 149/IV Jambi City, the role of the principal in providing facilities and infrastructure to support effective learning is very crucial. The school principal carries out strategic planning which includes identifying facility needs, managing the budget efficiently, and establishing collaboration with various parties. This is important because the quality of education is not only influenced by the teacher's ability to teach, but also by the availability of adequate facilities to support the learning process. The provision of comfortable classrooms, well-equipped libraries, and the use of technology such as computers and projectors have a positive impact on the quality of teaching, with projectors or infocus being important tools to make learning more interesting and interactive, which in turn increases student understanding [9], [10].

Apart from that, the school principal utilizes BOS funds and collaborates with the school committee and community to optimize the provision of facilities. Through this collaboration, schools can update and improve existing facilities, which support more effective learning. Transparent use of funds and good budget planning allows SDN 149/IV Jambi City to improve educational facilities and make them superior. The school principal also ensures that existing facilities are well maintained, to ensure that the learning process continues to run smoothly. All of these efforts support the vision of SDN 149/IV Jambi City to become a school that not only excels in academic aspects, but also has infrastructure that supports sustainable educational progress.

Research that supports discussions regarding the role of school principals in providing educational facilities and infrastructure includes several important aspects. One of them is research by Ahmad Shekib Popal (2024) which shows that the use of technology in learning, such as infocus and projectors, really helps increase student engagement and understanding of the material. Educational technology can stimulate teacher creativity in teaching and facilitate the delivery of complex material in a more visual and interactive manner [11].

Apart from that, Sri Susanti (2021) also found that the existence of good facilities, such as comfortable classrooms, complete libraries, and adequate learning technology, can increase students' motivation in participating in learning. This research emphasizes the importance of transparent budget management and collaboration between schools,

committees and the community to ensure the provision of facilities that are sustainable and in line with educational needs [12].

Apart from that, in the context of managing facilities and infrastructure, Christenson & Reschly (2009) on the Handbook of School-Family Partnerships explains that community involvement in supporting school facilities through social activities and donations also plays a very important role in enriching the educational environment. With good maintenance and regular updating of facilities, schools can create a more conducive learning atmosphere, which leads to improved learning quality. All of these findings support the efforts of the principal at SDN 149/IV Jambi City in creating an effective and competitive learning environment [13].

5. Quality of Education at SDN 149/IV Jambi City

The quality of education at SD Negeri 149/IV Jambi City has experienced a significant increase thanks to the efforts and participation carried out by Mrs. Inderawati S. Pd. This quality improvement can be seen in the following aspects:

a. School Accreditation

The school's accreditation increased to B, which shows improvements in the education system implemented.

b. Facilities and infrastructure

Facilities and infrastructure are important factors in creating a comfortable environment for students. The aim of improving facilities and infrastructure is to make students more focused during the learning process.

c. Teacher Achievement

Several class teachers have succeeded in producing students who excel in both academic and non-academic fields. Apart from that, teachers also actively participate in various professional development activities, such as learning device innovation seminars and the Merdeka Mengajar platform. This activity provides new insights and innovations that are useful in improving the quality of learning.

d. Student Achievement

Students at SD Negeri 149/IV Jambi City have also achieved various achievements in various competitions, which proves that the quality of education continues to develop.

4. CONCLUSION

Overall, this research shows that SDN 149/IV Jambi City has made various effective efforts to improve the quality of education through teacher professional development, student achievement, collaboration with various parties, as well as improving facilities and infrastructure.

Based on the results of research entitled "The Role of School Principals in Improving Education Quality Management in State Elementary School 149/IV Jambi City", it can be concluded that school principals play a very important and strategic role in improving the quality of education in these schools. The school principal is not only tasked with administrative and managerial aspects, but also plays an active role in formulating and implementing policies that focus on improving the quality of learning, developing human resources, and improving school facilities and infrastructure.

First, the principal at SD Negeri 149/IV Jambi City demonstrated visionary leadership by designing educational policies that support quality improvement, starting from teacher development, curriculum planning, to continuous learning evaluation. School principals are also active in creating close collaboration between teachers, staff and parents, which is one of the key factors in improving the quality of education.

However, this research also reveals several challenges faced by school principals in carrying out their roles, including limited budgets and educational facilities, as well as a lack of parental participation in supporting educational activities. However, school principals strive to overcome

these obstacles by maximizing existing resources and encouraging increased teacher competency through relevant training.

Overall, this research shows that the role of the principal has a very positive impact on improving the quality of education at SD Negeri 149/IV Jambi City, which is reflected in improving the quality of learning and student learning outcomes. With strong leadership and planned management, the quality of education at this school can continue to develop even though it is faced with various challenges.

Based on these findings, it is recommended that school principals continue to increase collaboration with various parties such as parents, the community and local government, and improve the quality of educational resources so that they can better support the achievement of better educational goals in the future.

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