



---

## Managerial Competence of School Principals in Improving School Quality Culture in Public Elementary Schools in Banda Aceh City

Saiful Bahri, Niswanto, Ismail  
Universitas Syah Kuala, Indonesia  
Email: [adeeba15kanzu@gmail.com](mailto:adeeba15kanzu@gmail.com)

---

### Keywords

Lecturer Performance and Higher Education Productivity.

### Abstract

Higher education is one of the subsystems of national education. The presence of higher education plays a crucial role in the life of the nation and the state. The quality of higher education depends on the quality of lecturers, especially in terms of their professional competence, which will contribute to the improvement of the quality of higher education and ultimately have an impact on the progress of national education. This research aims to analyze the performance of lecturers in improving the productivity of the Polytechnic of Indonesia Venezuela. This study uses a qualitative approach with a descriptive research type. Data collection techniques involve observation, interviews, and documentation. The data analysis technique used is qualitative descriptive analysis with data reduction, data presentation, and drawing conclusions. The research results indicate that the performance achievements of Poliven lecturers in terms of career development or promotions have not improved the productivity of Poliven. This is because, on average, Poliven lecturers are not consistent in proposing functional positions or promotions in accordance with the established schedule. The performance achievements of Poliven lecturers in the field of the three pillars of higher education, particularly in education and teaching, meet the workload targets well, thus enhancing Poliven's productivity. However, the performance achievements of Poliven lecturers in the field of research and community service have seen only a slight improvement and meet the workload targets. This is because there have been no research or community service results that have obtained intellectual property rights (HAKI) or patents.



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

---

### 1. Introduction

Education in the era of the industrial revolution as it is today has an important role in developing human resources, the existence of quality Human Resources (HR) and able to compete in various aspects of life and greatly determines the success of national goals and the progress of the State of Indonesia, the availability of quality human resources (HR) in the world of education can help realize student learning achievements and improve the quality of education.

According to (Irwansyah et al., 2021) that many aspects can determine the quality of schools include facilities owned by schools, funding sources, human resources, parent/community support,

---

student input factors, and school management, in the implementation of education in schools, according to (Arifudin, 2021) that a conducive climate in the school environment can be influenced and determined by several things including the role of the principal.

According to Wahjosumidja in (Febrianty et al., 2020) defines a Principal as a functional teacher who is given the task of leading a school, which is held by the teaching and learning process, or interaction between teachers and students, in the implementation of learning, the principal has a very big responsibility in an effort to improve the quality of the school, the principal is required to be able to manage all existing resources to create a learning process takes place effectively and efficiently.

The definition of School Principal in accordance with the Regulation of the Minister of National Education Number 28 of 2010 concerning the Assignment of Teachers as Principals of Schools / Madrasahs, Article 1 paragraph 1 namely: Principals / Madrasah are teachers who are given additional duties to lead kindergartens / raudhotul athfal (TK / RA), special kindergartens (TKLB), ibtdaiyah schools / madrasahs (SD / MI), extraordinary elementary schools (SDLB), junior high school/madrasah tsanawiyah (SMP/MTs), junior high school extraordinary (SMPLB), high school/madrasah Aliyah (SMA/MA), vocational high school/madrasah aliyah vocational (SMK/MAK), extraordinary high school (SMALB) that is not an international standard school (SBI) or that is not developed into an international standard school (SBI). The existence of an effective principal is a very important factor because even though the school has adequate educational facilities and infrastructure, sufficient funds and the potential of standard human resources, everything will be in vain if the principal is not able to manage professionally.

As a leader, the principal becomes a promoter for the school community, especially teachers, whose direction is focused on achieving the vision, mission and goals of the school (Suratman, Arafat, & Eddy, 2020); (Rulitawati, Ritonga, & Hasibuan, 2020) Leadership includes three meanings, namely business, the ability to run a business, and authority that makes someone considered capable of leading. Institutional leaders must be able to play an active role and be able to place themselves strategically in directing their institutions. The success and effectiveness of a principal in leading can be pursued by respecting each other, working together and having knowledge about subordinate behavior (Kristiawan & Asvio, 2018) (Tobari, Kristiawan, & Asvio, 2018); (Rahmadoni, 2018).

According to (Juhji, Wahyudin, Muslihah, & Suryapermana, 2020) that the principal has a very important position so that the principal is required to have the ability and readiness to influence, encourage, invite, guide, move, direct and then do something that can help achieve a predetermined goal, according to Nur Aedi in (Nadeak, 2020) that the Principal as a manager has a role in determining the school management management process. The success or failure of school goals can be influenced by the ability of the Principal to carry out management functions, which consist of planning, organizing, implementing, and supervising. In accordance with the Decree of the Minister of National Education on managerial competence, one of them is that the Principal must be able to carry out school management, and his performance must be seen in carrying out the managerial field of work. Stoner also argues in (Febrianty et al., 2020) stated that: There are eight kinds of manager functions in an organization, namely the Principal: working with and through others, being responsible and accountable, being able to deal with various limited conditions, thinking analytically and conceptually, as a mediator, as a politician, as a diplomat, and functioning as a decision maker, According to (Arifudin, 2021) that educational institutions are organizations that must be managed using a management approach in order to be able to achieve the goals of the organization.

The Principal as the leader of the School has a function as a manager in managing the School and organizing the educational process. With his duties as a school manager, the headmaster has the conditions fulfilled by his appointment as a principal. The ability of the principal as a manager who manages the school as an educational organization plays a role in making plans as the goals of the school as an organization that aims to achieve the goals set by all school residents. In terms of organizational development as well as school principals mastering the theory and all national education policies in

developing school organizations, the principle of efficiency and effectiveness of development must be prioritized. Based on this, according to (Arifudin, 2021) that the Principal is responsible as a manager in managing the School to achieve the goals of the School. The principal as a leader in the school has a managerial task area, which is more directed to policy-making and operational activities in educational institutions. The competence of the principal is an indicator for the achievement of quality standards of education in schools.

From the description above, researchers are interested in seeing and researching further in the managerial context related to the competence of a principal in creating or improving a quality culture in the school he leads. In this case, the researcher chose Se Elementary School in Banda Aceh City as the object of research, as for the school samples that the researchers took were STATE ELEMENTARY SCHOOLS, SDN 1, SDN 56, SDN 14, SDN 66 and SDN 48, from several schools that the researchers made samples very diverse related to the quality culture in their respective education units, as well as school accreditation, some have been accredited B and some have even been accredited A. From these diverse conditions, of course, there will also be various ways of principals in creating and improving the quality culture of their respective schools, this is very interesting for researchers to explore. The researcher also wanted to know more about how the principal of a public elementary school in Banda Aceh City maintained and improved the culture of quality in the school under his leadership in conditions of higher educational competition.

## 2. Materials and Methods

This research aims to collect data related to the Managerial Competence of School Principals in Enhancing School Quality Culture in State Elementary Schools in Banda Aceh City using a descriptive and qualitative approach. The research focuses on real issues through data collection and analysis. By using this approach, the researcher expects to produce descriptive data in the form of written or oral information from the data sources that need to be observed.

The research subjects are the data sources that provide clarity on the issues under study. In qualitative research, subjects are those who provide comprehensive and accurate information about the events, people, and situations observed. The research subjects in this study are School Principals and teachers. Data collection procedures in qualitative research include four strategies: observation, interviews, document analysis, and audio-visual materials. Data collected will be analyzed in several stages, including data preparation, analysis, presentation, and conclusion drawing/verification. Miles and Huberman's technique of data analysis involves data collection, data reduction, data display, and conclusion drawing/verification.

The research timeline spans approximately five months, involving activities such as proposal development, proposal seminar, data collection and analysis, report writing, and thesis defense. The primary instrument in qualitative research is the researcher themselves, who plays multiple roles in planning, data collection, analysis, interpretation, and reporting. Research instruments used include interview guidelines, observation guidelines, and document analysis protocols, all of which are formulated to obtain valid and reliable qualitative data regarding School Principals' Managerial Competence in enhancing the School Quality Culture.

## 3. Results and Discussions

All data obtained by researchers will be presented in descriptive form, namely by explaining through word descriptions so that they become sentences that are easy to understand so that the data presented is more directed and obtain a clear picture of the research results to answer research questions pleased with the principal's managerial in improving school quality culture in public elementary schools in Banda Aceh (SDN 24, SDN 54, SDN 44 and SDN 16) the results of this researcher can be systematically described as follows:

### **Results of research at SDN 24 school**

Based on the results of interviews with the Principal about (1) the principal's managerial (2) The principal's managerial strategy in improving the school quality culture.

### **Managerial principal**

SD NEGERI 24 BANDA ACEH is one of the elementary education units in Kota Baru, Kuta Alam District, Banda Aceh City, Aceh. In carrying out its activities, SD NEGERI 24 BANDA ACEH is under the auspices of the Ministry of Education and Kebudayaan. SD NEGERI 24 BANDA ACEH is located at Jl. Tengku Tanoh Abee No.1 Lampineung, Kota Baru, Kec. Kuta Alam, Banda Aceh City, Aceh, with zip code 23125. The school website can be opened via <http://sdn24.bubucollections.com> url. If you want to send an electronic mail (email), it can be sent to [sdn24bandaaceh@gmail.com](mailto:sdn24bandaaceh@gmail.com).

Learning at SD NEGERI 24 BANDA ACEH is carried out in the morning. In a week, learning is carried out for 6 days. SD NEGERI 24 BANDA ACEH has A accreditation, based on certificate 099/BAP-SM. Aceh/SK/XI/2017

SD 24 is one of the first phase driving schools in the city of Banda Aceh, SD 24 is also a school that is active in every official activity, the source of SD 24 school funds is from government assistance funds, namely regular BOS funds and performance boss funds, teachers in SD 24 schools number 70 00 teachers and are led by a professional principal, and he has also been included in the association of principals of Indonesian driving schools, his name is Mr. Hidayat, M.Pd.

The facilities available at SD 24 include complete, ranging from toilets, warehouses, canteens, halls / function rooms, classrooms, uks rooms, labs, teachers' rooms, administration rooms, principal's rooms, fields, parking lots, beautiful gardens and mushallas.

SD Negeri 24 is one of the favorite schools in Banda Aceh City, proof that SD 24 as a favorite school is that when PPDB takes place, there are very many enthusiasts who come to school even those who register online, according to Mr. Hidayat until the quota is full, there are still people who ask to enter SD 24 Banda Aceh City.

Management is a person's ability or skill to produce something in order to achieve goals through the activities of others. Management in education means the management of all institutional needs in education where the components of the system and its subsystems are interrelated and influence which is reflected in a series of activities or work implementation processes by utilizing all available resources effectively, productively and efficiently in supporting the achievement of the goals of education itself (Pananrangi & SH, 2017). To achieve this goal, the principal is fully responsible for micro education management, which is directly related to the learning process in schools, the implementation of educational activities, school administration, education personnel development, utilization and maintenance of facilities and infrastructure (Usman & AR, 2019).

A principal as a manager is required to be able to have readiness in managing the school. The readiness in question is related to the managerial ability of the principal as a leader. The managerial abilities in question are planning, organizing, actuating, and controlling, with these four abilities it is expected that every leader is able to be a driver and enforcer of discipline for his colleagues in order to be able to show work productivity well (Yogaswara, Fattah, & Sa'ud, 2010).

Based on the results of the interview with the principal of SDN 24 Mr. Hidayat about the principal's managerial as follows:

In determining the school program, we need to look at various aspects, including school needs, the school environment and the condition of school residents, in compiling a program must go through several stages including: planning, implementing, controlling and evaluating. In the formulation of this program I am not alone, I involve school residents to compile together the programs that we will run at school.

In the implementation or implementation of planned programs do not escape the monitoring and control of the principal, as conveyed by Mr. Hidayat:

Every program that we have planned has not escaped control by the principal, this is what I routinely do every morning at the beginning of the learning process. Kadsng sometimes I ask my representative to monitor also when I have other official activities.

The programs that have been planned and run do not forget the evaluation of each program, this evaluation is always routinely carried out by Mr. Hidayat, this is Mr. Hidayat's explanation regarding the evaluation that he has run:

To evaluate every program that we have run, I usually hold a monthly meeting to listen to complaints and input from teachers related to the programs we run, from the results of this meeting it becomes evaluation material for me regarding the program we are running, the results of this evaluation will be a solution to every obstacle faced in the field, This continues to run for the running of the programs that we have run.

Based on this explanation, it can be understood that the principal in terms of planning has carried out his role by making an activity plan every school year. According to the author, this step is very strategic, because the principal as the person in charge of the program cannot carry out his duties properly without Planning, *Organizing, Actuating*, and *controlling (POAC)*.

In every activity plan, a time schedule *needs to exist and must be made by each principal*, this time schedule functions as a controller of the schedule for the implementation of activities and at the same time serves as a reminder for the principal to stay focused on the activities that have been scheduled. And then to find out the activity plan contained in the time schedule whether it is carried out *according to the specified schedule, then the principal needs to make a checklist, this is very important as a control material for the principal whether the activity program is carried out on time or not.*

The findings of the study are in line with the headmaster's explanation that at the beginning of each school year the school and committee have scheduled meetings to discuss the activity plan for the current year which is attended by parents, guardians and teacher councils. In the meeting, long-term, medium-term and short-term school programs were discussed. This explanation has the implication that the principal in preparing the activity plan always involves *stakeholders*, namely elements of the school committee.

According to the author, the involvement of stakeholders in preparing plans is very important, this is because there are school programs that require the involvement of parents (committees), such as repairing fences, making school musallah, future school development plans and others.

In this connection, the headmaster further said that before the annual meeting with the school committee, the school program was first discussed in a meeting with the teacher council, both related to curriculum, student affairs, and educational facilities and infrastructure. From the results of the meeting, a classification of programs was then held, with three categories, namely those that are the internal responsibility of the school, those that are the responsibility of the committee, and programs that are the joint responsibility of the school and the committee.

A good principal is a principal who has the ability to prepare plans which include strategic, operational, annual plans and school budget and expenditure plans. According to the author, these four things have a huge influence on improving the quality culture of SDN 24 BandaAce schools.

It was found that the headmaster had done his role in making strategic planning for school development, and this had been outlined in the school's work plan. Similarly, the annual plan and the school budget plan have all been prepared each year. Overall, the planning carried out by the principal can indirectly affect teacher performance in the principal, because planning, especially related to the curriculum, naturally affects teacher performance, especially for strategic steps to improve learning.

#### **The principal's managerial strategy in improving the school's quality culture**

Based on the results of an interview with the principal of SDN 24 Banda Aceh City regarding strategies in improving quality in schools as follows:

I saw the market and opportunities first, after that I made a program that supports the improvement of quality culture in my school, especially now crisis students with good morals / affective,



therefore to support quality improvement I choose programs that awaken their affective to be better, this is all I run in a team, because for the success of the programs in school I have to go through teamwork or team work.

The interview results showed that the principal of SDN 24 carried out a good strategy in improving the school's quality culture by involving the entire team in his school. By involving the entire team in the school, it will make it easier to implement the program and make it easier to achieve the planned goals.

#### **SDN 54 research results**

Based on the results of interviews with the Principal about (1) the principal's managerial (2) The principal's managerial strategy in improving the school quality culture.

#### **Managerial Principal**

SD NEGERI 54 BANDA ACEH is one of the elementary education units in Banda Aceh City, Aceh. In carrying out its activities, SD NEGERI 54 BANDA ACEH is under the auspices of the Ministry of Education and Kebudayaan. SD NEGERI 54 BANDA ACEH is located at Jl. T.nyak Arief No. 140 Peurada, Kec. Shia Kuala, Banda Aceh City, Aceh, with zip code 23115. If you want to send an electronic mail (email), it can be sent to sdn54@disdikporabna.com/sdn54@disdikporabna.

Learning at SD NEGERI 54 BANDA ACEH is carried out in the morning. In a week, learning is carried out for 6 days. SD NEGERI 54 BANDA ACEH has A accreditation, based on certificate 328/BAP-SM. Aceh/SK/X/2016

Sd 54 is one of the first phase mover schools in Banda Aceh City, SD 54 is also a school that is active in every official activity, the source of SD 54 school funds is from government assistance funds, namely regular BOS funds and performance boss funds, teachers in SD 54 schools totaling 26 00 teachers and led by a professional principal, and he has also been included in the association of principals of Indonesian driving schools, his name is Mr. Teuku Muthalla, M.Pd.

Facilities available at SD 54 include complete, ranging from toilets, warehouses, canteens, halls / function rooms, classrooms, uks rooms, labs, teachers' rooms, administration rooms, principal's rooms, fields, parking lots, beautiful gardens and mushallas.

Sd Negeri 54 is one of the favorite schools in the city of Banda Aceh, the proof of SD 24 as a favorite school is that when PPDB takes place, there are very many enthusiasts who come to the school even those who register online, according to Mr. Teuku Muthalla until the full quota there are still people who ask to enter SD 54 Banda Aceh City.

A principal as a manager is required to be able to have readiness in managing the school. The readiness in question is related to the managerial ability of the principal as a leader. The managerial abilities in question are planning, organizing, actuating, and controlling, with these four abilities it is expected that every leader is able to be a driver and enforcer of discipline for his colleagues in order to be able to show work productivity well (Yogaswara, 2010)

Based on the results of the interview with the principal of SDN 54 Mr. Teuku Muthalla, M.Pd about the principal's managerial as follows:

In determining the school program, we need to look at various aspects, including school needs, school environment and the condition of school residents, in compiling a program must go through several stages including: planning, implementation, control and evaluation. in the formulation of this program I am not alone, I involve school residents to compile together programs that we will run at school.

In the implementation or implementation of planned programs do not escape the monitoring and control of the principal, as conveyed by Mr. Teuku Muthalla, M.Pd:

Every program that we have planned has not escaped control by the principal, this is what I routinely do every morning at the beginning of the learning process. Kadsng sometimes I ask my representative to monitor also when I have other official activities.

The programs that have been planned and run do not forget the evaluation of each program, this evaluation is always routine Mr. Teuku Muthalla, M.Pd does, this is the explanation of Mr. Teuku Muthalla, M.Pd regarding the evaluation he has run:

To evaluate every program that we have run, I usually hold a monthly meeting to listen to complaints and input from teachers related to the programs we run, from the results of this meeting it becomes evaluation material for me regarding the program we are running, the results of this evaluation will be a solution to every obstacle faced in the field, This continues to run for the running of the programs that we have run.

Based on this explanation, it can be understood that the principal in terms of planning has carried out his role by making an activity plan every school year. According to the author, this step is very strategic, because the principal as the person in charge of the program cannot carry out his duties properly without Planning, **Organizing, Actuating, and controlling (POAC)**.

In every activity plan, a time schedule *needs to exist and must be made by each principal*, this time schedule functions as a controller of the schedule for the implementation of activities and at the same time serves as a reminder for the principal to stay focused on the activities that have been scheduled. And then to find out the activity plan contained in the time schedule whether it is carried out *according to the specified schedule, then the principal needs to make a checklist, this is very important as a control material for the principal whether the activity program is carried out on time or not.*

The findings of the study are in line with the headmaster's explanation that at the beginning of each school year the school and committee have scheduled meetings to discuss the activity plan for the current year which is attended by parents, guardians and teacher councils. In the meeting, long-term, medium-term and short-term school programs were discussed. This explanation has the implication that the principal in preparing the activity plan always involves *stakeholders*, namely elements of the school committee.

According to the author, the involvement of stakeholders in preparing plans is very important, this is because there are school programs that require the involvement of parents (committees), such as repairing fences, making school musallah, future school development plans and others.

In this connection, the headmaster further said that before the annual meeting with the school committee, the school program was first discussed in a meeting with the teacher council, both related to curriculum, student affairs, and educational facilities and infrastructure. From the results of the meeting, a classification of programs was then held, with three categories, namely those that are the internal responsibility of the school, those that are the responsibility of the committee, and programs that are the joint responsibility of the school and the committee.

A good principal is a principal who has the ability to prepare plans which include strategic, operational, annual plans and school budget and expenditure plans. According to the author, these four things have a great influence on improving the quality culture of SDN 54 Banda Aceh schools.

It was found that the headmaster had done his role in making strategic planning for school development, and this had been outlined in the school's work plan. Similarly, the annual plan and the school budget plan have all been prepared each year. Overall, the planning carried out by the principal can indirectly affect teacher performance in the principal, because planning, especially related to the curriculum, naturally affects teacher performance, especially for strategic steps to improve learning.

#### **The principal's managerial strategy in improving the school's quality culture**

Based on the results of an interview with the principal of SDN 54 Banda Aceh City regarding strategies in improving quality in schools as follows:

I saw the market and opportunities first, after that I made a program that supports the improvement of quality culture in my school, especially now crisis students with good morals / affective, therefore to support quality improvement I choose programs that awaken their affective to be better, this is all I run in a team, because for the success of the programs in school I have to go through teamwork or team work.

The interview results showed that the principal of SDN 54, Mr. Teuku Muthalla, M.Pd, carried out a good strategy in improving the school's quality culture by involving the entire team in his school. By involving the entire team in the school, it will make it easier to implement the program and make it easier to achieve the planned goals.

#### **Research results of SDN 44**

Based on the results of interviews with the Principal about (1) the principal's managerial and (2) The principal's managerial strategy in improving the school quality culture.

#### **Managerial Principal**

SD NEGERI 44 BANDA ACEH is one of the elementary education units in Ulee Kareng District, Banda Aceh City, Aceh. In carrying out its activities, SD NEGERI 44 BANDA ACEH is under the auspices of the Ministry of Education and Culture. SD NEGERI 44 BANDA ACEH is located at Jalan T. Iskandar Lr. Puta Blang Dusun Tgk. Di Cot Desa Ceurih Kec. Ulee Kareng, Banda Aceh City, Aceh, with zip code 23117.

Learning at SD NEGERI 44 BANDA ACEH is carried out in the morning. In a week, learning is carried out for 6 days. SD NEGERI 44 BANDA ACEH has B accreditation .

The source of funds for SD 44 schools from government assistance funds is the regular boss fund, teachers in SD 44 schools amounted to 17 00 teachers and were led by a professional principal, her name is Ibu Rafiah.

The facilities available at SD 44 are sufficient, ranging from toilets, warehouses, canteens, classrooms, uks rooms, teachers' rooms, principal's rooms, fields, parking lots, beautiful parks and prayer rooms.

A principal as a manager is required to be able to have readiness in managing the school. The readiness in question is related to the managerial ability of the principal as a leader. The managerial abilities in question are planning, organizing, actuating, and controlling, with these four abilities it is expected that every leader is able to be a driver and enforcer of discipline for his colleagues in order to be able to show work productivity well (Yogaswara, 2010)

Based on the results of the interview with the principal of SDN 44 Ibu Rafiah about the principal's managerial as follows:

In determining the school program, we need to look at various aspects, including school needs, the school environment and the condition of school residents, in compiling a program must go through several stages including: planning, implementing, controlling and evaluating in the formulation of this program I am not alone, I involve school residents to compile together the programs that we will run at school.

In the implementation or implementation of planned programs that have not escaped the monitoring and control of the principal, as conveyed by Ibu Rafiah:

Every program that we have planned has not escaped control by the principal, this is what I routinely do every morning at the beginning of the learning process. Kadsng sometimes I ask my representative to monitor also when I have other official activities.

The programs that have been planned and run do not forget the evaluation of each program, this evaluation is always routinely carried out by Mrs. Rafiah, this is Mrs. Rafiah's explanation regarding the evaluation that she has run:

To evaluate every program that we have run, I usually hold a monthly meeting to listen to complaints and input from teachers related to the programs we run, from the results of this meeting it becomes evaluation material for me regarding the program we are running, the results of this evaluation will be a solution to every obstacle faced in the field, This continues to run for the running of the programs that we have run.

Based on this explanation, it can be understood that the principal in terms of planning has carried out his role by making an activity plan every school year. According to the author, this step is very



strategic, because the principal as the person in charge of the program cannot carry out his duties properly without Planning, **Organizing, Actuating, and controlling (POAC)**.

In every activity plan, a time schedule *needs to exist and must be made by each principal*, this time schedule functions as a controller of the schedule for the implementation of activities and at the same time serves as a reminder for the principal to stay focused on the activities that have been scheduled. And then to find out the activity plan contained in the time schedule whether it is carried out *according to the specified schedule, then the principal needs to make a checklist, this is very important as a control material for the principal whether the activity program is carried out on time or not.*

The findings of the study are in line with the headmaster's explanation that at the beginning of each school year the school and committee have scheduled meetings to discuss the activity plan for the current year which is attended by parents, guardians and teacher councils. In the meeting, long-term, medium-term and short-term school programs were discussed. This explanation has the implication that the principal in preparing the activity plan always involves *stakeholders*, namely elements of the school committee.

According to the author, the involvement of stakeholders in preparing plans is very important, this is because there are school programs that require the involvement of parents (committees), such as repairing fences, making school musallah, future school development plans and others.

In this connection, the headmaster further said that before the annual meeting with the school committee, the school program was first discussed in a meeting with the teacher council, both related to curriculum, student affairs, and educational facilities and infrastructure. From the results of the meeting, a classification of programs was then held, with three categories, namely those that are the internal responsibility of the school, those that are the responsibility of the committee, and programs that are the joint responsibility of the school and the committee.

A good principal is a principal who has the ability to prepare plans which include strategic, operational, annual plans and school budget and expenditure plans. According to the author, these four things have a huge influence on improving the quality culture of SDN 44 BandaAce schools.

It was found that the headmaster had done his role in making strategic planning for school development, and this had been outlined in the school's work plan. Similarly, the annual plan and the school budget plan have all been prepared each year. Overall, the planning carried out by the principal can indirectly affect teacher performance in the principal, because planning, especially related to the curriculum, naturally affects teacher performance, especially for strategic steps to improve learning.

### **The principal's managerial strategy in improving the school's quality culture**

Based on the results of an interview with the principal of SDN 44 Banda Aceh City regarding strategies in improving quality in schools as follows:

I saw the market and opportunities first, after that I made a program that supports the improvement of quality culture in my school, especially now crisis students with good morals / affective, therefore to support quality improvement I choose programs that awaken their affective to be better, this is all I run in a team, because for the success of the programs in school I have to go through teamwork or team work.

The interview results showed that the principal of SDN 44 Ibu Rafiah carried out a good strategy in improving the school's quality culture by involving the entire team in her school. By involving the entire team in the school, it will make it easier to implement the program and make it easier to achieve the planned goals

### **SDN 16 Research Results**

Based on the results of interviews with the Principal about (1) the principal's managerial (2) The principal's managerial strategy in improving the school quality culture

#### **Research results of SDN 16 Banda Aceh City**

SD NEGERI 16 BANDA ACEH is one of the educational units at the elementary level in Rukoh, Syiah Kuala District, Banda Aceh City, Aceh. In carrying out its activities, SD NEGERI 16

BANDA ACEH is under the auspices of the Ministry of Education and Culture. SD NEGERI 16 BANDA ACEH is located at Jl. T. Nyak Arief No. 310, Rukoh, Kec. Shiih Kuala, Banda Aceh City, Aceh, with zip code 23111. The school's website can be opened through [www.sdn16bandaaceh.sch.id](http://www.sdn16bandaaceh.sch.id). If you want to send an electronic mail (email), it can be sent to [Sdn16bandacehthebest@gmail.com](mailto:Sdn16bandacehthebest@gmail.com).

Learning at SD NEGERI 16 BANDA ACEH is carried out on a Full Day. In a week, learning is carried out for 5 days. SD NEGERI 16 BANDA ACEH has A accreditation.

Sd 16 is one of the schools that is active in every official activity, the source of school funding for SD 16 from government assistance funds is the regular boss fund, teachers in SD 16 schools number 17 00 teachers and are led by a professional principal, and she is also the principal of Banda Aceh city achievements, her name is Mrs. Sarniyati Yusmanita, S.Pd., M.Pd.

Facilities available at SD 16 include complete, ranging from toilets, warehouses, canteens, halls / function rooms, classrooms, uks rooms, labs, teachers' rooms, administration rooms, principal's rooms, fields, parking lots, beautiful gardens and prayer rooms.

SD Negeri 16 is one of the favorite schools in the city of Banda Aceh, proof of SD 16 as a favorite school is that when PPDB takes place, there are very many enthusiasts who come to school even those who register online, according to Sarniyati Yusmanita, S.Pd., M.Pd until the full quota there are still people who ask to enter SD 16 in Banda Aceh city.

A principal as a manager is required to be able to have readiness in managing the school. The readiness in question is related to the managerial ability of the principal as a leader. The managerial abilities in question are planning, organizing, actuating, and controlling, with these four abilities it is expected that every leader is able to be a driver and enforcer of discipline for his colleagues in order to be able to show work productivity well (Yogaswara, 2010)

Based on the results of the method with the principal of SDN 16 Ibu Sarniyati Yusmanita, S.Pd., M.Pd about the principal's managerial as follows:

In determining the school program, we need to look at various aspects, including school needs, the school environment and the condition of school residents, in compiling a program must go through several stages including: planning, implementing, controlling and evaluating. In the formulation of this program I am not alone, I involve school residents to compile together the programs that we will run at school.

In the implementation or implementation of planned programs cannot escape the monitoring and control of the school principal, as conveyed by Mrs. Sarniyati Yusmanita, S.Pd., M.Pd:

Every program that we have planned has not escaped control by the principal, this is what I routinely do every morning at the beginning of the learning process. Kadsng sometimes I ask my representative to monitor also when I have other official activities.

The programs that have been planned and implemented do not forget the evaluation of each program, this evaluation is always routine Mrs. Sarniyati Yusmanita, S.Pd., M.Pd does, this is the explanation of Mrs. Sarniyati Yusmanita, S.Pd., M.Pd regarding the evaluation that she has run:

To evaluate every program that we have run, I usually hold a monthly meeting to listen to complaints and input from teachers related to the programs we run, from the results of this meeting it becomes evaluation material for me regarding the program we are running, the results of this evaluation will be a solution to every obstacle faced in the field, This continues to run for the running of the programs that we have run.

Based on this explanation, it can be understood that the principal in terms of planning has carried out his role by making an activity plan every school year. According to the author, this step is very strategic, because the principal as the person in charge of the program cannot carry out his duties properly without Planning, **Organizing, Actuating, and controlling (POAC)**.

In every activity plan, a time schedule *needs to exist and must be made by each principal*, this time schedule functions as a controller of the schedule for the implementation of activities and at the same time serves as a reminder for the principal to stay focused on the activities that have been scheduled.

And then to find out the activity plan contained in the time schedule whether it is carried out *according to the specified schedule, then the principal needs to make a checklist, this is very important as a control material for the principal whether the activity program is carried out on time or not.*

The findings of the study are in line with the headmaster's explanation that at the beginning of each school year the school and committee have scheduled meetings to discuss the activity plan for the current year which is attended by parents, guardians and teacher councils. In the meeting, long-term, medium-term and short-term school programs were discussed. This explanation has the implication that the principal in preparing the activity plan always involves *stakeholders*, namely elements of the school committee.

According to the author, the involvement of stakeholders in preparing plans is very important, this is because there are school programs that require the involvement of parents (committees), such as repairing fences, making school musallah, future school development plans and others.

In this connection, the headmaster further said that before the annual meeting with the school committee, the school program was first discussed in a meeting with the teacher council, both related to curriculum, student affairs, and educational facilities and infrastructure. From the results of the meeting, a classification of programs was then held, with three categories, namely those that are the internal responsibility of the school, those that are the responsibility of the committee, and programs that are the joint responsibility of the school and the committee.

A good principal is a principal who has the ability to prepare plans which include strategic, operational, annual plans and school budget and expenditure plans. According to the author, these four things have a great influence on improving the quality culture of SDN 24 Banda Aceh schools.

It was found that the headmaster had done his role in making strategic planning for school development, and this had been outlined in the school's work plan. Similarly, the annual plan and the school budget plan have all been prepared each year. Overall, the planning carried out by the principal can indirectly affect teacher performance in the principal, because planning, especially related to the curriculum, naturally affects teacher performance, especially for strategic steps to improve learning.

#### **The principal's managerial strategy in improving the school's quality culture**

Based on the results of an interview with the principal of SDN 16 Banda Aceh City regarding strategies in improving quality in schools as follows:

I saw the market and opportunities first, after that I made a program that supports the improvement of quality culture in my school, especially now crisis students with good morals / affective, therefore to support quality improvement I choose programs that awaken their affective to be better, this is all I run in a team, because for the success of the programs in school I have to go through teamwork or team work.

The interview results showed that the principal of SDN 16 bu Sarniyati Yusmanita, S.Pd., M.Pd carried out a good strategy in improving the school's quality culture by involving the entire team in his school. By involving the entire team in the school, it will make it easier to implement the program and make it easier to achieve the planned goals

#### **DISCUSSION**

Management is a person's ability or skill to produce something in order to achieve goals through the activities of others. Management in education means the management of all institutional needs in education where the components of the system and its subsystems are interrelated and influence which is reflected in a series of activities or work implementation processes by utilizing all available resources effectively, productively and efficiently in supporting the achievement of the goals of education itself (Pananrangi & SH, 2017). To achieve this goal, the principal is fully responsible for micro-education management, which is directly related to the learning process in schools, the implementation of educational activities, school administration, education personnel development, utilization and maintenance of facilities and infrastructure. (Usman & AR, 2019).

To become a school principal, you need excellent managerial to manage all activities and programs and goals that have been planned.

### **Managerial principal of SDN Kota Banda Aceh**

Based on the results of the study, the principal of SDN Kota Banda Aceh carried out managerial well, carrying out all managerial stages

Management is a person's ability or skill to produce something in order to achieve goals through the activities of others. Management in education contains the meaning of managing all institutional needs in education where the components of the system and its subsystems are interrelated and influence which is reflected in a series of activities or work implementation processes by utilizing all available resources effectively, productively and efficiently in supporting the achievement of the goals of education itself.

To achieve this goal, the principal is fully responsible for micro-education management, which is directly related to the learning process in schools, the implementation of educational activities, school administration, education personnel development, utilization and maintenance of facilities and infrastructure.

A principal as a manager is required to be able to have readiness in managing the school. The readiness in question is related to the managerial ability of the principal as a leader. The managerial abilities in question are planning, organizing, actuating, and controlling, with these four abilities expected every leader to be able to be a driver and enforcer of discipline for his colleagues in order to be able to show work productivity well.

The management characteristics of professional principals in the new paradigm of education management will have a positive impact and a fairly fundamental change in the renewal of the education system in schools.

A principal must have managerial skills, as for these skills include: 1. Conceptual skills, which are skills that must be possessed by the principal to determine strategies, plan, ruin policies, and decide something that happens in the organization including schools as educational institutions. 2. Human relations skills, which is the principal's ability to work together, communicate with school personnel in order to create an atmosphere of mutual trust in school programs and can provide motivation to improve teacher performance. 3. Administrative skills, namely the entire process of working together skills by utilizing and powering all available resources through planning, organizing, controlling, mobilizing, motivating, staffing, supervising and supervising, and assessing activities to realize an effective and efficient and quality education system. 4. Technical skills, which are the skills to use knowledge, methods, techniques, and equipment to complete certain tasks.

Thus, the principal's managerial is the ability that must be possessed by the principal as a professional education manager in the form of knowledge (knowledge), skills (Skills), and attitudes (attitude) to do a job related to the management of resources in the school which is reflected in the habit of thinking and acting professionally and is responsible for achieving educational goals effectively and efficiently.

In line with the description above, the principals of SDN Kota Banda Aceh (SDN 24, 54, 44 AND 16) have carried out according to the school's managerial concept, so that they will gradually achieve success to achieve the planned goals

### **Principal's strategy in improving quality culture in schools**

Improving school quality culture is an effort made by the school to shape the character of the school or institution which will later become the identity of the school's quality to have its own advantages that will distinguish it from other schools. Principals who can manage their schools well as leaders, then a quality culture that becomes self-identity can be a mainstay of self-integration to achieve school quality success. Because the principal is someone who has the ability to lead which means having the ability to influence another person or group regardless of the form of reason. (Thoah, 1983)

Quality culture becomes a quality way of life implemented by schools. Quality quality is formed by schools in all aspects of education ranging from educational services ranging from intracurricular learning activities, as well as extracurricular activities.

From the results of the study, it is clear that the improvement of quality culture can be done with the encouragement given by the principal as a leader who has the flexibility to move all school residents in improving quality culture. Because in improving the quality of school culture depends heavily on the participation of all school residents. So to improve the quality culture of the school, the first step that must be the attention of the principal is in the aspect of Human Resources (HR) which must have the willingness to participate and fully support in improving the quality culture of the school. The will meant here is not coercion but the intention that arises in an individual to do something, this can be done by the principal by providing understanding related to the importance of carrying out quality culture improvement for school progress that can improve the quality of school graduates. Because managerially the principal is responsible for creating a school quality culture, but operationally all school residents are also responsible for creating a school quality culture. With the full involvement of all school residents, it will bring commitment in individuals who are not just words but care, responsibility, and a sense of belonging. So that with the emergence of strong commitment from all school residents, the principal can attract full participation from all school residents in order to improve the quality culture of the school.

#### 4. Conclusion

Based on the results of the research that has been carried out, it can be concluded that In organizing school program planning, a school principal must play the role of manager, he must invite school residents to participate in the preparation of work programs, especially a special team from the teacher.

The steps taken by the principal of Banda Aceh City Public Elementary School in carrying out his programs are to invite, encourage, control and evaluate the planned program. In addition, the principal set an example in advance to the school residents.

The principal of Banda Aceh City Public Elementary School evaluates and follows up on the programs he has planned by means of regular team meetings every week to discuss what obstacles are experienced in the process of implementing the program and find solutions together with any problems found

#### 5. References

- Arifudin, Opan. (2021). *Manajemen Strategik Teori Dan Implementasi*.
- Febrianty, Febrianty, Arifudin, Opan, Naibaho, Lamhot, Palindih, Lisa Indarisih, Nurmiyanti, Leni, Doho, Yohannes Don Bosco, Choiriyati, Wahyuni, Syamsuriansyah, Syamsuriansyah, Nadeak, Bernadetha, & Mulyadi, Dedi. (2020). *Kepemimpinan & Prilaku Organisasi (Konsep Dan Perkembangan)*.
- Irwansyah, Rudy, Darmayani, Satya, Mastikawati, Mastikawati, Saputro, Agung Nugroho Catur, Wihartanti, Liana Vivin, Fauzi, Ahmad, Arifudin, Opan, Purandina, I. Putu Yoga, Latifah, Ella Dewi, & Septiyani, Tentri. (2021). *Perkembangan Peserta Didik*.
- Juhji, Juhji, Wahyudin, Wawan, Muslihah, Eneng, & Suryapermana, Nana. (2020). Pengertian, ruang lingkup manajemen, dan kepemimpinan pendidikan Islam. *Jurnal Literasi Pendidikan Nusantara*, 1(2), 111–124.
- Kristiawan, Muhammad, & Asvio, Nova. (2018). Pengelolaan Administrasi Madrasah Tsanawiyah Negeri Dalam Meningkatkan Kualitas Pendidikan Madrasah. *Kelola: Jurnal Manajemen Pendidikan*, 5(1), 86–95.
- Nadeak, Bernadetha. (2020). The effectiveness of distance learning using social media during the pandemic period of covid-19: A case in universitas kristen indonesia. *International Journal of Advanced Science and Technology*, 29(7), 1764–1772.



- Pananrangi, H. Andi Rasyid, & SH, M. Pd. (2017). *Manajemen Pendidikan* (Vol 1). Celebes Media Perkasa.
- Rahmadoni, Jefril. (2018). Isu Global Manajemen Pembiayaan Pendidikan di SD Indonesian Creative School Pekanbaru. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 3(2), 161–169.
- Rulitawati, M. Pd I., Ritonga, H. A. Husein, & Hasibuan, Lias. (2020). *Model Pengelolaan Kinerja Guru*. Tunas Gemilang Press.
- Suratman, Suratman, Arafat, Yasir, & Eddy, Syaiful. (2020). The influence of principal's leadership and teacher's competence toward teacher's performance in Indonesia. *Journal of Social Work and Science Education*, 1(2), 96–104.
- Thoha, Miftah. (1983). *Administrasi Kepegawaian Daerah*. Ghalia Indonesia.
- Tobari, Tobari, Kristiawan, Muhammad, & Asvio, Nova. (2018). The strategy of headmaster on upgrading educational quality in asean economic community (AEC) era. *International Journal of Scientific dan Technology Research*, 7, 72–79.
- Usman, Nasir, & AR, Murniati. (2019). *Pengantar Manajemen Pendidikan*. AnImage.
- Yogaswara, Atep, Fattah, Nanang, & Sa'ud, Udin Saefudin. (2010). Kontribusi Manajerial Kepala Sekolah Dan Sistem Informasi Kepegawaian Terhadap Kinerja Mengajar Guru. *Jurnal Penelitian Pendidikan*, 11(2), 60–72.