

THE LEADERSHIP OF THE PRINCIPAL IN IMPROVING

Ummu Qurrota A'yun and Dian Hidayati

Master Of Education Management, University of Ahmad Dahlan Yogyakarta

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ABSTRACT

This research is entitled Principal Leadership in Improving Quality in SD Muhammadiyah Darul Falah Jenawi. This study aims to determine how the principal's leadership improves the quality of education and to find out what factors can improve the quality of education in SD Muhammadiyah Darul Falah Jenawi. Researchers focus this research on improving the quality of education. This research uses the case study method, and subjects consist of principals and teachers. Data were collected by researchers using observations, interviews, and documentation, and data validity was carried out by data triangulation. The study results resulted in the following findings: 1) Improving the quality of the principal's leadership in carrying out the seven roles and functions. 2) Improving the quality of education in SD Muhammadiyah Darul Falah is determined by how the principal can manage school management and the ability to set the Vision, Mission, Strategy, and Targets according to the situation and conditions of the school. 3) Overall condition of the Principal of SD Muhammadiyah Darul Falah Jenawi in carrying out his duties and functions as an Educator, Manager, Administrator, Supervisor, Leader, Innovator, a Motivator.

Key Words: Principal Leadership, Education Quality.

1. INTRODUCTION

school quality improvements, in today's era, the development of education actively introduces school-based improvement management, which is a management model which is given greater rights to schools and encourages broader decision-making, including teachers, school leaders, students, school employees, student parents, and people who are more concerned about education. The principal's leadership is a crucial position in running the school management to go along with the goals, demands of the society, and the growing age. Quality education comes from sound planning systems with suitable governance modules and patterns and is informed by good teachers with relevant learning components, especially principalities and teachers (Mulyasana, 2011). In decentralizing the principal's education, he has an autonomous right to develop and advance his school. Schools have full authority over management by granting greater autonomy rights, which will impact more independent schools. With self-reliance, schools can create programs based on potential and need. In such situations, it takes education leadership to administer existing resources in schools for quality success. According to the 2004 regional autonomy law on the region's education authority, "a system of education governed by a decentralized approach paradigm characterized by the principal's opening of a principal's door of opportunity so that the school can be properly regulated."

Strong leadership is a spearhead toward high school (mulyasa, 2018). To achieve professionalism, the headmaster finds many obstacles in achieving the quality of the headmaster's leadership is a factor that shows how good or bad the headmaster is doing. Success in school institutions depends

on the leadership of the principal. Therefore, the principal should be able to lead educators, educators, and students to increase mental values and motivate and instill a sense of responsibility.

The research was carried out at the Darul Falah Muhammadiyah elementary school, an Islamic-based private school located in the jenawi district. As for a reason this school is chosen based on its achievement, it is worth noting how the headmaster is involved in trying to build the quality of the school. In the observation of the first stage, the writer finds some issues associated with leadership roles that are not yet known how the headmaster behaves in making decisions.

2. RESEARCH METHODS

The study used by the writer in this study is a descriptive qualitative study with a case study approach. Case studies are research on a problem involving a string of phenomena that provides evidence of concepts, processes, programs, and so forth (Yin, 2019). The site of this study was the Muhammadiyah elementary school. The data sources are the headmaster, teacher, and staff. The type of data in this study is primary and secondary data.

In data collection, researchers use triangulation using several techniques, namely observation, interviews, and documentation. The data collected are interviews with the principal about the principal's duties and functions and school improvement strategies. The interviews will be reviewed and combined with the documents and findings in the field.

- a. The information inspection procedures used in the information investigation in the field using the Robert k. Yin model. Examining the information described presents three techniques for research, including pattern setting, explanation making, and timeline inspection. 1. Pattern setting and matchmaking design are contrasting examples based on anticipated observations and examples. If both examples are similar, the results can reinforce the contextual analysis's legitimacy. So analysts compare the anticipated examples and experimental examples or the side effects of perceptions, meetings, and documentation information.
- b. In the excavation of data of strategy, the second scientific procedure analysis strategy for making clarification or clarification is to dissect the referenced contextual analysis information, which is then tried, the hypothetical recommendation is corrected, and the evidence is analyzed according to another standpoint, in this iterative structure. Experts use matchmaking examples to make the information clearer and more transparent.
- c. Timeline analysis is data from the case studies analyzed using time debris analysis as a second method of explanation or explanation. In this repetitive process, data is tested, theoretical hypotheses are revised, and evidence is again considered from a new perspective. Researchers do matching patterns to provide more targeted and supportive data.

3. RESULTS OF RESEARCH AND DISCUSSIONS

A. The principal's leadership in carrying out the headmaster's improvement function.

a) The role of the principal as an educator

As a leader, principles must have the proper purpose and tactics to improve faculty professionalism at their institution, grow positive learning environments, give direction to students and school staff,

and encourage all individuals to develop outstanding educator skills. Based on the researchers' interviews with the principal that "for now to realize the function of the principal to be a schoolmaster educator is more focused on curriculum development and teaching activities and a principal seeks to facilitate and encourage teachers and provide opportunities to take training to improve teacher skills, because with increased learning teacher ability will be effective and efficient. Moreover, the quality of school education will also improve". When researchers interviewed that "the principal and teacher held meetings regarding the proposed learning plan (RPP) and syllabus, during the discussion the school leadership always guided the teachers in the planning and drafting of RPG and syllabus." The researcher then interviewed with sanria saying that: "during the process of learning teaching in schools, the principal gave the model of learning for teachers. Also, help provide learning resources for students. With the headmaster's role, we have found helpful and much easier for teachers in the teaching-learning process." The same is expressed by nisara that: "the headmaster generally emphasizes teachers as leverage different learning media and learning assets so that students do not feel tired while studying. Learning resources have also been provided at school, so teachers have no difficulty finding help.

b) The role of the principal as a manager

The principal's role as a leader in the school needs to have the skills to manage school management by doing management, organizing, planning, compiling, and controlling all aspects of achieving the school's goals. Addressing the interview results with the Muhammadiyah elementary school principal Darul Falah was what was described. "The principal is fully responsible for implementing school education management and future school reduction programs to become a superior and Islamic school. In addition to the principal's management, it promotes cooperation with schoolchildren from all elements to create a good school climate in realizing programs that the principal wants to discuss with teachers, school supervisors, and school committees. In compiling the principal's program meeting with teachers, the school committee, and several messengers from the foundation, many participants exchange ideas or ideas would be better than focusing on just one person's thoughts. The headmaster and teacher design school programs that are long-term, middle-term, and short-term. Irfai put it this way: "the principal places his hand in running the work meeting by judging all the forms of activity that occur each year. Holding annual job meetings to evaluate all the kinds of activities that schools perform, designing and devising school activities over the next year in bringing about improved classes of Adar schools to better-quality schools". The researcher went on to interview sanria, who said: "the principal does have a duty and has a heavy and heavy-duty, but with that, he is disciplined as a principal at school. As in meetings, the headmaster may involve teachers in designing upcoming long-term or short-term programs. In addition to improved grades, the headmaster would not fail to encourage teachers always to work together to improve school quality. The researchers then interviewed teacher Irina who said that: "the managerial spirit of the headmaster already exists and is visible, proving that the principal's management is always prepared and does not forget undergraduates like teachers and school staff. As researchers have found, based on interviews above, school directors in setting up program deductions for the principal require teachers, staff, and school committees to participate in planning the long and short-term programs, and the principal takes full responsibility for school management.

c) The role of the principal as administrator

The director's work has a very cozy relationship with the activities of regulatory administration, such as recording, booking, and reporting of all school programs, which is one of the many administrative duties closely related to the headmaster's administrator position. Specifically, school managers must be able to control curriculum, tools and infrastructure administration, archivist, and finance. To support the headmaster's productivity, they must be done effectively and efficiently.

Based on the student interviews with the principal that the school's file says: "for the administrative archive is quite complete, all administrations are archived from the data of the lesson administration, the education administration, the teacher's data administration, the infrastructure tools such as buildings, books in the library, the items in the classroom are all neatly refurled in the archives even each year update and review the completed infrastructure in the classroom. I also focused on the school's financial books since I think a unique school journal is vital; given the words of sensitive money, there can be a boomerang for a teacher or a school. For the increased competence of the principal, the teacher seeks to allocate sufficient budgets."

The researcher then interviewed irfai's teacher, saying that "the administration of some years was more orderly than the previous years because two years ago school administration was not as well organized as it is now. Now going through school records has become one, so it makes it easier when we need it." The researcher went on to interview the teacher, sangria, who said that: "the current school administration I think is adequate, the administrative equipment is adequate and helpful enough. Financial administration is also highly organized, and the headmaster always determines how small school spending should be reported".

The researcher then interviewed a teacher who said: "we teachers and the principal present each year in administration. It was done to see if there was any difference from the regency years as we rechecked the government's relief administration, such as teaching tools and books in the library. For now, the administration is mostly informed of soft files. The researcher then interviewed a teacher who said: "The current administration is immaculate and complete like financial archives, student data, teacher data, the study archive is complete. Because good administration reflects good human resources as well, we try very hard to maintain the ability to manage school administration".

While the researchers were on the ground for data picking up at muhammadiyah elementary school, researchers saw the headmaster, teacher, and staff tidying up the school administration according to individual sections, such as the treasurer noted and redid the financial administration while the student body and the principal were reviewing the list of students who were doing well.

d)The role of the principal as a supervisor

The head of the school as a supervisor should be reflected in the ability to compile and carry out the program. The role of the headmaster's supervision must be seen in his capacity to design, implement, and utilize educational supervision initiatives. To create class surveillance programs, organize management for increased teaching and learning exercises, understand the instructive management program and further develop impressive instructor skills. As the ervienna school principal said: "the principal and teachers are planning and making academic programs for teachers to improve teacher professionalism, but sometimes I have unannounced supervision without your

knowledge. At first, the teacher was shocked, but after several times the teachers and students got used to it.

The supervision can see how the teacher is teaching the classroom and organizing the lesson materials, and then the principal and teacher evaluate the results of supervision already done. We agree the evaluation will be conducted individually because it is more private with the teacher." "Supervision is performed regularly. In a supervised technique, the principal usually goes into the classroom to observe us teachers in the process of learning and teaching in the classroom. Sometimes supervision is conducted on such short notice, it makes teachers and students awkward, but after a few times, our teachers and students are used to sudden delinquency. After the educational process, the headmaster evaluated the teachers individually. In front of the other teachers, he always guided them teacher to improve their quality so that they could become professional teachers in the future. This supervision gives teachers an increased understanding of the teacher's strengths and weaknesses in learning to teach." Here are the results of a researcher's interview with sanria saying that "consistent academic supervision is carried out by the principal, for the technical implementation of the application is not explained to the staff of educators. For several years the pattern of academic scholarship remained the same, as the headmaster entered the classroom to see the teacher's teaching process. Still, several times, the principal did not enter the classroom but walked in the corridors and watched from outside the school.

This supervision is helpful to class teachers, as teachers can perceive faults or deficiencies during teaching-learning." Next researcher interviewed nisara, saying that "academic provision is aimed at discerning teachers' faults and strengths while teaching classes. Through the headmaster's supervision is the effort to improve teacher professionalism. The results of academic supervision will be reviewed individually by the principal-teacher and teacher when the teacher's evaluation is given guidance to correct the flaws in the teaching-learning activities." It is also explained by narimka saying that: "academic supervisions greatly help teachers improve teacher quality. The principal regularly performs academic supervision. Usually the principal reviews directly to the class during the study activity."

e)The role of the principal as a leader

As a leader, the principal would provide guidance and supervision, increase staff inspiration, arrange two-way correspondence, and divide assignments. Qualities that are dependable, confident, caring, able to face challenges and make decisions, where fundamentals, excellent, and commendable will reflect the essential character as leaders. Here are the results of a researcher's interview with ervienna: "in efforts to improve schools, besides encouraging human resources to become more meaningful, developing vision and performance of missions are equally important. The country's inflation rate was expected to reach 6.3 percent in the third quarter of this year. In decision-making, the headmaster and teacher can make quick and proper decisions. Whatever decision is made is subject to as much risk as positive and negative effects. The educator will find the best solution with the correct communication techniques and understanding of the present condition. To improve the quality of teachers and students, teachers take training and workshops to supplement the teacher's insights, creativity, and work motivation. As for school students instills character education". Then the researcher interviewed with irfai that: "the principal gave teachers a chance to develop, at work meetings during which each part of the decisions of all parties present

was involved in decision making. There is always an evaluation of the school's vision and mission development. The headmaster was enthusiastic about improving the school's quality development to become a superior school. The researchers then interviewed sanria, saying that: "the principal became the leader in the school. Designed quality improvements are fresh and consistent with school conditions, and she also helps teachers with problem-solving. The principal was able to create a good climate school."

The researcher gave nisara an interview, saying: "the headmaster is meticulous and relentless when making decisions, and he always responds to what teacher and student complaints are. But sometimes there's a little bit of bad communication, like at meetings, but on applications, it's a little different from what's agreed at meetings." As a researcher interview with narimka said that "the principal is enthusiastic about the improvement of schools, ideas, ideas, and plans in the short - term, and is conveyed to the teacher at regular meetings. The principal has a strong personality and understands a teacher's condition as if there were times when teachers were struggling with learning or weren't present due to illness, where the principal replaces the teacher who is allowed to teach the class."

g)The role of the principal as an innovator

The head can make development focused on improvement. The head of an innovator must have the choice to search, find, and execute the various thoughts and changes at school. The following researcher's interview with the principal says, "innovation is needed in an organization or institution, an innovation aimed at improving the quality of schools. Creating worthwhile innovation can come from anywhere. Support is also more indispensable than the support of parents, teachers, and students are so helpful. In recent years there have been many changes such as the development of school facilities, the development of cooperation with an institution around the school, the creation of mabid, changes in the curriculum system, and the tahfidz class when the end of the school term has held a race for children followed by all kindergarten students, With the activities that once searched for students a little harder because schools including new schools are now easier. Schools manage to print high achievers". The same is explained by irfai, saying that "the principal gives a lot of ideas and ideas for school changes, for the principal's student development emphasizing for increased education in marketer one of which is the application of mabid for students and teachers, in one night of emotional insult activities and character education are carried out. On the other hand, students will be self-reliant and more familiar with the character of other friends." The researchers went on to interview sangria, saying: "today the gains improved innovation in schools, with the changes in schools increasing in quality and improving in some areas, such as teachers being given the freedom to innovate in the student-teaching activities.

Teachers and students become more creative and active to learn, indirectly the quality of teachers and students increases." Later, researchers conducted a nisara interview saying that "adding extracurricular activity and great activities like the competition for kindergarteners for semesters is an innovation that needs to be maintained. With such activities, the school will be better known, and the student's achievements are overgrowing after the learning innovation developed by teachers during a science class on ecosystems or plants; the student peeps directly into the field because schools are near rivers, rice fields, and gardens." Next, the lead researcher at the interview with narimka said that "the principal was very enthusiastic in the school changes, with the good

changes the school would become more meaningful and the more characterless students are put in the vision and mission."

h)The role of the principal as a motivator

Motivation plays a vital role in an institution or an organization. The inspiration for the instructive staff in accomplishing different tasks and commitments increases the resolve. Here are the results of a researcher's interview with the principal: "as a motivator, the principal has a strategy in giving motivation to both teacher and student. Strategies to inspire teachers and students by lubricating, building confidence, and providing resistance and openness to teachers in performing various school assignments. To build a teacher's confidence, we can do this by delegating teachers to take part in the activities outside school. The principal also must guide teachers to motivate students to study because the pandemic of children to learn is different than before. Students usually enjoy school, but after school, students usually feel sluggish and learn difficulty. Motivation is given to teachers and learners by performing a soft development skill for teachers and learners at the end of the year, increased hours for excelling students to take the event of the race and to include teachers to take a workshop or training." Instructs researchers interview irfai that "the principal always motivates the teachers, a form of resistance the teacher receives can be a pep talk, problem-solving, providing facilities or media for the teachers. With the teaching media not previously available at school, teachers and students are motivated to get more excited in the teaching-learning process." It is also explained by sanria that; Motivation and appreciation are essential for educators and learners, the motivation of principals, teachers will be more enthusiastic about teaching and administering other tasks. The principal also added new facilities such as learning media, visuals, and extracurricular completions, with the addition of student facilities eager to join teaching-learning activities."

Then the lead interview researcher, nisara said that "the principal is always trying to give guidance and motivation to either teacher or student. Appreciation greatly helps to enhance a student's learning motivation, such as gift or expense cuts for an excelling student, an outbound activity is performed at the end of the midterm, and recreation is performed after the end of the semester exam. We also point out by narimka that "different forms of appreciation conducted by the school principal, such as granting motivation to students by giving gifts to undergraduates and performing outside the classroom activities such as outbound or reclaimed. The motivation given to the teacher sting helps to enhance a teacher's performance, such as a principal giving appreciation to an excelling teacher and always motivating the teacher to improve. As we know, a person works well when he gets appreciation and motivation. Learning to teach is more pleasurable by having sufficient motivation from school directors and the media."

B. The head teacher's leadership strategy for improving the school's quality

To improve, schools must have good planners as quality development is jointly formulated and needs to be examined more deeply. Based on the researchers' interviews with the principal, riwani poses that "enhanced planning has long been discussed and some has been performed, quality planning strategies are compiled by the headmaster, teacher, school committee and education overseer of the foundation. Planning includes the formulation of vision. The mission and analysis factor internal and external, short-term and long-term planning and formulating superior strategies in the process of improving the quality of schools, such as the vision of schools to print children

with Islamic character, so the school also emphasizes improving the character of children so that students have a good character in school or at home. To improve teacher professionalism, the school gives teachers the freedom to take training or workshops Around education. At the end of the semester, teachers conduct outbounds to keep the teacher's spirit intact." Based on a researcher's interviews with the assistant principal, it points out that "planning strategies for improvements of schools are carefully planned, for planning involves parties of schools such as teachers, school committees and school supervisors. To improve the quality of schools, planning includes the development of vision and mission, the analysis of internal and external elements, and the development of short-term and long-term plans and superior tactics. For planning the installment's jack, long-term middle term performing me evaluations school know of yesterday."

The same is expressed by nisara that "developing high-quality strategies is not without vision and mission. A planned vision will be formed in a strategic mission formulation that fits the expected circumstances, conditions, and goals. The principal involves many parties such as teachers, the school committee, and the student." Irfai pointed out that "high-quality strategies are emphasized in teachers and students' qualities, in which qualified teachers create qualified students. Some strategies thus far have had satisfactory results." It was also pointed out by sanria that "school improvements are not far off from the qualities of headmasters, teachers, and students. From good educators comes good students, too. Efforts to improve schools cannot escape adequate school facilities for learning activities."

Researchers found evidence of a document in the school's quality education strategy, the muhammadiyah elementary school of fattenawi is the only advanced private elementary on jenawi. This school has made significant academic and non-academic progress. Cooperation between all school personnel, including principals, teachers, students, and committees, can lead to educational improvement.

4. DISCUSSION

a) The headmaster's function in improving the school's quality

In exercising his skills as an educator, the principal has to prioritize the right system to work on the school's qualities. The principal must have the option of building impressive skills by training staff, giving comfort, creating a good school environment and culture, and doing a variety of enjoyable learning models.

According to (Mulyasa, 2018) the headmaster should have the proper strategy for promoting teacher professionalism. To be effective as an educator, the principal's priority was the arrangement to expand the level of skills of school personnel at his foundation. He was establishing a positive school climate, offering guidance to the students, supporting the entire faculty, and practicing interesting teaching strategies such as team teaching, rearranging classes, and conducting better performance programs for students.

Given the results of the interview with the head of the muhammadiyah elementary school, the principal has a high commitment and focus on improving the education plan and teaching and learning exercises and doing their duty as a teacher so that teaching-learning can run smoothly and successfully, the principle also notes the level of teacher competence. It encourages educators and educators to continue to improve. The principal can direct educators and give real-life examples

of learning, leading the study materials inspection, the annual project, the semester project, and providing a selection of worthy learning models using different learning techniques.

b)The principal's role as educator improvements

In his capacity as manager, the principal has adopted the appropriate approach to empowering education through collaboration, allowing the educators to improve their teaching quality and encouraging teacher participation in activities.

The muhammadiyah elementary school principal Darul Falah did its function, and the principal took full responsibility for performing school management and the drafting of learning programs. The head keeps a daily schedule for the current without letup in managing the head program, including educators, the school administration, and the local ward pioneers' panel for participating in the program configuration process. The principal also completed the work on improving educators' competence by working together and opening the doors for educators to follow educators' increased skills training through school or training exercises coordinated by the ward training office. Based on the research is supported by a statement (Mulyasa E. , 2018) that the principal asaasajmanageruld have a proper strategy to empower educators to improve their profession.

c)The principal's role as manager improvements

The headmaster as an administrator is closely associated with the recording, compiling, and documenting all school activities. The head of the muhammadiyah elementary school, Darul Falah, played a part in managing school administration such as curriculum, student data, financial administration,n, and other activities administration. To increase school productivity, the tasks must be completed successfully and efficiently, and the principal must be able to express competence in operational tasks. Based on the study, the role of the head of the muhammadiyah elementary school was accomplished. This can be seen in the compiler and management of the school's development of curriculum and archiving data, teachers are required to manage learning, students, and class administration,n nd, the cutting up of student organizations, staff organizations, demonstrating program organizations, monetary organizations, and supply organizations as part of their job as manager. Teachers are also required to periodically assess their oistregstrationthat the teacher's administration is generally efficient and effective.

Based on the above description, it is complemented by statements (saleh, 2016) as the managing director of each area such as students, curriculum and translation, personnel, rhythm, business, and community relations. The goal and outcome of the headmaster's role as administrator in meeting the school's needs can also increase the quality of the school.

d)The principal's role as administrator improvements

The teacher's performance is not beyond the supervision of the principal, who is acting as a supervisor in the school's quality development. Supervisors are engaged in promoting an educational situation and raising quality for the better. The muhammadiyah elementary schooprincipalci, Darul Falah was conducting supervision with the teacher by visiting the class directly. In that process, the principal came to the class to analyze the teacher in teaching and ask about the problem the type faced by the teacher.

Based on the family above, this, according to exposure (oktavia, 2014), explains that "the principal in performing his work as a supervisor is to supersede the work done by the school staff. If the headmaster executes supervision, he must be able to perform a wide range of surveillance and control to improve the performance of the education force. This supervision and control for school education activities to focus on setting goals. The school manager as a supervisor is recognizable through discussions, class visits, interviews, simulation interviews, etc."

e)The principal's role as supervisor improvements

Provides direction and supervision, increases staff morale, establishes two-way communication, and assigns tasks. The principal is an influential element in improving the quality of the school and influencing teacher performance. The muhammadiyah elementary school principal Darul Falah is the supreme leader in the school in applying vision and mission. In his application, the headmaster has continually reviewed how relevant the vision and mission of the present day are. One's leadership can foster creativity at once and encourage increased teacher competence. The leadership of the headmaster as a leader will be reflected in the affective qualities of a leader, including being sincere, confident, responsible, brave enough to take risks and make judgments, big-hearted, emotionally stable, and exemplary. The surfacing is supported by (Mulyasa, 2018) "the headmaster as a leader is" to be able to provide instruction and supervision, improve education willpower, open two-way communication, and delegate assignments."

Based on the above research data, it has been concluded that a principal's role as a leader in school could fulfill his role as leader, capable of directing all aspects of the school to develop teacher skills and be more productive in the design of teachers.

f)The principal's role as leader improvements

The headmaster as an innovator can be seen in his constructive, innovative, objective, pragmatic, exemplary, disciplined, and adaptive approach to his work. In this situation, the headmaster does well as an innovator because the school he leads rapidly under his leadership, especially in improving school facilities and changing the curriculum system. According to (Mulyasa, 2013) the head to do his job and ability as an innovator is the correct priority of methodology in managing friendly climate relationships, finding new thoughts, coordinating each movement, modeling for all school faculty, and growing an innovative learning model.

Other inventions by school researchers are constantly coordinating all the building Suggestions to achieve a school's progress from all its citizens, no exception from the students, since he is rated as a central figure in determining the school's success and at the same times innovator in improving the quality of education, such as by outfitting professional teaching infrastructure to enhance students' grade.

g)The principal's role as innovator improvements

A good culture and work environment would allow any educator to be more enthusiastic about demonstrating unrivaled execution. Each teacher would be more likely to be encouraged to perform at their top performance, followed by increased performance, with a supportive culture and climate of work. Therefore, the following guidelines are essential for the headmaster to consider cultivating a positive culture and environment of work that should be expressed and conveyed clearly so that they know the motivation behind their work. Educators may also be

associated with making this goal, encouraging them to work harder if the activities they engage in are exciting and enjoyable. Although recognition is preferred over penalties, penalties are sometimes required.

Given the above information, it can be expected that the role of the muhammadiyah elementary school principal Darul Falah jenawi, as the motivator, has a way of raising teachers' and students' vocations, such as appreciating each teacher's achievement and reward for success. The principal is an aspect of Yang. Can direct schools to realize vision, mission, purpose, and goals through school programs conducted gradually. This researcher looked at the principal who performed his duties as the motivator, leader, manager, and supervisor for all his members. The headmaster at the muhammadiyah elementary school of Darul Falah jenawi had played by mulyasa's theory, which is the following:

- A. Principal management as an educator, the principal plays a role in character creation based on pedagogical values. That is, with the ability to teach or lead students, the ability to guide teachers, and the ability to follow the course of time, the principal becomes the principal center of the school. It can affect the purpose of accomplishing something.;
- B. To be a successful principal, the principal must be able to develop programs, organize school organizations, motivate teachers, and maximize the tools and infrastructure of learning;
- C. Headmaster management as an administrator, compulsory to have the expertise to manage the student administrators, the finance, the security, and the sprays;
- D. The management of the head of the school as a supervisor, on this the role of the head teachers must have the expertise to develop the learning supervision program, the expertise to do the supervision program, and the expertise to use the supervision;
- E. the management of the headmaster as a leader is to influence those who work together to achieve a shared vision and purpose. Who had a strong character, a professional, and capable of ruling the school spirit;
- F. the management of the headmaster as an innovator, a dynamic and creative individual, has the expertise to do reform at school at all times, the expertise to give the staff direction to innovate;
- G. the management of the principal as a motivator, as the principal's motivator, needs to consider the strategy that cook USES to share the motivation with both the teacher and the education force when performing a task and using it.

Given the results of the researchers' meeting with some teaching parts at the muhammadiyah elementary school, Darul Falah that the head could do his duty and work quite well. Based on this, researchers have obtained some positive discoveries, which can be valid: a chief, perfecting his pioneer abilities, both as a teacher, supervisor, manager, founder, trend-setter, and inspiration, can walk in a good way. Powerful and effective, it must be coupled with confidence, energy, ability, and

the mental fortitude to harness strength, face obstacles, utilize opportunities, and face difficulties. But there is a less active role in performing that of the headmaster as the leader, in which he has found poor communication in the decisions that were agreed upon at meetings. It can be seen from the teacher's interviews that sometimes the principal differs from the application without informing the teachers and staff if there is a change in the field.

h)The principal's role as the motivator of improvements

Planning is a strategy for improvement to create good school quality. Applying strategy functions enabled the progress of the quality of schools that were systematic and progressive, eventually leading to the production of strategies that helped achieve the educational objectives. To make a good quality school, muhammadiyah elementary school Darul Falah wasFalahmpting to complete an essential administration of working on the nature of the school. Short-term, short-term, and long-term program formulation. In cultivating the school trait at the muhammadiyah elementary school, the Darul Falah, by making short-term, intermediate, and long plans to achieve the school's essential goals. Short-term, middle, and long-term projects at school are done by seeing how well the preceding year's program is implemented according to the accompanying framework. Sets short-term, intermediate, and long goals with the help of the school progress council group, which consists of the school's head, waka, instructor, and panel. The plan includes improved educational methodology, student program systems, educator skills procedures, and basic program techniques.

The headmaster's role in building quality is to develop a long-term plan. This study's extended jangka plan is oriented toward optimizing teacher and staff performance. The results of the interview with the muhammadiyah elementary school principal Darul Falah jenawi regarding the long-term objective of the headmaster school were:

First, long-term plans relating to strategic or priority programs are sound output, such as with students with maximum national test scores. Another strategic program was that no more teachers had not been educated with a degree of strata 1 (s1). Even the principal encouraged teachers to pursue higher education. In addition, the principal would supplement the school's teaching tools for supporting teaching activities to make it easier for the teacher to deliver the material. On the other hand, the head of the school has a strategic program regulating the administration and presence of teachers and staff to create an effective, efficient, and enjoyable learning process.

Second, the headmaster's plan of both a long-term and a short-term plan for optimum staff and teachers' resources in a workshop to be carried out will invite experts in the field, even a plan to ask foreign sources. Apart from the workshop activities, teachers and staff were encouraged to participate in the competition and competition in the schoolyard and outside the school. The principal provides both financial and welfare through government-provided public-health insurance.

Third, the headmaster's long-term plan is to Take steps to improve teachers and staff skills by having workshops about management and public relations. In the broader scope, the headmaster

allows teachers and staff to follow the training other agencies perform on building the quality of education.

Fourth, the headmaster's long-term plan for adding to the teachers and staff experience is to include all teachers and staff at the job meeting each year. The principal methods to supplement teachers and staff with the necessary books, Internet networks to access information, laptops, and so forth. Further, the experience of teachers and staff will conduct appeals studies in the more advanced cities. This is to open up the insights of teachers and staff to be more creative in improving education.

To know the successful implementation of the program, the processor must evaluate it to see the effectiveness of the program's execution. The evaluation procedure concludes a series of strategic management procedures. The strategic evaluations of the improvement of education at the muhammadiyah elementary school of Darul Falah were done in stages. (Arikunto, 2018) view "evaluation as a process whereby several activities are calculated to support achieving its purpose." The strategy management evaluation process improves the quality of tracking each outcome of the program's planning and execution. A strategy evaluation aims to identify whether a school's strategic action is consistent with the formulation of a strategy that has been developed or decided upon. Instructions to follow any consequences of the administration and administration are vital to working on quality, as shown by data obtained by experts at Muhammadiyah elementary school DarFalahlah, particularly meeting once a week with partners, school leaders, educators, wakas, and board administrators to give guidance, direction, check on the progress of each movement, lead surveillance, and the process of the exhibition seriously.

A reflectively improvements strategy evaluation is made based on a daily evaluation, that is, an evaluation of the curriculum development strategy conducted individually by both the principal and the teacher after learning based on anecdotal notes during the learning process, an assessment and a reflection of the accomplishment of the purpose of learning. This evaluation is used for a better learning plan the next day. Study per unit evaluation, group (team teaching) after a learning unit or theme is completed. This hail is used to reflect learning processes, the accomplishment of the purpose, and making improvements as well as adjustments to the learning and teaching processes, which are the learning course and the teaching module. Semesters, team teaching) after one semester. This evaluation is based on a reflection of learning and the learners' ability presented in the learning reports. Annual evaluations reflect the capability of graduate profiles, school objectives, mission, and school vision.

The implementation of an evaluation of the improvement strategy at muhammadiyah Darul Falah was done by the headmaster, teacher, trustee, school committee, and others who had collaborated with the school. The evaluation is carried out according to data collected at the principal's supervision review, the teacher's group activity reports, the student's work results, and the student's questionnaire and parent. Balanced information based on that data becomes assessments for increasing the quality of school service to learners, improving school performance, and working relationships with others.

5. CONCLUSION

The head of the muhammadiyah elementary school, Darul Falah jenawi, succeeded in her duties as an educator, manager, administrator, supervisor, leader, innovator, and motivator during her leadership. The head of the muhammadiyah elementary school, Darul also has the encouragement, the spirit, competence, and the ability to utilize qualities, face barriers, skip all opportunities, and face difficulties, even more, to have the ability to build current associations with partners.

The role of the Muhammadiyah elementary school principal Darul Falah in creating a policy /program plan to realize the quality of the school, setting a mission vision given the school's ability and well-being, making appropriate decisions, using as effectively as possible, future use, care and response to external environments, was defined at the far reaches of school achieving it, giving society the needed education as its social responsibility. A school mission is consistent with the objectives, goals, and school work programs that appear in the work program, providing motivation to teachers and assistance to excelled teachers.

6.SUGGESTION

The headmaster must be the most crucial factor in improving the quality of education. The principal must then be ready to address critical issues, such as school boards, profit-based educational programs, relevant teaching, and much less expand all school assets to achieve school goals. In the executive school, a quality change of events highlights objectivity and purpose during crucial execution. School techniques are organized according to standards of objectivity, logic, and systematic, not according to the individual wishes of the principal, but an aggregate desire to meet everyday needs. The purpose is to make school an essential council framework and procedure and certainly have a choice to build cruel and beneficial qualities.

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