

PRINCIPAL LEADERSHIP BEHAVIOUR IN IMPROVING EDUCATION QUALITY AT SDN CIGUGUR TENGAH MANDIRI 2

Oleh:

Riris Sapitri¹, Samudra Eka Cipta²

¹Universitas Negeri Yogyakarta, ²Sekolah Tinggi Tarbiyah Nusantara Bekasi

¹Email: ririssapitri.2023@student.uny.ac.id, ²Email: samudra.eka.cipta@stitnusantara.ac.id

ARTICLE INFO

Article History:

Naskah Masuk : 21 Juni 2025

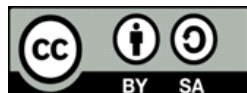
Naskah Direvisi : 28 Juni 2025

Naskah Disetujui : 10 Juli 2025

Tersedia Online : 15 Juli 2025

Keywords:

Educational Leadership, Education Quality, Leadership Behaviour, Principal



This is an open access article under the CC BY-SA.

Copyright © 2025 by Author. Published by Jaya Pangus Academy

ABSTRACT

SDN Cigugur Tengah Mandiri 2 is a favorite school in Cigugur Tengah Village, Cimahi City, West Java. In this school, there are various academic and non-academic activities, qualified and experienced teaching staff, adequate school facilities that are clean and comfortable, various achievements at the city and provincial levels, and good environmental management. This study aims to determine and describe the leadership behavior of school principals in improving the quality of education at SDN Cigugur Tengah Mandiri 2. This research uses a descriptive qualitative approach. The research informant was the principal. Selection of informants using a purposive sampling technique. Data were collected through observation, interviews, and documentation. Data analysis techniques include data reduction, data presentation, and conclusion drawing. The results showed that the leadership behavior of school principals in improving the quality of education is good, this can be seen in resource management, professional development, collaboration, communication, decision-making, monitoring, and school culture.

I. INTRODUCTION

Education is something that absolutely must be fulfilled by students. Because education can be used as a basis for developing self-potential, increasing intelligence and skills, forming people with personality, and having a high sense of responsibility and creativity. With education, students can have direction, purpose, and meaning in life (Gunawan Gunawan et al., 2021). So it can be interpreted that education changes human behavior into adulthood.

The micro process of education takes place at school. According to Nurfirdaus & Sutisna (2021) school is a formal educational institution that organizes learning activities in a systematic, planned, deliberate, and directed manner carried out by professional educators with a program outlined in the curriculum and followed by students at every level, from children to universities. This is in line with the opinion of Rizkita & Supriyanto (2020) that schools are educational institutions tasked with carrying out teaching and learning activities to optimize absorption, whether it concerns aspects of knowledge, attitudes, or skills. Schools are also agents of change and have the role and task of training students to be able to solve various problems. School is called a place where students gain knowledge. Therefore, schools have a great responsibility to transform continuously to fulfill customer needs, whether primary, secondary, or tertiary.

The principal as a manager has the task of carrying out management functions and coordinating school resources. The management functions are carried out starting from planning, organizing, implementing, and evaluating. This is in line with the opinion Amiruddin Siahaan et al. (2023) that the principal as a manager is in charge of organising and managing

*Corresponding author

E-mail addresses: ririssapitri.2023@student.uny.ac.id (Riris Sapitri)

the school. Principals must work to put things in place, dividing the duties of each teacher and employee according to expertise. Principals must also strive to develop themselves to improve the quality of education in their schools by self-learning such as reading books, and magazines, consulting with education experts, discussing with fellow principals, teachers, and so on. School principals must have good management to improve the quality of education in their schools. Good management will result in the quality of education that can improve the school's excellence from other schools (Hakiim et al., 2021).

The quality of education in a school can be seen from the number of students attending school, the number of students who have academic and non-academic achievements, as well as the quality of graduates and relevance to the objectives of educational institutions (Hakiim et al., 2021). The characteristics of good school quality can be seen from the school output in the form of academic and non-academic achievements. Good output is obtained from the principal's leadership in managing school resources effectively so as to create learner characteristics that are in accordance with school goals (Fadila et al., 2020).

The success and failure of a school depend on the leadership behavior of the principal in improving school quality. Leadership can determine the progress of an organization. Leaders have a very important responsibility because the quality of the leader determines the progress of the organization (Haruna et al., 2022).

Behavior is the way a person acts or behaves toward others (Haruna et al., 2022). Leadership is a process or technique of influencing, inspiring, and stimulating people or groups to achieve goals and directing the organization to be more cohesive and clear (Belay Girma, 2022). Principal leadership behavior is defined as the way the principal acts or behaves to manage the school in accordance with the goals that have been set.

Several previous studies, explain that the leadership behavior of school principals that is carried out properly can improve the quality of education. Based on the results of research by Haruna et al. (2022) showed that the leadership behavior of principals at SD Inpres Bertingkat Mamajang III is good, this is indicated by the preparation of deliberation-oriented policies (democratic leadership), motivation is carried out by giving awards and creating a comfortable work culture and monitoring principals using instruments of meeting results and input from all school residents. According to Zaini & Syafaruddin (2020) the results of research on the leadership behavior of madrasah principals in improving the quality of education in Man 3 Medan have been well implemented. It can be seen from the principal developing the potential of teachers through the MGMP forum, motivating every school community to implement the vision, mission, and goals of the madrasah, developing the scientific potential of students by including science grants and extracurricular activities, and increasing interpersonal communication and two-way feedback. While the results of research by H Bay & W. Dj. Pomalato (2021) showed that the leadership behavior of the principal at SMA Negeri 1 Lemito has been effective, efficient, integrated, and integrated in the implementation of tasks at school, especially in the policies implemented by the principal. The leadership behaviors developed include supportive leadership, directive leadership, and participative leadership.

When looking at the results of various studies that have been conducted along with supporting theories, one of the efforts to improve the quality of education is through the leadership behavior of school principals. Therefore, the researcher is interested in conducting further research on the Principal's Leadership Behaviour in Improving the Quality of Education at SDN Cigugur Tengah Mandiri 2. This school is one of the favorite schools located in Cigugur Tengah Village, Cimahi City, West Java Province. The school has an A accreditation rating from BAN-S/M of the Ministry of Education and Culture. The learning process is oriented towards the development of student character through fostering noble morals, religious education, and character. Many activities in the academic and non-academic fields to foster student character such as routine environmental hygiene activities, the application of the 5S culture (Smile, Greet, Salute, Polite, Courteous), Thursday reading activities, dhuha prayer activities every Friday, and healthy gymnastics activities with joy. All of these activities are followed by all school members.

The school has qualified and experienced teaching staff who constantly strive to develop students' creativity and abilities in various fields, thus helping students achieve their best potential. SDN Cigugur Tengah Mandiri 2 also has adequate infrastructure that is clean and comfortable such as a large ceremonial field, teachers' room, guest room, classrooms, student lounge, student toilets, library, and UKS room. Not inferior to other schools, this school has many achievements both at the city and provincial levels. One of the most prestigious awards is being named Adiwiyata School at the Provincial Level. This can be seen from the environmental cleaning activities carried out by students and PTK on a regular basis. There is even a handwashing station for students in front of each classroom. Regarding waste management, the principal collaborates with Bank Samici (Sampah Induk Cimahi).

The previous three studies conducted research in primary and secondary schools. The focus of the research was oriented towards leadership, human resource development, motivation, monitoring, and communication. Meanwhile, this study aims to find out and describe the leadership behavior of school principals in an effort to improve the quality of education in primary schools through resource management, professional development, collaboration, communication, decision-making, monitoring, and school culture.

II. METHODS

This research uses a descriptive qualitative research approach. According to Alaslan (2021), a qualitative approach is an approach that explains the events under study descriptively and narratively. Meanwhile, the descriptive method is a research method that in the data collection process allows researchers to be able to produce descriptions of the social events under study. Furthermore, researchers can identify how these events occur. The purpose of this method is to describe, explain, and validate the findings (Purwanto, 2022). This research was conducted at SDN Cigugur Tengah Mandiri 2. The key informant in the study was the principal who had a lot of information about the phenomena that occurred. Selection of informants using a purposive sampling technique. The purposive sampling technique is selective or subjective sampling based on the researcher's judgment (Firmansyah & Dede, 2022). Data collection techniques include observation, interview, and documentation. 1) Observation was conducted by focused and direct observation to obtain information about the principal's leadership behavior and school conditions. 2) Semi-structured in-depth interviews were conducted with the principal according to the interview guidelines then the researcher explored the questions depending on the respondent's answers. 3) Documentation is the process of collecting important data related to the phenomenon under study in the form of school profiles, photos, school documents, policies, and school records. Data analysis used stages from Miles & Huberman (1994) consisting of data reduction, data presentation, drawing and verifying conclusions. Data validity testing includes (1) credibility test, (2) transferability test, (3) dependability test, and (4) confirmability test.

III. RESULT AND DISCUSSION

The principal's leadership behavior in improving the quality of education at SDN Cigugur Tengah Mandiri 2 has seven focuses, namely resource management, professional development, collaboration, communication, decision-making, monitoring and school culture. In more detail, it is described as follows:

3.1 Resource Management

Resource management includes the management of finance, technology, and facilities. School budget planning is the process of preparing activity plans related to the management of income and expenditure costs in a certain period at school by utilizing the resources owned optimally to achieve educational goals (Yuniarti, 2022). School revenue sources come from the government, parents, students, and the community. School expenditures include routine costs, namely costs incurred every year such as teacher and staff salaries, operational costs,

maintenance of infrastructure, teaching tools, building construction costs, and so on. Lipham said that budgeting includes planning the budget, preparing the budget, managing budget implementation, and assessing budget implementation (Batubara, 2022).

In this school, the preparation and use of routine budgets, official activities, and school needs are prepared based on the education report card discussed with all educators and education personnel and checked by the Cimahi City Disdik. This is in line with Batubara (2022) that budget preparation involves the leadership of each organizational unit. At this stage, there is a negotiation or agreement between the highest leader and the leaders of the units below to determine the amount of cost allocation in the budget. The result of this negotiation is a statement of the expenses and revenues to be used.

Teacher readiness in using technology will easily encourage technology integration in the learning process. Factors that influence the use of technology are optimism and innovation (Joseph et al., 2021). In addition, the effective use of digital learning can address many techno-social issues in society (Qureshi et al., 2021). Regarding the use of technology, teachers at SDN Cigugur Tengah Mandiri 2 are accustomed to using laptops and focus on the learning process. According to the results of research by Hermanto & Srimulyani (2021), the use of the internet by teachers in the classroom received a high score of 3.63 from the respondents of 56 school teachers in Indonesia. Teachers have a positive perspective on technological tools in education because they contribute greatly to student interaction and concentration during learning, as well as to student grades and achievement. Technical support in schools is also rated high as they actively enrich technical learning tools in the classroom. Learning tools used by teachers include PCs or laptops (27.53%), internet networks (21.91%), projectors/LCDs (20.78%), and mobile phones (17.98%).

Participation is the process by which stakeholders are involved and contribute to decision-making, policy-making, planning, implementation, monitoring, and evaluation of education in schools. This participation increases a sense of ownership that can strengthen responsibility, and increased responsibility fosters greater dedication and contribution (Asniyati, 2021). Likewise, the provision of school facilities and infrastructure is the responsibility of the government, assisted by the community and stakeholders to play an active role. All schools have classrooms as the main means of implementing learning (Nindie, 2022). The school's learning facilities are well-maintained because it has two janitors and all school members participate in keeping the school clean.

3.2 Professional Development

Professionalism development is an obligation for educators & education personnel based on 1) the nature of professionalism 2) the rapid development of science and technology 3) the paradigm of lifelong learning 4) the demands of Law Number 14 of 2005 concerning Teachers and Lecturers. Educator professional development activities are teacher activities to apply and develop science and technology, arts, and skills to improve the quality of the learning process to produce something useful for education. The purpose of teacher professional development activities is to improve the quality of teachers to be more professional in carrying out their duties and responsibilities. There are several activities used to develop professionalism, namely conducting further studies, taking appropriate courses, regular self-reflection, developing themselves through academic activities such as seminars, workshops, training, school introductions, conducting research, and publishing scientific articles (Rafsanjani et al., 2022).

Efforts to develop teachers' competencies at this school are carried out through learning community activities (Kombel) and teachers' working groups (KKG). Every month, teachers' working groups (KKG) are organized in the school and cluster. These activities are usually held on the last Friday at the end of each month. This month, it is planned to be held on 31 May 2024. The material discussed includes learning problems, children's conditions, material difficulties, relationships with parents, and activity programs for the following month. In

addition, there is also an evaluation of the program that has been implemented. This is in line with Risdiany (2021) that the government's efforts to develop teacher competence include the PKG (Teacher Activity Centre) Certification and Notification program, MGMP (Subject Teacher Conference), teacher professional allowances, and KKG (Teacher Working Group). In teacher professional development, teachers must have 4 competencies in the form of pedagogical competence, personality competence, social competence, and professional competence, as well as independence among teachers. Quoted from Saerang et al. (2023) there are several programs to improve the professional competence of teachers in the digital era, namely the implementation of science and technology-based learning innovations, competency-based integrated training programs (PTBK), KKG and MGMP training programs, reading and writing scientific journals, training in the use of laboratories and the internet.

Efforts to develop the competence of school principals through training, counseling, and self-learning. Principal training is usually organized by the education office at the Central Cimahi Teacher Activity Centre (PKG). The discussion includes conditions at school related to teachers, parents, students, school programs, and department programs that must be followed by schools. School principals also have combo activities and can learn independently through PMM. According to Syafarina et al. (2021) efforts to improve teacher performance motivation, namely the principal participates in the school principal strengthening program and is involved in the Principal Group Deliberation (MKKS) and the Principal Working Group (K3S).

3.3 Collaboration

Collaboration is defined as a complex process based on trust, open communication, and relationships built among all members. This process focuses on achieving shared goals and responsibilities by adopting shared values and decision-making. Collaboration is a form of interaction between organizations that actively participate and agree to achieve common goals. In this process, organizations share information, resources, benefits, and have shared responsibility in decision-making to solve various problems. This is in line with (indah & Sari, 2021). This is in line with Pahlevi et al. (2023) collaboration is a form of intense cooperation between two or more people to understand each other and solve common problems.

The involvement of internal stakeholders in improving the quality of education is essential because education is part of the core of people's lives. The role of internal stakeholders is important to ensure that school conditions exceed the minimum standards and the education quality improvement program can be achieved. Meanwhile, the involvement of external stakeholders is a supporting factor. Education stakeholders are categorized into two: internal stakeholders and external stakeholders. Internal stakeholders include principals, teachers, students, and administrators, who are within the school environment. External stakeholders such as school committees, parents, supervisors, and others (Sunardi, 2023).

The principal collaborates with all school members, parents, and stakeholders to improve the quality of education. All school members plan and develop programs together based on the school's vision and mission. So all school members always collaborate in implementing all school programs. Students are involved in all school programs. However, some students are selected or take the initiative to become environmental ambassadors/cadres, docile, ceremony officers, and literacy ambassadors. For P5 activities, the theme of local cultural wisdom involves grades 1,2,4 and 5. During the month of Ramadan, students are involved in distributing takjil to the community. Other activities such as routine environmental cleaning activities, the application of the 5S culture, Thursday reading activities, dhuha prayer activities every Friday, and healthy gymnastics activities together are happily followed by all school residents. In addition, during the month of Ramadan, the principal actively contributes to the collaborative project of distributing takjil & food to orphans & poor children together with teachers, students, and parents.

The 4C skills (Collaboration, Communication, Critical Thinking, Creativity) have a major contribution to the implementation of P5 because in the independent curriculum, the character

of learners is based on Pancasila and 4C skills to face the 21st century. Collaboration is the key to 21st-century success. Collaboration has three aspects, namely working together & respecting other people's opinions, working effectively & respecting diversity, and being flexible and able to accept input/ideas from others (Anton & Trisoni, 2022). Related to the Pancasila Student Profile Strengthening Project (P5) themed local cultural wisdom, the school, and parents collaborate in terms of financing to hold traditional ceremonies and traditional dances. Parents are also involved in the working group of the healthy environment culture program.

When organizing training or seminars on environmental care and waste management for students, the school cooperates with the environmental office. For snacks in the school canteen, the school cooperates with health center officials to find out about good and bad food and maintain a healthy body. For disaster response activities, the school collaborates with BNPB. The school will also invite storytellers from the fairy tale village and the police to inform the prohibition of bullying and the dangers of being ignorant.

According to David, the indicators of team collaboration consist of shared goals; enthusiasm; clear roles and responsibilities; effective communication; conflict resolution; distribution of power; and expertise possessed by group members (Fauzi et al., 2021). This is also in line with Febrianto (2021) that effective communication has a positive and significant impact on team collaboration. The communication process in the form of providing motivation can lead to a change in the attitudes of team members towards a better direction and also strengthen the relationships among members, thereby improving team performance.

The ability of the school principal to work effectively in a team is carried out through good communication and being a good listener. The principal encourages all teaching and non-teaching staff to utilize their potential. All staff are given motivation, and freedom to innovate and create to advance the school and build the character of students towards a better direction. Educators and educational staff are asked to collaborate to gain support and unify their vision and mission. If there are obstacles within the team, the school principal will hold discussions with the members to find solutions together and provide feedback. According to Efendi & Sholeh (2023), collaboration among educators and educational staff, as well as knowledge exchange, is very important in improving performance. Teachers can learn from each other through sharing best practices, discussions, or teamwork. Collaboration and knowledge exchange can open opportunities to adopt best practices, share experiences, and develop new ideas in teaching.

The level of collaboration and support in this school is already functioning well, as can be seen from each personnel carrying out activities according to their respective duties. For instance, the school is currently preparing a video for the new student admission (PPDB). The principal has formed a PPDB team consisting of teachers from grades 1 and 6. Teachers from other grades are tasked with developing the curriculum and creating the school program for the 2024/2025 academic year.

3.4 Communication

Communication is the process by which one or more individuals send and receive messages, which can be disrupted by interference. This process takes place in a specific context, has an impact, and provides an opportunity for feedback (Mucharam, 2022). According to Hovland, Jains & Kelley, communication is a process of delivering stimuli by the communicator to the communicant to shape behavior (Pohan & Fitria, 2021). Communication can change the behavior of other individuals through what one individual conveys to another (Iswari, 2022). Educational communication means involving aspects of communication in the field of education (educational interaction). Communication in education influences the success of educational quality (Mahadi, 2021). Communication is the process of sending messages based on a specific context from the communicator to the communicant through a channel, to change the behavior of the communicant, and obtain

feedback. In the context of education, communication includes educational interactions and plays a crucial role in determining the success and quality of education.

According to G.R. Terry, there are five forms of communication in schools, namely formal communication, non-formal communication, informal communication, technical communication, and procedural communication. The school principal engages in open communication both formally and informally with the teaching staff. Formal communication refers to communication through instructions in both verbal and written forms based on the applicable functional procedures from superiors to subordinates or vice versa (Diana & Misran, 2021). Formally, the school principal discusses with all teaching and non-teaching staff to find solutions and discuss programs that will be implemented. According to Men & Bowen, symmetrical internal communication refers to the formal communication of the organization that is disseminated from management to employees through various mass communication channels, such as intranet, email, bulletins, and social media. This communication system can appreciate and strengthen the voices, feedback, and strengths of members to negotiate. As a result, members will feel empowered to participate in decision-making (Yue et al., 2021). Informal communication is communication that emphasizes human relationships or is used to discuss topics outside of work directly. Informally, about personal matters, the principal asks all teaching and non-teaching staff to write their answers to the questions posed honestly. Generally, all staff respond honestly. This allows the principal to determine the next steps. In addition, the principal encourages all staff to freely express their ideas to motivate them to continue developing. This is in line with the statement by Saputra (2021) that through effective communication, leaders can more easily make the right decisions. In organizational life, individuals always strive to establish something that supports the interests of various parties while carrying out their activities and to ensure that it does not conflict with the activities of their respective organizations.

3.5 Decision Making

Decision-making is the process of systematically selecting the best alternative from various options to solve a problem (Rahmawati et al., 2022). Decision-making is a systematic approach to evaluating various alternatives and choosing the most relevant action (Sukatin et al., 2022). In line with Erawadi et al. (2022), the decision-making process consists of three important components: problems, alternatives, and programs/actions.

The decision-making process in a group involves a series of steps that include problem identification, generating alternatives, evaluation, selection, implementation, and re-evaluation to ensure that the decision is informed and measurable. The initial stage includes the introduction of the problem and understanding the context of the organization, followed by a creative phase to generate alternative solutions. Next, the alternatives are evaluated by considering criteria and risk analysis, and then the best alternative is selected based on the evaluation results (Muktamar et al., 2024). The decision-making process is very important in organizations to find the right solutions. This process is used to choose actions as a problem-solving tool, resulting in a final decision within the organization. Therefore, deliberation is necessary to address the issues that arise (Hakim et al., 2021).

The school principal makes decisions based on the results of discussions and considerations from all members. First, the principal will listen to all opinions/ideas presented by the teaching staff. Then, they will discuss together all the impacts that will occur, both from positive and negative sides. If there is a difference of opinion, the principal clarifies it again in the form of questions regarding the positive and negative impacts. Because of this method, differing opinions initially become aligned. The principal will not make decisions or statements that lead to a decision but will provide examples or options. Thus, the decision-making process is considered collectively.

3.6 Monitoring

According to Government Regulation Number 39 of 2006, monitoring is the activity of carefully observing certain conditions, behaviors, or activities with the aim that the input or information obtained from the observations can serve as a basis for making decisions for subsequent actions (Aswinta Ketaren et al., 2022). Monitoring is an action taken by leaders to supervise and evaluate the progress of the organization during the implementation of activities by assessing the achievement of goals and observing the driving and inhibiting factors of that implementation (Nasihi & Hapsari, 2022). Monitoring aims to obtain feedback on the needs of ongoing activities. By understanding these needs, the implementation of activities can be prepared thoroughly (Dongoran et al., 2023).

The school principal monitors the behavior of teachers, staff, and students through applications and daily activities in person. The behavior of teachers, staff, and students is rarely late to school unless there is an important matter. The percentage of tardiness is less than 2%. If a teacher is late, the principal provides personal guidance and support. The principal engages in intensive discussions or sharing about the causes of tardiness. Sometimes the principal also provides examples, and after the habituation is complete, the principal substitutes for the absent teacher to accompany the children until their teacher arrives. This is in line with Muspawi (2021) that school principals can conduct supervision by making classroom visits to observe teachers teaching, the daily activities of teachers, their attitudes or personalities, and issues related to learning facilities. In addition, principals can set a good example for their staff. Exemplary behavior is commendable and respected because it aligns with the principles of goodness. Leaders demonstrate exemplary behavior by providing examples that subordinates should follow, as well as engaging in symbolic behavior that signifies actions worth emulating. Exemplary behavior can be seen in punctuality, adherence to regulations, and the full execution of procedures, tasks, and responsibilities. The discipline of teachers includes attendance, filling out attendance lists, punctuality in arriving at and leaving school, participation in morning assemblies, as well as timely completion of tasks, and adherence to teaching schedules. If these indicators of teacher discipline are applied, then the performance of teachers will run smoothly and achieve optimal results (Syafaruddin et al., 2021).

Teacher performance assessment is a foundation for schools to determine development in the promotion and career of teachers. This assessment refers to the 4 competencies that teachers must possess, namely pedagogical competence, personality competence, social competence, and professional competence (Munawir et al., 2023). The assessment and monitoring system for teacher attendance through the SYMAK application. This application is directly connected to the Education Office of Cimahi City. Thus, the office can monitor the attendance status of teachers, such as unexcused absences, lateness, or leaving earlier than scheduled. In addition, related to performance and attitude assessment through the Merdeka Mengajar Platform (PMM) application. Meanwhile, for educational staff, the BKN e-performance application is used. Teachers and educational personnel have also consistently fulfilled their duties and responsibilities.

3.7 School Culture

School culture is a system of values, beliefs, and norms that are collectively accepted and practiced by all members of the school as a natural behavior that is consciously recognized and mutually agreed upon (Huda et al., 2021). School culture is the philosophy, norms, values, ideas, myths, beliefs, and convictions that are embedded in the devices created and collectively owned by a group, reflecting a morality that has been adapted to both internal and external environments (Ramadinah et al., 2022). The culture of this school can be seen from the habituation activities. On Monday, there is a ceremony (nationalism), on Tuesday, they sing songs (regional, struggle, pupuh), on Wednesday (group sports, healthy breakfast together, cleaning the environment together), on Thursday (literacy program), and on Friday, there are

religious activities. In addition, this school has been awarded the Adiwiyata School title at the provincial level. For waste management, the school collaborates with the Samici Bank (Cimahi Mother Waste) and also consistently collaborates with parents in implementing all school programs.

The relationship between teachers, staff, and peers is harmonious. However, in informal meetings, they tend to divide into two groups. This grouping is due to the comfort of sitting and chatting. Thus, there are older and younger groups. The reason is that the conversation topics between the older and younger groups are different. The older group usually sits on the floor in the library because they feel more comfortable than sitting in chairs. Meanwhile, the younger group often gathers in the teachers' room with different topics of conversation. However, if some activities or discussions involve everyone, they will sit and discuss together. Every month there is a regular meeting agenda to share information. The principal often observes that teachers and staff share knowledge and experiences without hesitation. They are not afraid to ask questions if something is difficult to understand, and those who can help are always willing to assist and become mentors for those in need.

IV. CONCLUSION

Based on the results and discussion, it can be concluded that the leadership behavior of the principal in improving the quality of education at SDN Cigugur Tengah Mandiri 2 is good. This can be seen from 1) the management of resources (financial, technology, and facilities) 2) the professional development of the principal and teachers through learning communities, training, and self-directed learning 3) collaboration between the school and internal & external parties such as teachers, staff, students, parents, and stakeholders 4) The principal engages in open communication both formally and informally. 5) The principal makes decisions based on the results of discussions and group considerations, taking into account the positive and negative impacts. 6) The principal monitors the behavior of teachers, staff, and students through applications and direct daily activities 7) The school culture is based on habituation activities, harmonious relationships in the environment, and the existence of meetings between the principal, teachers, and staff to share information. However, there are several recommendations for improving leadership behavior in this school, namely: 1) the principal should enhance monitoring and reporting of teacher performance and implement a system of rewards and consequences for teachers 2) The school principal should enhance partnerships with other institutions or companies to facilitate the school facilities that have not yet been met.

REFERENCES

- Alasan, A. (2021). *Metode Penelitian Kualitatif* (Cetakan Pertama). Rajagrafindo Persada.
- Amiruddin Siahaan, Adelia Fitri, Fitra Amalia Harahap, Togu Yunus Hidayatullah, & Rizki Akmalia. (2023). Peran Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Yayasan Pendidikan Islam Al-Anwar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(1), 3689–3695.
- Anton, A., & Trisoni, R. (2022). Kontribusi Keterampilan 4C Terhadap Proyek Penguatan Propil Pelajar Pancasila pada Kurikulum Merdeka. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 2(03), 528–535. <https://doi.org/10.47709/educendikia.v2i03.1895>
- Aslindah, A., & Sari, N. (2021). Kolaborasi Orang Tua dan Guru PAUD dalam Melaksanakan Pembelajaran di Masa Pandemi Covid-19. *JECIE (Journal of Early Childhood and Inclusive Education)*, 4(2), 59–67. <https://doi.org/10.31537/jecie.v4i2.497>
- Asniyati. (2021). Manajemen Peningkatan Mutu Pendidikan Berbasis Sekolah. *Jurnal Bina Ilmu Cendekia*, 2(2). <https://doi.org/10.46838/jbic.v2i2.116>
- Aswinta Ketaren, Faisal Rahman, Heddy Petra Meliala, Nuraini Tarigan, & Rusnita Simanjuntak. (2022). Monitoring dan Evaluasi Pemanfaatan Platform Merdeka Mengajar pada Satuan Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 10340–10343.

- Batubara, H. (2022). *ANALISIS PERENCANAAN ANGGARAN PENDAPATAN BELANJA PENDIDIKAN* (Vol. 2, Issue 3).
- Belay Girma. (2022). A REVIEW OF EDUCATIONAL LEADERSHIP CHALLENGES IN THE 21ST CENTURY. *International Journal of Education, Technology and Science*, 2(4), 486–501.
- Diana, D., & Misran, M. (2021). Peran Komunikasi Dalam Manajemen Pendidikan. *Journal of Islamic Education Management*, 6(1), 1–8.
- Dongoran, R. F., Naddya, A., Nuraini, N., Aisah, N., Susanti, S., & Ridho, M. A. (2023). Monitoring dan Evaluasi terhadap Peningkatan Kinerja Guru di SMP Terpadu Al-Farabi Tanjung Selamat. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(1), 1891–1898.
- Efendi, N., & Sholeh, I. M. (2023). Manajemen Pendidikan Dalam Meningkatkan Mutu Pembelajaran. *Academicus: Journal of Teaching and Learning*, 2(2), 68–85. <https://doi.org/10.59373/academicus.v2i2.25>
- Erawadi, E., Simatupang, L., & Sitorus, W. M. (2022). Pengambilan Keputusan Dalam Peningkatan Mutu Pendidikan Islam di Madrasah. *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 57–81.
- Fadila, R. N., Lutfiani, E. A., R, I. S., Veronika, N., Rachmanto, D., & Arfinanti, N. (2020). Efektivitas Pengelolaan Sumber Daya Sekolah Dalam Meningkatkan Mutu Pendidikan. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 81–88. <https://doi.org/10.21831/jamp.v8i1.28997>
- Fauzi, W. N. A., Adnan, Kgs. M. R., & Gusmiarti, E. (2021). Strategi Pendidikan Karakter Kerjasama Guru dan Siswa di SMA Al-Ihsan Tanjung Lago. *Jurnal Administrasi Dan Manajemen Pendidikan*, 2(2), 2722–2640.
- Febrianto, E. S. (2021). Faktor - Faktor yang Mempengaruhi Kepemimpinan dan Kerjasama Tim: Kepemimpinan, Komunikasi Efektif, Pendekatan Kepemimpinan Tim, Dan Efektivitas Tim (Suatu Kajian Studi Literature Review Ilmu Manajemen Terapan). *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(2), 598–609.
- Firmansyah, D., & Dede. (2022). Teknik Pengambilan Sampel Umum dalam Metodologi Penelitian: Literature Review. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(2), 85–114. <https://doi.org/10.55927/jiph.v1i2.937>
- Gunawan Gunawan, Happy Fitria, & Yessy Fitriani. (2021). Strategi Kepala Sekolah dalam Upaya Meningkatkan Mutu Pendidikan. *Jurnal Pendidikan Tambusai*, 5(2), 2769–2777.
- H Bay, I., & W. Dj. Pomalato, S. (2021). Perilaku Kepemimpinan Kepala Sekolah di SMA Negeri 1 Lemito. *Berajah Journal*, 2(1), 104–110. <https://doi.org/10.47353/bj.v2i1.60>
- Hakim, S., Sadiyah, H., Mutmainah, L., A' mal, M. I., & Arfinanti, N. (2021). Peningkatan mutu pendidikan di kelas IX pada masa pandemi Covid-19. *Jurnal Akuntabilitas Manajemen Pendidikan*, 9(1), 11–19. <https://doi.org/10.21831/jamp.v9i1.37922>
- Hakim, F. B., Yunita, P. E., Supriyadi, D., Isbaya, I., & Ramly, A. T. (2021). Persepsi, Pengambilan Keputusan, Konsep diri dan Value. *Diversity: Jurnal Ilmiah Pascasarjana*, 1(3). <https://doi.org/10.32832/djip-uika.v1i3.3972>
- Haruna, H., Aslindawati, N., Sulfaidah, S., Rismawanti, E., & Fahreza W, M. (2022). Perilaku Kepemimpinan Kepala Sekolah SD Inpres Bertingkat Mamajang III Kota Makassar. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 7(3), 288–296. <https://doi.org/10.34125/kp.v7i3.787>
- Hermanto, Y. B., & Srimulyani, V. A. (2021). *The Challenges of Online Learning During the Covid-19 Pandemic*. 54, 46–57. <https://doi.org/10.23887/jpp.v54i1>
- Huda, A. M., Setiawan, F., & Dalimunthe, R. (2021). Budaya Sekolah/ Madrasah. In *BINTANG: Jurnal Pendidikan dan Sains* (Vol. 3, Issue 3). <https://ejournal.stitpn.ac.id/index.php/bintang>
- Iswari, F. (2022). Strategi Komunikasi Efektif Guru Dalam Pembentukan Karakter Siswa SMPN 64. *GANDIWA Jurnal Komunikasi*, 2(1), 12–19. <https://doi.org/10.30998/g.v2i1.1033>

- Joseph, G. V., Thomas, K. A., & Nero, A. (2021). Impact of Technology Readiness and Techno Stress on Teacher Engagement in Higher Secondary Schools Impact of Technology Readiness and Techno Stress on Teacher Engagement in Higher Secondary Schools 51 Impact of Technology Readiness and Techno Stress on Teacher Engagement in Higher Secondary Schools. In *Digital Education Review-Number* (Vol. 40).
- Mahadi, U. (2021). Komunikasi Pendidikan (Urgensi Komunikasi Efektif dalam Proses Pembelajaran). *JOPPAS: Journal of Public Policy and Administration Silampari*, 2(2), 80-90. <https://doi.org/10.31539/joppa.v2i2.2385>
- Mucharam, A. (2022). Membangun Komunikasi Publik yang Efektif. *Jurnal Ilmu Komunikasi*, 2022(1).
- Muktamar, A., Sari, Y., Wiradana, N., & Dermawan. (2024). Proses Pengambilan Keputusan dalam Kelompok. *Journal of International Multidisciplinary Research*, 2(1), 44-56.
- Munawir, M., Yasmin, A., & Wadud, A. J. (2023). Memahami Penilaian Kinerja Guru. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 627-634. <https://doi.org/10.29303/jipp.v8i1b.1237>
- Muspawi, M. (2021). Strategi Peningkatan Kinerja Guru. *Jurnal Ilmiah Universitas Batanghari Jambi*, 21(1), 101. <https://doi.org/10.33087/jiubj.v21i1.1265>
- Nasihi, A., & Hapsari, T. A. R. (2022). Monitoring dan Evaluasi Kebijakan Pendidikan. *Indonesian Journal of Teaching and Learning (INTEL)*, 1(1), 77-88.
- Nindie, A. (2022). Leadership Management of School Principles: A Case Study of Public Elementary Schools in Bogor Regency. *Jurnal Mahasiswa Humanis*, 2(1).
- Nurfirdaus, N., & Sutisna, A. (2021). *Naturalistic: Jurnal Kajian Penelitian dan Pendidikan dan Pembelajaran*. 5(2b), 895-902.
- Pahlevi, S. R., Febrianti, A. A., & Ansori, I. M. (2023). Teamship Competance (Kompetensi Kolektif/Kolaborasi). *Jurnal Ilmiah Dan Karya Mahasiswa*, 1(4), 215-226. <https://doi.org/10.54066/jikma-itb.v1i4.493>
- Pohan, D. D., & Fitria, S. U. (2021). Jenis - Jenis Komunikasi. In *Cybernetics: Journal Educational Research and Social Studies* (Vol. 2, Issue 3). <http://pusdikra-publishing.com/index.php/jrss>
- Purwanto, A. (2022). *Konsep Dasar Penelitian Kualitatif: Teori dan Contoh Praktis* (Cetakan Pertama). Pusat Pengembangan Pendidikan dan Penelitian Indonesia.
- Qureshi, M. I., Khan, N., Raza, H., Imran, A., & Ismail, F. (2021). Digital Technologies in Education 4.0. Does it Enhance the Effectiveness of Learning? *International Journal of Interactive Mobile Technologies*, 15(4), 31-47. <https://doi.org/10.3991/IJIM.V15I04.20291>
- Rafsanjani, A., Amelia, Harahap, A. F., Dahyanti, N., Harahap, A. M., & Diastami, M. S. (2022). Pengembangan Profesionalisme Tenaga Kependidikan Dalam Mewujudkan Kualitas Pendidikan Islam. *Jurnal Pendidikan Islam*, 6(2), 175-186.
- Rahmawati, R., Khaulah, S., Tetrasari, L., Komariah, A., & Aedi, N. (2022). Seni Pengambilan Keputusan Yang Efektif di Lembaga Pendidikan. *Jurnal Pendidikan Dan Konseling*, 4(16), 10835-10840.
- Ramadinah, D., Setiawan, F., Ramadanti, S., Sulistyowati, H., Ahamad, U., & Yogyakarta, D. (2022). Nilai - Nilai Budaya dan Upaya Pembinaan Aktivitas Keagamaan di MTS Negeri 1 Bantul. In *PANDAWA: Jurnal Pendidikan dan Dakwah* (Vol. 4, Issue 1). <https://ejournal.stitpn.ac.id/index.php/pandawa>
- Risdiany, H. (2021). Pengembangan Profesionalisme Guru dalam Mewujudkan Kualitas Pendidikan di Indonesia. *Jurnal AL-HIKMAH*, 3(2).
- Rizkita, K., & Supriyanto, A. (2020). Komparasi kepemimpinan pendidikan di Indonesia dan Malaysia dalam upaya peningkatan mutu pendidikan. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 155-164. <https://doi.org/10.21831/jamp.v8i2.32362>
- Saerang, H. M., Lembong, J. M., Sumual, S. D. M., & Tuerah, R. M. S. (2023). Strategi Pengembangan Profesionalisme Guru di Era Digital: Tantangan dan Peluang. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 9(1), 65-75. <https://doi.org/10.19109/elidare.v9i1.16555>

- Saputra, F. (2021). Leadership, Communication, and Work Motivation in Determining the Success of Professional Organizations. *Journal of Law, Politic and Humanities*, 1(2), 59–70. <https://doi.org/10.38035/jlph.v1i2.54>
- Sukatin, S., Astuti, A., Rohmawati, A., Ananta, A., Aprianti, A., & As-Sodiq, I. (2022). Pengambilan Keputusan dalam Kepemimpinan. *Humantech : Jurnal Ilmiah Multidisiplin Indonesia*, 1(9), 1156–1167.
- Sunardi, S. (2023). Peran Stakeholder Internal Dalam Upaya Peningkatan Mutu Pendidikan Di SMP Negeri 1 Wonosalam Jombang. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 3(2), 160–174. <https://doi.org/10.54437/irsyaduna.v3i2.1156>
- Syafarina, L., Mulyasa, E., & Koswara, N. (2021). Strategi Manajerial Penguatan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Educatio FKIP UNMA*, 7(4), 2036–2043.
- Syafaruddin, S., Suharja, S., & Hamzah, M. (2021). Komunikasi Organisasi dalam Peningkatan Kinerja Guru di Madrasah Tsanawiyah (MTs) Al-Maidar Pandan. *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(1), 2721–0561.
- Yue, C. A., Men, L. R., & Ferguson, M. A. (2021). Examining the Effects of Internal Communication and Emotional Culture on Employees' Organizational Identification. *International Journal of Business Communication*, 58(2), 169–195. <https://doi.org/10.1177/2329488420914066>
- Yuniarti, S. (2022). Literature Review : Realisasi Anggaran dan Rencana Kerja Anggaran Sekolah (RKAS) di SMPIT Al-Izzah Kota Serang. *Leadership:Jurnal Mahasiswa Manajemen Pendidikan Islam*, 3(2), 181–194. <https://doi.org/10.32478/leadership.v3i2.1007>
- Zaini, M. F., & Syafaruddin, S. (2020). The Leadership Behavior of Madrasah Principals in Improving the Quality of Education in MAN 3 Medan. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(2), 95–106. <https://doi.org/10.25217/ji.v5i2.649>