

The School Principal's Strategies in Maintaining the Quality of Education at Muhammadiyah 1 High School Palembang

Rabial Kanada¹, Firmansyah², Zulkipli³

State Islamic University of Raden Fatah Palembang, Indonesia

Corresponding Author: Rabial Kanada, rabialkanada@radenfatah.ac.id

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ABSTRACT

High quality education is a significant priority in efforts to enhance students' competencies and maintain the school's reputation. This research aims to uncover the strategies of the school principal in maintaining the quality of education at Senior High School Muhammadiyah 1 Palembang. The study utilizes a qualitative method with a case study approach, conducting in-depth interviews with the school principal, teachers, and staff, as well as non-systematic observations of school activities, and relevant documentation studies. After data collection, thematic analysis was employed, involving data coding, identification of main themes, and interpretation of findings within the context of the school principal's strategies to uphold the quality of education. The research findings indicate that the principal of Senior High School Muhammadiyah 1 Palembang demonstrates a strong commitment to enhancing the quality of education through various strategies including teacher development, development of a curriculum based on local values, empowerment of students in soft skills development, close collaboration with parents and the community, and utilization of technology in learning. Senior High School Muhammadiyah 1 Palembang also engages in partnerships with private companies and alumni to support educational programs, and the formation of the school quality team plays a crucial role in monitoring and evaluating education. All these efforts create an educational environment focused on sustainable quality and student-oriented needs.

INTRODUCTION

In the fast-paced era of globalization, education plays an incredibly crucial role in preparing competent and high-quality human resources. Educational quality stands as the main pillar in ensuring that learners acquire the knowledge, skills, and attitudes necessary to face the increasingly complex challenges of the future (Schor; Lim; & Kinsner, 2021). Educational quality serves as a measure of the success of an educational institution in delivering subject matter and developing student competencies. This quality is influenced by various factors such as curriculum, teaching methods, learning facilities, as well as the quality of teachers and educational staff.

Maintaining the quality of school standards cannot be separated from the role of the school principal as both a leader and manager in the school (Malik, 2023). An effective school principal must have a deep understanding of: a) the important goals of education provision in the school, b) the factors necessary to enhance educational quality in the school, and c) effective strategies for managing the school to achieve the best results. The ability to comprehensively answer these three questions can be used as a measure of whether someone has the qualifications to be an effective school principal or not (Jepen, 2015). Djati emphasizes that schools or madrasahs with excellent leadership must ensure that the main tasks of the school principal align with those set by the Department of National Education. These tasks include seven main functions, namely: (1) as an educator, (2) as a manager, (3) as an administrator, (4) as a supervisor, (5) as a leader, (6) as an innovator, and (7) as a motivator (Djafri, 2016).

The school principal certainly has strategies that he feels are appropriate to improve the quality of the school by looking at the potential in the form of the quality of teaching staff, facilities and infrastructure, student achievement, and the school's superior programs offered to the community (Mahardhani, 2016). The school principal's leadership strategy in improving the quality of education includes: (a) Improving the quality of curriculum and learning, by adopting the government curriculum and encouraging teacher and student creativity in the teaching and learning process, including developing learning resources; (b) Improving the quality of student affairs, involving the selection of prospective students and supporting the development of their talents and interests; (c) Improving the quality of teachers and staff, through empowerment through routine and temporary activities, both inside and outside the school environment; and (d) Improving the quality of facilities and infrastructure, with gradual efforts to improve school facilities according to priorities (Aminulloh, 2021).

The strategies implemented by school principals in improving school quality through superior programs are the key to the school's success in implementing these superior programs (Hayudiyani; Saputra; Adha & Ariyanti, 2020). Of course, these programs need to be formulated carefully by the school principal. School principals also need to look at trends in society to see what kind of school the community is really interested in so that the superior programs that are prepared can be right on target (Hadi, 2016).

Based on the school profile document of Senior High School Muhammadiyah 1 Palembang in 2022, it is evident that the educational quality of Muhammadiyah 1 High School in Palembang is considered excellent, as demonstrated by various performance indicators. These include outstanding student achievements, highly qualified graduates, comprehensive educational facilities, and accreditation nearing a perfect score. Not only does the school provide quality academic education, but it also emphasizes character and spiritual education. Through holistic education, Senior High School Muhammadiyah 1 Palembang shapes students who are not only high achievers but also possess noble morals, Islamic character, and strong spirituality.

Based on existing literature, many studies have explored school principal leadership strategies in improving the quality of education. However, most of the research focuses on public schools or schools in urban and international areas, with little attention to private schools, especially schools under the auspices of the Muhammadiyah organization. Like research by Hayudiyani, Saputra, Adha, and Ariyanti (2020), conducted at the Kalam Kudus Christian High School, Surakarta, which only focused on the principal's strategy with superior programs in improving school quality. Furthermore, research by Wibawani, Wiyono, and Benty (2019), conducted at the Pandanarum State Elementary School, Mojokerto Regency, focused on the behavior of school principals and did not yet concretely discuss strategies for improving or maintaining school quality. Next is research by Mahardhani, Ardhana Januar., Rustiya, Sela Ayu., & Adiyaksa (2021), conducted at SDN 1 Wagir Lor which states that there are four principal strategies for improving school quality, namely: preparing school planning and development, extracurricular activities, improvement facilities and infrastructure, and establishing communication with the committee.

In particular, Senior High School Muhammadiyah 1 Palembang, as one of the religious-based educational institutions in the city of Palembang, has not received much attention in the literature. Although this school is known to have a strong academic tradition and has produced many successful graduates, very little information describes how the principal at this school designs and implements strategies to maintain educational quality. In addition, leadership approaches in the context of faith-based schools may require special considerations that are different from other schools, especially considering the values and ethics adhered to by the Muhammadiyah community. Therefore, there is a research gap that needs to be filled to understand more deeply how the principal at Senior High School Muhammadiyah 1 Palembang develops and implements his leadership strategies in an effort to maintain the quality of education at the school.

This success is certainly not the result of instant work, but is the fruit of the dedication of existing human resources. In this case, the role of teachers and school principals is very vital. Especially school principals, who with the right leadership and strategy, are able to direct schools to continue to improve the quality of education. This research aims to dig deeper into the strategies

implemented by the principal at Senior High School Muhammadiyah 1 Palembang in maintaining and improving the quality of education.

LITERATURE REVIEW

Educational quality is a multidimensional concept that encompasses various aspects related to the effectiveness and efficiency of components associated with schools, resulting in the quality of the learning process and the expected outcomes achieved by learners (Mubarak, 2015). The quality of education can be seen in terms of its relevance to societal needs, the ability of graduates to continue to higher levels of education and even secure good employment, as well as an individual's ability to cope with life's challenges. The quality of education can be viewed in terms of its benefit to individuals, society, and the nation or state. Specifically, some perceive the quality of education in terms of the depth and breadth of knowledge that individuals seek to attain through education. In the context of education, quality refers to both the process and outcomes of education. In the educational process, educational quality is related to teaching materials, methodology, facilities, personnel, financing, environment, and so on. However, in educational outcomes, quality is related to the achievements of schools over a specified period, which can include academic ability tests, such as general exams, report cards, national examinations, and non-academic achievements such as sports, arts, or skills (Yusuf, 2008).

According to Hensler and Brunell, there are four main principles in educational quality management, namely: customer principle, respect for everyone, fact-based management, and continuous improvement (Usman, 2011). Quality implies the degree (level) of excellence of a product (work/result/effort), whether tangible or intangible. For example, in Indonesia, the scope of educational quality standards includes: (1) content standards; (2) process standards; (3) graduate competency standards; (4) educator and education personnel standards; (5) facilities and infrastructure standards; (6) management standards; (7) financing standards; and (8) educational assessment standards. Educational quality management cannot be separated from three dimensions: input, process, and output (Krisbiyanto, 2019).

Overall, educational quality involves a comprehensive understanding of various aspects of learning and teaching, as well as systematic efforts to improve the quality of the learning process and the expected outcomes achieved by learners. By consistently and continuously applying these approaches, educational institutions can improve their educational quality and provide more meaningful and effective learning experiences for students.

The school principal plays a central role in managing the school and influencing educational quality. The relationship between the school principal and educational quality is a crucial aspect of the education system. The school principal has a significant role in determining the direction and quality of education in their school (Santika, 2017). By understanding their roles and responsibilities accurately, school principals can create a supportive learning environment that optimally stimulates students' development.

First and foremost, the school principal acts as a leader in the educational institution. The principal is not only responsible for managing the school's day-to-day operations but also for formulating a clear vision and mission as well as educational goals aimed at enhancing overall educational quality (Mulyasa, 2022). The school's vision and mission should align with the needs and potential of the students, as well as with developments in the field of education and society at large (Wahyudin, 2018). An effective principal will be able to communicate this vision to all staff, students, and parents, thereby creating unity in achieving common goals (Fadhli, 2016).

Furthermore, the school principal also plays a role in developing a conducive school culture for learning. Principals must be able to create a safe, inclusive, and motivating environment for students and staff (Yulianto, 2024). This can be achieved by building good relationships among all parties involved in the educational process, such as teachers, students, administrative staff, and parents. School principals also have a crucial role in supporting the professional development of teachers and school staff, as well as facilitating collaboration and the exchange of ideas among teachers to enhance teaching and learning practices (Efendi & Sholeh, 2023; Yulianto, 2024).

Moreover, school principals are responsible for ensuring that the curriculum and teaching methods used in the school comply with the educational standards set by the government or relevant educational institutions. Principals need to continuously analyze and evaluate the effectiveness of the curriculum and teaching methods, and make adjustments if necessary to meet the needs and development of students (Huda, 2017). School principals also have a responsibility to ensure that educational resources, such as textbooks, equipment, and physical facilities, are available and optimally utilized to support the learning process (Azizah & Sobri, 2016).

Furthermore, principals must actively monitor and evaluate the overall performance of the school, including students' academic achievements, attendance rates, and graduation rates. Principals should be able to identify areas where the school can improve its performance and take steps to make necessary improvements (Warlizasusi, 2017). Through these efforts, school principals can ensure that the school achieves high educational quality standards and provides meaningful learning experiences for every student.

In conclusion, the relationship between the school principal and educational quality is closely intertwined. An effective school principal will be able to lead the school with a clear vision, create a conducive learning environment, ensure the implementation of appropriate curricula, and continuously monitor and evaluate the school's performance. Through their broad roles and responsibilities, school principals can significantly contribute to the improvement of educational quality and the success of students.

METHODOLOGY

This research was conducted at Senior High School Muhammadiyah 1 Palembang, located at Jl. Balayudha No.21A, Ario Kemuning Kec. Kemuning, Palembang City, South Sumatra. The research utilized a qualitative method,

which examines participants' perspectives with interactive and flexible strategies (Mardawani, 2020). The research approach employed a case study design, specifically a single case design focusing solely on one case unit (Yona, 2014). Research informants were individuals believed to possess extensive knowledge about the researched issue. Key informants, selected for their knowledge and involvement with the issue, were the school principal of Senior High School Muhammadiyah 1 Palembang. Additionally, supporting informants included the curriculum vice principal, public relations vice principal, 10 categorized subject teachers (comprising 5 general subject teachers and 5 specialized subject teachers), and 2 staff members at Senior High School Muhammadiyah 1 Palembang. To ensure data quality, informants were selected based on several criteria: (1) their professional roles as school principal and vice principals, (2) minimum one-year tenure as teachers or school staff, (3) diversity in roles including school principal, vice principals, teachers, staff, parents/community, and students.

Data collection procedures employed in this research included interview, observation, and documentation techniques (Fadli, 2021; Murdiyanto, 2020; Sugiyono, 2022). Semi-structured interviews were conducted face-to-face with the school principal, curriculum vice principal, public relations vice principal, teachers, and staff regarding strategies in maintaining the quality of Senior High School Muhammadiyah 1 Palembang. Before conducting interviews, the researcher prepared interview guidelines outlining the framework and key issues to be addressed, serving as the basis for questioning research respondents. These guidelines guided the researcher throughout the interview process to gather information on what, why, and how pertaining to the principal's strategies in maintaining educational quality at Senior High School Muhammadiyah 1 Palembang. Non-participant observation technique was employed, wherein the researcher remained uninvolved in activities, to understand the practices and actions undertaken by the school principal at Senior High School Muhammadiyah 1 Palembang in efforts to maintain or enhance school quality. To complement data from interviews and observations, document studies were conducted, encompassing official documents, meeting records, annual reports, and other relevant materials, regarding the principal's strategies in maintaining school quality at Senior High School Muhammadiyah 1 Palembang.

The analysis technique employed by the researcher was the Miles and Huberman model, as follows: The initial step in qualitative research is data collection, which may include interviews, observations, documents, or field notes. These data are then analyzed to identify patterns and themes. The first process is data reduction, wherein the researcher condenses raw data into smaller analytical units. This involves removing irrelevant or redundant data and formulating codes or labels to identify important data elements. The reduced data are then "displayed" in the form of graphs or tables, allowing the researcher to clearly see patterns or relationships among the data. In the final stage, conclusions are drawn and verified by attempting to understand the meaning of the analyzed data while confirming conclusions with raw data. The

researcher links findings to research questions and provides interpretations of the findings (Sugiyono, 2018).

RESEARCH RESULT

Based on the research conducted at Senior High School Muhammadiyah 1 Palembang using a case study method through in-depth interviews and observations, several strategies implemented by the school principal to maintain educational quality were identified:

Teacher Development

Based on interviews with the school principal, it was revealed that the quality of teachers is a crucial aspect in maintaining school quality. Thus, teacher development becomes a vital strategy. According to the principal of Senior High School Muhammadiyah 1 Palembang, the initial step is to identify teachers' strengths and weaknesses. This is done through routine performance evaluations, classroom observations, or even open discussions with teachers. Observations show that the principal regularly monitors classrooms, provides feedback to teachers, and plans corrective actions if necessary.

Based on routine performance evaluations, classroom observations, or discussions with teachers, the school principal designs a development plan that includes specific professional development targets for each teacher. Furthermore, according to the principal of Senior High School Muhammadiyah 1 Palembang, plans are made for training or special support to assist teachers in improving their professionalism. In the RAPBS (School Revenue and Expenditure Plan) documents for 2021 and 2022, there are plans for school development related to teacher development, including training programs and technical guidance for teachers.

Specifically, based on interviews with both the school principal and teachers, teacher development activities are carried out through: Routine Training Programs: The school has implemented routine training programs for teachers, both conducted within the school and in collaboration with external educational institutions. These training sessions cover various topics, from subject matter mastery to the use of technology in teaching. Professional Development: Teachers at Senior High School Muhammadiyah 1 Palembang are encouraged to enhance their skills by attending courses and advanced training sessions. They are given opportunities to participate in educational seminars and conferences to stay updated with developments in the field of education. Mentoring and Coaching: The school principal and senior teachers play a crucial role in providing support, guidance, and mentoring to new teachers or those in need of improvement in their teaching methods. Collaboration Among Teachers: Teachers at Senior High School Muhammadiyah 1 Palembang are encouraged to collaborate and share experiences and resources. They often hold teacher meetings, both formally and informally, to discuss improvements in teaching methods and problem-solving in the classroom. Use of Technology in Teaching: Teachers are encouraged to utilize technology in the teaching process. The school provides access to

technological devices and digital resources that support more interactive and effective teaching.

Curriculum Development

Elaborating on the research findings regarding curriculum development in maintaining school quality from interviews, observations, and documentation requires several structured stages. The interview results indicate that curriculum development is a strategy employed by Senior High School Muhammadiyah 1 Palembang to maintain school quality. According to the school principal, there is a need to continuously update subject matter, teaching methods, and assessments to keep pace with educational advancements. Furthermore, interviews with teachers reveal their active involvement in the curriculum development process.

Interviews with the school principal, curriculum vice principal, and teachers indicate that curriculum development involves: **Adaptation to Local Needs:** The school curriculum has been tailored to local characteristics, including culture, Muhammadiyah values, and regional potential. This aims to ensure the relevance of learning materials to the social and economic environment of students. **Integration of Muhammadiyah Values:** Senior High School Muhammadiyah 1 Palembang incorporates Muhammadiyah values into the curriculum. This includes character education, ethics, and morals that align with Muhammadiyah principles. **Utilization of Local Resources:** The school actively utilizes local resources in learning, such as visits to historical sites or cooperation with the local community for educational projects. **Continuous Evaluation:** The curriculum development process involves ongoing evaluation of the effectiveness of learning programs. Teachers and academic staff continually monitor and evaluate the curriculum to make necessary improvements. **Curriculum Flexibility:** The curriculum of Senior High School Muhammadiyah 1 Palembang is designed to be flexible, allowing for quick adjustments to changes in the educational landscape or student needs.

Observations conducted in classrooms indicate that teachers use various teaching methods, such as group discussions, projects, and technology utilization. This situation indicates efforts to integrate innovative approaches into the curriculum at Senior High School Muhammadiyah 1 Palembang. From the student perspective, active participation in learning is observed, with students being more engaged and enthusiastic in the learning process.

According to the school curriculum documents of Senior High School Muhammadiyah 1 Palembang, the school periodically updates the curriculum by incorporating implemented changes to enhance educational quality. This is supported by data from exams and academic evaluations at Senior High School Muhammadiyah 1 Palembang, showing a trend of improving student achievement from year to year.

These research findings indicate that curriculum development at Senior High School Muhammadiyah 1 Palembang is an effort focused on alignment with local contexts and Muhammadiyah values. This approach aims to provide relevant and meaningful education to students while maintaining overall

educational quality. These research findings can serve as a useful reference for other schools seeking to develop curricula that are responsive to the needs of students and their environments.

Student Empowerment

According to the principal of Senior High School Muhammadiyah 1 Palembang, maintaining school quality cannot disregard the students who are the subjects of education themselves. Interview results with the school principal reveal the importance of maintaining school quality through student empowerment strategies. Based on interviews with the school principal, teachers, and students, several key findings were identified: **Diverse Extracurricular Programs:** Senior High School Muhammadiyah 1 Palembang organizes various extracurricular programs involving students in activities such as arts, sports, environment, and social affairs. These programs provide students with opportunities to develop their interests, talents, and skills beyond academic subjects. **Soft Skills Development:** Student empowerment at this school focuses on developing soft skills such as leadership, teamwork, communication, and creativity. These programs are designed to help students become more independent and competitive individuals in the real world. **Active Student Participation:** Students at Senior High School Muhammadiyah 1 Palembang are encouraged to actively participate in decision-making related to school activities and other important issues. They have forums and platforms to voice their opinions and ideas. **Student Leadership:** The school has a student leadership program that provides special training and responsibilities to selected students. This gives students the opportunity to take on leadership roles in school activities. **Recognition and Acknowledgment:** Senior High School Muhammadiyah 1 Palembang recognizes and acknowledges students who have achieved academic, non-academic, and positive contributions to the school and community.

Observation results in the classroom show that the principal of Senior High School Muhammadiyah 1 Palembang actively supports teaching and learning by frequently visiting classrooms, providing feedback, and interacting directly with students. Through documentation, policies and programs created by the principal to support student empowerment were found, including mentoring programs, student achievement awards, and student leadership development programs. Documentation data include academic achievement records and non-academic achievements (such as participation in sports or arts competitions).

The research findings indicate that student empowerment at Senior High School Muhammadiyah 1 Palembang aims to develop students' potentials holistically. These empowerment programs provide opportunities for students to grow and develop as competent, resilient individuals with strong moral values. These findings can inspire other schools in their efforts towards student empowerment and character development.

Collaboration with Parents and the Community

Interviews with the principal of Senior High School Muhammadiyah 1 Palembang reveal that maintaining school quality involves maximizing collaboration with parents and the community. According to the principal, they consistently involve parents in the school's routine activities through monthly meetings. Parents and the community provide input and feedback that help the school improve the learning process. The school's strategy of involving parents in maintaining school quality has received positive responses from parents. As stated in interviews with parents, "I feel happy because the school always involves us in the decision-making process. This gives me confidence that the school truly cares about my child's education." Based on data analysis obtained from interviews with the principal, vice principals, teachers, and parents, several key findings were identified: Open Communication: The school promotes open communication between teachers and parents. There are regular meetings, both individual and group, where parents can directly discuss their children's academic and behavioral development with teachers. Parental Involvement in School Decisions: Parents are invited to participate in decision-making processes related to school policies, educational programs, and infrastructure improvements. Parent-Teacher Association (PTA) Program: Senior High School Muhammadiyah 1 Palembang has a Parent-Teacher Association program that involves parents in supporting their children's education. This program provides opportunities for parents to collaborate with teachers in various educational activities. Collaboration with the Local Community: The school collaborates with the local community on various projects and activities. This includes involving students in social, environmental, and humanitarian activities that support learning through real-life experiences. Community Support: The surrounding community of Senior High School Muhammadiyah 1 Palembang supports the school by providing additional resources, financial support, or volunteering in various school activities.

Observation results show a dedicated space for parents and teachers to gather for discussions, notice boards containing information about community participation activities. Meetings with parents are held every end of the month, involving teachers, parents, and several community representatives. Various documents related to collaboration between the school, parents, and the community were found, such as: (1) Meeting minutes between the school and the school committee containing input from parents and the community. (2) Invitation letters for collaborative activities between the school and the community. (3) School annual reports containing collaborative activities with parents and the community and their impact on school quality.

These research findings indicate that collaboration among the school, parents, and the community at Senior High School Muhammadiyah 1 Palembang is an integral part of efforts to improve education quality. This approach allows the school to leverage external resources, strengthen parental involvement in their children's education, and expand support networks from the surrounding community. These findings can inspire other schools to

strengthen their relationships with parents and the community and maximize their contributions to education development.

Utilization of Technology

Interviews with the school principal indicate that maintaining school quality requires keeping up with the rapid pace of technological advancements. According to the principal of Senior High School Muhammadiyah 1 Palembang, technology has helped improve the efficiency of school administration. However, a challenge remains with some teachers or staff members who are not proficient in technology, prompting Senior High School Muhammadiyah 1 Palembang to provide training for teachers and staff in technology utilization. Furthermore, according to teachers, there has been an increase in parental participation in school activities due to technology. Additionally, teachers feel that the use of technology in teaching makes the material more engaging for students. Teachers utilize applications or online learning platforms to assign tasks or provide additional materials. Results from interviews with students state that they feel more motivated with technology-enhanced learning. Students feel that utilizing technology in learning aids them in understanding difficult concepts.

Observations in classrooms utilizing projectors or smartboards show that students are more engaged in the teaching and learning process. The use of school management applications helps administrative staff work faster and more accurately. From document findings, it's evident that Senior High School Muhammadiyah 1 Palembang has a more adaptive and up-to-date curriculum aligned with modern developments. Administrative documents are more organized in schools utilizing digital-based school management systems.

Data analysis obtained through interviews with educational technology staff, teachers, and monitoring of technology usage in the learning process yielded the following findings: Adequate Technological Infrastructure: The school has invested in adequate technological infrastructure, including fast internet connections, hardware and software to support online learning, and access to computer labs. Use of E-Learning Applications and Platforms: Teachers at Senior High School Muhammadiyah 1 Palembang actively use various e-learning applications and platforms to deliver lesson materials, assignments, and exams to students. This enables students to access lesson materials from home and participate in distance learning. Technology Training for Teachers: The school conducts regular training for teachers on the use of technology in teaching. This includes the use of learning software, online classroom management, and the use of digital tools in teaching. Interactive Platforms: The school has developed specific interactive platforms that facilitate communication between students, teachers, and parents. This creates a collaborative space for monitoring student progress and providing real-time feedback. Multimedia Utilization: Teachers use multimedia, such as technology-based videos and presentations, to explain concepts and clarify lesson materials. This helps students to be more engaged in the learning process.

These research findings indicate that the utilization of technology at Senior High School Muhammadiyah 1 Palembang has positively contributed to improving the accessibility, flexibility, and effectiveness of education. Both teachers and students perceive the benefits of integrating technology into learning, and this approach has helped the school overcome challenges in the era of digital education. These findings can provide insights to other schools aiming to optimize the use of technology in their education.

Search for Additional Resources

Results from interviews with the principal of Senior High School Muhammadiyah 1 Palembang regarding additional resources indicate that the school has collaborated with several local private companies in the form of sponsorship for school activities, provision of equipment, or scholarship programs for outstanding students. Apart from local private companies, according to interviews with teachers, the school regularly holds fundraising events involving students, parents, and alumni. These events include charity events, sales of creative goods, or music concerts to raise funds for school needs. Interviews with the school principal also revealed that Senior High School Muhammadiyah 1 Palembang alumni play a crucial role in providing support in the form of funds, mentorship, or other resources such as equipment or facilities. As a leader, the principal is active in submitting proposals to obtain grants or subsidies from both government and non-governmental organizations focusing on education.

Looking at the financial reports of Senior High School Muhammadiyah 1 Palembang, there is an increase in income from non-educational activities such as donations, contributions, and grants over the past five years. Senior High School Muhammadiyah 1 Palembang efforts in seeking additional resources are evident from a proposal written two years ago, which suggests the idea of forming partnerships with local technology companies to obtain resources and training for the school's computer lab. Furthermore, documents from parent committee meetings indicate a desire from parents to be more involved in fundraising and maintaining the quality of the school.

These research findings indicate that the efforts to search for additional resources at Senior High School Muhammadiyah 1 Palembang are an essential component in maintaining and improving the quality of education. An inclusive and diverse approach to resource gathering has helped the school overcome budget limitations and provide greater support to their educational programs. These findings can inspire other schools to search for and manage additional resources to support their educational missions.

Formation of School Quality Team

Results from interviews with the principal of Senior High School Muhammadiyah 1 Palembang regarding maintaining the quality of the school indicate that the strategy employed is to form a School Quality Team consisting of selected teachers with competence and interest in improving the quality of education. This team is responsible for coordinating and monitoring various aspects of education in the school. The School Quality Team is responsible for

designing, implementing, and monitoring plans for improving the quality of education. They conduct periodic evaluations of school programs and activities and provide recommendations for improvement.

Results from interviews with the chairperson of the school's quality team at Senior High School Muhammadiyah 1 Palembang reveal that they actively collaborate with teachers and school staff in identifying problems, gathering data, and designing effective solutions. This involves various aspects, including teaching methods, evaluation, and classroom management. The School Quality Team uses data and performance evidence to identify trends, strengths, and weaknesses in the quality of education. This involves the use of test data, student performance assessments, and feedback from parents and students. The School Quality Team periodically develops improvement plans based on their evaluation findings. These plans include concrete actions to improve specific aspects of the quality of education. The School Quality Team monitors and evaluates the implementation of improvement plans continuously. They ensure that the actions taken have a positive impact on the quality of education.

Observations show that members of the school quality team actively monitor classrooms, check equipment and learning facilities, and provide feedback to teachers on teaching methods. At times, there is positive interaction between the school quality team and teachers discussing teaching strategies and evaluation methods. Additionally, monthly meetings are held by the School Quality Team to discuss developments and findings from their observations.

Various documents such as Standard Operating Procedures (SOP), assessment guidelines, and feedback forms created by the School Quality Team were found. These documents indicate that the school has clear standards regarding teaching quality and facilities. There are also monthly reports prepared by the School Quality Team that include findings, suggestions, and recommendations for improvement.

These research findings indicate that the formation of the school quality team at Senior High School Muhammadiyah 1 Palembang has helped in efforts to improve the quality of education. This team serves as an active agent of change in monitoring, evaluating, and designing effective solutions for educational improvement. These findings can inspire other schools to establish school quality teams as essential tools in enhancing the quality of their education.

DISCUSSION

The discussion on the school principal's strategies in maintaining the quality of education at Senior High School Muhammadiyah 1 Palembang can involve various aspects, including resource management, curriculum development, improvement of teaching staff quality, and the implementation of effective teaching methods.

Teacher development is a crucial aspect in maintaining educational quality. The principal of Senior High School Muhammadiyah 1 Palembang recognizes the importance of teacher development and considers it a strategy to maintain quality. Principals who invest in the training and development of

teachers can help improve the quality of teaching in schools. This is consistent with the view that the quality of education cannot exceed the quality of existing teachers (Darling-Hammond, 2017). Teacher development at Senior High School Muhammadiyah 1 Palembang involves various types of activities aimed at enhancing the quality of education and teacher professionalism, such as competency training, workshops, peer discussions, seminars, curriculum training, mentoring, religious education, feedback evaluation, and participation in Muhammadiyah organizations. This aligns with the view that supporting the role of teachers requires involvement in professional development such as workshops, mentoring, training, and various activities to support the improvement of teacher competence (Tanang & Abu, 2014). Teacher development is a long-term investment in school quality. By providing appropriate support, schools can ensure that teachers remain motivated, develop, and provide high-quality teaching to students.

Another equally important aspect in maintaining educational quality at Senior High School Muhammadiyah 1 Palembang is curriculum development. According to Haffiluddin and Wahyudi (2023), curriculum development that aligns with the needs of students and the community is crucial for improving educational quality and achieving better educational goals. Research shows that adapting the curriculum to local needs and Muhammadiyah values is an integral part of the strategy to maintain educational quality. A curriculum that is relevant to students' environment and culture can enhance their interest in learning and understanding (Pinar, 2019). Furthermore, curriculum development is interpreted as a tool to assist teachers in their tasks of teaching materials, generating interest, and meeting community needs (Huda, 2019). The curriculum needs to be adjusted to the demands of Society 5.0. Moreover, it is important to view subjects from a broader perspective, linking them to global issues and daily life, so that students can connect these concepts with their real-life applications (Amelia, 2023). Empowering students is not just about giving them a voice but also about providing opportunities, responsibilities, and support for them to develop as critically thinking, knowledgeable, and competent individuals. This can create a more dynamic and productive learning environment, which in turn will support efforts to maintain school quality.

Another aspect of maintaining quality, which is also the object of education itself, is the students. Empowering students is an important process in maintaining school quality by providing the skills, knowledge, and confidence needed to achieve their maximum potential (Yusuf, Kholiq, & Mahya, 2022). The student empowerment strategy at Senior High School Muhammadiyah 1 Palembang includes extracurricular programs and soft skills development, contributing to the development of students' character and skills beyond academic aspects. This is consistent with the holistic education approach that emphasizes the importance of personal development in addition to academic quality (Fullan, 2013). It is hoped that through extracurricular activities at school, students can acquire useful skills for their future lives (Suchaina et al., 2019). Extracurricular activities are additional activities that

take place outside of school hours, both inside and outside the school, with the aim of increasing knowledge and skills, as well as helping to develop students' character according to their interests and talents (Arminsyah, 2023).

Close collaboration between schools, parents, and the local community is key to supporting educational quality. This underpins Senior High School Muhammadiyah 1 Palembang to establish and maintain harmonious relationships with the parents of students through teachers by utilizing existing social media. Effective school principals who communicate with parents and build good relationships with the community can create strong support for the school (Epstein, 2018). Parents must believe that improving the quality of schools is everyone's responsibility, not just the school leadership. Students will behave commendably and show better achievements in school if parents and schools cooperate well. Parents not only provide money but also give inspiration, concepts, and other positive things that can improve school quality (Clarisa Ayu Aprilia et al., 2021). Close collaboration between schools, parents, and the local community is not only about maintaining school quality but also about creating an inclusive, supportive, and success-promoting educational environment. Through this collaboration, schools can be more effective in achieving their educational goals.

The research findings indicate that the use of technology in teaching and school administration is an integral part of Senior High School Muhammadiyah 1 Palembang's strategy to maintain educational quality. Technology enables schools to optimize the efficiency and effectiveness of the educational process (Ertmer, Peggy. A., & Ottenbreit-Leftwich, 2013). Furthermore, technology can be used as a tool in the learning process. Learning that utilizes technology-based information and communication media can motivate students to be more enthusiastic in the learning process (Mukaromah, 2020). The use of technology in education can improve the quality of education and open up new opportunities for students and educators. However, it is also important to address the challenges and issues related to the use of this technology to provide maximum benefits.

To maintain the quality of Senior High School Muhammadiyah 1 Palembang, it is believed that they cannot overlook the support of other parties, both in terms of finances and other aspects that support the realization of quality education. Searching for additional resources through collaboration with the private sector, donations, sponsors, and support from alumni and the local community is an important step in ensuring the sustainability of the school and the availability of adequate facilities (Asiyai, 2014). Building partnerships is crucial, considering that schools require support from various parties in various aspects. As an educational entity, schools cannot reach their potential optimally if they operate independently. Therefore, a strong support system is needed to advance and support the achievement of school programs (Habibi et al., 2020). This search for additional resources requires good planning and collaboration among all school stakeholders. With a holistic approach, schools can improve the quality of education and provide a better learning experience for their students.

Another equally important aspect in maintaining the quality of the school is to form a school quality team. Accordingly, Senior High School Muhammadiyah 1 Palembang formed their school quality team. Establishing a school quality assurance team is a primary step in implementing internal quality assurance programs in schools (Pamelanintyas, 2019). The process of forming a school quality team depends heavily on the initiative of the school principal in assembling a team aimed at improving the quality of education in the school (Sallis, 2007). The objectives of forming the school quality team are as follows: (a) Coordinate the implementation of the school quality assurance system to achieve the school's vision and meet the established quality targets. (b) Monitor and evaluate service quality, both in academic and non-academic aspects. (c) Report internal audit results for necessary follow-up actions. (d) Provide assistance in implementing quality assurance systems in study programs. (e) Act as quality assurance for activities, both academic and non-academic (Pamelanintyas, 2019). This team, which is the core of the program, is tasked with analyzing the collected data and using that information to identify and prioritize areas that need improvement. The results of this analysis will be used as a basis for designing efforts to ensure that the school meets standards.

This research has important theoretical implications, with the potential to contribute to understanding the role of school principals in improving the quality of education, as well as the development of school leadership theories and models. Practically, the research results provide insights and guidance to the principal and staff of Senior High School Muhammadiyah 1 Palembang in improving the quality of education, as well as assisting in the development of leadership skills. Additionally, this research provides valuable input to education policymakers to design policies that support the improvement of educational quality in various schools and potentially enhance students' academic outcomes and graduates' contributions to society.

CONCLUSIONS

The research findings at Senior High School Muhammadiyah 1 Palembang demonstrate a strong commitment to maintaining and improving the quality of education through various strategic and collaborative initiatives. Teacher quality is the main focus, with mentoring, training, and technology utilization. Curriculum development based on local values and rapid adaptation reflects responsiveness to educational developments. Student empowerment is evident in the development of soft skills and active participation in various activities. Close collaboration with parents and the community supports open communication and engagement. The use of technology in the learning process and school administration provides efficiency and higher student engagement. Efforts to seek additional resources, including collaboration with private companies and alumni, help support educational programs. The formation of the school quality team plays a crucial role in monitoring, evaluating, and improving education. All these elements create an environment focused on sustainable educational quality and oriented toward the needs of students.

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