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## Principals' Strategies for Advancing Education Through School Management

Vebri Putri Mutniati<sup>1\*</sup>, Burhanudin<sup>2</sup>, Rizal Hadi<sup>3</sup>, Nabila Yaltavera<sup>4</sup>, Muhammad Sabri Latif<sup>5</sup>

<sup>1,3,5</sup>UIN Maulana Malik Ibrahim Malang, Malang, Indonesia

<sup>4</sup>UIN Imam Bonjol Padang, Indonesia

<sup>2</sup>STID Mustafa Ibrahim Al-Ishlahuddiny, Lombok, Indonesia

\*Corresponding E-mail: [ebriputrimutniati@gmail.com](mailto:ebriputrimutniati@gmail.com)

Abstract	Article Info
<p>This study explores the principal's efforts in enhancing the existence of MIN 2 Malang City through structured planning and effective school management. It focuses on four aspects: planning, organizing, implementing, and evaluating leadership practices. Using a descriptive qualitative approach and a case study method, data were collected through semi-structured interviews and documentation. The findings reveal that strong leadership, evident in resource management, teacher development, and extracurricular coordination, significantly improves the school's image and educational quality. This study offers strategic insights that can serve as a reference for other schools advancing education in Indonesia.</p>	<p><b>Article History</b></p> <p>Submitted / Received: 26-2-2025 First Revised: 19-4-2025 Accepted: 30-5-2025 First Available online 24-5-2025 Publication Date 25-5-2025</p> <hr/> <p><b>Keywords:</b> Principals', Strategies, Education, School Management</p>
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## Introduction

The structured planning carried out by the school principal significantly contributes to educational institutions. According to Pranoto et al. (2021), structured planning substantially contributes to maintaining management in academic institutions because planning is the initial function of every management activity, so that the quality of education is maintained effectively and efficiently. Furthermore, according to Ma'sum (2020), well-organized school program planning can improve the school's image and support education. Education system planning is essential for developing educational progress; only careful planning can produce quality education (Darwisyah et al., 2021). Thus, planning is the most important forum for all management functions because without careful planning, the implementation of educational institutions will not be able to operate smoothly according to expectations (Arifudin et al., 2021).

Good management has implications for student learning outcomes and teacher achievements. According to Buchari (2018), in management activities, teachers play a significant role; teachers are implementers in the teaching and learning process. Teachers' basic abilities, applied to improve pedagogical competence, are very much needed in the classroom teaching and learning process of students and teachers; learning is a form of student effort to achieve educational goals (Sodik et al., 2019). Furthermore, the quality of education can be achieved well if the learning process in the classroom is carried out effectively to gain students' knowledge abilities (Prihanto & Hawanti, 2021). An educator must improve good knowledge and skills to achieve learning outcomes and student motivation to support quality education (Hermawan, 2021).

The implementation of structured learning carried out by the school principal positively impacts student success. According to Gemnafle & Batlolona (2021), learning implementation requires that learning be carried out correctly and adequately by professional teachers to contain learning content that develops students' academic and non-academic abilities. School implementation must positively impact student development by instilling character values (Danil, 2018). According to Rohmah et al. (2021), character education is a form of the education

system that contains student character values. In this case, the success factor of an educational institution is supported by the teacher's competence in the learning process, which shows professionalism in their personality (Taja et al., 2019). Thus, a teacher is required to carry out the learning process through the learning steps that have been designed in a structured manner (Wiantina et al., 2020).

Learning evaluations that are carried out well provide special attention to the progress of educational institutions. According to Gemnafle & Batlolona (2021), learning evaluation is a series of activities for assessing and measuring the development of student learning outcomes. Learning evaluation is an activity to collect data and information about students' learning abilities to determine the extent to which the learning program has run (Phafiandita et al., 2022). In the learning context, the position of evaluation is critical and strategic to support learning steps and student success (Hidayat & Asyafah, 2019). Learning evaluation is a series of assessment activities on student learning outcomes (Fitrianti, 2018). Thus, learning evaluation is a process that determines students' grades and achievements in achieving learning goals (Setiawan, 2021).

The problem is that educational institutions have not designed an organized management system. The existence of an educational institution cannot be separated from its management system; the management system can properly regulate all educational activities within the educational institution; management is the key to success as well as breakthroughs and innovations for the educational institution being managed (Nasucha et al., 2021). According to Hermansyah (2021), management is a science that manages educational resources, creates a learning atmosphere, and allows students to develop their potential through the learning process actively. In the current era, the world of education is being impacted by advances in time and technology. All parties are affected; students and educators must always be relevant (Mustopa & Iswantir, 2023). According to Ramadhan & Ahmad (2022), Education is essential for the progress of a nation; education is a process of self-development for students to become more educated. To improve the quality of education, education management must be managed professionally according to management needs so that it is more focused and controlled in achieving educational goals (Shelina & Br Panjaitan, 2023).

Apart from that, the school principal's lack of management impacts the institution's quality, which is not good. Education management is a learning facility for making continuous changes to achieve practical educational goals (Makmur Jaya et al., 2021). According to Karima et al. (2018), the quality of education is the main priority in the development of the education sector; if the quality of education is not taken seriously, then educational institutions will not progress because the learning process is ineffective. With this, schools must improve the quality of education, with all components having to be interconnected systematically to achieve educational goals (Angkotasana & Watianan, 2021). Education is the most crucial factor that every person must do in obtaining knowledge in all fields in preparation for the future (Sahid & Rachlan, 2019). According to Khikmah (2020), educational facilities in schools must be given good attention because they support quality management and the success of work programs in realizing educational goals.

Implementing learning has not had a significant impact in supporting effective and efficient learning at school. According to Jamil & Aprilisanda (2020), to support learning, a good experience is needed from educators because experience is a learning process in developing students' potential through formal and informal education. Learning is a process of student interaction with teachers or learning resources. The interaction can be online or online/distance. A lack of learning resources can hinder the achievement of educational goals (Asmara & Nindianti, 2019). Implementation is a benchmark in achieving effective and efficient learning in the educational process; education is essential in human life, especially with the rapid development of science and technology, which supports the learning process in education in Indonesia (Wihartini, 2019). According to No et al. (2022), implementation is a learning model that is implemented effectively in helping students achieve educational goals.

The current phenomenon is that no systematic evaluation improves the school's existence. Schools operate within the education system, which is a means of completing education (Ma'sum, 2020). According to Kholili & Fajaruiddin (2020), Education is a benchmark for how this nation can develop well; thus, a supervisor needs to make efforts to improve the quality of education. A supervisor is required to carry out evaluations in the educational supervision of teachers and students,

and a supervisor is needed to be a manager in improving performance and building good communication with all teachers to build a productive work culture in schools (Zhahira, 2022). Evaluation is a series of activities to collect information about the work achievements of an educational institution in determining the good and bad work achievements in the work of that institution (Novi Ariyanti & Muhammad Anggung Manumanoso Prasetyo, 2021). Thus, the role of school management is needed because school management regulates education and can provide better changes to the demands and dynamics of the educational institution itself (Fahrudin, 2020).

Research that examines school principals' efforts to improve educational excellence through school management is still relatively small. Of the few, for example, research from (Smylie & Eckert, 2018) entitled *The Role of School Principals in Improving School Management and Educational Quality*. This research found that effective school principals use participatory management approaches, promote collaboration among staff, and implement curriculum reform strategies that positively impact the quality of education and school existence. Further research was conducted (Leithwood, K., Sun, 2019) titled *School Leadership and Student Outcomes: The Mediating Effects of Teacher Collaboration*. This study shows that school principals who focus on increasing teacher collaboration through effective management can improve student learning outcomes, strengthening the school's existence. Furthermore, research from (Bush and Glover, 2015) entitled *Effective School Management and Its Impact on Student Achievement: Evidence from a Developing Country*. This research shows that effective school management, implemented by school principals, is positively correlated with student achievement, even in developing countries, and helps maintain the existence of schools amidst challenges. Further research was conducted by Day, C., and Sammons (2015) with the research title *Leadership Practices in High-Performing Schools: Case Studies of Successful School Principals*. This research found that principal leadership practices in high-achieving schools include a strong vision, a focus on instructional improvement, and teacher professional development, all of which contribute to the school's existence and success.

Based on the background above, it can be concluded that maintaining the existence of education is essential so that the institution's image improves. Establishing a good educational environment has a very positive impact on students and the school's progress. This research aims to describe the role of the principal in increasing the existence of MIN 2 Malang City through 1) Planning of the principal in increasing the existence of education, 2) Organizing to increase the existence of education, 3) Implementation of leadership in increasing the existence, 4) Evaluation of a series of activities carried out supports all forms of school principal's efforts to improve existence. So, it can reflect schools in Indonesia in advancing educational institutions, especially in elementary schools.

## Method

Research at Madrasah Ibtidaiyah Negeri (MIN) 2 Malang City. This type of research is a case study using a descriptive qualitative approach to describe and understand objects. Qualitative research emphasizes problems in social life through holistic, complex, and detailed conditions of reality (Sulistyo, 2019). The subjects of this research are the Principal and the Teacher Council. Data collection uses semi-structured interview techniques and documentation. Resource persons have the flexibility to answer questions without a specified time limit. The data analysis technique used in this research is the Milles and Huberman model, which consists of (1) data reduction, which means selecting the main things, focusing and abstracting the data that appears, (2) data presentation, namely a collection of several information from informants that can be presented, and (3) concluding, namely the researcher will draw conclusions by explaining the data collection (Sugioyono, 2020).

## Results and Discussion

### *Principal's Planning in Improving Educational Excellence*

Based on the results of an interview with the Principal regarding the plans carried out to increase the existence of MIN 2 Malang City, the Principal was assisted by the Head of Student Affairs, Curriculum, Public Relations, Infrastructure, and the TU orbit in preparing the school's vision and mission, as for the vision and mission: 1) excel in achievement, mastering skills, and technology and has a global perspective based on faith and devotion to Allah SWT, 2) organizing education and

developing learning models that are active, innovative, creative, practical, fun and contextual, based on faith and piety to increase students' competence in mastering knowledge and technology with a global perspective, 3) fostering and developing all student potential to build the capacity of students who are intelligent, skilled, creative, physically and mentally healthy, and have competitive advantages in academic and non-academic fields. Then, MIN 2 Malang City often communicates with the Head of the Ministry of Religion, the Regional Office, the community, and student guardians to create a good environment at school. Furthermore, MIN 2 Malang City has a morning habituation program before starting class learning, such as reading Asmaul Husna, memorizing short verses, character building, and Duha prayers. Then, the MIN 2 Malang City learning system uses the independent curriculum for grades 1 and 4, and for grades 2,3,5, and 6, it still uses the K 13 curriculum.

Apart from that, it was explained that the school carries out deliberation activities every Friday to ensure that any problems are quickly resolved, and deliberation activities are carried out so that the vision and mission that have been set can run according to the goals set. The design of the school's vision and mission is something that must be implemented so that the school can improve the quality of education, because the vision and mission are the school's stronghold in achieving educational goals. Then, the school facilitated adequate facilities and infrastructure to increase the existence of MIN 2 in Malang City.

It was found in this research that the principal's attention to maintaining education stems from the provision of facilities and infrastructure in the school. In line with this research, according to Facility et al. (2022), the procurement of facilities and infrastructure has a vital role in the learning process; facilities and infrastructure are critical in attracting the community's attention, so schools are attractive. Furthermore, according to Zakiyawati et al. (2019), facilities and infrastructure are crucial in achieving learning achievement, especially at the elementary school level, where many learning practices are carried out in schools. According to Bangun <sup>(2019)</sup>, improving the quality of learning requires activities that support students' enthusiasm, with extracurricular activities providing interaction in developing students' talents and interests. The research results of Anggraini et al. (2020) explain that developing interests and skills significantly improve an educational institution's quality and progress.

### *Organizing to Improve the Existence of Education at Madrasah Ibtidaiyah Negeri (MIN) 2 Malang City*

Based on the results of the interview regarding the organization in increasing the existence of the MIN 2 Malang City educational institution, the school collaborates with the madrasa committee in terms of organizing the madrasa committee not as a foundation but as a school partner; every activity involves a meeting between the parents of the teacher and the head of the madrasa never participated and the whole source of madrasah funding came from the madrasa committee, the school only delivered the program. Then, not all activities are completed by the madrasah. Still, there is a role for student guardians who can participate in donating funds for activities that the children like. Apart from that, MIN 2 Malang City carries out a series of extracurricular activities to increase the presence of educational institutions. The following describes the implementation of MIN 2 Malang City's extracurricular activities.

Table 1 describes the implementation of MIN 2 Malang City's extracurricular activities.

NO	ACTIVITY	CLASS	EXECUTION TIME	
			Day	Time/Clock
1.	Little Da'i	2 - 5	Monday	13.30 - 15.00
2.	Silat	2 - 5	Monday	14.15 - 15.45
3.	Tahfidz	1 - 5	Monday	14.15 - 15.45
4.	Basket	3 - 5	Monday	14.15 - 15.45
5.	Ensemble Band	3 - 5	Monday	14.15 - 15.45
6.	Angklung	2 - 5	Monday	14.15 - 15.45
7.	Badminton	3 - 5	Tuesday	14.15 - 15.45
8.	Futsal	3 - 5	Tuesday	14.15 - 15.45
9.	Computer	3 - 5	Tuesday	14.15 - 15.45
10.	Qiro'ah	3 - 5	Tuesday	14.15 - 15.45
11.	Table tennis	2 - 5	Tuesday	14.15 - 15.45
12.	English Club	3 - 5	Wednesday	14.15 - 15.45
13.	Coding	2 - 5	Wednesday	14.15 - 15.45
14.	Halaqoh Arabiyah	3 - 5	Wednesday	14.15 - 15.45
15.	Paint	3 - 5	Wednesday	14.15 - 15.45



16.	Science Olympiad	3 - 5	Wednesday	14.15 - 15.45
17.	Dance Arts	2 - 5	Wednesday	14.15 - 15.45
18.	Build Vocalia	2 - 5	Thursday	14.15 - 15.45
19.	Karate	3 - 5	Thursday	14.15 - 15.45
20.	Literacy	3 - 5	Thursday	14.15 - 15.45
22.	Scout	3 - 6	Friday	12.30 - 14.00
23.	Paskibra	3 - 6	Saturday	12.15 - 13.45

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From the researcher's explanation above, the researcher found many exact schedules and days for extracurricular activities at MIN 2, Malang City. According to the principal, this activity was deliberately carried out simultaneously because the number of students at MIN 2 Malang City was categorized as a large number in the realm of Madrasah Ibtidaiyah education, while the number of students was 1149, including 575 male students and 574 female students so that students were able to choose. Activities that they like so that students feel comfortable when they are at school.

It was found in this research that providing coordinators with subject teachers and supervising teachers for extracurricular activities increases the quality of education. In line with this research, according to Bangun (2019), improving the quality of learning requires activities that support students' enthusiasm, with extracurricular activities providing interaction in developing students' talents and interests. The research results of Anggraini et al. (2020) explain that developing interests and skills have a vital role in improving the quality and progress of an educational institution. According to Sudarminingsih & Mundilarno (2020), the role of the school principal as coordinator of teachers in extracurricular activities is crucial because a teacher must know and understand their duties and responsibilities so that their implementation can be carried out effectively. According to Fitria Kautsari Azizah & Lu'luil Maknun (2022), extracurricular activities positively impact students; extracurricular activities outside the classroom provide a variety of learning, not confined to the school.

### *Implementation of Leadership in Increasing the Existence of Educational Institutions at Madrasah Ibtidaiyah Negeri (MIN) 2 Malang*

Based on the results of interviews with school principals regarding the principal's implementation of supporting education in MIN 2, Malang City. The school motivates teacher performance by providing rewards in the form of certificates for teachers who can offer higher-quality learning at school, in line with the vision and mission of the MIN 2 Malang City institution. Next, the researcher interviewed with the head of TU. He explained that the work motivation that the school head gave in the form of rewards fostered the enthusiasm of the teachers' council in increasing the existence of MIN 2 Malang City. We can see the teachers' council's generosity, which often arrives late. By holding such activities, the teachers' council has further improved its discipline, which has affected the smooth running of the educational institution's vision and mission that we have set. The principal has a huge role in implementing these activities. It can be seen that the principal is never late for school, and his programs are numerous and easy to implement in MIN 2 Malang City, so the principal is very respected in the school.

The data explains that rewarding and motivating teachers and students who excel positively improves school education. In line with Rahmanto's (2019) research, giving rewards can increase teacher discipline in terms of arrival and the learning process in class; giving rewards provides great motivation in teaching and learning activities at school. According to Firdaus (2020), in giving rewards to students, an education worker must provide them with honesty as motivation for students, motivation that will lead to a much better teaching and learning process at school.

### *Evaluation of Activities that Support All Forms of School Principal Efforts in Increasing the Existence of State Madrasah Ibtidaiyah (MIN) 2 Malang*

Based on the findings of researchers in the field regarding the evaluation carried out by MIN 2 Malang City in improving the existence of educational institutions, it was found that there were several forms of assessment carried out by schools in enhancing the existence of academic institutions, which continued to run according to what had been determined. Weekly evaluations are carried out every Friday to resolve any problems quickly. Learning evaluations are carried out in the form of KKG once a month. Then, the school carries out a 1-year learning evaluation called Madrasa Self Evaluation (EDM) to evaluate the program for one year, which aims to prepare a Madrasah Work Plan and Budget (RKAM). Every

school program activity and evaluation of funding sources are obtained through the government (DIVA) and the Madrasah Committee. Furthermore, in this research, there are obstacles for school principals in improving the existence of education, namely: 1) there are still several teacher councils who are not yet skilled at interacting with each other, 2) madrasa principals have many programs but the madrasa committee limits these due to funding constraints and budget, 3) government regulations are not allowed to appoint contract teachers as back up for teachers who are nearing retirement, 4) the difficulty of implementing the digital generation is because some teachers are over 50 years old.

It was found in this research that the provision of evaluations had a good impact on increasing the educational experience and success of students at school. In line with research by Hidayat & Asyafah (2019), school learning evaluation must be done comprehensively and integrated to evaluate student development. Learning evaluation includes planning, development, monitoring, and the impact of efficiency on the classroom learning process. According to Sugiarti et al. (2021), evaluation measures the implementation of work in education; evaluation plays a massive role in the smooth running of all activities in the learning process.

## Conclusion

The Principal of MIN 2 Malang City plays a very active role in planning and developing the school's vision and mission. Collaboration with various parties in the school environment, such as the head of student affairs, curriculum, public relations, infrastructure, and TU orbit, is the key to carrying out the vision and mission set. In the context of organizing, the principal of MIN 2 Malang City collaborates closely with the madrasa committee as a school partner. The role of the madrasah committee is not only limited to supporting extracurricular activities but also involves financial support. Implementing extracurricular activities with a well-coordinated schedule allows students to choose activities according to their interests. The Principal actively motivates and rewards teachers who contribute to improving the quality of learning. This initiative has established an effective leadership attitude, reflected in increased teacher discipline and morale. MIN 2 Malang City also involves a series of integrated evaluations, including daily to annual assessments, involving all elements in the school, including teachers and madrasah committees. This evaluation process helps in work planning, budgeting, and

identifying and handling possible obstacles. This research contributes to the steps taken by school principals to improve education.

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