

# DEVELOPMENT OF QUALITY SCHOOLS BASED ON JOGURU VALUES: PRINCIPAL LEADERSHIP

**TASLIM BUAJA<sup>1\*</sup>, BAMBANG BUDI WIYONO<sup>2</sup>, AGUS TIMAN<sup>3</sup> and MUSTNINGSIH<sup>4</sup>**

<sup>1</sup>Universitas Muhammadiyah Maluku Utara, Ternate, Indonesia.

\*Corresponding author Email: taslim.umm2021@gmail.com

<sup>2, 3, 4</sup> Universitas Negeri Malang, Indonesia.

## Abstract

This study aims to analyze the principal's leadership contribution to the development of high-quality schools. This study's methodology is qualitative and case study-based. The principals of SD Negeri 2 Ternate, SD IT Nurul Hasan Ternate, and SD Alkhairaat Ternate, who were qualified according to the size of Ternate City in particular and North Maluku province in general, as well as the head of the department of education, were chosen as the research subjects based on their knowledge of and experience with cases. In-depth interviews, observational methods, and documentation procedures were used to gather research data. The study data were examined using continuous interactive qualitative analysis methodologies through data preparation and processing, reviewing, classifying, categorizing, finding concepts, and reinterpreting or interpreting to reach conclusions. The findings of this study suggest that in order to develop quality schools, particularly in the City of Ternate, the principal must take on the role of a "Joguru," which includes: 1) making efforts to resolve any issues that arise in the classroom; escorting teachers who have issues that cannot be resolved in the classroom to the education office, and increasing the capacity of school principals and staff; 2) The principal's approach to developing high-quality schools is carried out in their way, taking into account various interests, outside interference, and the benefits and drawbacks of hiring teachers and other employees; 3) The principal is dedicated to creating top-notch educational institutions; 4) a plan for executing high-quality school development initiatives, including adopting the most recent curriculum, learning assessments, and school decision-making; and 5) School leaders can create high-quality institutions.

**Keywords:** Local wisdom, leadership, excellent school, Joguru, North Maluku

## 1. INTRODUCTION

The principal's leadership has the most significant impact on how a school develops. Because it can impact all aspects of the school, the principal's leadership abilities need to be improved to raise educational standards. (Greeni Maheswari, 2021; Wiyono, 2017).

A school is an educational institution with multiple dimensions that are interconnected and support one another, in which there are teaching and learning activities to improve the quality and potential of students. The principal is the most influential person in the school. Because the principal is in charge of everything in the school; as a result, school principals and teachers must collaborate, and coordination is required to advance quality schools. (Minsih et al., 2019)

The principal is a critical component of the educational system. The school principal is responsible for achieving educational goals and developing educational quality in schools. In other words, if the principal can carry out his roles and functions properly, schools will develop and achieve their educational goals to the fullest (Wiyono et al., 2021).

Principals must apply leadership principles when carrying out their responsibilities. Some essential leadership principles are constructive, creative, participatory, cooperative, integrative, rational, and objective (Sasongko et al., 2021; Ariyani et al., 2020). The presence of school principals at all levels of education is critical. With school authority concentrated in the hands of the principal, the principal becomes a central figure as the top manager and determines the school's success in achieving its goals (Jacobson, et al, 2007, Donaldson, et al 2013).

Because the leader is the controller and determines the direction in which the organization wants to achieve its goals, the leader determines an organization's failure and success (Ololube et al., 2015; Fry, 2003). The principal drives school policy, which determines how school and educational goals are met. The principal decides whether or not the school meets its objectives. Teachers and other staff will work well and enthusiastically if the principal can effectively apply his leadership (Hallinger, 2003; DuFour & Mattos, 2013).

As stated by Lashingway (2003), a leader must have qualities such as: a) being able to adapt to all situations; b) caring for the environment; c) being ambitious and achievement-oriented; d) being firm; e) being cooperative; f) being able to make decisions; g) having a dependency; h) having a dominant influence on the wishes of others; i) energetic; j) patient; k) self-assured; l) tolerance for subordinates, and m) willingness to accept responsibility. (Andreas, 2012) proposed a similar expression, stating that superior leaders must have the following characteristics: a) physical and spiritual strength; b) emotional stability; c) knowledge of human relations; d) honesty; e) objectivity; f) personal encouragement; g) communication skills; h) teaching ability; i) social skills; and j) technical or managerial skills. This condition demonstrates personal characteristics that manifest in his behavior as a leader.

The existence of the principal and his success in developing a quality school is primarily determined by the school's administration. On the other hand, quality school development is primarily determined by the school principal's leadership. Aside from being a leader and manager, the principal must have programs and objectives that must be met during his tenure. As a result, the principal must comprehend the vision and mission and have the ability to analyze the work to be completed. Work should be carried out based on analysis. Analytical ability is the ability to recognize one's and all school members' strengths and weaknesses, the potential and opportunities that can be developed, and the ability to recognize threats that may arise in their leadership. The greater the principal's analytical ability, the more likely it is to perform better.

Effective learning leadership by the principal is critical in creating quality schools. Principals with high morals are essential in producing quality graduates (Bafadal et al., 2021). A leader can be distinguished by one of two leadership styles: task-oriented leaders or employee-oriented leaders. Task-oriented leaders prioritize task completion with strict supervision to complete tasks according to their wishes, and good relationships with subordinates are ignored. On the other hand, subordinate-oriented leaders are more concerned with good relations with their subordinates, are more

motivating than being closely supervised, and are more sensitive to their subordinates' feelings. According to Bush, leadership is a relationship in which one person, or the leader, influences other people to cooperate voluntarily in related tasks to achieve what the leader desires. (Bush, 2008). Leadership is a close relationship within a person or leader that influences others to work consciously on a task related to achieving the leader's wishes. Meanwhile, leadership is a self-directed attempt to direct the behavior of others toward specific goals. Leadership is an effort to influence the behavior of others in order to achieve specific goals (Barker, 2001).

Each school principal must have an internal framework of ideas (the first idea) that he or she uses to evaluate new information and experiences (the second idea). According to Carrell Scott and Hoekstra Mark (2014), knowledge is information that someone can use as a foundation for taking action in changing situations so that individuals or organizations can act in different and more effective ways. Someone is expected to produce the right action and articulate the most likely action based on knowledge and information, namely by selecting and assessing various alternative actions and how these actions must be carried out to achieve the desired results or performance.

A quality school only emerges partially and as a result of complete facilities. Quality schools must be adequately formed, planned, and implemented (Minsih et al., 2019). Leadership strength results in various policies and work operations guided by the vision that will be used to achieve goals.

However, the quality of schools and human resources in Ternate City continues to lag behind other regions in Indonesia, particularly in developed countries. Until now, the low quality of schools and principals has remained a significant issue in Ternate's development and competitiveness. With the acceleration of globalization and an increasingly open free market, Ternate faces broader and more challenging competition (Lukam, 2019). According to the results of quality report cards issued from 2016 to 2019, the average score for SNP achievement in education units in North Maluku Province has yet to reach the National Education Standard. The annual SNP achievement values are as follows: 2016 (3.73), 2017 (4.07), 2018 (5.30), and 2019 (6.51).

In order to develop quality schools, the principal must play the role of a leader who can become an exemplary figure by not losing sight of the importance of local wisdom as a source of strength in developing quality schools. So, with culture, leaders can turn it into an asset that must be managed and developed for leadership effectiveness to contribute to the organization they lead (Burhanuddin, 2019). The principal must also act as a figure of authority and respect, at least among school members, in order to carry out his duties as a booster, a figure to be emulated, a transformational leader, a motivator, a supervisor, a curriculum leader, a facilitator, and a change manager at school. Leadership in excellent schools consists of three steps: developing a learning culture, creating a learning environment, and formulating a school vision, or vision learning (Bafadal et al., 2021).

Many parties emphasize the professionalism of school principals and teachers in carrying out their responsibilities. It is natural because the quality of education in an area is determined by the desire of teachers to improve their quality, which is supported by qualified school principal leadership and clear and firm local government policies. Danang and colleagues (2018), through his decisions, the principal can adapt to the environment and find the best way to solve problems with various conditions that change from time to time.

To anticipate change without sacrificing local values, school principals must be sensitive to the values that emerge in the school environment, particularly in Indonesia, which has diverse cultures. Each region has unique and varied advantages because all cultures exist. It is a source of value that is useful in maintaining self-identity and social integration, particularly when integrated into school education to strengthen the nation's children's character while ensuring its sustainability (Hafid et al., 2015).

Several studies have been conducted on the leadership of school principals in school development, both those using the labels of "superior school development," good school development," favorite school development," and other terms used, as well as on the importance of culture in achieving educational goals in schools, as carried out by Minsih et al., 2019; Setiawati, 2021; Marhawati, and others. However, based on the head's leadership in the development of quality schools based on Joguru's values, SD Nageri 2, SD IT Nurul Hasan, and SD Alkhairaat 1 are Ternate City quality schools with Joguru values that require further investigation.

## 2. METHODS

This study is a type of qualitative research that employs a case study approach. According to Creswell (2013), five traditions are commonly used in qualitative research: narrative, phenomenology, grounded theory, case studies, and ethnography. It is a multi-case study with an ethnographic approach to the role of school principals in developing high-quality schools. SD Nageri 2, SD IT Nurul Hasan, Ternate City, and SD Alkhairaat, Ternate City, are all high-quality schools compared to the size of Ternate City and North Maluku Province in general.

This research focuses on the experiences of school principals who can help schools improve. It demonstrates that this research cannot be restricted. Furthermore, researchers play an essential role in research by helping to understand cases that arise during the research process. In this study, the researchers wanted to investigate in depth the profile of school principals in developing quality schools.

When investigating the issues raised in this study, researchers are not constrained by measuring instruments as in quantitative research, allowing them to obtain new information about the profile of school principals in developing quality schools. For example, new information obtained during the research is related to the background of changes or other things previously unknown to the researcher.

### 3. RESULTS AND DISCUSSION

#### 3.1 Principal as Joguru

All schools studied demonstrated the principal's leadership role as a Joguru in developing higher-quality schools and had nearly the same perception, namely, the principal's way or efforts in influencing, encouraging, guiding, directing, moving, and sometimes even forcing the entire school community and other stakeholders. Other people who are related at work or participate in efforts to achieve school goals that have been set. It is clear from all the schools studied that the headmaster, as a Joguru, possesses more abilities or skills than other principals who are not yet considered Jogurus, such as the ability to see things that are invisible to the naked eye. The ability to feel things in one's head, invisibility, the ability to read other people's minds, good communication skills, technical skills in the field, sharp analytical skills, being firm and courageous in making decisions, having a solid work ethic, and having a clear vision are all characteristics.

According to BD (a Joguru at the science assembly in Joguru village, North Ternate City), who met with the author and explained what and how about the word "Joguru" through several discussions, he said:

"According to language, the term "Joguru" is derived from almost all regional languages in North Maluku, including Ternate, Tidore, Makian, Galela, Tobelo, and others. "Joguru" is made up of two syllables: "Jou" and "Guru." "Jou" means "Sir, Sultan," and "Guru" means "the teacher's teacher, Mahaguru." So "Master, people have advantages like guardians or people who have extraordinary advantages which can teach others, people who can pass on knowledge to others," means "Master, people have advantages like guardians or people who have extraordinary advantages which can teach others, people who can pass on knowledge to others." in the role of institutions, such as schools, and society. It means that Joguru is a figure with almost no flaws, whose behavior, speech, demeanor, education in his family, and everything else associated with him should be emulated. It is an obligation for his followers or anyone who knows the person is a guru to obey and carry out his orders (Interview: 02/22/BD).

The interview explanation above demonstrates that the leader's position and role, including the principal's, are powerful. The role of Joguru's leadership is that of a government or power held by someone with complete and nearly unlimited power. People in positions of power are also referred to as "Joguru," and their influence is powerful and central in determining school policy.

Only those with a joguru title have extraordinary advantages that others do not have, such as the ability to see things others cannot see, hear things others cannot hear, and even control natural phenomena. Possesses a sixth sense; in an interview, DR (Principal of SD Negeri 2 Ternate City) stated:

"The main role of Joguru in this school is before becoming a principal and after becoming a principal." The principal determines all school policies through a meeting



with the teacher council, and whether or not proposals from meeting members are accepted is not a problem. Then subordinates carry it out without consulting the principal, and all orders, tasks, and assignments are completed successfully. Subordinates sometimes limit their relationships with the boss, but all tasks are completed professionally except in formal situations. On the other hand, the relationship between all school residents and the principal is always full of familiarity, kinship, and hospitality. Joguru leadership is based more on power and coercion, which must always be obeyed because that is the Joguru leadership concept. The critical thing to remember is that this school has always been the best and serves as a model for SDN 2 Ternate and North Maluku in general (W/16/02/22/DR).

According to the interview quoted above, the principal occasionally acts as a single player. The principal's role as Joguru is to bring his followers to the shared purpose and ideals that belong to him, which can be said to be absolute power. The leader sees himself in this role as the ruler who always tells his followers that they must do everything. However, it was established that there was no turmoil in the school and that the school principals had changed. Every role in developing quality schools relies heavily on the principal's leadership ability. However, given the conditions in Ternate and North Maluku in general, the role of the principal as Joguru or in school development is very appropriate.

### **3.2 Principal as the Main Driver in Joguru's Leadership**

All of the school principals interviewed for this study shared the same perception of the people of North Maluku and the City of Ternate's thoughts and culture. Leadership is defined as someone's ability to influence, encourage, incite, move, or even force others to accept these influences and then do something to help achieve school goals or goals. Thus, "leadership style" refers to the entire pattern of leader actions that are felt or referred to by subordinates. As the spearhead of leadership movers in schools, the principal can use various leadership styles to develop potential in the school environment they lead.

All schools investigated revealed that the government delegated many authorities to schools via the Ternate City National Education Office. MG (Head of the Ternate City National Education Office) has recognized the following:

"Concerning these issues, we can say that the principal is given the primary role of being able to develop their respective innovations in developing schools to be more qualified, which is marked, for example, by the treatment of students in learning, and even schools are given the authority to decide whether to enter full-day school or part-day school in the use of study time." Furthermore, whether the school will develop teaching materials based on the agreed-upon curriculum or purchase books from other teachers at the school or even from other schools, the most important and emphasized point is that students excel and are prepared to be tested under the competency standards established by the government on the recommendation of the community. As a result, if student achievement falls, the community cannot directly blame the Ternate City Education Office. On the other hand, they can approach the principal and teacher

because the entire curriculum and learning are under the full authority of the school (W/14/02/22/Mg).

The above explanation of the interview with the head of the service demonstrates that the principal plays a significant role. He must have strong leadership to encourage all his teachers to work entirely on educating students, having a vision for school progress consistent with his vision while remaining democratic and respectful of his colleagues' views.

The principal must also have a natural hope for students, provide essential skills for students to develop well in any profession, and create a conducive environment for teachers and employees to work in and a comfortable environment for students. In an interview, Dr. (Principal of SD Negeri 2 Ternate City) stated: "In order to develop schools to be more qualified, the principal must be responsible for the progress and setbacks of the school, which is within his authority."

The first step is for him to develop his leadership vision, which includes preparing a suitable school for implementing education and learning and acting as a leader for the entire community's future. School residents and all staff should be optimized to accelerate progress. Moreover, the principal must continue to conduct a continuous analysis of the suitability of student learning outcomes with the school's vision and goals, student needs, and further study needs, and direct the teacher to adjust the learning program and the learning process following their achievements. That vision, as well as various variables such as students' needs for additional study and even adaptability to social life.

### **3.3 Principal as a role model in Joguru's leadership**

During the interview, the MG (Head of the Ternate City National Education Office) stated that everyone hopes to be a role model for all school members. Most principals have met this expectation; however, some schools outside this study's scope still require additional coaching. We emphasize that some schools, particularly those in the suburbs, cannot be relied on to provide a good role model. In terms of performance alone, the principal frequently appears wearing clothes that the principal should not wear during the teaching and learning process, and long hair that is not maintained is not too problematic. However, as an example, it should not occur; this is the focus of our subsequent evaluation (W/21/03/22/Mg).

In this regard, when speaking with the author, the Head of Alkhairat Elementary School, Ternate, stated that he was always at the front lines to provide guidance, direction, motivation, and even command to all teachers and staff in order to maintain and continue to improve. This school's caliber Because this is the oldest private school in North Maluku and particularly in Ternate, he considers his responsibility as a school principal to be more severe than leading public schools, which are all provided by the state. He emphasized that, as the principal of all school residents, he had united the heart with the act of constructing and developing this school.

The above description of the interview and explanation from the principal of Alkhairat Elementary School shows that the principal behaves every day at the same time by setting an

example, but without being noticed by his subordinates, he may not realize that all of his actions are exemplary. Everything he did at school was always subordinate to what he said. The principal of Alkhairat Elementary School appears very authoritative when in school, even according to the recognition of several teachers that the principal's authority is so high not only in school but also in the community, considering that there are teachers who live in the village with the principal. According to DR. (the principal of SD Negeri 2 Ternate) in the interview, the principal also plays a critical role in making schools more qualified.

All things related to all changes in this school are who started them, for example, how the 2013 curriculum change pattern and the independent curriculum were implemented. Sometimes we decide to supervise, so the teachers are usually in the back for teaching patterns following the scientific approach with students to get them to pay attention. A new supervision is conducted when the teacher teaches, indicating that we have set an excellent example for them. Then there are issues concerning environmental cleanliness, such as how we and the cleaning service team, as well as teachers who are members of the environmental team, collaborate, implying that we want to demonstrate that in order to develop this school, a leader must set a good example. Furthermore, it sets an excellent example for those around him; this is what we have done so far. The principal must serve as a role model, and every change must be discussed (W/10/03/22/DR).

The explanation of the SD Negeri to the Ternate City principal above demonstrates that he has always been the first person to initiate the implementation of any school program. The principal never brags about being the principal of a good school. The principal always encourages open communication with all students (M. Noman et al., 2016). Some teachers acknowledge that the principal is the person who inspires and encourages change, whose promises can be kept, whose words can always be kept, and who can be followed in this school. During discussions with the author, the Principal of Information Technology, Nurul Hasan Kota Ternate, acknowledged this by stating that in carrying out school leadership, he used the Tut Wuri Handayani system so that the three functions could be carried out. He had to stand in front to set an example, stand in the middle to motivate, and stand behind to encourage.

Leadership, including school leadership, requires exemplary behavior. As a result, the principal must have emotional maturity based on a deep awareness of his or her own needs, desires, ideas, and feelings and integrate all of these into a pleasant personality. Furthermore, this is not a static and frozen harmonious personality, but one of emotional tension harmony, a dynamic balance that can move anywhere, and a mature and stable foundation. A high-quality school with the emotional maturity to feel the desires and aspirations of school residents to carry out their leadership tasks successfully.

According to JR (Principal of SD Alkhairat City of Ternate): Being a good example and hoping to be a role model for all school members, we began by holding a consolidation meeting with all teachers to gather as much information as possible from them because we recognize that this school is still relatively new. Furthermore, we always convey our ideals and obsessions for this school through ceremonies and morning apples. All this is done to fulfill the school's commitment to maintain and advance it. SD Alkhairaat Kota Ternate, with its vision, mission,



and motto, wishes to maintain quality and achievement while emphasizing the high religious values of students who have achieved and are trusted by the community. We are determined to keep it that way. Outstanding students, caring teachers, proactive school principals, and Islamic character are characteristics or principles in Ternate City's SD Alkhairat 1 (W/16/02/22/JR).

Some of the explanations in the interview above can be identified as several role model principles, such as improving oneself before improving others, improving oneself more than others, pursuing what is right rather than doing what is right, and doing what is visible rather than doing what is right; only in words; and learning from others' examples. The principal of SD Negeri 2 Ternate has principles, and if they want to be a good role model, especially for all school members, they do not need to waste time motivating and instilling respect through campaigns. However, if it is sufficient to do what is believed to be correct and does not contradict societal and religious norms, this will set an example for everyone. So the point is to lead themselves first, then others. Service orientation is one of the characteristics of principled leadership. They see life as a mission, not a job (Lw Fry, 2003).

The principal's communication with all school members is carried out ethically, with deep empathy, and without hurting them during research and adaptation to daily conditions in the field, so that teachers, staff, and students are fully aware, happy, and satisfied with what they are doing. What the principal expects of him: The principal can convey the school's well-planned or formulated vision and mission through these good communication skills.

This ability does not preclude the principal from decisively acting when making decisions or implementing strategies. Assertiveness is essential for anyone to have when making decisions or implementing strategies. Assertiveness is an important quality for anyone to have in life. Similarly, a school principal must have a firm attitude and the courage to make decisions because this is related to the school principal's authority as a figure who is a role model for the school community. The study's findings indicate that principals in all schools use leadership principles in carrying out their responsibilities. The presence of school principals at all levels of education is critical. With the concentration of school authority in the hands of the principal, the principal assumes the role of the central figure as the top manager and determines the school's success in meeting the expected goals. As a result, the existence of a school principal is linked to his success in realizing quality schools, and the school management primarily determines educational goals. The principal's leadership primarily determines the success of school administration. The principal's existence is directly related to his ability to manage the school.

### **3.4 The principal as a transformational leader in Joguru's leadership**

The research findings on all school principals, who were the study's target, related to the principal's role as a transformational leader in Joguru's leadership; they have the same perception. Findings from the research on school principals as transformational leaders revealed that all of the schools studied had implemented this leadership concept, and it was demonstrated that the transformational leadership of elementary school principals in Ternate City possessed problem-solving solid abilities and instilled in teachers the importance of being

ready to make changes at all times. The ability of school principals to develop learning leadership and create conditions for teachers' knowledge and professional skills to grow is also commendable. Meanwhile, the ability of school principals to assist in the development of teacher leadership and the maintenance of emotional balance is going well, as evidenced by the establishment of harmonious relationships in everyday life.

Observations and documentation also demonstrate several substantial aspects of transformational leadership, such as helping principals understand the character differences between teachers and staff. Furthermore, the principal responds immediately to problems encountered by teachers and staff, and the principal also responds immediately to differences in actions taken by teachers and staff. It is interpreted as an attempt to profit from the treatment of teachers and staff. Furthermore, because teachers have high-performance expectations, all principals positively perceive teacher leadership development. Transformational leadership influences the attitudes, perceptions, behavior, and performance of teachers and staff by increasing trust in leaders, increasing motivation, increasing job satisfaction, and decreasing conflict within school organizations (Atiatullah, 2018). The principal's role as a transformational leader can move the school as a learning community toward school goals and objectives, even if those goals have never been met.

### **3.5 The principal as a motivator in Joguru's leadership**

Several elements are revealed by research findings related to this problem, including 1) motivation, which initiates change. According to confessions obtained through interviews with all of the principals targeted in this study, they have previously presented themselves as motivators and protectors for all school members in excellent schools.

It was also discovered in Joguru's leadership, as confirmed by JR (Head of SD Alkairat 1 Kota Ternate): We are constantly on the front lines of providing guidance, direction, motivation, and even orders to all teachers and staff to maintain and continue improving this school's quality. We consider our responsibility as a school principal to be heavier than leading a public school where the state provides everything because this school is the oldest private school in North Maluku and the City of Ternate in particular (W/22/03/22/SR).

According to the interview description, the principal must demonstrate a persuasive and exemplary attitude to instill his role as a motivator. This persuasive and exemplary attitude will color leadership, including the coaching provided by principals to teachers in schools. The principal's role as a motivator is critical, especially for educational leaders and learning leaders for school members. Everyone's attitude at school; for example, at SD IT Nurul Hasan, every student who arrives late must memorize or reproduce verses from the Al-Qur'an according to their respective grade levels. Meanwhile, teachers who are late will face sanctions such as a reduction in their monthly transportation fee. Late staff will face sanctions in the form of monthly incentive deductions. Motivation is defined by the emergence of awareness and responsibility in all students at school because motivation is related to psychological and emotional issues that can influence teacher and staff behavior. SD Negeri 2 Kota Ternate and SD IT Nurul Hasan Kota Ternate are examples of this. At SD Negeri 2 Kota Ternate,

motivation is characterized by new reactions from every student to achieve goals. So motivation, in this case, is a reaction to the principal's actions, namely communicating the school's goals. Motivation arises within humans; it does so as a result of stimulation or encouragement from other elements outside of humans, resulting in the emergence of a goal to be achieved.

### **3.6 The principal as a supervisor in Joguru's leadership**

All principals admit that school activities will only go as planned with the principal's supervision. As a result, the principal not only supervises the discovery of someone's mistakes but also leads to efforts to make improvements not only supervises the discovery of someone's mistakes but also leads to efforts to make improvements. Sangdji's leadership, in which he supervises his subordinates or students, is designed to ensure that all school activities run smoothly and according to plan. All Ternate City primary school principals, stated that they usually conduct supervision through teacher observations, which they then record in activity notebooks or based on teacher reports. The principal does not make direct observations or observe curriculum development activities proposed and agreed upon by the school.

The school principal's role as a supervisor in his supervisory function is more of an effort to provide guidance, encouragement, and protection for all school members to improve the quality of education and services continuously. The purpose of principal school supervision is not to find fault with the person being supervised but to increase the creativity of teachers and staff in order to improve the quality of learning. In democratic education, supervision can be seen as the right approach to assisting teachers so that, with their abilities and willingness, they can improve their professional skills. It was discovered in this study that one of the principal's roles as a supervisor is to make the school an educational developer who is responsible for the smooth operation of education and teaching in schools. It is difficult for a developer to improve the quality of education and teaching in schools, as mandated by Permendiknas No. 12 of 2007 concerning School Supervision Standards. The school principal, who also serves as a supervisor, is required to carry out supervision following these provisions, particularly as one of his competencies is developing interpersonal cooperation so that all of them work together to achieve goals by being willing to carry out their respective tasks efficiently and effectively.

## **4. CONCLUSIONS**

According to the findings of this study, the role of each school principal is as follows: a) The principal acts as of this study, the role of each school principal is as follows: a) The principal acts as "Joguru," b) The principal acts as a driving force in Joguru's leadership, c) The principal acts as an exemplary figure such as in Joguru's leadership, d) The principal acts as a transformational leader in Joguru's leadership, e) The principal acts as a motivator in Joguru's leadership, and f) The principal acts as an advisor to Joguru's leadership. Efforts made by each school principal in developing quality schools include: solving problems in schools; escorting teacher problems to the Education Office for suggestions and solutions if they cannot be resolved at school; and principals encourage the capacity building of principals and staff

through education and training and the process of improving work skills professionally and managerially.

### Acknowledgment

The Muhammadiyah University of North Maluku fully supports this research, and our appreciation and thanks are extended to the Chancellor and all parties who assisted with the research's implementation. The principals of SD Negeri 2, SD IT Nurul Hasan, SD Alkhairaat 1, and all resource persons who agreed to be interviewed were also thanked.

### References

1. Ahmad Yusuf Sobri, I. Bafadal, A. Nurabadi, dan I. Gunawan, "Pengembangan Modul Pendampingan Berbasis Refleksi Diri Bagi Kepala Sekolah Pemula," vol. 269, tidak. CoEMA, hlm. 133–139, 2018, doi: 10.2991/coema-18.2018.34.
2. Bambang Budi Wiyono. (2017). The effect of self-evaluation on the principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. *International Journal of Leadership in Education*, 21(6), 1–21. <https://doi.org/10.1080/13603124.2017.1318960>
3. Bambam Buda Wiyono, Rasyad, A., & Maisyaroh. (2021). The Effect of Collaborative Supervision Approaches and Collegial Supervision Techniques on Teacher Intensity Using Performance-Based Learning. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211013779>
4. Basse Marhawati, (2016) denga "Judul Implementasi kepemimpinan kepala sekolah berbasis nilai-nilai budaya Huyula di daerah terpencil Gorontalo' Disertasi Universitas Negeri Malang
5. Creswell, W. John. (2013). *Research design; pendekatan kualitatif, kuantitatif dan mixed*. Edisi ketiga. Yogyakarta: Pustaka Pelajar
6. C. Schechter, "Pembelajaran kolektif di sekolah: mengeksplorasi persepsi peserta pelatihan kepemimpinan," *Int. J. Pendidikan. Manajemen.*, vol. 27, tidak. 3, hlm. 273–291, Januari 2013, doi: 10.1108/09513541311306486.
7. D. Ariyani, Suyatno, dan M. Zuhaery, "Inovasi kepala sekolah dan kepemimpinan kewirausahaan untuk membangun lingkungan belajar yang positif," *Eur. J. Pendidikan. Res.*, vol. 10, tidak. 1, hlm. 63–74, 2021, doi: 10.12973/EU-JER.10.1.63.
8. Danang, Permadani, Maisyaroh Mustiningsih. (2018). Kepemimpinan Kepala Sekolah dalam Pembuatan Keputusan, *JAMP: Jurnal Adminitrasi dan Manajemen Pendidikan*, 1(3).
9. Greeni Maheshwari (2021): Pengaruh Kepemimpinan Sekolah Transformasional dan Transaksional yang Dirasakan Guru terhadap Kepuasan Kerja dan Kinerja Guru: Kasus Vietnam, *Kepemimpinan dan Kebijakan di Sekolah, Leadership and Policy in Schools* 02 Februari 2021, DOI: 10.1080/15700763.2020.1866020
10. Ibrahim Bafadal, Ahmad Nurabadi, Imam Gunawan, Juharyanto Juharyanto, Nova Syafira Ariyanti, Maulana Amirul Adha, Min-Ling Hung , Akbar Syah Ichwanda Burham (2021) *Moral-Based Learning Leadership Process in Excellent School*. Atalantis Press, *Advances in Social Science, Education and Humanities Research*, volume 609 *Proceedings of the International Conference on Information Technology and Education (ICITE 2021)*
11. Irwan Lukman (2019) Implementasi Kebijakan Pendidikan Pemerintah Kota Termate dalam pelaksanaan wajib belajar 9. *JISIP: Jurnal Ilmu Sosial dan Ilmu Politik* ISSN. 2442-6962 Vol. 8 No. 4 (2019)
12. K. Leithwood, A. Harris, dan D. Hopkins, "Tujuh klaim kuat tentang kepemimpinan sekolah yang sukses," *Sch. kepemimpinan. Manajemen.*, vol. 28, tidak. 1, hlm. 27–42, Februari 2008, doi: 10.1080/13632430701800060

13. K. Leithwood, "Memahami kepemimpinan kepala sekolah yang sukses: kemajuan di depan yang rusak," *J. Educ. Adm.*, vol. 43, tidak. 6, hlm. 619–629, Januari 2005, doi: 10.1108/09578230510625719.
14. L. Lashway, "Peran Pemimpin Sekolah: Tren dan Isu." p. 14 hal., 2003.
15. LW Fry, "Menuju teori kepemimpinan spiritual," *Leadersh. Q.*, jilid. 14, tidak. 6, hlm. 693–727, 2003, doi: <https://doi.org/10.1016/j.leaqua.2003.09.001>.
16. Minsih, M., Rusnilawati, R., & Mujahid, I. (2019). *Kepemimpinan Kepala Sekolah Dalam Membangun Sekolah Berkualitas Di Sekolah Dasar. Profesi Pendidikan Dasar*, 1(1), 29–40. <https://doi.org/10.23917/ppd.v1i1.8467>
17. ML Donaldson, "Pendekatan Kepala Sekolah untuk Menumbuhkan Efektivitas Guru: Kendala dan Peluang dalam Mempekerjakan, Menugaskan, Mengevaluasi, dan Mengembangkan Guru," *Educ. Adm.Q.*, vol. 49, tidak. 5, hlm. 838–882, April 2013, doi: 10.1177/0013161X13485961.
18. N. Ololube, A. Bert, A. Alford, RN Amanchukwu, G. Jones Stanley, dan NP Ololube, "Tinjauan Teori, Prinsip, dan Gaya Kepemimpinan serta Relevansinya dengan Manajemen Pendidikan Menjelajahi Hubungan Antara Kepribadian dan Kepemimpinan Pilihan Tinjauan Teori, Prinsip, dan Gaya Kepemimpinan serta Relevansinya dengan "Manajemen, vol. 2015, tidak. 1, hlm. 6–14, 2015, doi: 10.5923/j.mm.20150501.02.
19. OY Romlah dan S. Latief, "Pemberdayaan Sumber Daya Sekolah dalam Peningkatan Mutu Pendidikan," *Banteng.Sci. Pendidikan*, vol. 1, tidak. 1, hlm. 37–41, 2021.
20. P. Hallinger, "Memimpin Perubahan Pendidikan: refleksi pada praktik kepemimpinan instruksional dan transformasional," *Cambridge J. Educ.*, vol.33, tidak. 3, hlm. 329–352, November 2003, doi: 10.1080/0305764032000122005.
21. P. Runhaar, J. Konermann, dan K. Sanders, "Perilaku kewargaan organisasi guru: Mengingat peran keterlibatan kerja mereka, otonomi dan pertukaran pemimpin anggota," *Teach. Mengajar. Pendidikan*, vol. 30, hlm. 99–108, 2013, doi:
22. R. DuFour dan M. Mattos, "Bagaimana kepala sekolah benar-benar meningkatkan sekolah?," *Educ. Kepemimpinan.*, vol. 70, tidak. 7, hlm. 34–40, 2013.
23. RJ House dan JM Howell, "Kepribadian dan kepemimpinan karismatik," *Leadersh. Q.*, jilid. a2222223, tidak. 2, hlm. 81–108, 1992, doi: [https://doi.org/10.1016/1048-9843\(92\)90028-E](https://doi.org/10.1016/1048-9843(92)90028-E).
24. Rencana Strategis Lembaga Penjaminan Mutu Pendidikan (LPMP) Propinsi Maluku Utara 2019-2024
25. SL Jacobson, S. Brooks, C. Giles, L. Johnson, dan R. Ylimaki, "Kepemimpinan yang Sukses di Tiga Sekolah Dasar Perkotaan Kemiskinan Tinggi," *Leadersh. Kebijakan Sch.*, vol. 6, tidak. 4, hlm. 291–317, Oktober 2007, doi: 10.1080/15700760701431553.
26. T. Waters dan R. Marzano, "Pengaruh kepemimpinan pengawas terhadap prestasi siswa," *Mid-continent Res. Pendidikan Pelajari.*, vol. 7, hlm. 454–487, 2006.
27. T. Bush, "Dari Manajemen ke Kepemimpinan: Perubahan Semantik atau Bermakna?," *Educ. Kelola. Laksamana Kepemimpinan*, vol. 36, tidak. 2, hlm. 271–288, April 2008, doi: 10.1177/1741143207087777.
28. T. Turnadi, RN Sasongko, M. Kristiawan, SD Oktaria, dan E. Susanto, "Peranan Kepemimpinan Sekolah dalam Meningkatkan Disiplin Kerja Guru dan Karyawan", *Educ. P. Rev.*, vol. 4, tidak. 2, 2021, doi: 10.31014/aior.1993.04.02.205.
29. X. Zhao, B.-G. Hwang, dan HN Lee, "Mengidentifikasi gaya kepemimpinan kritis manajer proyek untuk proyek bangunan hijau," *Int. J. Konstr.Manajemen.*, vol. 16, tidak. 2, hlm. 150–160, April 2016, doi: 10.1080/15623599.2015.1130602.