

Leadership of School Principals in Improving School Success (Multi Site Study at SMAN 1 and At SMAN 2 Tanjung)



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ABSTRACT: This study aims to describe and analyze the leadership of the principal at SMAN 1 Tanjung and SMAN 2 Tanjung. This research is a multi-site descriptive qualitative research. Informants in the study consisted of principals, vice principals of curriculum, public relations, student affairs, sarpras and teachers. Data was collected using in-depth interviews, observation and documentation methods which were analyzed using an interactive data analysis model from Miles and Huberman (2014). The stages of the research are data collection, data reduction, data presentation and drawing conclusions and checking the validity of the findings by data triangulation. The results of the study were that the principal made decisions through deliberation, delegated tasks, participated in the Adiwiyata program, carried out direct supervision and through CCTV, carried out Business Day or work titles, made school canteens, evaluated existing programs, formulated targets to be achieved, made intra-time schedules, extra and co-curricular, paying attention to discipline, making a supervision schedule, setting instruments, making recommendations for improving the learning process.

KEYWORDS: Leadership head school, success school

INTRODUCTION

The principal has the main task of carrying out the main managerial tasks, developing entrepreneurship and supervising teachers and education staff. If these roles and functions are carried out properly and correctly, the quality of education in schools will increase. SMA Negeri 1 Tanjung and SMA Negeri 2 Tanjung were designated as research sites because public schools in Tabalong district are known for the achievements of their students, teachers, principals and school brands. Based on the description above, the researchers are interested in conducting further research to find out the strategies applied by school principals in fostering schools so that schools can be successful. (Syarwani Ahmad, 2013) in his research it can be concluded that the determinants of the principal's success or the principal's work performance in advancing the school are effected by leadership, knowledge of school management, perseverance in carrying out their duties, and a high organizational culture that needs to be maintained and developed by the principal. (Daryanto, 2013) effective principal leadership, among others, can be analyzed based on the following criteria: able to empower teachers to carry out the learning process well, smoothly and productively, able to complete tasks and work in accordance with the set time, able to establish correlations harmoniously with the community so that they can actively involve them in realizing school and educational goals, successfully apply leadership principles that are in accordance with the maturity level of teachers and other employees in the school, work with the management team, succeed in realizing school goals productively in accordance with predetermined provisions.

Schools are said to be effective if they have the following criteria: (1) Student aspects; the quality of graduates recognized by other institutions with indications: student test scores above the average of other groups of students at the same level; teachers and students both work hard to succeed; students are satisfied with their school; the number of students referred for mental health services is low even compared to other schools; students win sports competitions and other extra activities; many students study foreign languages, arts and physics. (2) Teacher aspect: teachers plan lessons adequately: teacher members are sufficient for students; teacher members work together, share ideas, and help each other among themselves; low teacher turnover; low teacher conflict. (3) Institutional activities: schools have programs for celebrating national and religious holidays; extracurricular programs that are attractive to students; high institutional morale. (4) Parents receive the results of their children's studies well; parents have the option to send their children to superior schools compared to other schools (Efendi, 2014).

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METHOD

This study employed a multi-site qualitative approach. Collecting data through in-depth interviews, participant observation and documentation. Data analysis was carried out using the interactive analysis of the Huberman model (2014). This analysis model consists of four steps that interact with each other from one step to another. These steps are data collection, data presentation, data reduction and conclusion drawing. This study tries to describe aspects that are relevant to the observed phenomena and describe the characteristics of the existing phenomena or problems. This research is also included in the type of *field research* research with more than one research object or multiple sites, namely: SMA Negeri 1 Tanjung and SMA Negeri 2 Tanjung which are located in Tabalong district. A multi-site study is a research design that involves several sites, places and research subjects. The research subjects are assumed to have the same characteristics. The data collection techniques used in this study were in-depth interviews, participant observation and documentation. The validity of the data using source triangulation and method triangulation. The key informants of this research were school principals, vice principals and teachers.

FINDINGS

Broadly speaking, the findings of the principal's leadership in increasing the success of this school based on the results of the analysis of interviews, observations and documentation are described as follows:

TASKS OF THE PRINCIPAL AT SMAN 1 AND SMAN 2 TANJUNG

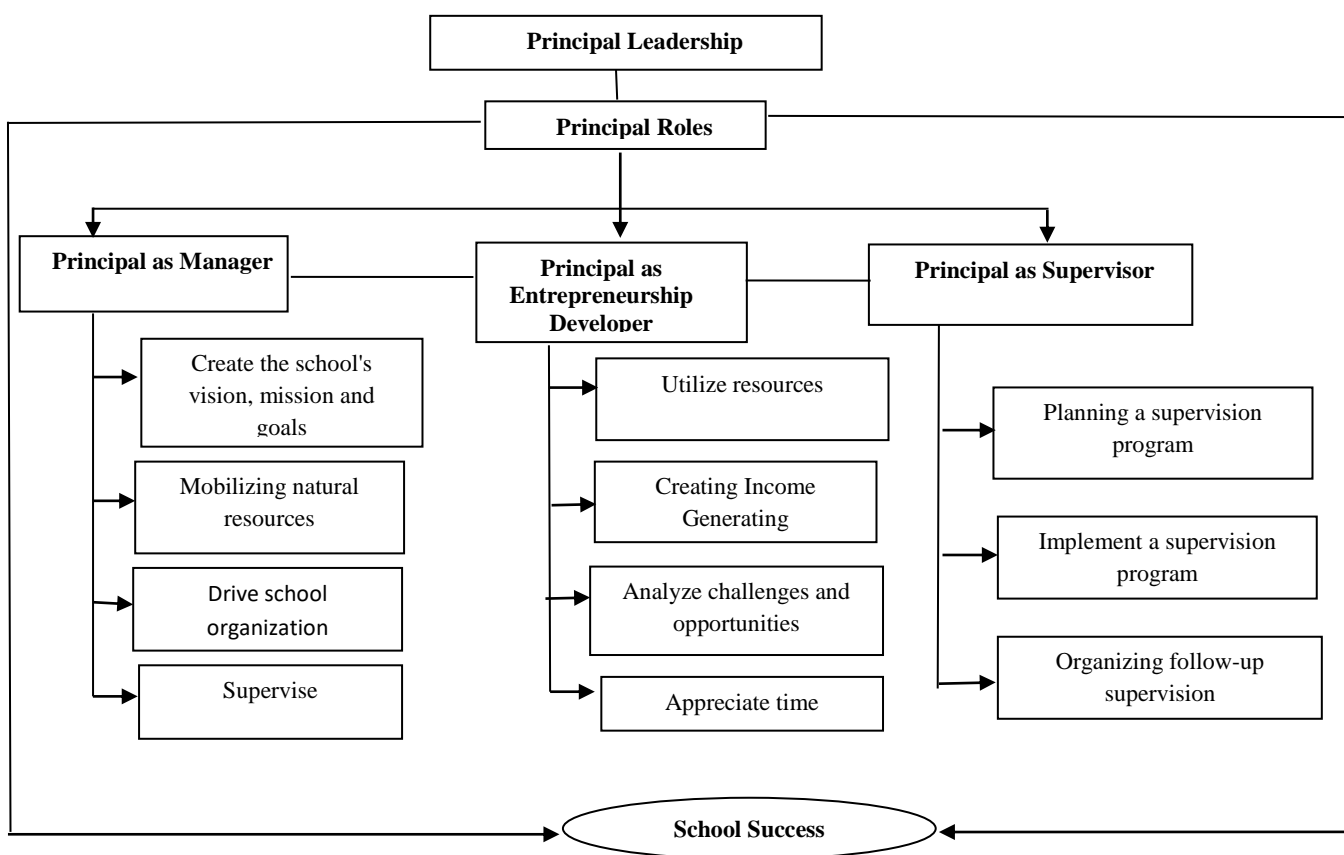


Figure: the results of the analysis

A. Describe the principal as a manager

1. The principal makes the school's vision, mission and goals:

Site Finding 1

The principal's strategy in making the school's vision, mission and goals is reflected in the principal's behavior, namely holding workshops involving various parties, namely school principals, teachers, education staff and student council representatives, elaborating the vision into clear indicators, compiling a realistic mission consisting of long-term goals. short, medium and long term, as well as reviewing the existing vision, mission and goals, then making revisions based on the results of the deliberations that have been agreed upon.

Site Finding 2

The principal's strategy in making the school's vision, mission and goals is reflected in the principal's behavior, namely by holding coordination meetings or deliberation with the School Development Team, conducting socialization to school

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residents (educators, education staff and committees) about the school's vision, mission and goals. which has been formulated in a coordination meeting with the School Development Team, the principal gathers the vice principal and several elements of the teacher to discuss and refine the vision, mission and goals of the school in accordance with the current real conditions of the school, adapting to the challenges of the times faced by schools today, the principal discuss the vision, mission and goals in the small team to accommodate initial aspirations, then the results of the negotiations are discussed again in the school's vision and mission preparation meeting, the vision and mission should bring up excellent school programs such as Adiwiyata schools, Islamic religious education model schools, and principal continue the existing vision and mission, then evaluate it, then look at the challenges that lie ahead, then revise if something is not appropriate or not, then the preparation process is usually at the end of the year or at the beginning of the year.

Cross Site Analysis

The principal's strategy in making the school's vision, mission and goals is reflected in the behavior of the principal, namely through deliberation involving various parties, namely the principal, all teachers and education staff, the existing vision and mission are evaluated and reviewed to what extent their achievements are, then will carry out several revisions to improve the vision, mission and goals of existing schools by taking into account the challenges and demands faced by schools today by including superior school programs such as Adiwiyata schools, Islamic religious education model schools, child-friendly schools, healthy schools, and other.

2. The principal drives the organization

Site Finding 1

The principal's strategy in moving the school organization is illustrated by the principal's behavior, namely implementing it based on the school's organizational structure with a delegation system to the deputy principal and head of administration, PTK cooperates with each other in a compact and intelligent teamwork to carry out the assigned tasks, the principal tries to make yourself as a good role model at work, so that you can be an example for other PTK colleagues and have an impact on all students.

Site Finding 2

The principal's strategy in moving the school organization is reflected in the behavior of the principal, namely the school implements it by making a Decree (SK) for the principal which is equipped with the division of tasks, coordinating the division of tasks that have been prepared with the administrators and members of the school organization, monitoring and evaluating the school organizational performance, follow up on the results of monitoring and evaluation, for extracurricular activities (extracurricular), all extracurricular activities are inserted with superior school activities such as adiwiyata, cleaning activities, waste selection activities, and for extracurricular coaches there are SMAN 2 teachers themselves and experts from outside the high school, the principal gives confidence to each vice principal or appointed teachers to receive additional assignments, each teacher entrusted with additional tasks must make a program or activity journal, so that its implementation more focused and at the end of each activity, each activity supervisor conveys the difficulties or obstacles faced, any obstacles or obstacles faced so that they can be consulted or coordinated with the principal.

Cross Site Analysis

The principal's strategy in moving the school organization is illustrated by the principal's behavior, namely implementing it based on the school's organizational structure, with a system of delegating tasks to vice principals in the fields of curriculum, student affairs, infrastructure, community relations, administrative heads and teachers who are appointed to receive assignments. additional staff such as library managers, laboratories, UKS and coordinators or coaches in an activity at school, all teachers and education staff consult each other, coordinate and cooperate in carrying out assigned tasks, so that every planned activity can be carried out successfully and smoothly .

3. The principal mobilizes natural resources

Site Finding 1

The principal's strategy in mobilizing natural resources is reflected in the principal's behavior, namely utilizing the assistance of electricity and water facilities from PT. Pertamina is used according to school needs, by utilizing existing natural resources, schools can participate in various activities, including environmental management activities in schools such as Adiwiyata activities, UKS activities, healthy school activities and extracurricular activities, creating a green, clean and cool school environment. the presence of many plants planted in flower pots and placed in front of the class and school, as well as the presence of several ornamental fish ponds in front of the class further adds to the comfort of school residents in the school area.

Site Finding 2

The principal's strategy in mobilizing natural resources is reflected in the behavior of the principal, namely conducting coordination meetings with the School Development Team to discuss natural resources in schools that can be used as the school's superior potential, conducting socialization to school residents (educators, education staff and committees).) regarding the natural resources that exist in schools, create a committee that is fully responsible for the development of natural

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resources, ask for support from all school residents, monitor and evaluate the development of natural resources, follow up on the results of monitoring, carry out various resource development activities. natural resources that have been carried out such as waste utilization, waste recycling, use of used cooking oil, waste banks, hydroponics and attending the Adiwiyata school program.

Cross Site Analysis

The principal's strategy in mobilizing natural resources is reflected in the principal's behavior, namely by making good use of existing natural resources, this is evidenced by schools being able to participate in environmental management activities in schools such as Adiwiyata activities.

4. The school principal supervises

Site Finding 1

The principal's strategy in carrying out school supervision is reflected in the behavior of the principal, namely carrying out supervision through data and documents such as a CAR attendance list, daily picket books, journal documents of activities that have been carried out, daily supervisor/picket documents, CAR daily journals and direct observations in the field or through CCTV installed in the school environment, supervision in the management of the teaching and learning process as the main activity at school, plays a role in disciplining students when they enter the school area in the morning, so that PTK and students will feel embarrassed and afraid to come late to school.

Site Finding 2

The principal's strategy in carrying out supervision is reflected in the behavior of the principal, namely by means of direct supervision by the principal, either open or closed, indirect supervision by a team formed by the principal using instruments that are in accordance with the object observed, guidelines supervision is student discipline and PTK rules set by the government, namely the education office, non-permanent employees (school honors) based on the rules made by the school, CCTV facilities in the school area are a means to carry out supervision that can be monitored directly from the principal's office, the principal usually also walks around the school area to check learning in class and also checks school facilities, the principal supervises students by giving awards to classes or students who are disciplined or excel with certain criteria and that is usually announced at Monday's apple, the principal is very concerned about the presence of the CAR, and if it is found that the accumulation of CAR absenteeism is high, the principal usually makes an effort to call for guidance on the CAR.

Cross Site Analysis

The principal's strategy in conducting supervision is reflected in the behavior of the principal, namely through direct observation in the field usually by going around the school area to check learning in class and also checking school facilities and surveillance through CCTV media installed in the school environment, CCTV facilities in the school area are as follows: a very helpful facility for principals to supervise CAR, students and the school environment which can be monitored directly from the principal's office.

B. Describe the principal as an entrepreneur developer

1. Principals utilize resources

Site Finding 1

The principal's strategy in utilizing school resources is reflected in the principal's behavior, namely empowering the community (parents) through school committees, empowering the Industrial World, developing student cooperatives, developing school canteens, developing waste banks, developing hydroponics through Adiwiyata, and implementing business day activities. that is done by students every Friday.

Site Finding 2

The principal's strategy in utilizing school resources is reflected in the behavior of the principal, namely the principal coordinating with the School Development Team to explore the potential of resources that can be utilized in the school, creating a committee that is fully responsible for the use of these resources, asking for support from all school members, monitor and evaluate the use of these resources, follow up on the results of the monitoring and evaluation, schools hold entrepreneurship workshops for educators, then entrepreneurship knowledge obtained from the workshops is conveyed back to students in learning, work titles held by schools which are followed by all classes, this is a means to showcase and market the products that have been made by students, and the school makes 8 school canteens located within the school area, then the canteens are rented out to sellers, rent canteens This is used for the development of school cooperatives

Cross Site Analysis

The principal's strategy in utilizing resources is reflected in the principal's behavior, namely the implementation of business day activities or work titles carried out by students in schools which are attended by all classes, this is a means to showcase and market products that have been made by students, and the principal makes several the school canteen is located inside the school area, then the canteen is rented out to the sellers, the canteen rental is used for the development of school cooperatives.

2. Analyze challenges and opportunities

Site Finding 1

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The principal's strategy in analyzing school challenges and opportunities is reflected in the behavior of the principal, namely the principal using the data from the SWOT analysis, using the results of the performance assessment of the principal and the head of administration, the school development team holding coordination meetings, the principal seeing challenges and opportunities as gaps between actual real performance and expected performance, formulating targets to be achieved by the school, followed by determining the efforts made to achieve the target, determining the factors that contain problems, and seeking steps for problem solving, using school quality report cards.

Site Finding 2

The principal's strategy in analyzing challenges and opportunities is reflected in the principal's behavior, namely analyzing the current condition of the school and comparing it with the ideal conditions expected from a school that are the demands/challenges of the world of education today, studying what resources the school has that can be used as a resource. the opportunity to achieve the ideal conditions expected of a school at this time, the principal in consultation with the entire teacher council evaluates the program that is already running, finds out the results, the obstacles to implementing the program, the challenges to be faced, examines the obstacles so that they become challenges, the strengths they have such as student and teacher achievements, then determine the strategies used to achieve the 8 national education standards (SNP) properly.

Cross Site Analysis

The principal's strategy in analyzing challenges and opportunities is reflected in the behavior of the principal, namely the principal in consultation with the entire teacher council to evaluate the program that is already running, analyze the current condition of the school and compare it with the ideal conditions expected from a school, learn what resources are available. schools that can be used as opportunities to achieve ideal conditions, formulate targets to be achieved by schools, determine efforts to achieve goals, determine steps to solve problems or obstacles faced by schools.

3. Appreciate time

Site Finding 1

The principal's strategy in respecting time is reflected in the principal's behavior, namely the principal carrying out school activities in accordance with the established educational calendar of SMAN 1 Tanjung. Such as intra-curricular, co-curricular and extra-curricular activities, carrying out school programs that have been listed in the short-term and long-term school plans, the principal is very disciplined in his work, comes to school early and often comes home late because he has completed some official work. Schools are very concerned about working hours or PTK official time, so that the teaching and learning process runs effectively.

Site Finding 2

The principal's strategy in respecting time is reflected in the principal's behavior, namely the principal in respecting time by making a schedule for all school activities and carrying it out according to the schedule that has been prepared. every working hour, PTK is also required to make attendance manually and attendance electronically or online, remind PTK to always make attendance every working day by distributing reminder stickers that say have you done attendance today which are placed on each table, PTK must submit a request for permission, illness, or other needs to the principal, vice head of public relations or curriculum, have special notes related to the presence of CAR, real or actual records in CAR carrying out their obligations, monitoring through CCTV and class control cards which are always filled in by the teacher. undisclosed student representatives.

Cross Site Analysis

The principal's strategy in respecting time is reflected in the principal's behavior, namely the principal carrying out school activities according to the educational calendar, making a schedule of all school activities and carrying it out according to the schedule that has been prepared such as intra-curricular, co-curricular and extra-curricular activities, the principal is very concerned about discipline. teachers to enter teaching into the classroom and the presence of administrative staff during working hours or PTK official time, so that the teaching and learning process runs effectively.

C. Describe the principal as a supervisor to teachers and education staff

1. The principal plans a supervision program

Site Finding 1

The principal's strategy in planning the supervision program is reflected in the behavior of the principal, namely the planning of the supervision program based on the division of tasks, job descriptions, and supervision schedules that are arranged in the supervision program, the supervision program is prepared by the principal at the beginning of each year, the supervision carried out by the principal includes supervision of the main tasks of the teacher as well as additional tasks and supervision for education staff .

Site Finding 2

The principal's strategy in planning the supervision program is reflected in the principal's behavior, namely planning the supervision program by compiling a supervision program, making a schedule for the implementation of supervision and setting supervision instruments. academic supervision at least 2 times a semester, the supervisor enters the classroom to monitor the

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implementation of learning in the classroom, the principal in supervising appoints senior teachers or vice principals to assist the principal in implementing the supervision program, all teachers must prepare all learning tools, then the device must be consulted with the supervisor first before the supervision of learning in the classroom is carried out.

Cross Site Analysis

The principal's strategy in planning the supervision program is reflected in the principal's behavior, namely planning the supervision program by compiling a supervision program, making a schedule for the implementation of supervision and setting supervision instruments.

2. The principal carries out a supervision program

Site Finding 1

The principal's strategy in implementing the supervision program is reflected in the behavior of the principal, namely the principal forms a supervision team that is determined through the principal's Decree, the principal is assisted by a school supervision team consisting of vice principals and senior teachers, the division of supervisory duties is directly prepared by the principal. schools based on the rank and class of educators and education staff, supervision activities include supervision of learning documents and supervision of teachers in teaching.

Site Finding 2

The principal's strategy in implementing the supervision program is reflected in the behavior of the principal, namely the principal in carrying out the supervision program according to the schedule that has been prepared and using the prepared instrument, before entering the class the principal checks the learning tools of the teacher concerned, the principal enters the class to supervise the learning process carried out by the teacher, the principal also supervises the education staff by checking the documents in accordance with the educational staff supervision instrument, the teacher cannot be supervised into the classroom before the administration is complete first.

Cross Site Analysis

The principal's strategy in implementing the supervision program is reflected in the behavior of the principal, namely supervision activities including supervision of learning documents and supervision of teachers in teaching, the principal is assisted by a school supervision team consisting of vice principals and senior teachers.

3. The principal follows up on the supervision program

Site Finding 1

The principal's strategy in following up on the supervision program is reflected in the behavior of the principal, namely each supervisor is obliged to make a report on the results of supervision to the principal, the results of the supervision are analyzed by the supervisory team so that a follow-up is obtained as one of the recommendations for the school program for the following year.

Site Finding 2

The principal's strategy in following up on the supervision program is reflected in the behavior of the principal, namely the principal in following up on the results of supervision by means of individual or group coaching. Teachers are called individually or in groups to discuss the results of supervision, if there are still deficiencies, improvements will be suggested. The principal also gives awards to teachers who have been good in the learning process, the basis for follow-up is to record supervision, be it planning, implementation and follow-up, notes as improvements, discusses obstacles encountered during supervision. If a personal problem is found at the first meeting, we will call the teacher in question and be given guidance, if the second supervision still has the same problems, clinical supervision will be carried out, if in the follow-up the teachers being supervised are experiencing the same problem or Common problems will be followed up in workshop activities, inviting competent outside sources or from fellow teachers who have attended training related to the problem.

Cross Site Analysis

The principal's strategy in following up on the supervision program is reflected in the behavior of the principal, namely the supervisory team makes a report on the results of supervision to the principal, the supervisory report is analyzed by the supervisory team so that a follow-up is obtained as one of the recommendations for improving the teaching and learning process or for the following year's school program.

DISCUSSION

A. Describe the principal as a manager

1. Creating the school's vision, mission and goals

The final findings of the research on the principal's strategy in making the vision, mission and goals of the school at SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely through deliberation involving various parties, namely the principal, all teachers and education staff, the vision and mission that have been set. there is evaluated and reviewed the extent of its achievement, then will make several revisions to perfect the vision, mission and goals of the existing school by paying attention to the challenges and demands faced by schools today by including superior school

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programs such as Adiwiyata schools, educational model schools Islamic religion, child-friendly schools, healthy schools, and others.

This is in accordance with the theory expressed by (Barlian, 2013) . The principal's vision will greatly determine which direction the educational institution is taken, because if the principal does not have a far-sighted vision, he will only carry out his duties as a daily routine, without knowing what progress he must achieve within a certain time.

The principal in improving the success of the school by making the vision, mission and goals of the school. The results of this study support or strengthen the research conducted by, (Kadarsih, I., Marsidin, S., Sabandi, A., nd) , (Fatmawati, Bafadal, 2018) , (Mohune, P., Tola, 2019) , (Mudatsir, Arismunandar, 2021) , (Rosyada, N., and Maula, 2020).

2. Drive school organization

The final findings of the research on the principal's strategy in moving the school organization at SMA Negeri 1 and SMA Negeri 2 Tanjung are illustrated by the behavior of the principal, namely implementing it based on the school's organizational structure, with a system of delegating tasks to vice principals in the fields of curriculum, student affairs, infrastructure, public relations. , the head of administration and the appointed teachers have additional duties such as managers of libraries, laboratories, UKS and coordinators or coaches in an activity at school, all teachers and education staff consult each other, coordinate and cooperate in carrying out assigned tasks, so that every planned activity can be carried out successfully and smoothly.

This is in accordance with the theory expressed by (Northouse, 2013) that the act of internal task leadership involves the skills of forming a structure for results by planning, estimating, explaining roles and delegating tasks clearly.

Principals in improving school success by moving school organizations. The results of this study support or strengthen the research conducted by, (Mahardhani., 2015) , (Hamdani, Y., 2020) , (Ryanta, 2016) , (Aisyah, 2016) , (Octavia, 2016).

3. Mobilizing Natural Resources

The final findings of the research on the principal's strategy in mobilizing natural resources in SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely by making good use of existing natural resources, this is evidenced by schools being able to participate in environmental management activities in schools such as Adiwiyata activities.

This is in accordance with the theory expressed by (Suyono, 2014) which asserts that "a good living environment is not only viewed from the human ability to realize his desire to fulfill his basic needs, namely the need for clothing, food, and housing". Awareness of the importance of healthy environmental management needs to be instilled in humans and needs to be done early so that the values of love for the environment are embedded.

Principals in increasing school success by mobilizing natural resources. The results of this study support or strengthen the research conducted by, (Sidik, I, Annur, S, Handayani, 2021) , (Kirana, H, Zulkarnaini, Baheraam, 2020) , (Lina, 2016) , (Rosdiana, U., Asmara , UH., 2014) , (Basri, 2017).

4. Supervise

The final findings of the research on the principal's strategy in conducting supervision at SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely through direct observation in the field usually by going around the school area to check learning in class and also checking school facilities and supervision through CCTV media which installed in the school environment, CCTV facilities in the school area are a very helpful tool for school principals to supervise PTK, students and the school environment which can be monitored directly from the principal's office.

This is in accordance with the theory expressed by (Setiawan, 2021) that direct control is carried out by school leaders by ensuring that learning activities carried out in the school environment run according to the previous plans. Meanwhile, indirect control is carried out with reports from related teachers regarding the implementation of the learning activities carried out.

Principals in improving school success by supervising. The results of this study support or strengthen the research conducted by, (Purnomo, 2018) , (Purwanto, 2020) , (Hamidi, Nuzuwar, Nural, 2019) , (Ya'cub, M., Ga'a D., 2021) , (Susanti, S., Nurjaman, U., Sulastini, 2021).

B. Describe the principal as an entrepreneurial developer

1. Utilize resources

The final findings of the research on the principal's strategy in utilizing resources at SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely carrying out business day activities or work titles carried out by students in schools which are attended by all classes, this is a means to exhibit and market products that have been made by students, and the principal makes several school canteens located within the school area, then the canteen is rented out to sellers, the canteen rental is used for the development of school cooperatives.

This is in accordance with the theory expressed by (Triana, 2015) in his book *Organizational Behavior* which states, "The principal as the head of a formal educational institution has the duty and responsibility to manage all resources to achieve educational goals". The principal is one of the components of education that has the most role in improving the quality of education. For this reason, the principal must know the tasks he must carry out . (Saroni, 2012) states that if students have entrepreneurial skills, they can become individuals who are more responsible for their personal and social lives.

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Principals in improving school success by utilizing resources. The results of this study support or strengthen the research conducted by, (Imron, A., Wahyudi, Radiana, 2014) , (Mardi, 2021) , (Lisnawati, Harun, C., Z., 2021) , (Alam, A., M., 2021) , (Tioktowati, D., Suryana, A., Prihatin, 2020).

2. Analyze challenges and opportunities

The final findings of the research on the principal's strategy in analyzing the challenges and opportunities at SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely the principal in consultation with the entire teacher council evaluates the program that is already running, analyzes the current condition of the school and compares it with the ideal conditions set forth. expected from a school, learn what resources the school has that can be used as opportunities to achieve ideal conditions, formulate goals to be achieved by the school, determine the efforts made to achieve the goals, determine steps for solving problems or obstacles faced by the school.

This is in accordance with the theory expressed by (Hidayat, 2016) that Opportunity (opportunity) is a present or future condition that benefits schools/madrasahs. Opportunities are external conditions that can provide opportunities for the advancement of the institution, such as changes in law, decreasing competitors, and increasing the number of new students. If it can identify opportunities correctly, it will bring benefits to educational institutions in the form of the survival of the institution and the future of the institution better.

Challenges or threats are the opposite of opportunities, so it can be said that threats are environmental factors that are unfavorable to the organization. If not overcome then the threat can become a barrier for an organization either now or in the future (Hidayat, 2016).

Principals in improving school success by analyzing challenges and opportunities. The results of this study support or strengthen the research conducted by, (S Ahmad, 2013) , (Fitriana, N., R., Handyaningrum, W., Roesminingsih, V., 2021) , (Hadi, 2013) , (Hanan, 2018) , (Garnika, E., Rohiyatun, B., Najwa, 2021).

3. Appreciate time

The final findings of the principal's strategy research in respecting time at SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely the principal carries out school activities according to the educational calendar, makes a schedule for all school activities and carries it out according to a schedule that has been prepared such as intra-curricular activities. , co-curricular and extra-curricular, the principal is very concerned about the discipline of the teacher to enter teaching into the classroom and the presence of administrative staff during working hours or PTK official time, so that the teaching and learning process runs effectively.

This is in accordance with the theory expressed by (Rusmawati, 2013) that a leader must be able to cultivate discipline, especially self-discipline (self-discipline). enforce discipline. Discipline is something that is important to instill respect for authority, instill cooperation, and instill respect for others.

Principal in respecting time. The results of this study support or strengthen research conducted by, (Lovedly, 2020) , (Handayani, F., Muhdi, M., Abdullah, 2016) , (Agustina, 2019) , (Muslim, 2021) , (Ali, A, Ahmad, N, Suhartini, 2022) .

C. Describe the principal as a supervisor to teachers and education staff

1. Planning a supervision program

The final findings of the research on the principal's strategy in planning the supervision program at SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely planning the supervision program by compiling a supervision program, making a schedule for the implementation of supervision and setting supervision instruments, supervision is divided into 2, namely academic supervision and supervision. managerial supervision for teachers who have additional assignments.

This is in accordance with the theory expressed by (Priansa, 2014) that academic supervision is an action taken to help teachers develop the professionalism of the learning process.

Principal in respecting time. The results of this study support or strengthen research conducted by, (Istianah, 2019) , (Rohmawati, 2019) , (Evanofrita, Rifma, 2020) , (Prayoga, A, 2020) , (Karsiyem, Wangid, N., 2015) .

2. Implement supervision program

The final findings of the research on the principal's strategy in implementing the supervision program at SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely the supervision activities include supervision of learning documents and supervision of teachers in teaching, the principal is assisted by a school supervision team consisting of the vice principal and senior teachers.

This is in accordance with the theory expressed by (Iskandar, 2013) that principal supervision is the activity of observing, supervising, guiding and stimulating activities carried out by others with the aim of improving the learning process. Supervision activities by school principals in fostering teachers in the learning process are one way for school principals to evaluate teacher performance. The activities carried out by the principal in carrying out the coaching are academic supervision activities.

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Principal in respecting time. The results of this study support or strengthen the research conducted by, (Riandiani, A, Asep Saepudin, 2021) , (Ajasan, Usman, U, 2016) , (Kamaruddin, 2021) , (Marhawati, 2020) , (Wahidah, 2015) .

3. Follow up the supervision program

The final findings of the principal's strategy research in following up on the supervision program at SMA Negeri 1 and SMA Negeri 2 Tanjung are reflected in the behavior of the principal, namely the supervisor team makes a report on the results of supervision to the principal, the report on the supervision results is analyzed by the supervisor team so that follow-up is obtained as one of the recommendations for improving the teaching and learning process or for planning the next year's school program.

This is in accordance with the theory expressed by (Priansa, 2014) that the principal's follow-up activities carry out coaching, either directly or indirectly, with the aim of improving the learning process that has not been perfect.

Principal in respecting time. The results of this study support or strengthen the research conducted by, (Marsana, M., Yudana, M, I., Sunu, A., 2015) , (Mintadji, 2015) , (Ayubi, Y, U., Syahmuntaqy, T, M., Prayoga, 2020) , (Major, 2017) , (Sampirni, 2020).

CONCLUSION

1. The principal as a manager in improving school success is carried out with the following work steps:
 - a. principal in making the vision, mission and goals of the school by:
 - 1) Through deliberation involving various parties, namely the principal, all teachers and education staff
 - 2) vision and mission are evaluated and analyzed to what extent they have been achieved
 - 3) Carry out revisions to perfect the school's vision, mission and goals.
 - b. principal in moving the school organization by:
 - 1) Implement it based on the school organizational structure
 - 2) delegating tasks to deputy principals and heads of administration and appointed teachers get additional tasks
 - 3) All teachers and education staff consult each other, coordinate and cooperate in carrying out the assigned tasks
 - c. Principals in mobilizing natural resources by :
school participates in environmental management activities in schools such as Adiwiyata activities .
 - d. principal in carrying out supervision by:
 - 1) Through direct observation in the field
 - 2) Through CCTV media installed in the school environment
2. The principal as an entrepreneurship developer in increasing school success is carried out with the following work steps:
 - a. Head of school in utilizing resources by:
 - 1) Carrying out business day activities or student work degrees
 - 2) canteens located within the school area
 - b. Principals in analyzing challenges and opportunities by:
 - 1) The principal consults with the entire teacher council to evaluate the program that is already running
 - 2) Analyzing the current condition of the school and comparing it with the ideal conditions expected of a school
 - 3) Learn what resources the school has that can be used as opportunities to achieve ideal conditions
 - 4) Formulate the goals to be achieved by the school, determine the efforts made to achieve the goals
 - 5) Determine the steps for solving problems or obstacles faced by the school.
 - c. principal in respecting time by:
 - 1) principal carries out school activities according to the educational calendar
 - 2) Make a schedule of all school activities
 - 3) Carry out intra-curricular, co-curricular and extra-curricular activities
 - 4) principal is very concerned about the discipline of the teacher
3. The principal as a supervisor to teachers and education staff in improving school success is carried out with the following work steps:
 - a. principal in planning the supervision program by:
 - 1) Develop supervision program
 - 2) Make a schedule for the implementation of supervision
 - 3) Establish supervision instruments
 - b. principal in carrying out the supervision program by:
 - 1) Supervise learning documents
 - 2) Supervise teachers in teaching
 - c. principal in following up the supervision program by:
 - 1) supervisor team makes a report on the results of supervision to the principal

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- 2) supervisor team analyzes the supervision report as one of the recommendations for improving the teaching and learning process or for the following year's school program.

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