

The Principal's Strategy for Enhancing Learning Quality

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ABSTRACT

Introduction: Improving the quality of learning is a critical aspect of educational development. The role of the principal as a leader is essential in formulating and implementing strategies to enhance learning effectiveness. This study aims to analyze the principal's strategy in improving the quality of learning at two sites, namely UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik. The principal's strategy consists of four key variables: enhancing teacher competence, developing supporting infrastructure, conducting learning supervision, and implementing an effective learning process. The study further seeks to formulate a recommended model for improving the quality of learning in Gresik Regency.

Objectives: The primary objective of this research is to examine the strategies employed by school principals in enhancing the quality of education through teacher development, infrastructure improvement, learning supervision, and optimized teaching methodologies.

Methods: This research employs a qualitative design with a multi-site approach. The study was conducted at UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik. Data were collected through in-depth interviews, direct observation, and documentation. The research data, obtained from principals, vice principals, and subject teachers, were analyzed using a single-site analysis model through condensation, data display, and conclusion drawing at each site. Subsequently, a cross-site analysis was conducted to formulate a concept and identify key findings across the sites. The validity of the research data was ensured through four elements: credibility, transferability, dependability, and confirmability.

Results: The research findings indicate that: (1) The principal's strategy for improving teacher competence includes encouraging teachers to participate in self-training and actively engage in learning communities through the Platform Merdeka Mengajar (PMM) application; (2) The principal's strategy in developing supporting infrastructure is highly adequate, including the presence of learning tools such as SiBestie (Integrated Digital-Based Information System); (3) The principal's strategy for learning supervision is highly effective, applying collegial supervision based on collaborative, constructive, objective, and sustainable principles. This supervision successfully enhances teachers' teaching techniques; (4) Teachers' efforts in maximizing high-quality learning involve implementing teaching strategies that align with students' needs and characteristics.

Conclusions: The principal's strategy plays a significant role in ensuring high-quality learning outcomes. The findings suggest that a combination of teacher competency development, infrastructure enhancement, structured supervision, and adaptive teaching strategies contributes to improved education quality. The study provides a recommended model that can be adopted to optimize principal-led strategies for enhancing learning quality in Gresik Regency and beyond.

Keywords: Principal's Strategy, Quality Learning, Junior High School Education.

INTRODUCTION

The world of education is transforming at a rapid rate these days, causing increasing demands for quality educational services for students. Successful teachers who teach in an engaging manner and induce a high level of learning interest among students are a prime focus for schools. However, classroom management and developing students' learning enthusiasm are no easy tasks. Quality learning is linked to different stakeholders, primarily teachers, who

are the central individuals in schools. Educators must select instructional materials that are appropriate to the students' needs. Student work and classroom innovations follow direct collaborative work with students. Selection of the materials and instructional resources is made judiciously, with learning being considered an active process where instructors operate as facilitators, providing tailored learning experiences that are appropriate for each learner's needs.

According to Cholifah et al. (2018), quality learning occurs when teachers can interact directly with students and deliver lessons that align with their needs. Since students have diverse learning requirements, teachers must possess various teaching strategies. Yusoff & Osman (2010) describes teaching as a process characterized by a transformation in classroom instruction. Teachers not only transfer knowledge, but also understand the unique abilities and characteristics of each student. Learning services are very crucial and must be provided to students, so that students master the subject matter, form attitudes, and build self-confidence. Oetomo & Priyogutomo (2004) emphasizes that education is the process of communicating and delivering information, particularly knowledge, to all students through classroom instruction.

School principals have a very crucial role to play in this regard. As school managers, their initiatives to enhance the learning quality should include all human resources at the school. Proper interactions among teachers and students enable achieving certain learning outcomes. Teachers make enormous efforts to select materials for courses according to the needs of the students, while schools provide the required infrastructure to support the learning process.

According to Cholifah et al. (2018), quality learning has five key domains: (1) teacher-student interaction, (2) teacher-student interaction, (3) exchange of information in interactive forms between teachers and instructional materials within specific contexts, (4) possession and expertise of knowledge, and (5) developing students' attitudes and confidence. Such learning is pivotal to the intellectual and personal development of students because it makes them able to understand knowledge that will dictate their lives ahead. Thus, improving the quality of instruction is essential to all teachers.

The Merdeka Curriculum (2022) is currently seen as the starting point for transformative learning toward quality education. Systemic and synergistic interaction between teachers, students, curricula, teaching materials, media, facilities, and teaching strategies produces maximum learning outcomes. The curriculum focuses on core subjects, enabling more profound and meaningful learning experiences. In addition, competency and character development through collaborative real-world learning projects, e.g., the *Projek Penguatan Profil Pelajar Pancasila* (Strengthening the Pancasila Student Profile Project), can be implemented more effectively.

The Merdeka Mengajar Platform (PMM) is very supportive of teachers in the development and improvement of their pedagogy. Teachers are not just providers of information but now serve as guides that direct the students towards becoming better people who can overcome the challenges of the Society 5.0 era. The effectiveness of learning depends on how teachers conduct their lessons, choose teaching materials, and utilize teaching media to meet students' needs. The support of school principals is critical in enhancing learning quality, a practice that has been successfully implemented in schools across Gresik Regency, East Java.

The Gresik Regency Government, in this instance the Gresik Education Office, has initiated a learning transformation program to improve the quality of education. A preliminary study of this research found that UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik have been successful in such transformations. As model schools in the Gresik region, these two schools attempt to maintain and enhance the quality of their teaching processes.

The implementation of quality learning at UPT SMP Negeri 1 Gresik has a good education standard. This is supported by the Teacher Performance Assessment (PKG) results in 2022, which achieved a good rating, and an increase in the student graduate index score. Data from 2022 indicates that 80% of graduates were accepted into prestigious state high schools (SMA Negeri) and vocational schools (SMK Negeri) in Gresik and surrounding areas—a significant achievement compared to other public junior high schools in the region. Additionally, students have consistently won academic and non-academic competitions over the past five years. In 2022, the teachers were also selected as *Guru Penggerak* (innovative teachers). The school also spent money on new facilities and equipment for educational purposes, and integrated information technology to facilitate learning activities.

Similarly, the application of quality learning in UPT SMP Negeri 4 Gresik demonstrates superior outcomes. The Teacher Performance Assessment (PKG) was rated excellent, while the Principal Performance Assessment (PKKS) in 2022 also received a highly satisfactory rating. Parental satisfaction with the school's educational services is notably high, as evidenced by the increasing number of student applicants during the New Student Admission (PPDB) process. The school consistently exceeds its enrollment quota, demonstrating strong public trust.

Educational support facilities are well provided, including fully equipped science laboratories, which are utilized efficiently and effectively. Teacher competency development is prioritized, with opportunities for educators to pursue Master's (S2) and Doctoral (S3) degrees. In addition to pedagogical, professional, and social competences, teachers are also required to obtain administrative competences. Simultaneously, the quality of administrative staff (TAS) is also closely monitored in order to attain optimum school performance. Several school services, such as efficient data administration, adequate funding, easy accessibility for students, and a healthy school canteen, are also being offered by the school.

The strategic education services carried out by the two school principals are interesting and should be researched further. Most schools purport to offer quality education, but their performance is still below average. The students are usually dissatisfied, and parents are always complaining about the services of the school. Success in education services is highly reliant on the strategic deployment by the principal of the school.

As a response to this, principals must make schools respond to the needs of students and support teachers in providing quality learning. One of the effective strategies is the application of Education Report Cards (Rapor Pendidikan), which are utilized as a reference point for assessing and improving education services. They help identify problems, reflect on the root causes, and systematic improvement in the quality of education. The IRB cycle (Identification, Reflection, Improvement) is applied to analyze indicators across a few years so that the principals can pinpoint areas for improvement and prioritize subsequent quality learning initiatives.

UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik Education Report is excellent in education services. The available data—infrastructure, budget, students, and administrative processes—are all as per the standards required, which demonstrates that quality learning can be successfully performed and can be enhanced further in the subsequent years.

Various achievements have been achieved as exemplary schools, these institutions prioritize excellence in educational services. In maintaining this success, the Principal actively promotes effective learning strategies, such as improving the teaching development team and organizing workshops or Internal Training (IHT) on differentiated learning. In addition, teachers are encouraged to take professional development through the Merdeka Mengajar Platform (PMM). Teachers are also invited to become professional through the Merdeka Mengajar Platform (PMM). Teachers are also invited to take professional development through the Merdeka Mengajar Platform (PMM). This fosters a culture of continuous improvement, with teachers becoming adept at preparing learning modules, instructional media, Student Worksheets (LKPD), and Lesson Plans (RPP)—all of which are closely monitored by school leaders. Teachers are also required to reflect on their teaching practices by considering three key student aspects: moral, emotional, and intellectual development. Knowing these determinants is essential to ensure school excellence and academic success.

These three aspects of the students' characteristics (moral, emotional, and intellectual) are highly significant for teachers to understand in order to guarantee the excellence of education in schools and maintain the category of high-achieving and outstanding schools. The performance of school principals in managing schools continues to improve. Initial observations at the beginning of the research indicate that the educational services at UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik have been implemented while maintaining the quality of learning. The schools have taken the following actions:

First, improving teachers' pedagogical competence in creating and developing innovative teaching materials. This competence is evidenced by teachers' performance in the classroom. Initial observations in July 2023 show that 99% of teachers taught according to schedule and used media as teaching materials. Differentiated learning is implemented based on the recommendation in the Merdeka Curriculum, whereas Student Worksheets (LKPD) are replaced with very simple modules. Preparing Learning Outcomes (CP) for the students is the first action taken before teachers go to class, so they have good-quality teaching materials as well as in-depth subject matter knowledge, using a student-centered model as an active learning technique in class.

Second, improvements in teaching materials to make learning more enjoyable for students have also been achieved. Students' potential is optimally explored. Teachers manage classrooms effectively, making learning objectives easier to accomplish. Glickman (1981) states that a principal, as the leader of an educational institution, assists teachers in developing their abilities in managing the learning process, which is essential for achieving desired learning outcomes. Daresh (1981) also emphasizes that helping teachers enhance their capabilities to reach educational goals—such as effective classroom management and professional development—is part of the principal's role, along with continuously motivating teachers to maintain the quality of learning.

Third, academic supervision by the school principal is also carried out to support high-quality learning. Pidarta (2005) asserts that principal supervision activities improve teachers' behavior in conducting the learning process. The higher the quality of supervision, the better the learning outcomes. Employment of school principal supervision is one of the main strategies for applying quality education, as stated in Minister of Education Regulation No. 12 and 13 of 2007 and Minister of National Education Regulation No. 2 of 2017 on Standards of Principals and Supervisors, in which school principals require a minimum of eight competencies. One of these competencies demands that principals understand concepts, principles, fundamental theories, and the characteristics and developmental trends of various educational fields in schools.

Based on the explanation above, the implementation of quality learning reflects the strategy of UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik in maintaining their status as outstanding schools and applying effective school management. The demand here on the managerial level, i.e., a general knowledge base, is already in place. It is this that unfolds to the students' expectations and demands, i.e., general knowledge of the principal in resolving students' daily issues. The principal also possesses interpersonal skills which make interpersonal behavior in interacting with other people rational. These skills influence individuals and groups, encouraging effective teaching in the classroom while fostering a better understanding of interpersonal behavior that impacts teacher relationships. The principal's technical skills in observing, planning, assessing, and evaluating learning improvements are also well-developed.

Broad knowledge, interpersonal skills, and technical competencies complement each other in fulfilling the principal's duties. The implementation of quality learning at UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik continues to evolve in line with current educational demands. Learning is the core of achieving educational goals and the heart of formal education. It is a process of maturation provided to students so that they acquire knowledge, attitudes, and skills. Student interaction with teachers and other learning resources must occur in schools. This interaction facilitates effective learning for students. The quality of this interaction depends on teachers' motivation and creativity.

With the passage of time, teaching activities have encountered various challenges. Many of these challenges have led teachers to express complaints. Therefore, the creativity and innovation of teachers in classroom learning must be closely observed. Academic supervision by the principal is conducted when teachers face difficulties in teaching. Through this supervision, the principal can guide teachers in resolving their classroom challenges, including strategies, methods, and techniques of teaching, as well as classroom management issues. This approach ultimately facilitates the further development of students' potential.

The principal is responsible for guiding teachers in developing their teaching performance plans and ensuring the success of the learning process. This guidance helps teachers enhance their pedagogical skills and ensures that learning outcomes are of high quality. The academic implementation at UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik aims to improve teachers' performance in classroom teaching. This process involves regular face-to-face meetings between the principal and teachers to discuss teaching strategies for improving instruction and professional development through collegial or peer-based supervision (Sergiovanni, 1979).

Schmidt et al. (2012) states that rational and practical efforts are designed to improve teacher performance in the classroom, aiming to develop teachers' professionalism and enhance teaching quality. Therefore, refining and innovating teaching methods should be achieved through the development of teachers' pedagogical and professional competencies. Sudiyono & Prasjojo (2011) compare this to a sick patient who seeks a doctor for treatment. Similarly, a teacher becomes aware of the challenges in their duties and seeks help from the principal. Consequently, the principal takes the initiative to address the problems teachers face in the learning process. The principal's role is to resolve instructional issues encountered by teachers in their daily teaching activities. The principal's guidance and supervision can assist teachers in overcoming challenges, allowing them to conduct learning processes effectively and

efficiently. Teachers can plan lessons more easily, implement instruction properly, assess students' learning progress, motivate and encourage students, and manage the classroom effectively, thereby achieving educational success more rapidly.

Initial indications are that the principal has managed to operate the school successfully, as evidenced by the use of digital data management. Access to school data helps with continuous improvement and innovation in teaching materials. Teachers can manage classrooms and assess student learning outcomes accordingly. It is evident from this data that teachers' administrative management has been digitally recorded in the school system. Suryosubroto (2010) research, specifically, highlights that the headmaster provides intensive guidance to the teachers so that they can resolve their issues, and enhance learning and teaching environments. Mukhtar & Iskandar (2009) also highlight that academic supervision involves observing, monitoring, or mentoring teachers in teaching activities with the purpose to identify and resolve the issues they face in teaching. These perceptions show that clinical supervision attempts to find solutions to instructional problems of teachers by actually asking for advice from the principal.

The principal's strategy for maintaining an excellent school operates effectively. One key strategy is providing opportunities for teachers to explore creativity and innovate teaching materials. Efforts to address teachers' instructional challenges in the classroom are a priority. Mulyasa (2013) describes the principal's role as an Educator, Manager, Administrator, Supervisor, Leader, and Motivator (EMASLIM). Murniati (2008) argues that implementing the principal's core duties and responsibilities should not solely rely on practical and fragmented actions but must be based on knowledge of management and intelligent leadership. As a leader, the principal must encourage teachers to improve their daily performance and support those struggling with classroom management. Given the diverse characteristics of students and their unique challenges, the principal should foster open discussions to help teachers resolve such issues within the school setting.

On the other hand, learning quality requires data on teaching implementation and goal achievement levels, as observed at UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik. Learning success is often assessed through students' academic outcomes, while the daily classroom learning process and instructional quality are rarely evaluated. Thus, the principal plays a crucial role in school activities. Whether consciously or not, many schools in Gresik Regency have already implemented some aspects of this, although the core principles are still often treated as routine activities.

Over the past two years, the education report has become one of the fundamental components of the education system that must be systematically and strategically implemented by principals. It serves as a tool to measure success and target achievements in school learning processes. The latest published Education Report Indicators serve as a fundamental element in identifying, reflecting, and improving the quality of teaching. In addition, the implementation of the "Independent Curriculum" which has been ongoing for the past two years is closely related to the differentiated learning approach. This approach recognizes the differences of each student and provides a personalized learning experience according to the needs and interests of students. This reality emphasizes the managerial role of the principal in educational institutions, which continues to be pursued to advance and improve the quality of schools.

METHODS

This study employs a qualitative design, as the research is conducted in its natural setting. The qualitative design is chosen because the study prioritizes the process over the results, focuses on individuals as social beings, and aims to observe, describe, and analyze emerging phenomena or occurrences. The researcher serves as the key instrument in this study. Due to these considerations, the most suitable approach is the qualitative multi-site study design.

Creswell (2012) elaborates that a multi-site study involves various activities such as data collection from original sources through interviews, observations, recordings, or documentation. This is supported by Arikunto (2018), quoting that a multi-case study is conducted intensively, in-depth, and in detail, on individuals, institutions, or specific phenomena in a limited scope. Based on these expert opinions, this research adopts a case study research approach.

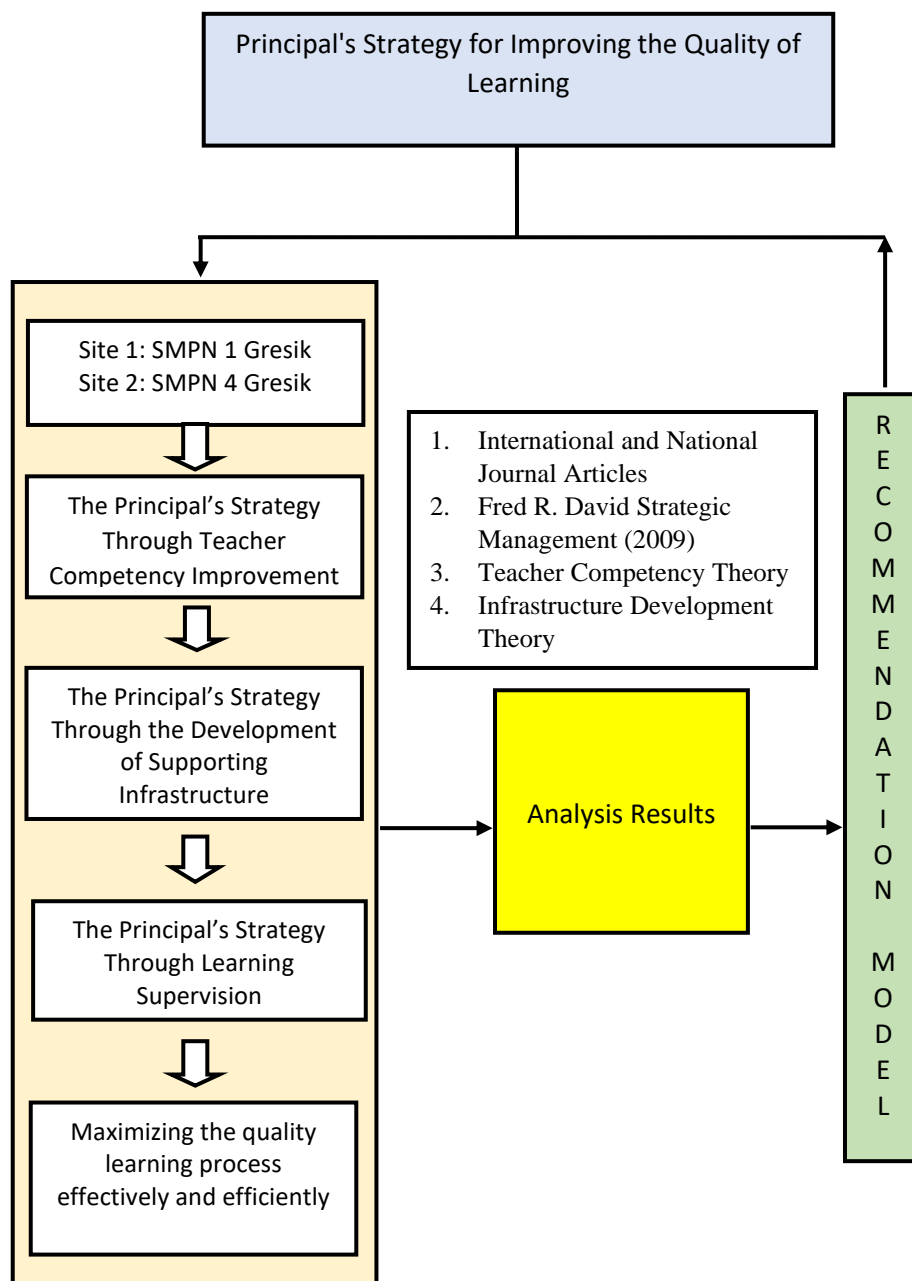


Figure 1. Research Framework

The subject of this study is the principal's strategy in improving the quality of learning at UPT SMP Negeri 1 Gresik and UPT SMP Negeri 4 Gresik. The informants of this study consisted of 2 principals, 8 vice principals, subject teachers, and education staff.. Primary data sources were obtained from verbal statements and behaviors of informants through in-depth interview techniques. Primary data were collected from informants selected using the snowballing technique, namely principals and teachers.

To complement the primary data sources, secondary data sources were also required. Secondary data was obtained from several documents, photos, articles, scientific journals, and notes of their function to complement primary data. A preliminary study was conducted in July 2023 which was continued with field research. Biklen & Bogdan (1982) stated that data collection techniques include in-depth interviews, participant observation, and document analysis. According to Miles et al. (2014) the criteria for data validity techniques include credibility, transferability, dependability, and confirmability.

RESULT

Data collection was carried out through interviews with the principal, teachers and staff at the school. The research was conducted for two (2) months, namely April and May 2024. The discussion of the research results includes:

1. Principal's Strategy Through Improving Teacher Competence

The principal's strategy through improving teacher competence is as follows: 1) Encourage teachers to take training independently in the PMM (Merdeka Mengajar Platform) application; 2) Teachers take training collectively such as workshops or seminars; 3) Form Kombel (Learning Community) and active teachers in efforts to implement Collaborative Learning; 4) Teachers are active in MGMP (Subject Teacher Deliberation) of the same type both at the school and district levels; 5) Teachers continue their education to a higher level, namely S2; 6) Providing rewards to teachers who have superior competence.

The teacher's response to the principal's strategy through improving teacher competence in efforts for quality learning was very enthusiastic and supportive, teachers were motivated, and welcomed the principal's initiative. Student motivation in the learning process is the key to the success of the learning process. The implications of the strategy have a positive impact on teachers, where teachers become more productive, creative, and more innovative in understanding the various characters of students.

2. Principal's Strategy Through the Development of Supporting Facilities and Infrastructure

The principal's strategy for the quality of learning through the development of supporting facilities and infrastructure to meet the learning facilities needed by teachers, the principal has made efforts including: a) Conducting observations on the needs of teacher and student facilities; b) Planning a budget and seeking funding sources by collaborating with external parties, and submitting proposals to the education office to request Pokir Funds (Main Thoughts) from regional legislative members and assistance from the government, both Regular BOS (Central Government) and Regional BOS (Gresik Regency Government).

The school facilities and infrastructure prepared to support the improvement of the quality of learning at both sites are very adequate. The facilities available are a) Clean and comfortable classrooms; b) Availability of LCDs in the classroom; c) Science laboratory room; d) Computer laboratory room; e) Library room; f) Outdoor class student activity room; g) Sports facilities; h) Technology facilities such as the availability of Internet installations; i) Technology-based learning media such as the SiBestie application and Google Workspace For Education (GWFE); j) Stationery equipment in the implementation of teaching and learning; k) The presence of professional educators.

3. Principal's Strategy Through Learning Supervision

The principal's strategy through learning supervision for quality learning is as follows: 1). This supervision is divided into two activities, namely administrative supervision which assesses the completeness of learning devices, and learning supervision through direct observation in class; 2) Learning supervision is divided into 3 stages (Planning, Implementation of Observation or observation, Reflection and follow-up plans); 3). Supervisors always prioritize collaborative, constructive, objective and sustainable principles in making assessments; 4). The increase in teacher techniques in teaching in class will be directly proportional to student learning outcomes; 5). The principal applies a collegial supervisor from the vice principal and senior teachers so that the implementation of supervision can run effectively and efficiently.

Before the implementation of supervision, there needs to be preparation, including the principal and collegial supervisor socializing the learning supervision program in the teacher's room and encouraging teachers to prepare their complete learning tools. Teachers prepare complete learning tools. Such as: syllabus, RPP or teaching modules, educational calendar, effective week analysis, semester programs and annual programs and supporting documents such as attendance lists and student grade lists. In addition, the teacher's mental or psychological preparation must also be strengthened.

4. Teacher Efforts to Maximize Quality Learning Effectively and Efficiently

Teachers' efforts to maximize quality learning effectively and efficiently are: a) Teachers understand the learning material in depth and mentally well; b) Teachers prepare complete learning tools, such as RPP (Learning Implementation Plan), Teaching Modules, learning media and other learning administration; c) Teachers determine

learning objectives and design learning strategies and methods; d) Teachers ensure that the classroom is clean, tidy and comfortable and enjoyable.

After a thorough planning process by the teacher, the learning process in the classroom is: a) Teachers already know the needs of students; b) Teachers creatively vary learning; c) Starting with an opening; d) Providing a trigger or stimulant; e) Carrying out core activities, namely explaining the lesson material according to the RPP (Learning Implementation Plan) or teaching module that has been made by the teacher previously; f) Carrying out closing and concluding reflection feedback from students. The learning achievement standards used as a benchmark in both schools are KKTP (Learning Achievement Criteria). Determining learning achievement criteria is the first step in implementing assessments in the school curriculum development steps. The Learning Objective Criteria (KKTP) will make it easier for teachers to know the extent to which learning competencies have been achieved by students in concrete terms (in the form of numbers) and there is evidence of learning achievement.

DISCUSSION

Among the approaches of the school principal in order to increase learning quality is through the increase of teachers' competency, like inviting teachers to participate in independent training using the PMM (Platform Merdeka Mengajar) application. The application tries to improve the knowledge of teachers and education personnel (GTK) by an independent online-based program. The application contains three elements: independent training, work evidence, and teaching tools. The following are characteristics with content providing explanation and insight to teachers in the implementation of the Merdeka Curriculum. Loughran (2014) further states that independent learning may also expand learning about learning and teaching, and enhance understanding of the relationship between teaching and learning. Teachers also must be trained to advance competencies in preparation for 21st-century learning (Darling-Hammond et al., 2017).

Mass training of teachers, either by means of workshops or seminars, can also develop teacher capability. Learning about newer systems, such as teaching practices or methods of engaging students in the class, are some of the benefits of going through workshops or seminars. Training of this type also allows teachers to find out their capabilities and improve themselves regularly. As per Hasibuan (2018), the training and education can be both formal and non-formal for both new and existing staff. Workshops are one of the means of building teachers' professionalism, which ultimately results in improved quality education (Basri & Hasri, 2024).

In addition to creating a Learning Community (Kombel) and actively involving teachers in the implementation of Collaborative Learning, Collaborative learning is also needed. Collaborative learning, according to Dewi et al. (2016), is a creative education model that describes the learning process in which students work together with each other in groups or teams to achieve common goals. Similarly, teachers and peers are required to collaborate within a structured environment such as Kombel (Learning Communities) in the PMM (Platform Merdeka Mengajar) program. This project positively impacts teachers and indirectly students too. The blending of new ideas widens the horizon of teachers and generates a creative and dynamic learning environment. Students receive more relevant and interactive lessons, so that students are motivated to learn and improve their academic performance. Collaboration between students and teachers also helps in developing an inclusive learning environment. Teachers must actively participate in MGMP (Subject Teachers' Forum), Subject Teachers' Forum, both at the school and district levels. MGMP is an official organization consisting of subject teachers at the junior high school level, functioning as a platform for curriculum development in specific subjects. This forum is highly beneficial in broadening teachers' knowledge, particularly in mastering substantial teaching materials, learning strategies, methods, and the utilization of learning resources.

The second approach towards the improvement of teachers' competence is through encouraging them to advance their studies, i.e., to Master's degree (S2) in Education. This aims at reinforcing their knowledge and expertise in education, particularly in their field of specialization. It also strengthens the capacity of teachers to acquire new skills in planning curricula to match the needs and capabilities of students. The quest for a Master's degree also expands the scope of career options that extend beyond the classroom.

Rewarding highly competent teachers is a good school principal practice. Rewarding and recognizing teachers can enhance the quality of class learning since teachers are motivated to improve their teaching skills. They will devise new ways of teaching, and high-quality teachers not only influence class learning but also contribute to improving

the quality of the school as a whole. As Leonard (2018) discusses, very capable teachers can actually take the quality of learning to much greater heights, ultimately leading to better human resource development through education.

Educational institutions continuously strive to improve learning quality and effectiveness by providing adequate infrastructure and facilities. Facilities and infrastructure are essentials for every member of schools, especially in the process of learning. These external components enable the realization of learning outcomes and objectives. Facilities in a school institution are considered well developed if they are able to meet the needs of learning. Students and teachers have utilized the facilities and infrastructure optimally.

UPT SMP Negeri 1 Gresik provides adequate facilities and infrastructure. This is according to information from several informants who explained that the available facilities and infrastructure consist of a library, laboratory, LCD projector, student activity room, technology facilities, sports facilities, stationery, learning media, and adequate teaching staff. In order to support quality learning, the school makes every effort to provide the necessary facilities and infrastructure. Ibrahim et al. (2022) argue that educational facilities and infrastructure are very important in supporting the success of the implementation of education in schools.

UPT SMPN 1 Gresik and UPT SMPN 4 Gresik supervisors make their evaluative judgment much more a matter of priority with collaborative, constructive, objective, and sustainable principles. By emphasizing collaboration between supervisors and teachers, an environment in learning is offered where teachers are never under pressure but automatically stick to their programmed teaching modules. This aligns with Sahertian & Mataheru (1981) observation that school and supervisory cooperation results in a good teaching and learning environment. Good and creative supervision enhances initiative on the part of teachers and motivates them to create an environment where everyone is safe and is able to reach their potential.

Improving teaching competence in the classroom can improve student learning achievement. This is in accordance with the opinion of Sudrajat (2020) who stated that by increasing teacher competence, knowledge will proportionally increase, so that it can improve skills outside of teaching, including social and moral skills in society. Supervision also plays a significant role in improving teachers' performance because the stage of reflection allows supervisors to provide instructions based on observation in class.

The learning process of the teachers begins with their own preparation as per the requirements of the students. Teachers are aware of the requirements of the students at a given time and become conscious of the various characteristics of the students in the classroom. This enables them to maintain better control over the class, making the class more disciplined to learn. The lesson starts with an opening class that includes ice-breaking activities and prayers, providing study materials, and then, finally, closing class in which students are engaged in a reflection activity related to the lesson to assess their understanding as well as their intelligence. This serves as a check for teachers as far as knowing the learning attainment of students with greater ease is concerned. According to field observation, consistent with the assertion of Thorir et al. (2020), learning effectiveness is a measuring stick for the success of interactions between teachers and students.

Learning Objective Achievement Criteria (KKTP) is applied by UPT SMP Negeri 4 Gresik. KKTP is specially formulated to determine the parameters of students' learning achievements (Kemdikbud, 2022). In order for schools to measure whether students have met their learning objectives, institutions need to formulate learning achievement indicators or standards. Teachers formulate these when preparing for exams and use them when creating learning modules.

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