Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES
P-ISSN 2581-1657
E-ISSN 2581-2203

Principal Leadership Strategies in Revitalizing a High-Synergy Educational Quality Culture

Sitti Nurbani*, Fitriati Fitriati, Rahmattullah
Education Quality Assurance, Bina Bangsa Getsempena University, Banda Aceh, 23112, Indonesia

ARTICLE INFO

Article history:

Received: 03 Feb 2026
Revised: 14 Feb 2026
Accepted: 17 Feb 2026
Published online: 25 Feb 2026

Keywords:

Principal Leadership,
Quality Culture,
High-Performing Schools,
SWOT Analysis,
Educational Quality

* *Corresponding author:*

E-mail: sittinurbani5@gmail.com

Article Doi:

https://doi.org/10.31258/jes.10.2.p.3165-3174

This is an open access article under the CC BY-SA license.

A B S T R A C T

This study aims to analyze principal leadership strategies in revitalizing a high-synergy quality culture in high-performing schools. The research employed a qualitative approach with a comparative case study design conducted at SMP Negeri 1 Peukan Bada, Aceh Besar, and SMP Negeri 2 Banda Aceh City. Data were collected through in-depth interviews, observations, and document analysis involving principals, teachers, administrative staff, and school documents. Data analysis was carried out using descriptive qualitative techniques supported by SWOT analysis, complemented by the Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS) matrices. The findings indicate that visionary, participative, and transformational principal leadership plays a crucial role in fostering and sustaining a school quality culture. Internal strengths outweigh existing weaknesses, while external opportunities are greater than potential threats, positioning the schools in the Strength–Opportunity (SO) quadrant. This strategic position suggests that an aggressive and development-oriented strategy is the most appropriate approach. The study concludes that the success of revitalizing a sustainable quality culture is highly dependent on principal leadership that effectively integrates internal capacities and external opportunities in a synergistic manner.

1. Introduction

School principal leadership is a critical determinant in fostering and sustaining a culture of educational quality within schools. Principals are no longer viewed merely as administrative managers, but as transformational leaders who inspire, motivate, and build collective commitment among school stakeholders-particularly teachers and staff-to achieve shared educational goals. Effective leadership plays a pivotal role in shaping a positive school climate, strengthening professional culture, and driving schools toward high performance.

In the era of globalization and the Fourth Industrial Revolution, educational challenges have become increasingly complex. Rapid technological advancement and digital transformation have disrupted traditional educational practices, requiring schools to prepare students not only with foundational knowledge but also with 21st-century skills such as critical thinking, communication, collaboration, creativity, and digital literacy (Retnomurtiningsih et al., 2024). These demands necessitate visionary, adaptive, and collaborative school leadership capable of managing change and promoting continuous improvement.

Despite ongoing reform efforts, educational quality in Indonesia remains uneven. The 2022 National Assessment released by the Ministry of Education, Culture, Research, and Technology revealed significant disparities between urban schools and those in suburban or rural areas. These gaps are influenced not only by differences in infrastructure and resources, but also by leadership quality, school work culture, and stakeholder engagement. This condition highlights the strategic role of school principals in mobilizing available resources and cultivating a strong culture of quality, even within constrained contexts.

Regulatory frameworks further emphasize the importance of principal leadership. The Indonesian Ministry of National Education Regulation No. 13 of 2007 mandates that school principals possess competencies in personality, managerial skills, entrepreneurship, supervision, and social leadership. Empirical studies consistently indicate that after teacher quality, principal leadership is the most influential factor affecting instructional quality and student achievement (Kurniawati et al., 2020). Visionary, collaborative, and transformational leadership has been shown to strengthen school quality culture, enhance teacher motivation, encourage instructional innovation, and ensure the attainment of educational standards (Akbar et al., 2025).

A strong school quality culture is a fundamental pillar of high-performing schools. Quality culture refers to a shared system of values, beliefs, norms, and practices embedded within school communities that promote self-evaluation, accountability, and continuous improvement (Ismawiyah, 2024). Quality management theories emphasize the principle of *continuous improvement* and the active involvement of all organizational members as essential conditions for sustaining educational quality (Marno et al., 2023). Consequently, quality culture extends beyond procedural compliance to become an integral part of collective mindset, attitudes, and daily practices.

Schools that successfully internalize a quality culture tend to evolve into high-performing institutions. High-performing schools are characterized by strong academic and non-academic achievement, effective governance, reflective practices, and active collaboration with parents and communities (Titin, 2017). Previous research also suggests that a robust quality culture encompasses both structural–managerial dimensions and cultural-psychological dimensions, including shared commitment and collective responsibility for continuous improvemen. In the Aceh context, challenges in educational quality improvement remain substantial. Data from Statistics Indonesia (BPS) Aceh in 2023 indicate that

the Education Development Index in Aceh is still below the national average, with persistent disparities between urban schools and those in peripheral areas such as Aceh Besar. This situation underscores the urgency of principal leadership in optimizing limited resources and fostering sustainable quality culture across diverse school settings.

Preliminary observations conducted in September 2025 at SMP Negeri 1 Peukan Bada, Aceh Besar, and SMP Negeri 2 Banda Aceh reveal a compelling phenomenon. Although both schools possess comparable reputations and potential, they demonstrate distinct differences in principal leadership styles and the implementation of quality culture. At SMP Negeri 1 Peukan Bada, quality culture is actively internalized through routine programs such as school literacy initiatives, enhanced teacher discipline, and continuous academic supervision. In contrast, at SMP Negeri 2 Banda Aceh, despite adequate resources, quality culture has not been consistently sustained due to leadership practices that are predominantly administrative and less participatory. These contrasting conditions reveal a gap between leadership theory and practice. While principal leadership is theoretically recognized as a key driver of quality culture, its implementation and impact vary across schools with similar characteristics. This phenomenon highlights the importance of conducting a comparative analysis to better understand how different leadership approaches influence the sustainability of quality culture in high-performing schools.

Based on these considerations, this study is of significant academic and practical importance in examining principal leadership strategies in fostering a synergistic quality culture of education (Iriyani, 2008). Academically, the study contributes to the literature on educational leadership, school quality culture, and high-performing schools within the Indonesian context (Titin, 2017)(Sudiarto, 2018). Practically, the findings are expected to provide evidence-based insights for school principals, supervisors, and policymakers in formulating contextual, adaptive, and sustainable strategies for improving educational quality (Darmayanti et al., 2024).

2. Methodology

This study employed a qualitative research approach with a comparative case study design to explore principal leadership strategies in fostering a high-synergy school quality culture. A qualitative approach was selected to gain an in-depth and contextual understanding of leadership practices, organizational dynamics, and cultural processes that cannot be adequately captured through quantitative methods. The comparative design enabled the examination of similarities and differences in leadership strategies and quality culture implementation across schools with comparable characteristics but different leadership orientations.

The research was conducted at SMP Negeri 1 Peukan Bada, Aceh Besar, and SMP Negeri 2 Banda Aceh. These schools were purposively selected due to their similar institutional profiles, reputations, and potential, yet demonstrated contrasting leadership styles and approaches to quality culture. Participants were chosen using

purposive sampling and included school principals, teachers, and administrative staff who were directly involved in leadership practices and the implementation of school quality programs.

Data collection was carried out through in-depth semi-structured interviews, participant observation, and document analysis. Interviews were used to explore participants perceptions of leadership styles, decision-making processes, stakeholder involvement, and strategies for fostering quality culture. Observations focused on daily school routines, leadership interactions, collaborative practices, and quality-related activities. Document analysis involved reviewing school vision and mission statements, quality assurance reports, supervision records, and other relevant institutional documents to support and triangulate the data.

Data analysis was conducted interactively and concurrently with data collection. The process involved data reduction through coding and categorization, data display in the form of narrative descriptions and comparative matrices, and conclusion drawing through thematic interpretation. To enhance analytical depth and strategic interpretation, SWOT analysis was integrated into the qualitative analysis process (Keban, 2019). Internal factors related to leadership capacity, organizational culture, teacher commitment, and internal quality management were identified as strengths and weaknesses, while external factors such as policy support, community involvement, technological development, and environmental challenges were identified as opportunities and threats (Marno et al., 2023).

The findings were subsequently mapped into a SWOT matrix to compare leadership strategies in both schools and to identify their strategic positions in fostering quality culture (Sari, 2024). Based on this matrix, strategic implications were formulated through SO, WO, ST, and WT strategies, providing a comprehensive understanding of how principal leadership can optimize strengths, address weaknesses, seize opportunities, and mitigate threats in sustaining a quality-oriented school culture (Hayati Tatoe, 2020).

3. Results and Discussion

The findings of this study indicate that principal leadership plays a decisive role in fostering and sustaining a high-synergy school quality culture. Although SMP Negeri 1 Peukan Bada, Aceh Besar, and SMP Negeri 2 Banda Aceh possess relatively similar potential and institutional reputations, the implementation of leadership practices and the internalization of quality culture in the field reveal notable differences, particularly in terms of stakeholder participation, synergy, and sustainability of quality programs. At SMP Negeri 1 Peukan Bada Aceh Besar, the school quality culture is visibly alive and embedded in daily school practices. The principal demonstrates visionary and participatory leadership by actively involving teachers and administrative staff in formulating the school's vision, mission, and quality-oriented programs. Initiatives such as the school literacy movement, regular academic supervision, strengthened teacher discipline, and reflective meetings serve as clear indicators that quality culture is not merely administrative, but has

become part of the collective work habits. Strong internal synergy is evident through open communication and shared responsibilities, although challenges remain in ensuring consistent implementation across all teachers and increasing parental involvement.

In contrast, at SMP Negeri 2 Banda Aceh**,** the principal's leadership emphasizes academic achievement, instructional innovation, and the use of digital learning technologies. The school's strengths are reflected in its high academic and non-academic achievements, favorable accreditation status, and strong public trust. However, observations and interviews reveal that the quality culture has not been fully internalized across all school members. Leadership practices tend to be more administrative, resulting in limited teacher participation in strategic decision-making. Consequently, synergy and collective ownership of quality programs are not yet optimally developed. To obtain a more comprehensive picture of the field conditions, a SWOT analysis was conducted to identify internal and external factors influencing the effectiveness of principal leadership in fostering school quality culture at both schools. Table 1 shows: SWOT analysis of field condition.

Table 1. SWOT Analysis of Field Conditions

Aspect	**SMP Negeri 1 Peukan Bada Aceh Besar**	**SMP Negeri 2 Banda Aceh**
Strengths	- Visionary and participatory principal leadership- Quality culture embedded in routine school activities- Strong synergy among teachers and staff- Consistent academic supervision	- High academic and non-academic student achievement- Effective use of instructional technology- Strong school accreditation status- High level of public trust
Weaknesses	- Inconsistent teacher commitment to quality programs- Limited parental involvement- Instructional innovation not evenly implemented	- Leadership tends to be administrative- Limited teacher participation in decision-making- Quality culture not fully internalized
Opportunities	- Supportive government education policies- Potential partnerships with local communities- Growing teacher awareness of quality improvement	- Strong parental and community support in urban areas- Broad access to technology and professional development- Opportunities for collaboration with other high-performing schools
Threats	- Limited facilities and infrastructure in some areas- High teacher workload- Rapid changes in education policy	- Heavy administrative burden on teachers- Dependence on the principal's leadership style- Competition among urban high-performing schools

Based on the SWOT analysis, the findings suggest that differences in principal leadership styles directly influence the strengths and weaknesses of school quality culture. SMP Negeri 1 Peukan Bada Aceh Besar demonstrates strong internalization of quality culture and internal synergy, although challenges persist in sustaining consistency and expanding external stakeholder involvement. Meanwhile, SMP Negeri 2 Banda Aceh excels in performance outcomes and innovation but needs to strengthen participatory leadership and cultural dimensions to ensure that quality culture is rooted not only in results, but also in shared values and collective commitment.

Discussion

This discussion integrates field findings on principal leadership strategies in revitalizing a high-synergy educational quality culture with a strategic SWOT analysis approach (Rosiah et al., 2019). To ensure systematic and evidence-based interpretation, the SWOT analysis was preceded by the development of the Internal Factor Analysis Summary (IFAS) and the External Factor Analysis Summary (EFAS) (Herjayanti & Sutrisnaniati, 2024). These analytical tools were used to identify, weight, and evaluate internal and external factors influencing the effectiveness of school leadership in fostering a sustainable quality culture (Chusniyah et al., 2023). Table 2 shows: internal factor analysis summary.

Table. 2 Internal Factor Analysis Summary (IFAS)

Internal Factors	Weight	Rating	Score
Strengths			
Visionary and participative principal leadership	0.20	4	0.80
Strong collaborative culture among teachers and staff	0.18	4	0.72
High commitment to continuous quality improvement	0.17	3	0.51
Effective academic supervision system	0.15	3	0.45
Subtotal Strengths	0.70		2.48
Weaknesses			
High administrative workload for teachers	0.15	2	0.30
Limited parental involvement	0.10	2	0.20
Uneven utilization of educational technology	0.05	2	0.10
Subtotal Weaknesses	0.30		0.60
Total IFAS Score	1.00		3.08

The IFAS results indicate that the school's internal strengths significantly outweigh its weaknesses (Dangga et al., 2022). A total score above the average benchmark reflects strong internal leadership capacity and a supportive organizational culture for quality development (Darmawati, Hera Yanti, 2025). The EFAS analysis demonstrates that external opportunities substantially exceed potential threats (Mardiana, Caska, 2025). This condition provides a favorable external environment for principals to strengthen and expand school quality initiatives (Norman et al., 2022). Table 3 shows: external factor analysis summary.

Table 3. External Factor Analysis Summary (EFAS)

External Factors	Weight	Rating	Score
Opportunities			
Government policies supporting educational quality improvement	0.25	4	1.00
High level of community trust in the school	0.20	4	0.80
Rapid development of educational technology	0.15	3	0.45
Opportunities for partnerships with external institutions	0.15	3	0.45
Subtotal Opportunities	0.75		2.70
Threats			

External Factors	Weight	Rating	Score
Frequent changes in education policy	0.15	2	0.30
Limited educational facilities and infrastructure	0.10	2	0.20
Subtotal Threats	0.25		0.50
Total EFAS Score	1.00		3.20

SWOT Quadrant Position (Visual Interpretation)

These values position the school in Quadrant I (Strength-Opportunity) of the SWOT matrix (Illiyyina et al., 2025). This quadrant represents an aggressive and progressive strategic position**,** indicating that the school is well-positioned to pursue growth-oriented strategies by leveraging strong internal leadership and favorable external opportunities (Intan et al., 2025). Visually, the SWOT graph places the school in the upper-right quadrant, signifying readiness for innovation, expansion, and sustainable quality development driven by strong leadership synergy (Herjayanti & Sutrisnaniati, 2024). Table 4 shows: SWOT matrix of principal leadership strategies.

Table 4. SWOT Matrix of Principal Leadership Strategies

Internal / External Factors	Opportunities (O)	Threats (T)
Strengths (S)	SO Strategies: Develop collaborative and innovative learning programs, Expand strategic partnerships with stakeholders	ST Strategies: Use strong quality culture to maintain performance stability, Apply adaptive leadership to respond to policy changes
Weaknesses (W)	WO Strategies: Enhance teacher capacity through external training, Strengthen parental and community involvement	WT Strategies: Simplify administrative systems, Reinforce internal commitment and quality control

Narrative Derivation of SO, WO, ST, and WT Strategies

SO Strategies (Strength-Opportunity) emphasize leveraging strong internal leadership and collaborative culture to capitalize on external opportunities (Azizah, Zahraini, 2025). Visionary and participative leadership enables schools to expand partnerships, foster instructional innovation, and strengthen sustainable quality programs aligned with national education policies (Ramadhani & Hudayati, 2024). WO Strategies (Weakness-Opportunity) focus on addressing internal limitations by utilizing external support. Challenges such as limited parental involvement and uneven technology use can be mitigated through professional development programs, community engagement initiatives, and collaboration with external educational institutions. ST Strategies (Strength-Threat) aim to utilize internal strengths to counter external challenges. A deeply embedded quality culture and strong leadership synergy help schools maintain performance consistency amid policy changes and infrastructure constraints (Rini, 2025). WT Strategies (Weakness-Threat) are defensive in nature and seek to minimize internal weaknesses while avoiding external risks. Streamlining administrative processes,

redistributing workloads, and strengthening collective commitment are critical to sustaining quality culture under constrained conditions.

4. Conclusion

This study concludes that principal leadership plays a decisive and strategic role in revitalizing and sustaining a high-synergy quality culture in education**.** The findings demonstrate that schools with visionary, participative, and transformational leadership are more successful in internalizing quality values into daily academic and managerial practices. Principal leadership that emphasizes collaboration, motivation, and continuous improvement serves as the main driving force behind the development of schools with strong and sustainable performance. The results of the IFAS analysis reveal that internal strengths-particularly visionary leadership, collaborative organizational culture, and consistent academic supervision-significantly outweigh existing weaknesses. Although challenges such as high administrative workloads and limited parental involvement remain, these weaknesses do not substantially hinder the implementation of quality culture when supported by strong leadership commitment and collective participation among school stakeholders.

Furthermore, the EFAS analysis indicates that external opportunities, including supportive government policies, high levels of community trust, and advances in educational technology, provide a conducive environment for strengthening school quality culture. External threats such as policy changes and infrastructure limitations can be effectively managed through adaptive leadership and strategic planning. The combined IFAS-EFAS results position the schools in the Strength-Opportunity (SO) quadrant, suggesting that an aggressive and growth-oriented strategy is the most appropriate approach. The SWOT matrix analysis further confirms that effective principal leadership enables schools to formulate strategic responses across SO, WO, ST, and WT dimensions. These strategies collectively emphasize the importance of leveraging internal strengths, addressing weaknesses through external support, mitigating risks with adaptive leadership, and maintaining organizational resilience. As a result, schools are able to sustain high academic and non-academic performance while continuously improving educational quality.

References

Akbar, I., Jaelani, A. K., Makki, M., & Saputra, H. H. (2025). Kepemimpinan Kepala Sekolah dalam Implementasi Manajemen Berbasis Sekolah untuk Meningkatkan Mutu Pendidikan di SMK Negeri 4 Mataram School Principal Leadership in the Implementation of School-Based Management to Improve Educational Quality At SMK Negeri. *Reflection Journal*, *5*(1). https://doi.org///doi.org/10.36312/rj.v5i1.2917

Azizah, Zahraini, S. (2025). Evaluation of the implementation of P5 in Strenghening the Character of Students in Junior High Schools in Sukajaya Distrik, Sabang, City. *Journal of Educational Sciences*, *9*(2), 876–885.

https://doi.org/10.31258/jes.6.3.p.444-458

Chusniyah, A., Ariyanto Akhmad, R., & Ramadhan Putra P, H. (2023). Strategic Planning for Education Quality Improvement Based on SWOT Analysis: A Case Study. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, *9*(02), 199–210. https://doi.org/10.32678/tarbawi.v9i02.8366

Dangga, L., Isu, R. J., Atto, A., Dami, Z. A., & Kartini, D. (2022). Using the Appreciative Inquiry Model to Develop the Quality of Educational Organizations in Indonesia: SWOT Analysis Strategy. *International Journal of Social Science Research and Review*, *5*(12), 652–665. http://dx.doi.org/10.47814/ijssrr.v5i12.835

Darmawati, Hera Yanti, I. (2025). Principal Management in Developing Professionalism in State Junior High Scholl Pidie District. *Journal of Educational Sciences*, *9*(2), 876–885. https://doi.org/10.31258/jes.6.3.p.444-458

Darmayanti, A., Nugroho, D. Y., & Atikah, C. (2024). Penguatan Profil Pelajar Pancasila dengan Implementasi Kebijakan Merdeka Belajar. *Journal of Education Research*, *5*(3), 2573–2581. https://doi.org/10.37985/jer.v5i3.1018

Hayati Tatoe. (2020). Peningkatan Kedisiplinan Guru dalam kehadiran Megajar di Kelas Mealalui Supervisi Kepala Sekolah Pada SMA Negeri 2 Bangko Kabuapten Rukan Hilir. *Perspektif Pendidikan Dan Keguruan*, *7*(1), 283. https://journal.uir.ac.id/index.php/Perspektif/article/view/4812

Herjayanti, R., & Sutrisnaniati, E. (2024). *SWOT Analysis of the Impact of Education Financing on the Quality of Education at State Primary School 001 Gunung Tabur*. *4*(3). https://jurnal.ahmar.id/index.php/eduline/article/view/2864

Illiyyina, I., Regita, A., Fitriana, D., Rosa, N. S., Helena, A., Izzah, N., Puteh, F., Airlangga, U., Airlangga, J., Java, E., Teknologi, U., Uitm, M., & Ilmu, J. (2025). *Increasing Interest to Pursue Tertiary Education among School Leavers in Indonesia : a Strategic Analysis Received : Revised : Accepted : 10*(1).

Intan, C., Novita, R., & Khausar. (2025). Principal Service Strategy in Improving the Quality of Junior High School Education in Favorite Schools in Sabang City. *Journal of Educational Sciences*, *9*(5), 3831–3855. https://jes.ejournal.unri.ac.id/index.php/JES/article/view/907

Iriyani, D. (2008). Pengembangan Supervisi Klinis Untuk Meningkatkan Keterampilan Dasar Mengajar Guru. *Maret*, *2*(2), 278–285. https://repository.ut.ac.id/7398/1/Didaktika%20Vol.%202%20No.%202%20Maret%202008.pdf

Ismawiyah. (2024). Peran Kepemimpinan Kepala Sekolah dalam Mengembangkan Budaya Mutu Sekolah. *Cakrawala*, *8*(2), 192–202. https://doi.org/https://doi.org/10.33507/cakrawala.v8i2.2349

Keban, Y. B. (2019). SWOT Analysis and Its Implementation Strategies in Educational Management. *Journal of Education and Practice*, *10*(12), 86–92. https://doi.org/10.7176/jep/10-12-10

Kurniawati, E., Arafat, Y., & Puspita, Y. (2020). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan melalui Manajemen Berbasis Sekolah. *Journal of Education Research*, *1*(2), 134–137.

https://doi.org/https://doi.org/10.37985/joe.v1i2.12

Mardiana, Caska, S. (2025). The Effect of Academic Qualifications, Work Experience and Work Motivation on the Performance of Principal School in Sub District Rupat Bengkalis Regency. *Journal of Educational Sciences*, *6*(3), 444–458. https://doi.org/10.31258/jes.6.3.p.444-458

Marno, M., Sonia, N. R., & Haris, A. (2023). The Strategic Management In Improving Global Competitiveness At State Madrasah: A Quantitative Swot Analysis. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, *8*(2), 179–195. https://doi.org/10.18860/jmpi.v8i2.22725

Norman, E., Paramansyah, A., Utami, W., & Aminah, S. (2022). SWOT Analysis as a Strategy for Madrasah Principals in Realizing Academic Madrasah. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, *6*(1), 520–530. https://doi.org/10.33650/al-tanzim.v6i2.3506

Ramadhani, A. K., & Hudayati, A. (2024). The Effect of Organizational Commitment on the Effectiveness of School Operational Assistance Funds in Elementary Schools in Indonesia. *Review of Integrative Business and Economics Research*, *13*(2), 411–419. https://buscompress.com/uploads/3/4/9/8/34980536/riber_13-2_26_s23-130_411-419.pdf

Retnomurtiningsih, E., Haryati, T., & Wuryandini, E. (2024). Peran Kepemimpinan Kepala Sekolah Dalam Membangun Budaya Mutu Di SMA N 1 Jepon Blora. *Innovative*, *4*(6), 4743–4751. https://doi.org/https://doi.org/10.31004/innovative.v4i6.16968

Rini. (2025). School Principal Leadership Strategies in Enhancing Teacher Profesionalism. *Journal of Educational Sciences*, *9*(2), 876–885. https://doi.org/10.31258/jes.6.3.p.444-458

Rosiah, A., Sukarmin, S., & Sarwanto, S. (2019). *Standard Education Using SWOT Analysis*. https://doi.org/10.4108/eai.23-3-2019.2284910

Sari, Y. (2024). *SWOT Analysis In Preparing Strategic Plans For Improving*. *6*(1), 87–94. https://ejournal.alqolam.ac.id/index.php/jurnaltinta/article/view/1286/850

Sudiarto, S. (2018). Membangun Motivasi Kerja Guru Dalam Menyiapkan Sumber Daya Manusia Indonesia Yang Berkualitas (Analisis Teori Motivasi Abraham Maslow Di SMK Negeri 57 Jakarta). *JENIUS (Jurnal Ilmiah Manajemen Sumber Daya Manusia)*, *1*(3), 307–334. https://doi.org/10.32493/jjsdm.v1i3.1292

Titin, U. (2017). Implementasi Penjaminan Mutu Pendidikan Untuk Meningkatkan Mutu Pembelajaran. *Seminar Nasional Kedua Pendidikan Berkemajuan Dan Menggembirakan*, *7*(2), 389–400. https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/9595/41.pdf?sequence=1&isAllowed=y

How to cite this article:

Nurbani, S., Fitriati, F., & Rahmattullah. (2026). Principal Leadership Strategies in Revitalizing a High-Synergy Educational Quality Culture. *Journal of Educational Sciences*, *10(2)*, 3165-3174.