



Principal Service Strategy in Improving the Quality of Junior High School Education in Favorite Schools in Sabang City

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ARTICLE INFO

Article history:

Received: 06 Aug 2025

Revised: 15 Aug 2025

Accepted: 03 Sept 2025

Published online: 10 Sept 2025

Keywords:

Service Strategy,
Principal and School Education Quality

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Article Doi:

<https://doi.org/10.31258/jes.9.5.p.3831-3855>

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ABSTRACT

This study aims to describe and analyze the planning, implementation, monitoring, evaluation and supporting factors and obstacles of the Principal's service strategy in improving the quality of education in Favorite Schools in Sabang City. The research subjects include three schools, namely State Junior High School 1 Sabang, State Islamic High School 1 Sabang and Pondok Pesantren Sulaimaniyah Sabang City. This research method is descriptive with a qualitative type using data collection techniques through interviews, observation and documentation. Research informants consist of the Principal, School Supervisor, Deputy Head of Curriculum, Deputy Head of Student Affairs, Deputy Head of Facilities and Infrastructure, Homeroom Teachers, Guidance and Counseling Teachers, Subject Teachers, Parents/School Kumite and Students. The results of the study indicate that the results of the study indicate that the principal's strategy can improve the quality of education in the three Favorite schools in Sabang City.

1. Introduction

Education is a crucial element in national development. In this era of globalization, the quality of education is one of the main indicators in determining the quality of human resources produced by a country. The state has an obligation to provide quality education to produce a competitive generation in accordance with the times. This competitive generation can be created through the world of education, or through the Ministry of Education and Culture of the Republic of Indonesia. This is in accordance with Law Number 20 of 2003 concerning the National Education System, Article 1 states:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality,

intelligence, noble morals, and the skills needed by themselves, society, the nation and the state" (Ministry of Education and Culture, 2003).

As explained above, the government is currently striving to provide quality education in educational institutions, serving as a platform for the learning process for Indonesian children. As a learning environment to achieve quality learning, the government continues to update the curriculum in the 21st century with seriousness, sincerity, and measurability.

This is in accordance with Mustari (2019) Curriculum management is the arrangement implemented to achieve successful teaching and learning activities, also known as the learning process, so that these activities achieve maximum results. The scope of curriculum management includes planning, implementation, and evaluation. Quality is a key factor in distinguishing between good and bad products. Achieving quality education in educational institutions by providing satisfactory customer service is no easy task and requires ongoing stages and processes Asroha (2022). A product is considered high quality if it satisfies consumers, meeting established standards. In quality education, there are four elements that must be implemented: input, process, output, and outcome Noprika, et al (2020).

Educational quality is relative, as each person's standards are not exactly the same. Likewise, educational units have their own characteristics and strengths. However, the strengths of an educational unit's characteristics will emerge if the educational unit explores them through proper planning, implementation, and evaluation. Planning will be realized when the Principal understands the service standards set by the government in accordance with applicable laws. The explanation above is in accordance with Government Regulation Number 57 of 2021 concerning National Education Standards, Article 3, "National Education Standards include a) Graduate Competency Standards, b) Content Standards, c) Process Standards, d) Education Assessment Standards, e) Education Personnel Standards, f) Facilities and Infrastructure Standards, g) Management Standards, h) Financing Standards." Government (2021).

"The Education Unit Indicators for the Education Profile are structured within an output, process, and input assessment framework aligned with the National Education Standards. The education profile consists of indicators that reflect the eight National Education Standards and cover areas related to learning input, process, and output." Technology & Evaluation (2022). Likewise, regarding strategy, strategy for a leader can be defined as the process of someone creating a plan that is useful for helping focus and achieving desired results. Berlianto (2024) Strategy is the method or competence of the Principal in understanding the conditions and situations that occur in the educational unit.

A Principal must have a planned service strategy with an accountable program. Iswani, et al (2024) Principal leadership and teacher performance are crucial in understanding the extent of their role in improving the quality of education within an educational unit. Principals collectively carry out their work to develop student

competencies based on their individual abilities and expertise. Principals actively participate, transformatively, and collaborate with teachers and other educational staff to design school self-evaluations, often known as EDS.

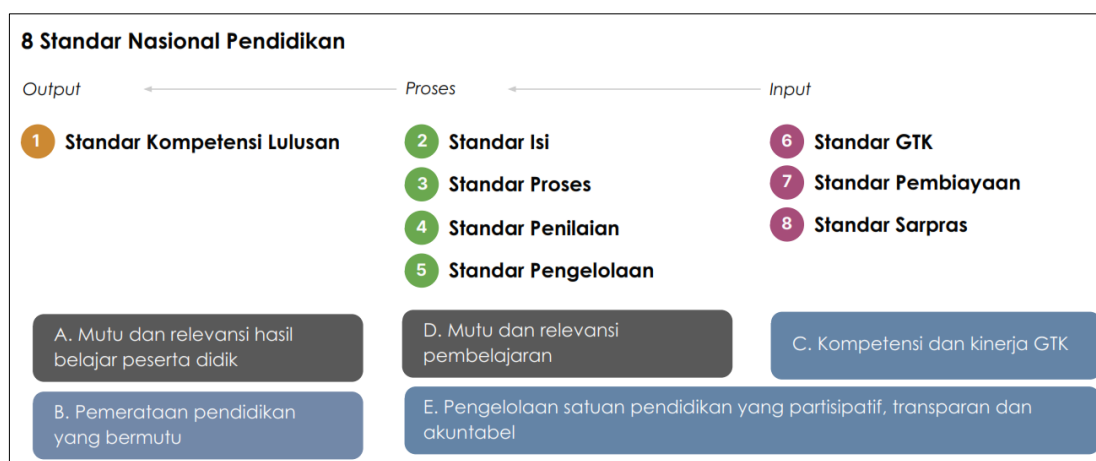


Figure 1. 8 National Education Standards

Based on the above, the researcher wants to determine what strategies have been used by the Favorite School Principals, especially at the Junior High School level in Sabang City. Favorite Schools in Sabang City use the current Government-established curriculum, but in the afternoon the educational unit adds specific subjects. The addition of these specific subjects is certainly not easy to implement effectively, without being led by a Principal who has the competence, service strategy and commitment together with the school community. As stated in the Minister of National Education Regulation Number 13 of 2007 concerning Principal Competency Standards, it is further explained that "To become a Principal, you must have 5 Competency Standards including 1) Personality Competency, 2) Managerial Competency, 3) Entrepreneurial Competency, 4) Supervisory Competency and 5) Social Competency" Ministry & Culture (2007).

Based on the Competency Standards above, it's not difficult for a school principal to develop strategies and standard services to be implemented in the educational unit. By understanding regulations, a principal who is able to plan, implement, supervise, evaluate, and follow-up will ultimately impact excellent service delivery in the daily operations of the school and instill it in the culture. Hayudiyani, et al (2020) The strategy of the head of the educational unit in improving the quality of his school, namely through superior programs, is the key to the school's success in achieving its goals and targets.

Researchers observed the reality that occurred in the favorite educational unit in Sabang City, when the New Student Admissions (PPDB) were opened, with the admission schedule being the same as other Regular Schools, at the Junior High School Level in Sabang City the community was very enthusiastic, which resulted in the study groups provided exceeding the established capacity of 32 per Study Group (Rombel). This is in accordance with the direction of the Regulation of the Minister of Education and Culture Number 23 of 2013 concerning Amendments to

the Regulation of the Minister of National Education Number 15 2010 concerning Minimum Service Standards (SPM) for Basic Education in Districts/Cities, which states Article 2 Paragraph 2 states "The number of students in each study group for SD/MI does not exceed 32 people and for Junior High School /MTs does not exceed 36 people. For each study group, 1 (one) classroom is provided equipped with sufficient tables and chairs for students and teachers, as well as a whiteboard" Ministry & Culture (2007). And confirmed by the Regional Regulation of Sabang City through "The Sabang City Education and Culture Office, and students who are not accepted at State Junior High School 1 Sabang, still have time to register at other regular schools." This is in accordance with a circular from the Sabang City Education and Culture Office.

".....a) Requirements for prospective students according to their level, b) Registration dates for elementary and junior high school levels refer to the Aceh Provincial Education Calendar, c) Registration paths consisting of zoning paths, achievement paths, and parent/guardian transfer paths, d) The number of available capacity in grade I of elementary school and grade VII of junior high school according to the study group data in Dapodik, namely: Elementary school level with 20 to 28 students, junior high school level with 20 to 32 students, e) The date for the announcement of the results of the PPDB selection process is in May of the academic year" (Sabang City Mayoral Regulation, 2019).

Based on the facts above, especially in favorite schools, which are in Sabang City, why do many parents flock to register their children to achieve intelligence and achieve the future. According to one of the deputy heads of students, from State Junior High School 1 Sabang Darwan said "We have to stop the Garu Student Admission Process (PPDB), considering that the capacity set by the Education and Culture Office has been exceeded, and we also conduct selection, so that students who are not accepted at State Junior High School 1 Sabang, can register at other Regular Schools.

Favorite Schools: Schools that are not labeled by the Ministry or given a special program or have a special curriculum, but usually have superior programs or are known as brands that other regular (public) schools do not have. This is in accordance with Zulaikha (2017) Brand is one of the factors that influence the attraction/determinant of prospective students in choosing the school to be their school of choice and the pride of having the title of favorite school. Favorite schools labeled by the community have several requirements: 1) Applicants enter the school exceeding the number of available quotas, 2) Have facilities and infrastructure that comply with applicable standards, 3) Have teaching staff and educational staff that comply with the established qualification standards, 4) Have graduated, 5) Graduates are able to deliver to superior secondary schools.

According to Nadia, et al (2024) The Ministry of Education, Culture, Research, and Technology's goal in implementing the zoning system is one form of school reform efforts to improve the quality of education in each school. With the zoning system, it is hoped that schools will have a system or service strategy to create equal

distribution of student abilities so that high-achieving students are not concentrated in favorite schools. The implementation of the zoning system in the admission of new students is one of the Ministry's efforts to create equal access and quality of education. Through this system, students are directed to attend schools in their residential areas, without having to compete for admission to schools considered favorite.

In Sabang City, there are 4 (four) schools known as favorite educational units, namely State Junior High School 1 Sabang, State Islamic High School 1 Sabang, Pesantren Sulaimaniyah and State Junior High School 9 Sabang. However, State Junior High School 9 Sabang has not yet produced graduates, so the researcher focuses on 3 (three) schools. The favorite schools that the researcher will use as samples in the study are as follows, can be seen in the table.

Table 1. List of Favorite School Names at Junior High School Level in Sabang City

| No | School name | Status | Address |
|----|--|---------|--|
| 1. | State Junior High School 1 Sabang | Country | Jl. Yos Sudaro Cot Ba'u Sukajaya, Sabang City. Postal Code 23522 |
| 2. | State MTs 1 Sabang | Country | Jl. Yos Sudaro Cot Ba'u Sukajaya, Sabang City. Postal Code 23522 |
| 3. | Sulaimaniyah Islamic Boarding School, Sabang | Private | JL. Teuku Chik Ditiro, 33, Sabang, 23247, Kuta Ateuh, Sukakarya, Sabang City, Aceh 24411 |

This study aims to reveal the strategic steps of superior services carried out by each Principal/Madrasah/Islamic Boarding School in Favorite Schools, especially in efforts to improve the quality of learning, strengthen character education, and involve the active participation of all stakeholders, namely teachers, Education Personnel, Students, parents, and the community. By understanding the superior service strategy, if it has more unique value for the School, it is hoped that this formula for the superior service strategy for education can be followed by the Principals of regular Schools/Madrasahs/Islamic Boarding Schools, in operating their Schools.

2. Methodology

The research conducted by the researcher used a qualitative approach. Suyanto & Sodik (2015) defines "A qualitative approach is a research and understanding process based on a methodology that investigates social phenomena and human problems. In this approach, the research procedure produces descriptive data in the form of written or spoken words from the people being observed and the behavior being observed.

Qualitative methods attempt to uncover the potential and problems, uniqueness found in individual, group, and societal organizations, both in daily life and organizations where data analysis tends to be inductive/qualitative and can be scientifically justified. This is in accordance with the opinion of

"Qualitative research methods are research methods based on post-positivism or interpretive philosophy, used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative and the results of qualitative research can be in the form of potential and problem findings, object uniqueness, the meaning of an event, social interaction processes, certainty of data truth, phenomenon construction, hypothesis findings" Sugiyono, (2019:25).

The type of research conducted by the researcher is descriptive. The researcher must go directly into the field, be involved with local school residents, be directly involved with informants and experience what the superior service strategy program is and what they have implemented to get an overview. The reason the researcher used a descriptive qualitative research approach is because this research will reveal in words, not in the form of numbers, the superior service strategies carried out by the principal at each school in improving the quality of education at the Junior High School level at the Favorite Junior High School in Sabang City.

This research was conducted on Junior High School level at Favorite Junior High School in Sabang City which consists of 3 schools, namely State Junior High School 1 Sabang, MTs Negeri Sabang and Sulaimaniyah Islamic Boarding School in Sabang City. (Sugiyono, 2019) He stated that sample determination in qualitative research is not based on statistical calculations. The sample selected serves to obtain maximum information, not for generalization. This is emphasized by Zakariah (2020) Informants/participants are the people who form the background (sample) of the research. These informants will later assist researchers and school residents as sources of information. The informants in this research can be seen in Table 2.

Table 2. Research Informants

| No | Informant | Amount |
|-------|--|-----------|
| 1. | Headmaster | 3 People |
| 2. | School Supervisor | 3 People |
| 3. | Vice Principal (Curriculum) | 3 People |
| 4. | Vice Principal (Student Affairs) | 3 People |
| 5. | Vice Principal (Facilities and Infrastructure) | 3 People |
| 6. | Guidance and Counseling Teacher | 3 People |
| 7. | Subject teachers | 3 People |
| 8. | Homeroom teacher | 3 People |
| 9. | Parents/guardians | 3 People |
| 10. | Learners | 3 People |
| Total | | 30 People |

The researcher took informants in this study using purposive sampling techniques. Sugiyono (2019) "put forward *purposive sampling* is a data source sampling technique with certain considerations, for example the person who is considered to know the most about what we expect, or perhaps he is the ruler so that it will make it easier for researchers to explore the object/social situation being studied."

This sampling was done intentionally by making a sample of certain considerations that have certain characteristics, criteria, traits, officers. The informant/participant criteria in this study are parties who are directly or indirectly involved as mentioned in Table 2. above, Regarding the Principal's superior service strategy activities in improving the quality of junior high school education in Favorite Schools in Sabang City. Data collection techniques in research are scientific in nature to obtain the data and objectives desired by a researcher. Sugiyono (2019) Data collection techniques are paramount in research, as the primary goal of research is to obtain data. Without understanding data collection techniques, researchers will not obtain data that meets established data standards.

In this research, the researcher used data that was primary and secondary. Primary data is data that researchers collect directly from those who are interested in or who will use the data. Researchers collect data through interviews. Raco (2010) The aim of the inductive method is to find patterns/themes from the results of data analysis that researchers obtain through interviews. As Usually in qualitative research, the data collection instrument for Grounded Theory research is the researcher themselves. Jelahun (2022) The data collected by researchers can include interview transcripts, interview notes, conversations, diaries, public documents, reflective notes, and respondent journals. The data collection process is carried out using two methods: observation and in-depth interviews.

Data analysis This research is descriptive qualitative in nature with reference to the steps put forward by Miles and Huberman as quoted by Sugiyono (2019) He stated that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. The activities in data analysis include data reduction, data display, and conclusion drawing/verification. In accordance with the characteristics of qualitative research, there are special standards that must be met in qualitative research. According to Lincoln and Guba in Nurmiati (2024) There are at least 4 (four) types of standards or main criteria to guarantee the trustworthiness or truth of qualitative research results, namely credibility, dependability, conformability, transferability.

3. Results and Discussion

Description of the research results that the author has conducted at 3 (three) schools in realizing the Principal's Service Strategy/in improving the quality of education in each educational unit, including planning, implementation, evaluation and follow-up as well as supporting and inhibiting factors at 1) State Junior High School 1 Sabang, 2) State Islamic High School 1 Sabang and 3) Sulaimaniyah Islamic Boarding School, Sabang.

Planning is the initial step in the strategic management process carried out by the Principal in order to improve the Quality of Education in the Educational Unit Berlianto (2024). To make fundamental decisions to ensure school community commitment, a Principal must undertake various concrete stages or steps, such as conducting an environmental analysis. This environmental analysis is divided into

two, namely internal environmental analysis and external environmental analysis. In planning to improve the quality of school education, the school must be able to conduct a school self-evaluation (EDS), namely self-improvement efforts within the organization are the most important thing, namely knowing what are the weaknesses and strengths, this can be known through an internal environmental analysis. In addition, the internal environmental analysis can also include teachers, education staff, students, and all existing resources owned by the school. Likewise, an external environmental analysis is an effort to identify aspects that influence quality improvement originating from community relations, school environmental relations, business entities, and the government.

Strategy Principal Services in Improving the Quality of Junior High School Education in Favorite Schools in Sabang City.

To find out the service strategy in improving the quality of education, in the 3 (Three) Favorite Schools in Sabang City, the researcher collected data by means of interviews with the Principal, School Supervisor, Deputy Head of Curriculum, Deputy Head of Student Affairs, Deputy Head of Infrastructure, Subject Teachers, Guidance and Counseling Teachers, parents and students. Likewise with observation and documentation. Based on the data collection above, the researcher analyzed the results of the research in each educational unit, including:

State Junior High School 1 Sabang

The service strategy activities carried out by the Education Unit to improve the quality of education at the Favorite School, State Junior High School 1 Sabang, began with service strategy planning, implementation, evaluation, and follow-up in improving the quality of education. Service strategy planning begins with analyzing the internal and external environment to obtain the school's vision, mission, and goals to be achieved both in the short and long term. This is in line with the results of an interview with Principal AZ who said that:

"We formulated the vision, mission, and goals of State Junior High School 1 Sabang in a participatory manner using structured stages, starting with analyzing the school's characteristics, analyzing its needs and strengths, drafting a vision statement, validating the vision formulation, and then socializing and implementing it. The Vision "Excellence in Achievement Based on Science and Technology, Character and Environmental Awareness" This drafting process involved all stakeholders of State Junior High School 1 Sabang, including teachers, administrative staff, school committee, students, school supervisors, and representatives from the Sabang City Education and Culture Office. The data for the vision formulation were based on academic achievements, environmental education unit characteristics, and character development, numeracy, and literacy. To achieve the vision and mission, they will be implemented into real school programs related to digital learning training, extracurricular development, and flagship programs (BTQ, Tahfidz, and Science). Socialization was carried out through pamphlets, learning community

forums, and social media. The evaluation was based on a SWOT analysis, including "The school's strengths lie in teacher human resources and students' academic and non-academic achievements. The weakness is still the limited mastery of technology by teachers. Our school's opportunities and threats are very strategic, but we continue to move to develop quality improvements side by side, competing with favorite schools located in Sabang City." (Interview: Questions 1 - 4 Principal of State Junior High School 1 Sabang, March 20, 2025).

The establishment of the school's vision, mission, and goals needs to be socialized so that all members of the school community have a shared understanding of the direction and goals to be achieved. This is reinforced by documentation in the form of *pan displayed on the main wall of the school.*



Figure 2. Extension of Vision and Mission on the wall of State Junior High School 1 Sabang

The statement above was emphasized by the Deputy Head of Curriculum for curriculum implementation based on the achievement of the Curriculum service strategy, because the Curriculum is the core of Education services and is a strategic tool for schools in implementing quality improvement, the following are the results of an interview with Mrs. CR stating that:

"The school's vision, mission, and objectives are implemented to support the Independent Curriculum. The school curriculum is designed based on the needs of the State Junior High School 1 Sabang educational unit and the characteristics of the students. The Curriculum Development Team (Timbangkur) analyzes needs before developing programs and conducting evaluations through the Annual Work Meeting (RKT) and RKAS. The entire school community reflects on the achievement of quality learning, academic access services for all students, and character building through the Pancasila Student Profile Strengthening Project (P5), as well as the achievements of State Junior High School 1 Sabang's flagship programs. Likewise, overcoming learning difficulties or resolving student gaps is a

priority for the school. Teacher training is urgently needed for in-depth learning. Interview: Questions 1 - 6 Deputy Head of Curriculum, State Junior High School 1 Sabang, March 21, 2025).

As explained by the Deputy Head of Curriculum, the Principal's service strategy for improving school quality begins with systematic and contextual curriculum management. Likewise, the availability of access to academic services at school ensures that all students receive services tailored to their needs.

This is as the researcher saw in the document showing access to academic services by displaying data for all students. The school does not differentiate between parents' economic backgrounds in this case regarding academic services. All classes have a class agreement agreed upon through the homeroom teacher, with the aim of ensuring that students prioritize commitment when obstacles or problems arise in class, especially in learning situations. If there are students who have not mastered the learning or material taught by the teacher, they are required to provide remedial. Likewise, enrichment for students who have exceeded their understanding of the material earlier is given the opportunity to do so (Observation, March 26, 2025). Likewise, the improvement in the quality of learning continues to be implemented and realized by the Principal, this is as per the results of an interview with Mrs. AZ, she said:

"The implementation of observations, also known as classroom visit observations, is carried out on a scheduled basis by the Principal, every year through the Merdeka Mengajar (PMM) Platform application. Teachers are asked to choose the form of observation and prepare a learning tool plan to be used in the observation activities. During the observation, the Principal monitors the learning process directly in the classroom. After the classroom visit observation, the Principal discusses and analyzes the results of the Timbangkur observation and all teachers to identify weaknesses and strengths that need to be improved and become a culture of sharing practices. Classroom visit observation activities are very effective in helping teachers realize quality learning. (Interview: Questions 7 - 8 Principal of State Junior High School 1 Sabang, March 20, 2025).

The above statement is reinforced through observations conducted in class VII-1. The researcher conducted observations with the Principal regarding class visit observations. The purpose of the class visit observations conducted by the Principal was to directly observe how the learning process activities in the classroom regarding the use of methods, carry out good class management, how students are involved in group learning, and whether or not there is the use of digital or contextual-based media, as well as relevant learning resources. Before conducting the observation, I had scheduled the day and date for the implementation of the class visit observation, one of the classes, namely VII-1, during the learning process activities, the Principal took notes or wrote/filled in the prepared instrument regarding the teacher's findings during the learning process. After the class visit observation was completed, the Principal provided feedback and asked the teacher to reflect on whether the learning that had taken place was in accordance with what

was planned or not, if not what things should be done to improve in the future (Observation, March 26, 2025)

A similar statement was reinforced by the Deputy Head of Student Affairs, who stated that the implementation of the curriculum, consisting of academic and non-academic programs, mutually contributes to improving quality, namely character building, extracurricular activities, the flagship BTQ program, science, and Tahfiz. This is as stated in an interview with the Deputy Head of Student Affairs, Mr. DW, who said:

"State Junior High School 1 Sabang has implemented various strategic service efforts to improve and target student achievement, both in academic and non-academic fields. In the academic field, the school conducts in-depth material in the morning, as intensive coaching schools make science a flagship program, namely (science, mathematics, and English), and Tahfiz, BTQ, which are trained by selected teachers from Banda Aceh and the best Ustaz in Sabang City. Science itself is for preparation for the OSN (National Student Olympiad) competition. OSN (IPA (Biology, Physics, Chemistry) IPS. Alhamdulillah, JUNIOR HIGH SCHOOL Negeri 1 Kota Sabang was able to win first place in IPA. In the non-academic field, the school provides extracurricular activities based on students' talents and interests, such as Scouting Education, Sports (karate, Pencak Silat, Badminton, Athletics, Table Tennis, Swimming), Arts (storytelling, illustration, story writing, solo singing, pantomime, creative dance, musical ensemble, and traditional music creativity) for the target of the Student Creativity Week Competition every year, namely O2SN and FL3SN. Non-academic Activities coached regularly by accompanying teachers and school trainers. (Interview: Questions 1 - 4 Deputy Head of Student Affairs, State Junior High School 1 Sabang, March 21, 2025).

This is reinforced by documentation of the achievement of Achievements resulting from the Development of Interests and Talents at State Junior High School 1 Sabang, Photos of Student Achievements at the O2SN and FL3SN events.



Figure 3. Medal Achievement in the 2025 Student Creativity Activities

Interest and talent development activities have a very positive impact on students' behavior and enthusiasm for learning, a fact reinforced by what students experience directly. According to informant NN, student NN stated that:

"I feel that the learning that is taught in class is enjoyable because the teachers teach, involve students in discussions, provide remedial, enrichment and often provide practice questions that sharpen thinking skills. When I was late in submitting an English assignment, I contacted the guidance counselor, and was given extra time by the subject teacher to complete it. BTQ activities are held every morning, we take turns participating in BTQ activities and memorizing short surahs, and there is special coaching for students who participate in the Tahfiz program in the afternoon, guided by the best ustaz in Sabang City. I myself have participated in the karate selection for O2SN, trained by a coach from outside the school and practice is carried out routinely in the afternoon according to the schedule. If there is a problem with a friend, such as an argument, we are called to the duty table, given coaching, asked to forgive each other, and shake hands. All of that makes me feel cared for, comfortable, and enthusiastic about attending school at State Junior High School 1 Sabang. (Interview: Questions 1 - 5 Students of State Junior High School 1 Sabang, March 24, 2025).

Student experiences demonstrate that educational services at State Junior High School 1 Sabang are comprehensive, encompassing academics, character development, interest and talent development, and conflict resolution. The school fosters students with a persuasive and educational approach. This aligns with Ms. SN's explanation below:

"The homeroom teacher at State Junior High School 1 Sabang not only assists students in their academic and social-emotional development, but is also directly involved in the strategy for developing their interests and talents. I also actively recommend/recruit students to participate in extracurricular activities, prepare for OSN, O2SN, FLS2N competitions, and flagship programs such as Science, BTQ, and Tahfiz. The homeroom teacher maintains harmonious communication with parents online through the WhatsApp group and plays an active role in ensuring that each student receives services according to their needs. (Interview: Questions 1 - 5 Homeroom Teacher of State Junior High School 1 Sabang, March 25, 2025).

The service strategy at State Junior High School 1 Sabang is designed to provide a balanced space for students to grow academically, spiritually, and socially emotionally. Teachers consistently build effective communication with students, parents, and guidance and counseling teachers. Character and emotional development of students is a crucial aspect that must be upheld by guidance and counseling teachers at State Junior High School 1 Sabang, as explained by Mrs. EM below:

"As a guidance counselor at school, I play a very active role in handling problematic students by implementing a structured approach, such as in the case of students who are absent from school for more than 12 days without explanation. I, as a guidance counselor, coordinate with the homeroom teacher to record absences, send letters to parents responding that they are absent, and request permission from the principal to plan an official home visit. In resolving problems, I do it in a special room, listening to students without interrupting to create a sense of security and comfort, thus impacting a stable and conducive learning situation. (Interview: Questions 1 - 4 Guidance Counselor of State Junior High School 1 Sabang, March 26, 2025).

In line with the role of guidance and counseling teachers in handling cases of problematic students, the service has a significant impact on subject teachers, resulting in positive changes in attitudes and a focus on learning. As conveyed in the interview results, subject teacher Ms. MT stated:

"Subject teachers have a role in the main service, namely learning planning, strengthening character and improving student achievement. I am directly involved in creating/compiling teaching materials according to the subject material I teach, including character values (Pancasila Student Profile). In the development of the challenging New Curriculum, we collaborate with the guidance and counseling teacher so that in dealing with learning difficulties, the process is achieved, running more comprehensively and meaningfully. I always coordinate with the curriculum, homeroom teachers, guidance and counseling teachers and positive communication with students' parents. (Interview: Questions 1 - 4 Subject Teacher State Junior High School 1 Sabang, March 26, 2025).

The importance of a learning service strategy is largely determined by active, open communication between the school and the parents of students. Parents are the ones who best understand their child's learning situation. This is in line with the opinion of Mrs. AD, one of the parents interviewed by the researchers. She explained:

"As a parent, my child who attends State Junior High School 1 Sabang shows my wholehearted support, so that the learning provided by the teacher is achieved. I actively accompany my child at home, take him to extracurricular activities such as karate and tahfiz, and respond to school needs such as my support for the full-day program at State Junior High School 1 Sabang, delivering lunch for my child, I am happy. Communication between parents and the school is very open, I am included in a WhatsApp group facilitated by the homeroom teacher. I fully support the Quality Service Program implemented by the Principal of State Junior High School 1 Sabang. (Interview: Questions 1 - 4 Parents of Students of State Junior High School 1 Sabang, March 24, 2025).

From the parents' explanation above, they are very supportive of improving quality, this is proven by their involvement in caring and accompanying children in the

learning process both in assignments and coaching school activities. In terms of the process of achieving learning quality, at State Junior High School 1 Sabang, there are 2 (two) resources that we must go through and manage, namely through monitoring and evaluation, both from the perspective of Human Resources (HR), and Facilities and Infrastructure as well as the available budget. This monitoring and evaluation is carried out periodically by the School Supervisor and the Principal, for facilities and infrastructure involving the Deputy Principal of Facilities and Infrastructure. Based on the results of interviews and observations conducted by the School Supervisor, Mrs. IR said:

"The classroom visit observation at my school was carried out by the school supervisor in collaboration with the Principal and adapted the GTK Application instrument from the Ministry of Education and Culture, as an effort to monitor and reflect on improvements in the learning process in the classroom. The results of the classroom visit observation were followed up through an evaluation meeting involving the Curriculum Development Team (TPK). The summarized instruments resulted in the conclusion that digital learning improvements were needed and a budget for training and additional school infrastructure has been included. In my observation at State Junior High School 1 Sabang, Planning, Implementation, Monitoring, and Evaluation have been running well. (Interview: Questions 1 - 4 School Supervisor of State Junior High School 1 Sabang, March 20, 2025).

The results of classroom visits at the school demonstrate a concrete response to actual classroom observations. Through collaborative evaluations, the School Supervisor, Curriculum Development Team (TPK), and the Principal also determine the implementation of evaluation policies to improve quality by allocating funds for digital learning training and procuring supporting infrastructure for learning. Further details from the interview with Principal AZ are as follows:

"The school prepares the RKAS and RKT according to planning, implementation and follow-up evaluation. The school forms a work program evaluation team related to improving teacher professional development competencies, namely digital learning and allocation of permanent infocus infrastructure budgets in each class, and reflects on the achievement of the sub-indicator education report from numeracy in the education report (which describes the 5 dimensions of Input, Prose and Out) 8 National Education Standards (SNP). The evaluation involves all elements of the school (school supervisor, principal, group representatives, vice principal, Kumite/parents and guidance counselors). (Interview: Questions 5-13 Principal of State Junior High School 1 Sabang, March 20, 2025).

Based on the data obtained above, the State Junior High School 1 Sabang Education Unit can be concluded that the School has succeeded in carrying out Quality Planning including compiling, formulating, socializing and evaluating the school's vision, mission and objectives in an innovative, participatory, collaborative and systematic manner, involving the entire school community. This process is

followed up with the Implementation of curriculum development based on the Education Unit's needs and considering the characteristics of students, as well as character strengthening through the Pancasila Student Profile Strengthening Project (P5). The success of the flagship Program consisting of Science, BTQ and Tahfiz, as well as extracurricular development has also been effective, this is proven by the achievement of proud academic and non-academic achievements every year. Learning evaluation through class visit observations is carried out on a schedule and followed up in a curriculum meeting forum, with an emphasis on improving digital learning. The preparation of the RKAS and RKT Budgets is transparent and based on Education Report data (5 dimensions consisting of 3 aspects of input, process and output) reflecting the achievements of the National Education Standards (SNP). Overall, planning, implementation, and evaluation run synergistically, with support from teachers, education staff, parents/school committees, and school supervisors, so that it can encourage improvements in the quality of education at State Junior High School 1 Sabang.

State MTs 1 Sabang

The service strategy activities implemented by the Madrasah in improving the quality of education at the Favorite School State Islamic High School 1 Sabang began with service strategy planning, implementation, evaluation, and follow-up in improving the quality of education. Service strategy planning began with analyzing the internal and external environment to obtain the vision, mission, and goals of the Madrasah to be achieved both in the short and long term. This is in line with the results of an interview with the Principal of Madrasah, Mr. MN, who said that:

"Formulating the vision, mission and goals of State Islamic High School 1 Sabang, we carried out, starting from analyzing the characteristics of students, analyzing the needs and strengths of the Madrasah, planning, implementing and determining the formulation of the vision, namely" "The Realization of a Rabbani Generation with a Qur'anic Soul, Equipped with Science and Technology and Caring for the Environment" and socialize and implement. This drafting process involved all members of the Madrasah community, including teachers, educational staff, school committees, students, Madrasah Supervisors, and representatives from the Sabang Ministry of Religion. The data considered in formulating the vision Data considerations in determining the formulation of the vision, mission, and objectives of Madrasah State Islamic High School 1 Sabang are by developing character values, based on academic achievement data, teacher abilities, external needs from the community. Real service programs such as in the field of Madrasah Science Competition Development, Arabic Language Olympiad Development, and non-academic services such as Badminton, English, Fast Counting Development, MTQ Development, Archery, Table Tennis, Sepak Takraw, and Tahfiz. We socialize the Vision, mission and objectives of the school through the State Islamic High School 1 Sabang website, and also extend it on the walls, walls of the madrasah. The evaluation carried out is based on SWOT analysis, including "The existing strength of State Islamic High School 1 Sabang is that our teachers have

academic qualifications of SI.. Weaknesses Madrasahs do not yet have certified land ownership, which was only issued in 2020. The opportunities for Madrasahs, including teacher awareness in teaching, are already very good, and Madrasahs have implemented the independent curriculum.” (Interview: Questions 1 - 4 Principal of State Islamic High School 1 Sabang, April 15, 2025).

The determination of the school's vision, mission and goals needs to be socialized so that all school residents have the same understanding regarding the direction and goals to be achieved. This is reinforced by documentation in the form of a plan displayed on the main wall of the school.

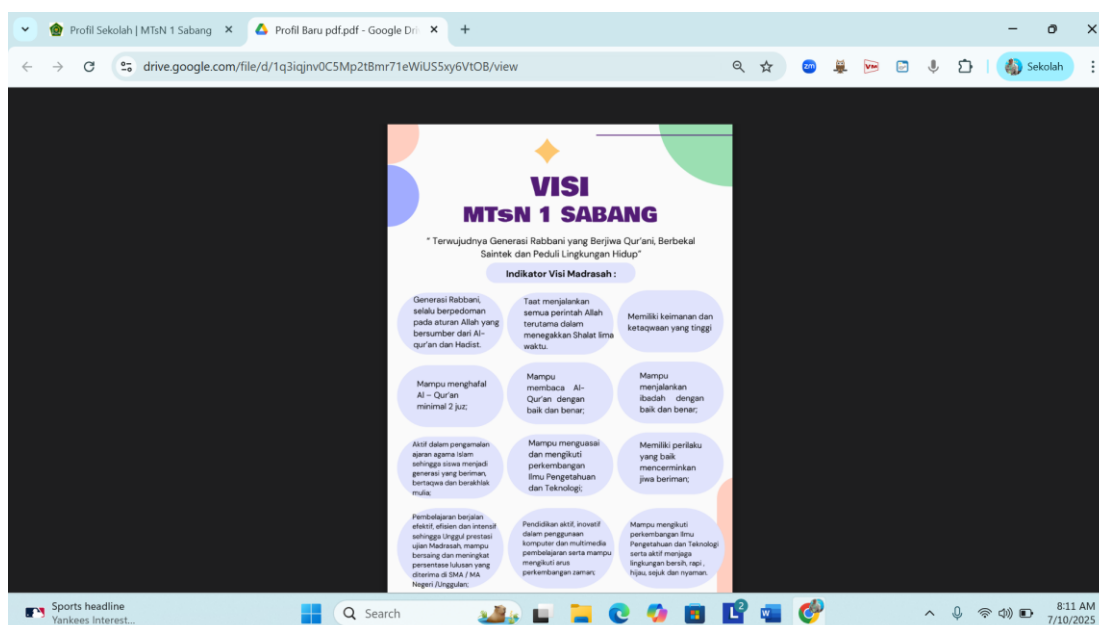


Figure 4. State Islamic High School 1 Sabang Socializes Vision on Website <https://web.mtsnsabang.sch.id/>

The statement above was emphasized by the Deputy Head of Curriculum for curriculum implementation based on the achievement of the Curriculum service strategy, because the Curriculum is the core of Education services and is a strategic tool for schools in implementing quality improvement, the following are the results of an interview with Mrs. LZ stating that:

"The Madrasah plans to formulate its vision, mission, and goals by identifying the needs and characteristics of its students and adapting them to the Merdeka curriculum we are currently implementing. The Madrasah TPK analyzes these needs before developing programs and evaluating them through the Annual Work Meeting (RKT). For the academic field, State Islamic High School 1 Sabang prioritizes the KSM (Madrasah Science Competition) and Arabic Language Olympiad Development in addition to the National Structure Subjects from the Ministry of Religion. While non-academic prioritizes the development and development of interests and talents through extracurricular activities, namely sports development

(badminton, table tennis, sepak takraw, Qur'an memorization, Qira'tul Kutub). There is a vision to display it on the front wall of the Madrasah and on the State Islamic High School 1 Sabang website. Likewise, addressing learning difficulties or addressing student gaps is a priority for schools. Teacher training related to deep learning is also urgent. Interview: Questions 1 - 6 Deputy Head of Curriculum MTs N 1 Sabang, April 15, 2025).

As explained by the Deputy Head of Curriculum, the Principal's service strategy for improving school quality begins with systematic and contextual curriculum management. Likewise, the availability of access to academic services at school ensures that all students receive services tailored to their needs. This is as the researcher saw in the document showing access to Academic services by showing data on all classes, Madrasah has 4 Rombel per level, but there is 1 Class for each level that is different in terms of Academic Services, namely that the Teacher who teaches in that Class must be able to deliver material using 3 languages, namely, Indonesian, English and Arabic (Observation, March 26, 2025). Likewise, the improvement in the quality of learning continues to be implemented and realized by the Principal, this is as per the results of an interview with Mr. MN, he said:

"Academic supervision is carried out on a scheduled basis by the Principal, every year using instruments. During the observation, the Principal monitors the learning process directly in the classroom. After the classroom visit observation, the Principal discusses and analyzes the results of the Timbangkur observation with all teachers to identify weaknesses and strengths that need to be improved and become a culture of sharing practices. Academic Supervision activities are very effective in helping teachers realize quality learning. (Interview: Questions 7 - 8 Principal of MTs N 1 Sabang, April 14, 2025).

A similar statement was reinforced by the Deputy Head of Student Affairs who stated that the implementation of the curriculum consisting of academic and non-academic programs mutually contributed to improving quality, namely strengthening character, extracurricular activities, and superior programs. KSM (Madrasah Science Competition) and Arabic Language and Memorizing the Quran. This is as per the results of an interview with the Deputy Head of Student Affairs, Mr. MK, he said:

"State Islamic High School 1 Sabang Madrasah has implemented various strategic service efforts to improve and target student achievement, both in academic and non-academic areas. In the academic field, the school conducts in-depth material in the morning, as well as intensive coaching that makes science a flagship program, namely KSM (Madrasah Science Competition) and Arabic Language things are trained by teachers from Madrasah with full awareness and Memorizing the Quran The best Ustaz in Sabang City. In non-academic areas, the school provides extracurricular activities based on students' talents and interests, such as Scouting. Sport (Badminton, Table Tennis, Sepak Takraw). Non-academic

activities regularly guided by accompanying teachers and Madrasah trainers. (Interview: Questions 1 - 4 Deputy Head of Student Affairs MTs N 1 Sabang, April 16, 2025).

This is reinforced by documentation of the achievement of Achievements resulting from the Development of Interests and Talents at Madrasah State Islamic High School 1 Sabang, Photos of Academic and Non-Academic Achievements.



Figure 5. Winnings of MTs N 1 Sabang Students in the Future Language and Art for Smart Students of High Schools throughout Aceh Province and Sports Tournament

Interest and talent development activities have a very positive impact on students' behavior and enthusiasm for learning, a fact reinforced by the students' direct experiences. According to informants from MA students, they stated:

"I feel very proud to attend school at State Islamic High School 1 Sabang, the lessons taught in class are fun and provide International Standard classes this 2nd Year, I was also selected as one of 32 students in the Specific class, namely students must be able to speak English Conversation and Arabic in daily learning in class. I also memorized Al-Baqarah in grade VII and as the Target for Grade IX was able to memorize 10 Juz, and the Madrasah also held special coaching KSM (Madrasah Science Competition), The daytime Tahfidz program is guided by the best ustaz in Sabang City. All of this makes me feel cared for, comfortable, and enthusiastic about attending State Islamic High School 1 Sabang. Interview: Questions 1 - 5 Students of State Junior High School 1 Sabang, April 22, 2025).

Student experiences demonstrate that educational services at State Islamic High School 1 Sabang are comprehensive, encompassing academics, character development, interest and talent development, and conflict resolution. The school fosters students with a persuasive and educational approach. This aligns with Ms. VV's explanation below:

"The homeroom teacher at State Islamic High School 1 Sabang not only provides academic and social-emotional support to students, but is also directly involved in the strategy of developing interests and talents. I also actively recommend/recruit students for extracurricular activities."Badminton, Table Tennis, Sepak Takraw, Quran memorization, Qira'tul Kutub)as well as flagship programs such as competition preparationKSM (Madrasah Science Competition) and Arabic Language Olympiad Development. Homeroom teachers maintain harmonious communication with parents online through WhatsApp groups and play an active role in ensuring that each student receives services according to their needs. (Interview: Questions 1-5 Homeroom Teacher of MTs N 1 Sabang, April 17, 2025).

The service strategy at State Islamic High School 1 Sabang is designed to provide a balanced space for students to grow academically, spiritually, and socially emotionally. Teachers consistently build effective communication with students, parents, and guidance and counseling teachers. Character and emotional development of students is a crucial aspect that must be upheld by guidance and counseling teachers at State Islamic High School 1 Sabang, as explained by Ms. WM below:

"Being a guidance counselor at school, I play a very active role in handling problematic students. Guidance counselors and homeroom teachers always work together to address students' social and emotional issues, and this is our priority at the school because with the comfort of students, students are free from bullying at any time. In solving problems, I do it in a special room, listening to students without interrupting to create a sense of security and comfort, thus impacting a stable and conducive learning situation. (Interview: Questions 1 - 4 Guidance Counselor of State Junior High School 1 Sabang, April 21, 2025).

In line with the role of guidance and counseling teachers in handling problematic student cases, the impact on subject teachers has been significant, resulting in positive changes in attitudes and a focus on learning. As conveyed in the interview results, subject teacher Ms. FT stated:

"Subject teachers have a role in the main service, namely learning planning, strengthening character and improving student achievement. I am directly involved in creating/compiling teaching device plans according to the subject matter I teach, including character values (Pancasila Student Profile). Madrasahs provide opportunities for teachers to develop active, creative and enjoyable learning plans. Teachers are given the broadest possible opportunity to determine Learning Outcomes (CP) based on student abilities, facilities and infrastructure that support the teaching material that will be given to students. (Interview: Questions 1 - 4 Subject Teacher MTs N 1 Sabang, April 17, 2025).

The importance of a learning service strategy is largely determined by active, open communication between the school and the parents of students. Parents are the ones who best understand their children's learning conditions. This is in line with the opinion of Mrs. JA, one of the parents interviewed by the researchers. She explained:

"I am proud that this Madrasah accepts my child to study here. My role as a parent is very supportive regarding whatever is given by the teachers in educating my child. I am willing to accompany my child, when doing the tasks given by the Madrasah teachers. Alhamdulillah, the communication built by the Madrasah is very good, this is proven by the Madrasah providing a WhatsApp Group for us parents, in establishing communication, the members of the WhatsApp Group consist of the Homeroom Teacher, all Subject teachers who teach in the class, Guidance and Counseling Teachers and the Deputy Head of Curriculum. (Interview: Questions 1 - 4 Parents of Students of MTs N 1 Sabang, April 21, 2025).

From the parents' explanation above, they are very supportive of improving quality, this is proven by their involvement in caring and accompanying children in the learning process both in assignments and coaching school activities. In terms of the process of achieving learning quality, at State Islamic High School 1 Sabang, there are 2 (two) resources that we must go through and manage, namely through monitoring and evaluation, both from the perspective of Human Resources (HR), and Facilities and Infrastructure as well as the available budget. This monitoring and evaluation is carried out periodically by the Madrasah Supervisor and the Madrasah Principal, for facilities and infrastructure involving the Deputy Principal of Facilities and Infrastructure. Based on the results of interviews and observations conducted by the Madrasah Supervisor, Mr. RD said:

"I once conducted a classroom visit observation at State Islamic High School 1 Sabang. This observation was acknowledged by the Principal, and the instrument I used was related to the Independent Curriculum. Observation is crucial for teacher reflection and to improve the quality of the teaching and learning undertaken by the teachers. It is highly effective in improving the quality of the learning process. The results of the Academic Supervision observation were followed up through an evaluation meeting involving the Curriculum Development Team (TPK). The summarized instrument concluded that digital learning needs to be improved, and a budget for training and additional school infrastructure has been allocated. In my observation, State Islamic High School 1 Sabang, planning, implementation, monitoring, and evaluation have been running smoothly. (Interview: Questions 1-4, Supervisor of State Junior High School 1 Sabang, April 15, 2025).

The results of classroom visits at the school demonstrate a concrete response to actual classroom observations. Through collaborative evaluations, the School Supervisor, Curriculum Development Team (TPK), and the Principal also determine the implementation of evaluation policies to improve quality by

allocating funds for digital learning training and procuring supporting infrastructure for learning. Further details from the interview with Principal Ms. MN are as follows:

“The school prepares the RKAM and RKT according to planning, implementation and follow-up evaluation. The school forms a work program evaluation team related to improving teacher professional development competencies, namely digital learning and allocation of permanent infocus infrastructure budgets in each class, and reflects on the achievement of the sub-indicator of numeracy in the education report (which describes the 5 dimensions of Input, Prose and Out) 8 National Education Standards (SNP). The evaluation involves all elements of the school (school supervisor, principal, teacher representatives, vice principal, Kumite/parents and guidance counselors). (Interview: Questions 5 - 13 Principal of MTs N 1 Sabang, April 14, 2025).

Based on the data obtained above, the State Islamic High School 1 Sabang Educational Unit can be concluded that the School has succeeded in carrying out Quality Planning including compiling, formulating, socializing and evaluating the school's vision, mission and objectives in an innovative, participatory, collaborative and systematic manner, involving the entire school community. This process is followed up with the Implementation of curriculum development based on the needs of the Educational Unit and considering the characteristics of students, as well as character strengthening through the Pancasila Student Profile Strengthening Project (P5). The success of the flagship program consisting of KSM and extracurricular development is also effective, this is proven by the achievement of proud academic and non-academic achievements every year. Learning evaluation through class visit observations is carried out on a schedule and followed up in a curriculum meeting forum, with an emphasis on improving digital learning. The preparation of the RKAM and RKT Budgets is transparent and based on Education Report data (5 dimensions consisting of 3 aspects of input, process and output) reflecting the achievements of the National Education Standards (SNP). Overall, planning, implementation, and evaluation run synergistically, with support from teachers, education staff, parents/school committees, and school supervisors, so that it can encourage improvements in the quality of education at State Islamic High School 1 Sabang.

Sulaimaniyah Islamic Boarding School, Sabang.

In designing and compiling strategic plans to improve the quality of education, the Principal carries out various stages, including analyzing the internal and external environment, as stated by MI, namely:

"Alhamdulillah, in the Sulaiman Islamic boarding school in Sabang, we formulated a vision and mission, which was directly directed by the Center, which specifically invited the leaders of the Sulaimaniyah Islamic boarding schools throughout Indonesia. The formulation of the vision was initiated from the results of a meeting of all the leaders of the Sulaimaniyah Islamic

boarding schools, then the formulation of the conclusions of the vision after being validated was used together, because the vision in the Sulaimaniyah Islamic boarding school does not see the location of the students in any area, we really appreciate that every human being has the potential, only the techniques and methods that differentiate the teachers so that they can achieve the target of that potential, so this is our vision, which is different from public schools in general. The vision also becomes a hope for the future that we aspire to, for the next results of the formulation we socialize and socialize it on the website and pamphlets on the front page of the Sulaimaniyah Islamic boarding school in Sabang City. (Interview: Questions 1 - 4 Principal of Sulaimaniyah Islamic Boarding School, Sabang, April 24, 2025).

The same thing above was reinforced by the Supervisor Sulaimaniyah Islamic Boarding School, Sabang, he said:

"We as the Supervisory Body assigned to supervise the operational implementation of the Sulaimaniyah Sabang Islamic Boarding School which specifically or specifically does not have a supervisor of the Islamic boarding school but we are given authority from the center to supervise the running of this Islamic Boarding School consisting of several Islamic boarding schools. In the formulation of our vision, we were involved from the Turkish center in formulating the visions that exist in the Sulaimaniyah Islamic boarding schools throughout Indonesia, because the vision is very important where the future or targets that we have aspired to as the enforcers of this Islamic Boarding School are not only carried out once a year but we do it gradually in one semester at least three times going to the field to see the achievement of the vision. (Interview: Questions 1 - 4 Supervisor of the Sulaimaniyah Sabang Islamic Boarding School, April 28, 2025).

This is similar to what was expressed by the guardians of the students who were present at the socialization of the vision and mission at the Sulaimaniyah Sabang Islamic boarding school.

"Alhamdulillah, during the implementation of the socialization of the vision and mission of the Sulaimaniyah Islamic Boarding School in Sabang, I was invited by the Principal through a letter delivered to my house and I am very grateful to be involved by the guardians of the students because there are several things that I can review related to the hopes of the parents who were represented to me regarding their wishes who sent their children to school, including providing opportunities for students to continue to do the learning materials according to their respective subjects, improving culture and character, especially the behaviors of our children so that the education they get is not only in the form of material but when they return home there are changes as formulated in the vision, namely to make students smarter and have character. I as a guardian of students continue to support and provide patterns so that education at the Sulaimaniyah Islamic Boarding

School in Sabang becomes a community favorite by having advantages, especially in the afternoon with science and Tahfidz. We are very proud of the leaders who have given the opportunity to the children of Sabang City so that they develop their potential without having to spend more funds. (Interview: Questions 1-4, Parents of Sulaimaniyah Islamic Boarding School Students, Sabang, April 28, 2025).

Based on the explanation and data findings above, it can be concluded that the formulation of the vision at the Sulaimaniyah Sabang Islamic Boarding School is part of a centralized policy implemented nationally for the entire Sulaimaniyah Islamic Boarding School network in Indonesia. This vision was not formulated by each Islamic boarding school independently, but was formulated jointly by Islamic boarding school leaders throughout Indonesia in a special meeting facilitated by the center in Turkey. The resulting vision aims to develop the potential of students comprehensively, without distinction of origin, and emphasizes the importance of character building and noble morals. The implementation of this vision is carried out systematically, with periodic supervision at least three times a semester, and is socialized through digital and print media to ensure the understanding of all boarding school residents, including students' guardians.

In terms of educational quality, the Sulaimaniyah Islamic Boarding School in Sabang has demonstrated significant indicators of quality achievement. This is evident in their success in implementing the 30-juz (30-Juz) memorization program within three years, using a unique Turkish method that has proven effective and easier for students to implement. Furthermore, the boarding school also integrates the Independent Curriculum for general learning, conducted on weekends, involving the best teachers from Sabang City. Internal evaluation systems such as routine SWOT analysis and the involvement of students' guardians in monitoring learning outcomes demonstrate a vibrant culture of quality within the boarding school environment. With students successfully achieving memorization and character discipline targets, as well as the opportunity for scholarships to Istanbul for sixth-grade graduates, it can be said that the Sulaimaniyah Islamic Boarding School in Sabang is on the path to achieving good and focused educational quality, even demonstrating superiority compared to similar educational institutions in the region.

4. Conclusion

After conducting research, based on the presentation of research results regarding the principal's strategy in improving the quality of education at State Junior High School 1 Sabang, State Islamic High School 1 Sabang and Pondok Pesantren Sulaimaniyah Sabang, it can be concluded that the strategic planning stage begins with an analysis of the internal and external environment. Internal environmental analysis includes reviewing the vision and mission and analysis of teacher human resources (HR), while the external environmental analysis includes geographical conditions and Characteristics of Educational Units. The principal/Madrasah/Islamic Boarding School also coordinates with the vice

principal to discuss in terms of formulating school programs that support improving the quality of education at State Junior High School 1 Sabang, State Islamic High School 1 Sabang and Pondok Pesantren Sulaimaniyah Sabang, a work meeting (Raker) is held. The implementation stage of the principal's strategy is 1) job desk distribution; 2) implementation of the program Activities include: Implementation of the Curriculum in accordance with applicable Standards, Character/manners habituation, and mandatory and optional extracurricular; 3) Superior Programs of each Educational Unit; 4) Implementation of Teacher Competency Development including: Workshop/IHT, MGMP, Peer Tutors (sharing Good Practices). The principal's strategy evaluation stage is 1) direct supervision of the program's implementation; 2) supervision of learning for class teachers and subject teachers; and 3) routine evaluations every day, every week, and every month.

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How to cite this article:

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.
