Check for updates

OPEN ACCESS

EDITED BY Osman Titrek, Sakarya University, Turkey

REVIEWED BY

Dwi Agus Kurniawan, University of Jambi, Indonesia Marsha E. Modeste, The Pennsylvania State University (PSU), United States

*CORRESPONDENCE Fitri Nur Mahmudah fitri.mahmudah@mp.uad.ac.id

SPECIALTY SECTION This article was submitted to Leadership in Education, a section of the journal

Frontiers in Education

RECEIVED 14 January 2022 ACCEPTED 04 July 2022 PUBLISHED 09 September 2022

CITATION

Sumiran S, Waston W, Zamroni Z and Mahmudah FN (2022) The principal's role in improving the quality: A concepts framework to developing school culture. *Front. Educ.* 7:854463. doi: 10.3389/feduc.2022.854463

COPYRIGHT

© 2022 Sumiran, Waston, Zamroni and Mahmudah. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.

The principal's role in improving the quality: A concepts framework to developing school culture

Sumiran Sumiran ¹, Waston Waston ¹, Zamroni Zamroni ¹ and Fitri Nur Mahmudah ^{2*}

¹Islamic Education Program, Muhammadiyah Surakarta University, Surakarta, Indonesia, ²Education Management Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

This study aims to explore the role of principals in school culture so as to produce an ideal conceptual framework for principals in improving school quality. The method used in this research is qualitative with a case study approach. The research was conducted in MAN 2, Sragen, and MAN 2, Boyolali, Indonesia. The data analysis procedure used is Miles and Huberman with four procedures. Data analysis was carried out with the help of ATLAS.ti software version 8. Validity was carried out using data triangulation. The results of this study illustrate that the principal's role in school culture to improve school quality consists of role sets, attitudes and actions, personality characteristics, and control. The recommendations from this study are meant for principals at primary and secondary levels to help them improve the quality of their schools and create certain characteristics that are unique and superior compared to other schools.

KEYWORDS

principal's, school culture, quality improvement, role, framework

Introduction

The quality of education results in the creation of corresponding quality in human resources; however, the quality of education is determined by the quality of teachers providing learning in schools. And the quality of a good teacher is certainly influenced by a principal who has good skills and competencies that nurture a quality learning environment. Therefore, from the perspective of human resources in education, it is always important to invest in improving the competencies of school principals (Mahmudah, 2016). This gives meaning to improving the quality of education, where the principal can provide the necessary direction and put in efforts to actualize the quality of education.

In this context, the principal's strategic vision is important in identifying supporting factors in the implementation of programs carried out to increase the self-awareness of school residents (Sholekah and Mahmudah, 2020). The basic strategy that needs to be carried out by school principals is to understand teachers, employees, and students, and serve as role models. Self-awareness and inspiration (by setting an example) will be the

first step toward the development of the right attitudes in teachers that can ultimately improve the quality of education. Therefore, by adopting a special strategy, the principal will be able to create and develop school culture. The characteristics of the school culture shaped by the principal will eventually increase the quality of the school.

School culture is formed from the experiences of teachers and staff at the school. Each school is built with a unique culture compared to other schools by adopting certain beliefs, values, and norms that are formed from patterns of thought and behavior. School leadership affects the smooth and efficient functioning of the school and contributes to the emergence of the school culture within an effective educational institution (Stergios et al., 2017). The teachers' job satisfaction partially mediates the impact of school culture on school effectiveness (Duan et al., 2018). There is a positive correlation between school culture and the role of the principal according to teachers' perceptions (Abdullah and Arokiasamy, 2016), and school culture, in relation to the dynamics of work improvement (Nehez and Blossing, 2020). The school's principal and school culture have a significant effect on teachers' job satisfaction either partially or simultaneously (Mukhtar and Rusmini, 2017).

Existing studies related to the principal's leadership in shaping school culture, such as those shared above, are different from our research. In this study, we aim to create a conceptual framework of the principal's role in shaping school culture. Previous research was limited just to describing and looking for correlations. This research, on the other hand, aims to provide a conceptual framework that can be used as a template to develop school culture for school principals. The purpose of this research, therefore, is to create a conceptual framework model of the principal's role in school culture.

The role of culture in improving school quality

The role of school culture in improving school quality is determined by the extent to which the orientation of school culture values effectively impacts improving school quality (Figure 1). The existence of values that make up the culture of any school (beliefs, values, norms) emerges at the same time the school is founded (Zamroni, 2016). The role of school culture is to serve as a driving force behind the school's high achievements (Deal and Peterson, 2016) and shape how students think (Muhsin et al., 2020), behave, and act. School culture is the values and goals that firmly hold students together (Garmston and Wellman, 2013), inducing cooperation and mutual assistance among school residents (Chalkiadaki and Tomás-folch, 2020), encouraging them to plan together for the future (Abdulahi, 2020), and work collaboratively to solve problems.

This description illustrates the importance of continuously shaping beliefs, values, norms, patterns of attitudes, and behavior toward all aspects of the input and learning process which ultimately have an impact on school quality (output and outcome).

The role of school culture is determined by the extent to which it effectively influences all components related to the learning process (input factor) (Mahmudah and Putra, 2021), in addition to factors that have an impact on the expected final results (outputs and outcomes) and how the principal manages the school culture. Aspects that are directly involved in the learning process, namely students, teachers, teaching materials, and learning methods are the main elements. The learning process has characteristics that are closely related to social, economic, and cultural backgrounds. Teachers also bring in their own characteristics that are impacted by their economic, social, and cultural backgrounds. However, the choice of teaching methods used by the teacher may not necessarily be in accordance with the background of each student.

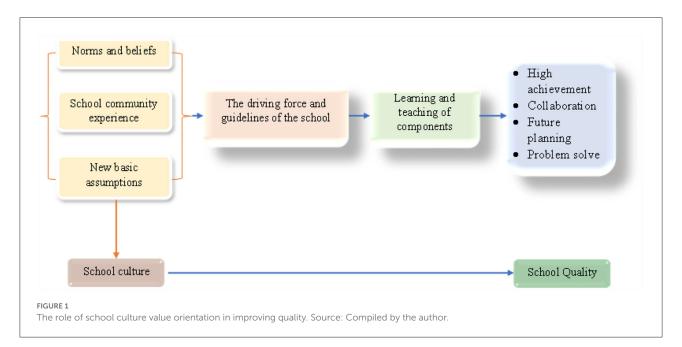
Methodology

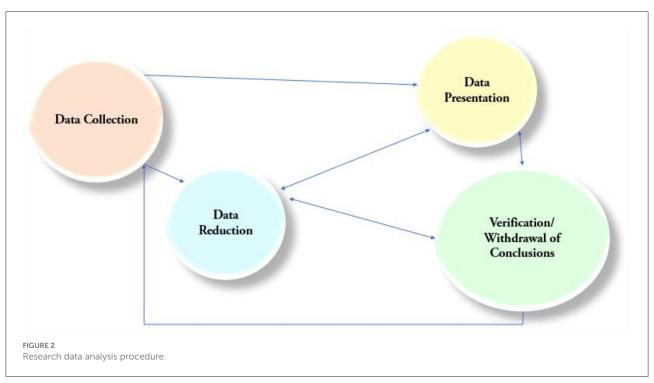
Research design

This study adopted qualitative research using a case study approach. Case studies aim to explore and investigate contemporary real-life phenomena through context analysis of limited individual conditions or events and the relationship between them (Bazeley, 2013). The phenomenon in the case study could be a program, event, or activity, either at the level of an individual, a group of people, or an organization (Freeman, 2017). In this case study, we adopted the instrumental case study type, which is a special case study that is undertaken to provide an in-depth understanding of a problem (issue) or to improve an existing theory (Auerbach and Silverstein, 2003). We analyzed in depth the case regarding the role of the principal in school culture, carefully examining the context and the activities to understand the impact of external interest.

Research setting

In this study, we explored the role of school culture in the development and improvement of school quality in two schools in Indonesia–Madrasah Aliyah Negeri (MAN) 2, Boyolali, and Madrasah Aliyah Negeri (MAN) 2, Sragen. We also explored the role of the principals in managing school culture. The results of the National Examination average for the academic years 2014/2015 to 2018/2019 of MAN 2 Boyolali and MAN 2 Sragen in the Science, Social Sciences, and Religion programs were taken to assess progress. The





results of the National Examination for the 4 years for MAN 2 Sragen were lower than MAN 2 Boyolali. Both madrasas had similar potential with almost the same number of students with educational facilities and infrastructure that were not much different. The results of the National Examination average between the two schools were examined in depth from the perspective of managing school culture in each of these schools.

Research subject

The research subject is a social institution that was examined in depth to understand "what happens in it" in a social situation (Kamberelis and Dimitriadis, 2005). The subjects of this study consisted of the principal and various selected resource persons. Therefore, the research subject was selected using the purposive sampling technique, which is a sampling technique with certain considerations (Kouritizin et al., 2009). We selected the sample considering the following criteria: (a) founders, as people who had laid the value system at the beginning when starting the school (b) key figures, namely those who could be considered "actors" of the culture in the school (c) leaders and communities who have hopes and aspirations for the future of the school community (d) principals as managers and creators of school culture (e) vice principals as confidants of madrasah principals and spearheads of the principal's policy response (f) teachers as the main actors in improving the quality of learning (g) administration, and (h) students as objects and subjects of the school.

Analysis of data

For analyzing the data in this study, we photographed the various aspects relating to the principal's role in school culture. We then grouped these photographs based on categories, sorting them into units, synthesizing their relevance, arranging them into patterns, and choosing which ones are important and what will be studied. We then concluded the dimensions of school culture from the images and finally assessed the influencing role of madrasa culture on the quality of the schools, and also explored how the process of the influencing happened in MAN 2 Boyolali and MAN 2 Sragen. We could then arrive at the causes of the low quality of schools at MAN 2 Sragen as well as the causes of improving the quality of education at MAN 2 Boyolali by reviewing the culture of each school.

The data analysis procedure used was Miles and Huberman (1994). This analysis procedure consists of four steps, namely data collection, data reduction, data presentation, and drawing conclusions. The data analysis process used was ATLAS.ti software version 8.3. The research procedures used can be seen in Figure 2.

- Data collection: the process of collecting data in this study was carried out by interviews and documentation to reveal the meanings contained in the cultural processes and practices in MAN 2 Sragen and MAN 2 Boyolali, Indonesia. This data collection was done to collect information by the guidelines that were made. After data collection, the next step was to transcribe the results of the data collected. The interviews were transcribed from the audio recordings of what was conveyed by the participants during the interview. Additionally, observations during the interviews were documented to be used as additional/supporting data.
- Data reduction: the next step was to select relevant data from the transcripts. The data reduction was done using ATLAS.ti version 8 and making codes from the existing datum. The reason for using analytical tools was to help us in the process of reducing and making concept maps. This was done by studies that show that the data analysis process

will be easier and more accurate by using analytical tools such as the ATLAS.ti (Mahmudah, 2021).

- Presentation of data: the concept maps prepared at the data reduction stage were then presented in the form of tables and output images to provide an overview of the results of data analysis. This can be seen in the results section of this paper. The concept maps were also discussed using the latest theory and developing theories related to school culture, schools that have decreased in quality and in schools that have improved in quality.
- Drawing conclusions: the last process of the Miles and Huberman data analysis is drawing conclusions, where we conclude our research with suggestions and recommendations to different stakeholders involved in the process of developing school culture and improving school quality.

Results

This section presents the results of field data collection consisting of interviews and documentation in two schools, namely MAN 2 Boyolali and MAN 2 Sragen. The data analysis which was undertaken objectively using ATLAS.ti software is also presented without providing any theoretical interpretation. The information described in this subsection is discussed in greater detail in the discussion section to gain a deeper understanding of the role of school culture from the point of view of the theories and concepts used in this study.

Every activity in the madrasah plays an important part in the development of both human resources and the quality of the madrasah. This is the basis for establishing a school culture and climate that is comfortable for all madrasah residents. The madrasa culture is an environment that supports and realizes both the achievement of the vision, mission, and goals and the decline in the quality of education. Based on the results of interviews conducted with several participants, the following is the preparation of the code of values contained in the culture and environment at MAN 2 Boyolali:

The cultural and environmental values of MAN 2 Boyolali can be understood through various statements by the participants (Figure 3). The cultural values obtained from these statements are "hard work," "democratic," "realistic," "trust," and "fairness" formulated from participant statements R1-1; "social harmony" formulated from participant statements R3-1; "togetherness," "efficient," "effectiveness," "providing reward," "comfort," "communicative," "openness," "personal development," "personal relevance," "self-esteem," and "generosity" formulated from participant statements R4-1; "trust" and "peace" formulated from participant statements R5-1; and "empathy," "facilitating," "appreciating the struggle," "respecting each other," "work

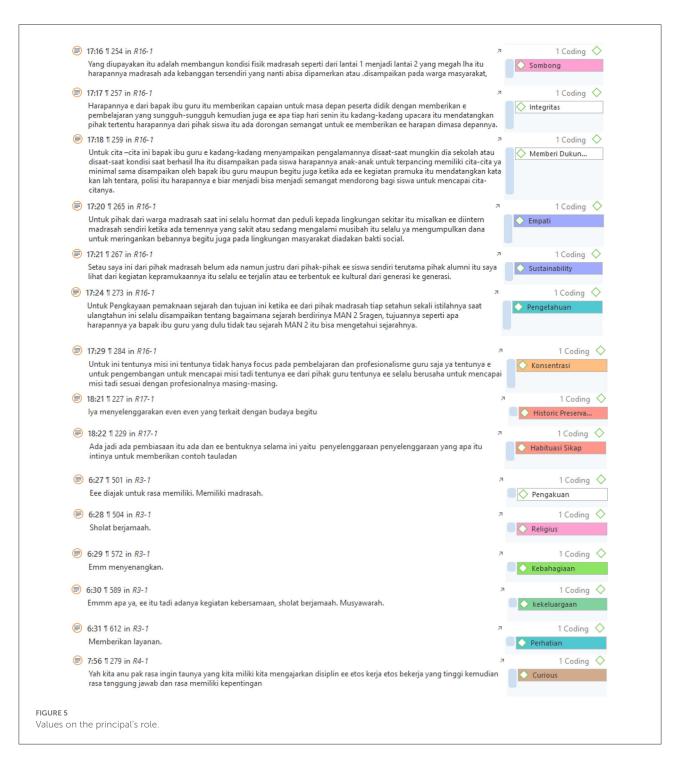
e	4:23 1 231 in <i>R1-1</i>	я	1 Coding 🛇
	Upaya meningkatkan kedisiplinan		🔷 Kerja Keras
	4:24 11 243 in <i>R1-1</i>	7	1 Coding 🛇
	Staff, peserta didik, orang tua, kalau orang tua kita komunikasinya ya ada pertemuan, pleno. Terus komunikasinya juga kami jalin lewat BK. Kan kita punya nomer-nomer orang tua siawa. Terus akalau kita WA kok tidak kondusif ya kita silaturahni kerana.		Demokratis
	4:25 1 246 in <i>R1-1</i>	7	1 Coding 🛇
	Ya kita patuh. Kita bahas, lapor pimpinan, apabila memungkinkan untuk melaksanakan ide itu ya kita laksanakan.		Realistis
	4:26 11 249 in <i>R1-1</i>	7	1 Coding 🛇
	Kita saling percaya, intinya guru bidang studi itu mengajar sesuai dengan ilmunya. Terus guru BK juga harus bekerja sesu dengan ilmunya. Ya Alhamdulillah bisa menanggani dengan baik.	ai	Percaya
	4:27 11 258 in <i>R1-1</i>	я	1 Coding 🛇
	Emang nggak pernah ada konflik si jadi saya bingung dami dami saja hahhah. Yang konflik itu siswa hahahh. Guru nggak pernah ada konflik paling siswa. Siswa kita panggil kalau nggak mempan kita panggil orang tua, kalau nggak mempan lagi kita pulangkan, dikembalikan ke ortu. Tapi belum pernah. Emang ada pernah konflik salah satu guru. Wa itu perselingkuhan, trs kita selesaikan itu. Kita mutasi. Tapi sudah lama sekali itu. Hahhaa	ktu	🔷 Keadilan
	6:22 11 338 in <i>R3-1</i>	7	1 Coding 🛇
	Eee dari masing-masing personil ada semua baik-baik, semua ramah, terbuka, tidak ada gep gep, dan sebagainya. Demokratis.		Harmoni sosial
	7:40 1 226 in R4-1	7	1 Coding 🛇
	Ya guru, ya ya guru dan karyawan atau pegawai merasakan itu pak jadi kita selalu ada apa diskusi setiap saat.		🔷 kebersamaan
(7:41 1 229 in <i>R4-1</i>	7	1 Coding 🔷
	lya madrasah ataupun kita selalu menyediakan perangkat pak, perangkat pembelajaran yang dibutuhkan teman-teman k yang guru setiap tahun mungkin misal ada DIPA dan sebagainya.	rta,	Efisiensi
	7:42 1 232 in <i>R4-1</i>	я	1 Coding 🛇
	lya pak, kepala madrasah selalu menempatkan prosedur yang jelas melalui job description setiap waka yang ada.		Efektivitas
	7:43 11 235 in <i>R4-1</i> Iya kita anu pak eee kalo ada siswa atau bapak ibu guru itu kita yang berprestasi kita memberikan penghargaan. Nanti k	alo	1 Coding 🔷
	siswa bapak ibu kita nanti biasanya saya lewatkan upacara pak, upacara kita berikan SK kemudian misale kalo siswa itu da ini bapak ibu guru dapat ini dan sebagainya.		Weinberkart Kein
	7:46 11 244 in R4-1	л	1 Coding 🛇
	lya kita suasana sangat kerja sangat nyaman dan kondusif karena kita apa selain kadang mengajar gitu kita adakan refresing mungkin olahraga atau apa itu setiap saat sudah anu jadi temen-temen insyaallah nyaman pak saling bahu membahu.		🔷 Kenyamanan
	7:47 11 247 in <i>R4-1</i>	л	1 Coding 🛇
	lya ini untuk komini komunikasi pak nggih berjalan Alhamdulillah lancer, tidak ada masalah.		🔷 Komunikatif
(7:48 1 250 in <i>R4-1</i>	7	1 Coding 🛇
	lya kita anu pak ide apa ide sangat sangat terbuka terbuka diri jadi kalo ada keluhan atau tanggapan kita tanggapi bersama-sama bersama teman-teman waka gitu kalo memang pak kepala anu ya kita waka yang menyampaikan		Keterbukaan
	7:49 11 253 in <i>R4-1</i>	7	1 Coding 🛇
	lya kita dibuktikan dengan eee kesuksesan setiap even even kegiatan misalkan akademik non akademik kita sudah ada mungkin seperti tempat sekolahe jenengan kita kalo siswa kan ada piagam sertifikat kita agendakan kita jilid jadi satu kali		Pencapaian
G	ada kegiatan apapun kita ada laporannya. 7:50 % 256 in <i>R4-1</i>	7	1 Coding
e	Ya gini pak ya memang anu ya kita selalu eee seperti itu tapi kadang dari madrasah nyuwun sewu belum sepenuhnya ki		1 Coding 🛇 Personal Develo
e	belum sepenuhnya kita prospekkan gitu. 7:53 11 265 in <i>R4-1</i>	7	1 Cadina A
	Yaa eee budaya kita adalah budaya partisipasi pak dalam proses pemecahan dan pengambilan keputusan ya tadi dilaku	kan	1 Coding 🛇
E	secara kolektif ya apabila nanti belum terpecahkan di unsur umum nanti kita pecahkan di unsur pimpinan. 7:54 11 268 in <i>R4-1</i>	7	1 Coding 🛇
e	Ya pak, ya madrasah melakukan itu pak. Kita mempromo mempromosikan kesempatan kepemimpinan gitu nggih,		Alarga Diri
	mendelegasi secara efektif.	7	10 1 4
	7:55 % 271 in <i>R4-1</i> Iya jelas pak, ya jelas sekolah memfasilitasi pak penyelenggaraan sebuah dewan orang tua.		1 Coding 🛇 Kemurahan Hati
	8:10 % 102 in <i>R5-1</i> - Ya kita saling percaya intinya guru bidang studi itu mengajar sesuai dengan ilmunya kita yakin mereka bisa, terus guru f	як	1 Coding 🔷
	sesuai dengan ilmunya juga mereka lulusan BK, Alhamdulillah bisa menangani siswa dengan baik dan masih banyak lagi.		
	8:11 11 105 in <i>R5-1</i> - isu sekolah dalam memecahkan konflik, karena ga ada konflik sih jadi saya bingung, damai – damai saja konfliknya apa	л to	1 Coding 🔷
	saya malah bingung ga ada konflik, yang konflik itu siswa sat konseling. Kalau guru dan karyawan itu ga ada konflik yang konflik itu siswa sat konseling. Kalau guru dan karyawan itu ga ada konflik yang paga da konflik itu siswa, siswa itu apabila ada masalah ya kita panggil kota arahkan dulu eh kok ga sembuh orang tua ki panggil kota dating lalu home visit kita datangi hahaha, setelah dating ga mempan lagi ya digulangkan ja ki u sering konflik isiswa pak, kalau kita Alhamdulilah enggak pak, pernah ada konflik guru yang bermasalah dimutasi, waktu itu perselingkuhna ya udah kita keras kalau soal itu kita mutasi, itu udah lama banget pak Alhamdulilah sekarang ga, selingkuhnya sama orang luar kok pak ndak orang sini, iya.	ak,	
	3:69 11 162 in <i>R</i> 7-1	л	1 Coding 🛇
	lya guru dan pegawai merasakan kalau dimadrasah ini kondusif sekali secara fisik ataupun psikis nya ya karena kalau di ya kita sebelum ada pandemic itu ada kegiatan anjangsana, anjangsana. Jadi anjang sana itu melibatkan pegawai saja, keluarga dari pegawai dengan keluarga satunya salingbertemu saling kenal tentunya ujung-ujungnya biar kesana biar menjaga kondusif tadi	ulu	🔷 Empati
FIGURE 3 (Continued)			





		7	1 Coding 🔇
	Nilai kedisiplinan yang jelas ya. Terus pengambangan ilmu pengetahuan, terus motivasi, diklat diklat		🔷 Kedisiplinan
	4:29 1 281 in <i>R1-1</i>	л	1 Coding 🔇
	4:29 # 201 in 7/1-7 Ohh kalau itu sekolah memberikan sejenis beasiswa gratis spp. Itu tingkatan tingkatan pak. Kalau utnuk guru paling		Kepedulian
	sertifikasi, mugkin dilem bagus, terimaksih untuk bimbingannya, hahha. Apalagi kalau juara olimpiade per tatap muka ada apresiasinya, Alhamdulilah ada rejeki. haha		Kepedulian
		7	10-5
۲	4:30 11 284 in <i>R1-1</i> Ruang kelas yang nyaman, terang, ada LCDnya, ada kipas anginnya		1 Coding 🛇
	ruang kelas yang nyaman, telang, ada LCDnya, ada kipas angininya		Kenyamanan
	4:32 11 305 in <i>R1-1</i>	л	1 Coding 🔇
	Baik. Harmonis, penuh semangat, yakin berhasil.		🔷 Harmoni sosial
	4:43 11 323 in <i>R1-1</i>	я	1 Coding
	Hmm. Nilai budaya yang positif. Kegiatan yang sering dilakukan ya silaturahmi ke sesepuh. Terus adanya Sebelum pandemi ya pak. Halal bihalal Siswa, halal bihalal guru sendiri sendiri. Apalagi siswanya yang dekatn dengan guru kita tinggal jadi tamunya		Bersahabat
	4:36 11 341 in <i>R1-1</i>	л	1 Coding 🔇
	ltu tadi yang mampu berkompetensi . berkompetisi. Itu fokusnya ke siswa dan guru. Kalau sampai kita dapat piala dapat juara itu kan di depan kami tulis di brosur. Harapannya kita menarik peserta didik, sehingga orang tua tidak memandang sebelah mata madrasah. Harapannya ohh di madrasah itu dapat ilmu pengetahuan dan agama. Nyatanya anakku yo pin.		🔷 Kerja Keras
	6:25 11 482 in <i>R3-1</i>	л	1 Coding 🔇
0	Eemm sopan santun		Sopan Santun
	6:26 1 492 in R3-1	7	1 Coding <
9	5:20 ∥ 492 in K3- 7 Saling menghormati dan menghargai	1	Tepo Seliro
	, , , , , , , , , , , , , , , , , , ,		V icpo senio
	7:57 1 282 in <i>R4-1</i>	я	1 Coding 🔇
	Yak kita displin dulu disiplin tanggung jawab etos kerja		🔷 Efektivitas Kinerja
	7:59 1 288 in <i>R4-1</i>	7	1 Coding 🔇
9	Jelas ada pak ada dengan aktif kegiatan ee apa les kemudian ee drill kemudian apa pernikahan dan sebagainya		Kebebasan
	,		Vicecouver
	7:63 1 303 in R4-1	я	1 Coding 🔇
	Ya kita ee anu pak untuk arus komunikasi pak komunikasi siswa kita arahkan		🔷 Komunikatif
	7:66 1 309 in R4-1	7	1 Coding <
J	Ya kita tadi kita anu siswa itu kita arahkan kita beri info saran sesuai dengan apa ee cita cita daripada peserta didik itu		Pembiaran
-			
	7:65 ¶ 312 in R4-1	7	1 Coding 🔇
	Ya pak warga madrasah memberikan rasa hormat kepedulian kepada madrasah		🔷 Rasa Hormat
	8:19 1 115 in <i>R5-1</i>	я	1 Coding 🔇
	- Kalau itu sekolah memberikan sejenis beasiswa gratis spp itu pada tingkatan – tingkatan pak, kalau untuk guru Cuma reward dari kepala, Cuma reward aja Alhamdulillah terima kasih atas bimbingannya itu marai semangat saat bimbing kan ada sekasihnya pak saat ngeles olimpiade itu per tatap muka ada ya, Alhamdulillah tambah rejeki.		🔷 Memberikan Re
	8:23 11 125 in <i>R5-1</i>	л	1 Coding
Ŭ	- Generasi mana ya pak ya, kalau siswa lulus siswa berikutnya itu kaitan dengan keorganisasian osis terus organisasi pramuk itu Alhamdulillah kami maju di pramuka kok pak, anak – anak kami itu mentalnya luar biasa. Ya kami saaat lebaran jadi kam silaturahmi, seperti itu ha a.		3.
	8:26 1 133 in <i>R5-1</i>	л	1 Coding <
	- Itu tadi yang mampu berkompetensi tadi, berkompetisi to pak, kalau berkompetisi itu fokusnya ke siswa dan pengajar itu mampu bersaing diluar, nah itu luar biasa kok pak sampai kita dapet piala dapet juara itu kan tertulis di depan kami tulis sehingga kami tulis juga di brosur. Harapan kita itu menarik peserta didik sehingga orang tua itu tidak memandang sebelah mata Madrasah, harapan kita itu di Madrasah itu dapet inu pengetahuan dan agama, nyatane anakku yo pinter, nyatang juga berprestasi, nyatanya bisa masuk ke universitas – universitas yang favorit itu harapan kita.		✓ Informatif
	3:81 1 198 in <i>R7-1</i>	я	1 Coding 🔇
	Diulang tadi, ya rasa ingin tahu yang tinggi		🔷 Antusiasme
	3:86 1 202 in R7-1	я	1 Coding <
	Kerjasama		Kerjasama
	3:85 1 200 in R7-1	7	1 Coding
Ð	etos kerja yang tinggi		Etos Kerja
	(,,		
	3:83 11 198 in R7-1	7	1 Coding 🔇
	tanggung jawab		🔷 Tanggung Jawab
		7	1 Coding
•	3:88 11 202 in <i>R7-1</i> kebersamaan	7	1 Coding 🗸

 B 300 1205 in R7.1 Aday basenya diapot ketertu biasanya ku ada, show itu mengadakan photo, bertikan tu bangas, kenapa photo, katera meda bangaya dengan hu, bahaya juka seyum. B 310 120 in R7.1 Adara pasasanya tetadu dan nyaman, hukan ada kebahagian, disempatkanya basil pretratia jeserta didik berapa pini perturbangakan ada katera meda bangaya kena kate menabangakan ada katera meda bangaya kena kate menabangakan ada katera katera dilakan, botak stana kate ada betak stana dilakan, botak stana kate ada betak stana dilakan, botak stana kate ada betak stana dilakan katera katera dilakan, botak stana kate ada betak stana dilakan, botak stana kate ada betak stana dilakan katera katera katera katera katera dilakan katera katera katera dilakan katera katera katera katera dilakan katera katera katera katera dilakan katera katera katera katera katera dilakan katera ka				
by a dc, bissany disped (betterful bissany) in dcd, sixok lu mengedakan pholo, berdikan pholo,		3:90 % 208 in <i>R7-1</i>	л	1 Coding 🖒
Adays suzara yang todh dan nyrama, hakan ada belbahagian, ditempatanya hakup jenetai jeserta didik berupa jahal Image to the series and the series banga, terryste saya dimadrash in saya ada prestai yang membanggalan. B 344 1216 in 67.1 Image to the series banga, terryste saya dimadrash in saya ada prestai yang membanggalan. Image to the series banga, terryste saya dimadrash in saya ada prestai yang membanggalan. B 344 1216 in 67.1 Image to the series banga, terryste saya dimadrash in saya ada prestai yang membanggalan. Image to the series banga dimage to the series banga dimage to the series banga dimage to the series banga. B 345 120 in 67.1 Image to the series banga dimage to the series banga mungkin tahu karen sejarah ini memung butu alany we dimage to the series banga dimage to the	-	lya ada, biasanya dispot2 tertentu biasanya itu ada, siswa itu mengadakan photo2, beratikan itu bangga . kenapa photo		
 ditimpistan ditimpistan generation yang tentapis, ketika coma betanjung tu tuhu wah plakinya yo kehy ng. kerati ada persetasi yang membanggalan aka kara mesa bangas, keryak sag di metatak ing yang di membanggalan aka kara memabanggalan generation kanga karang di karak saran di karang karang di karak sarang di karak sarang di karak saran di karang karang yang di karak sarang di karakarak sarang di karak sarang di kara		3:91 11 210 in <i>R7-1</i>	я	1 Coding 🛇
 Beijden Inacc, bakken kis ada kotak saran faluar, kotak saran kalau ada saran disampaikan dikotak saran ye dimasukan sarah. Paluan ye disa disak nabelan kegiatan milad baka nabelam kegiatan milad bita daskan lomba2 bisaanye puncaknya bisaanye ada pengjian. Balot 122 in 87-1 muse disak manga dia pandemic ini tidak bisa tapi kalau norma bisa tagi tahun kita mengadakan milad pandemic ini tidak bisa tapi kalau norma bisa tagi tahun kita mengadakan milad pandemic ini tidak bisa tapi kalau norma bisa tagi tahun kita daskan lomba2 bisaanye puncaknya bisaanye ada pengjian. Balot 122 in 87-1 muse dika daskan lomba2 bisaanye puncaknya bisaanye ada pengjian. Balot 122 in 87-1 muse dika daskan lomba2 bisaanye puncaknya bisaanye ada pengjian. Balot 122 in 87-1 muse dika daskan bidan gakademik/non akademik/. Balot 122 in 87-1 muse dika daska bisa bako sesperti itu Balot 11 1203 in 86-1 muse dikabudi yaan dikakabi. Balot 11 1203 in 86-1 muse ye dikakabu kengjaan muse daskabah ye di dalam madrasah Cading Q Balot 122 in 87-1 muse mengenai masalah kediginan , kemudian yang dikabiah kenekaragaman tatus guru Balot 122 in 87-1 muse dikabudi yaan dikakabu, kemudian yang dikabiah kenekaragaman tatus guru Balot 122 in 87-1 muse dikabudi yaan dikakabu, yang dikabiah menginapirasi Balot 122 in 87-1 muse di angat kababu menginapirasi	-	ditempatkan ditempat yang strategis, ketika orang berkunjung itu tahu wah pialanya yo okeh ya, berarti ada prestasi yang		· ·
dirácht sam I Coding ◆ © 395 1220 in 67.7 > (P) Sada 1222 in 67.7 > (P) satis system kight milde bar meijakakan milde bar meijakakan milde bakan sobelum kigita meilaka sakan kanak untuk terengadakan milde bakan sobelum kigita meilaka basan sobelum kita meijakakan milde bakan sobelum kigita meilaka basan sobelum kita meijakakan milde bakan sobelum kigita meilaka basan sobelum kita meijakakan milde bakan sobelum kigita meilaka basan sobelum kita meijakakan milde bakan sobelum kigita meilaka basan sobelum kita meijakakan milde bakan sobelum kigita meilaka basan sobelum kita meijakakan milde bakan sobelum kigita meilaka basan sobelum kita meilaka basan sobelum meilaka basan kukuu tuntuk meilaka basan sobelum meilaka basan sobel		3:94 11 216 in <i>R7-1</i>	я	1 Coding 🛇
Oh yo, ce dinis rangat menunjunjung hemat, spalagi kepedulian social, kita ada program ada anak azuh, untuk peganal Menghemati 9 31401 1224 in R7.7 I Coding 9 31401 1224 in R7.1 I Coding 9 31401 1222 in R7.1 I Coding 9 31401 1223 in R7.1 I Coding 9 31401 123 in R7.1 I Coding 9 1 Coding I Coding 9 <td></td> <td></td> <td></td> <td>Saling Menghar</td>				Saling Menghar
by a blau yanh ini syst belum bias menjawina semua tahu (a) a blay yanh ini syst belum bias menjawina semua tahu (a) a blay ya sejup blum bias menjawina semua tahu (a) a blay ya sejup blum heija menjawina semua tahu (b) a sejurahini ya sejup blum heija menjawina semua tahu (c) a sing 7.1 (b) a selup tahun mengadakan milad kata adakan lomba2 biasanya puncaknya biasanya ada pengajain (c) a sing 7.1 (b) a sing 7.1 (c)		Oh iya, ee disini sangat menunjunjung hormat, apalagi kepedulian social, kita ada program ada anak asuh, untuk pegawa		
by a blau yanh ini syst belum bias menjawina semua tahu (a) a blay yanh ini syst belum bias menjawina semua tahu (a) a blay ya sejup blum bias menjawina semua tahu (a) a blay ya sejup blum heija menjawina semua tahu (b) a sejurahini ya sejup blum heija menjawina semua tahu (c) a sing 7.1 (b) a selup tahun mengadakan milad kata adakan lomba2 biasanya puncaknya biasanya ada pengajain (c) a sing 7.1 (b) a sing 7.1 (c)		3:104 11 224 in <i>R7-1</i>	л	1 Coding 🔷
bys setiag takun mengadakan milad kita gakahan lomba2 biasanya puncaknya biasanya ada pengajian		lya kalau yanh ini saya belum bisa menjawab sepenuhnya sebagian mungkin tahu karena sejarah ini memang buku aslinya		
bakkan isebelum kegiatan milad kita adakan lomba2 biasanya puncaknya biasanya ada penggian		3:105 11 228 in <i>R7-1</i>	л	1 Coding 🛇
hyas ada ceremonial hari-hari kesgamaan, hari besar nasional pahlawan, semisal kanaval agustus kita ada kegistan kamaval dengan terma tertentu semisal perjuangan Spirituulisme (a) 3108 1238 in R7.1 hya ada, peseta didik mampu berkompetensi dalam bidang akademik/non akademik, a 1 Coding (a) 1010 1201 in R8-1 Ada musyawatah ngjih gotong royong kerja bakti baksos seperti itu a 1 Coding (b) 1011 1203 in R7.1 Kalo untuk peseta didik ee banyak juga ngjih selain pada kbm juga ekstra itu kemudian ada kegiatan kegiatan lain yang bisa (b) Regiginan (c) 2141 1223 in R7.1 Dapat, selalu berpakain rapi sesuai dengan peraturan sragam yang ada. a 1 Coding (c) 2149 1283 in R7.0 Vaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah a 1 Coding (c) 2149 1283 in R7.0 Vaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah a 1 Coding (c) 2149 1283 in R7.0 Vaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah a 1 Coding (c) 2149 128 in R7.0 Vaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah a 1 Coding (c) 2149 128 in R7.0 Vaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah a 1 Coding (c) 2149 128 in R7.0 Vaita taga nebizaraan stelak kedisplinan, kemudian yang diabaikan keanekaragaman status guru a 1 Coding (c) 11111 Va Jadiam pembicaraan ada era				🔷 Rasa Syukur
dengan tema tertentu semisal perjuangan (a) 3108 1238 in R7-1 lya ada, pesetta didik mampu berkompetensi dalam bidang akademik/non akademik, > 1 Coding (a) 101 10 201 in R8-1 Ada muayawarah nggih gotong royong kerja bakti baksos seperti itu > 1 Coding (b) 101 1201 in R8-1 Ada muayawarah nggih gotong royong kerja bakti baksos seperti itu > 1 Coding (c) 101 1203 in R8-1 Kalo nutuk pesetra didik ebanyak juga nggih selain pada kbm juga ekstra itu kemudian ada kegiatan kegiatan lain yang bis > 1 Coding (c) 21447 1279 in R10-1 Dapat, selalu berpakain rapi secual dengan peraturan sragam yang ada. > 1 Coding (c) 2149 7 128 in R10-1 Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah > 1 Coding (c) 2149 7 127 yin R10-1 Yang dipertatikan yaitu mengenai masalah kedisplinan, kemudian yang diabaikan keanekaragaman status guru > 1 Coding (c) 212 137 4in R11-1 Yang dipertatikan yaitu mengenai masalah kedisplinan, kemudian yang diabaikan keanekaragaman status guru > 1 Coding (c) 112 124 133 in R10-1 Yang dipertatikan yaitu mengenai masalah kedisplinan, kemudian menginspirasi > 1 Coding (c) 1112 143 14 1303 in R13-1 Untuk pengembangan sekolah untuk tepat waktu jadi kita membuat kelompok-kelompok-kelompok membicaran 12 rencana itu tak Untuk pengembangan ada ada erapat dinas itu sudah meberikan inspirasi dan menginspirasi > 1 Coding	\sim		_	1 Coding 🛇
lya ada, pesenta didik mampu berkompetensi dalam bidang akademik/non akademik, Image: Control of 201 in R8-1 Ada musyawarah nggih gotong royong kerja bakti baksos seperti itu Image: Control of 201 in R8-1 Ada musyawarah nggih gotong royong kerja bakti baksos seperti itu Image: Control of 201 in R8-1 Ada musyawarah nggih gotong royong kerja bakti baksos seperti itu Image: Control of 201 in R8-1 Ada musyawarah nggih gotong royong kerja bakti baksos seperti itu Image: Control of 201 in R8-1 Ada musyawarah nggih gotong royong kerja bakti baksos seperti itu Image: Control of 201 in R8-1 Kalo untuk peserta didik ce banyak juga nggih selain pada kkm juga ekstra itu kemudian ada kegiatan kegiatan lain yang bisa pa menumbuhkan nilai nilai kebudyaan disekolah Image: Control of 201 in R8-1 Image: Control				Spiritualisme
 Dotto T 201 in <i>R8-1</i> Ada musyawarah nggih gotong royong kerja bakti baksos seperti itu Demokratis Demokratis Demokratis Demokratis Demokratis Demokratis Demokratis Demokratis Coding Keyakinan Coding Keyakinan Kendahan <l< td=""><td></td><td>3:108 11 238 in R7-1</td><td>7</td><td>1 Coding 🔷</td></l<>		3:108 11 238 in R7-1	7	1 Coding 🔷
Ada musyawarah nggih gotong royong kerja bakti bakcos seperti itu Demokratis Demokratis Demokratis Coding ◆ Kalo untuk peserta didik ce banyak juga nggih selain pada kom juga ekstra itu kemudian ada kegiatan kegiatan lain yang bisa 2:147 11279 in R10-1 Dapat, selalu berpakain rapi sesuai dengan peraturan sragam yang ada. 2:148 1283 in R10-1 Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah 2:149 1285 in R10-1 Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah 2:121 1374 in R11-1 Yang diperhatikan yaitu mengenai masalah kedisplinan , kemudian yang diabaikan keanekaragaman status guru Tak Acuh 1 Coding ◆ Yaitu dengan perbicanan ada ee rapat dinas itu sudah meberikan inspirasi dan mengingatkan me dalam menjaga kesehatan Kenurahan Hati Mati Kepala sekolah untuk tepat waktu jadi kita membuat kelompok-kelompok membicaran 12 rencana itu tak lepas dari bimbingan bapak kepala sekolah 1 Coding ◆ 1 Coding ◆<!--</td--><td></td><td>lya ada, peserta didik mampu berkompetensi dalam bidang akademik/non akademik,</td><td></td><td>🔷 Kegigihan</td>		lya ada, peserta didik mampu berkompetensi dalam bidang akademik/non akademik,		🔷 Kegigihan
 © 10:11 1 203 in <i>R8-1</i> Kalo utuk pserta didk ee baryak juga ngjih selain pada kbm juga ekstra itu kemudian ada kegiatan kegiatan kegiatan lain yang bisa © 2:147 1 279 in <i>R10-1</i> Dapat, selalu berpakain rapi sesuai dengan peraturan sragam yang ada. © 2:148 1 283 in <i>R10-1</i> Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah © 2:149 1 285 in <i>R10-1</i> Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah © 2:149 1 285 in <i>R10-1</i> Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah © 12:12 1 374 in <i>R11-1</i> ya, Jadi kepala sekolah dalam keseharian serig mendorong guru dalam belajar mengingatkan me dalam menjaga kesehatan dan sebagainya © 13:17 1 299 in <i>R12-1</i> ya dalam pembicaraan ada ee rapat dinas itu sudah meberikan inspirasi dan menginspirasi © 14:41 1 303 in <i>R13-1</i> Untuk pengembangan sekolah utuk tepat waktu jadi kita membuat kelompok-kelompok membicaran 12 rencana itu tak eteidadanan © 15:21 1112 in <i>R15-1</i> ketidadanan © 15:21 1112 in <i>R15-1</i> Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melajutkan ke jenjang 51 ke 52 atua dari 52 ke 53 kemudian juga memberikan kesempatan untuk mengihuti diklat-diklat. © 17:12 1 242 in <i>R16-1</i> Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melajutkan ke jenjang 51 ke 52 atua dari 52 ke 53 kemudian juga memberikan kesempatan untuk mengihuti diklat-diklat. © 17:13 1 24 in <i>R16-1</i> Dari pihak kepala madrash itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta keri 		10:10 11 201 in R8-1	л	1 Coding 🛇
Kalo untuk peserta didik ee banyak juga nggih selain pada kbm juga ekstra itu kemudian ada kegiatan kegiatan lain yang bisa		Ada musyawarah nggih gotong royong kerja bakti baksos seperti itu		Demokratis
 apa menumbuhkan nilai nilai kebudayaan disekolah 2:147 1279 in R10-1 Dapat, selalu berpakain rapi sesuai dengan peraturan sragam yang ada. 2:148 1283 in R10-1 Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah 2:149 1285 in R10-1 Yang diperhatikan yaitu mengenai masalah kedisplinan , kemudian yang diabaikan keanekaragaman status guru 2:121 1374 in R11-1 Yang diperhatikan yaitu mengenai masalah kedisplinan , kemudian yang diabaikan keanekaragaman status guru 2:121 1374 in R11-1 Yang diperhatikan yaitu mengenai masalah kedisplinan , kemudian yang diabaikan keanekaragaman status guru 12:12 1 374 in R11-1 Yang diperhatikan yaitu mengenai masalah kedisplinan , kemudian yang diabaikan keanekaragaman status guru 12:12 1 374 in R11-1 Yang diperhatikan yaitu mengenai masalah kedisplinan , kemudian yang diabaikan keanekaragaman status guru 13:17 1299 in R12-1 Ya dalam pembicaraan ada ee rapat dinas itu sudah meberikan inspirasi dan menginspirasi 14:14 1303 in R13-1 Yatedadanan profesionalisme guru melalui kegiatan workshop. 16:21 11 112 in R15-1 Keteladanan 15:21 1112 in R16-1 Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang 51 ke 52 atau 12:04 10 12:12 12:12 14 in R16-1 Yati 12:24 in R16-1 Yati 12:2		10:11 1 203 in <i>R8-1</i>	л	1 Coding 🛇
Dapat, selalu berpakain rapi sesuai dengan peraturan sragam yang ada.			isa	🔷 Keyakinan
 in 2:148 1 283 in <i>R10-1</i> in 2:148 1 283 in <i>R10-1</i> in 2:149 1 285 in <i>R10-1</i> in 2:12 1 374 in <i>R11-1</i> in 2:11 1 299 in <i>R12-1</i> in 2:11 1 299 in <i>R12-1</i> in 2:11 1 1 2 in <i>R13-1</i> in 2:11 1 1 5 in <i>R14-1</i> in 2:11 1 1 5 in <i>R14-1</i> in 2:11 1 1 2 in <i>R15-1</i> keteladanan profesionalisme guru melalui kegiatan workshop. in 1:12 1 242 in <i>R16-1</i> in 1:12 1 242 in <i>R16-1</i> in 2:11 1 1 2 4 in <i>R16-1</i> in 2:11 1 1 2 in <i>R16-1</i> in 2:11 1 2:14 in <i>R16-1</i> in 2:11 1 1 2:15 1 2:44 in <i>R16-1</i> in 2:11 1 2:44 in <i>R16-1</i> in 2:11 1 2:11 1 2:11 2:11 1 2:11 1 2:11 1 2:11 1 2:11 1 2:11 1 2:11 1		2:147 11 279 in <i>R10-1</i>	л	1 Coding 🛇
Vaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah Kepekaan Z:149 1 285 in <i>R10-1</i> Yang diperhatikan yaitu mengenai masalah kedisplinan , kemudian yang diabaikan keanekaragaman status guru 1 1 Coding 1 Coding 1 Coding 1 Coding 1 Keteladanan 1 1 Coding 1 1 Coding 1 Coding 		Dapat, selalu berpakain rapi sesuai dengan peraturan sragam yang ada.		🔷 Keindahan
 2:149 1 285 in <i>R10-1</i> Yang diperhatikan yaitu mengenai masalah kedisplinan, kemudian yang diabaikan keanekaragaman status guru 12:12 1 374 in <i>R11-1</i> ya. Jadi kepala sekolah dalam keseharian serig mendorong guru dalam belajar mengingatkan me dalam menjaga kesehatan dan sebagainya 13:17 1 299 in <i>R12-1</i> ya dalam pembicaraan ada ee rapat dinas itu sudah meberikan inspirasi dan menginspirasi 14:14 1 303 in <i>R13-1</i> Untuk pengembangan sekolah untuk tepat waktu jadi kita membuat kelompok-kelompok membicaran 12 rencana itu tak lepas dari bimbingan bapak kepala sekolah 15:21 1115 in <i>R14-1</i> Keteladanan 16:21 1 112 in <i>R15-1</i> kejujuran kemudian ada nilai – nilai yang dikembangkan. 17:12 1 242 in <i>R16-1</i> Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. 17:13 1 244 in <i>R16-1</i> 17:13 1 244 in <i>R16-1</i> 16:21 17:12 1 242 in <i>R16-1</i> 17:13 1 244 in <i>R16-1</i> 12:15:15 1 1:15 in <i>R16-1</i> 17:13 1 244 in <i>R16-1</i> 12:15 1:15 in <i>R16-1</i> 12:15 1:15 in <i>R16-1</i> 13:15 1:15 in <i>R16-1</i> 14:14 1:15 in <i>R16-1</i> 15:21 1:15 in <i>R16-1</i> 15:2		2:148 1 283 in R10-1	я	1 Coding 🛇
Yang diperhatikan yaitu mengenai masalah kedisplinan, kemudian yang diabaikan keanekaragaman status guru Tak Acuh Tak Acuh I 2:12 1 374 in <i>R11-1</i> I Coding I Coding Kemurahan Hati I 3:17 1 2:99 in <i>R12-1</i> I Coding I 1 Coding I coding Keterbukaan I sin 71:1 I coding I coding Keterbukaan I coding Keterbukaan Keterbukaan Keterbukaan I coding Keterbukaan I coding Keterbukaan I coding <l< td=""><td></td><td>Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah</td><td></td><td>🔷 Kepekaan</td></l<>		Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah		🔷 Kepekaan
 12:12 1 374 in <i>R11-1</i> lya. Jadi kepala sekolah dalam keseharian serig mendorong guru dalam belajar mengingatkan me dalam menjaga kesehatan dan sebagainya 13:17 11299 in <i>R12-1</i> lya dalam pembicaraan ada ee rapat dinas itu sudah meberikan inspirasi dan menginspirasi 14:14 1 303 in <i>R13-1</i> Untuk pengembangan sekolah untuk tepat waktu jadi kita membuat kelompok-kelompok membicaran 12 rencana itu tak lepas dari bimbingan bapak kepala sekolah 15:21 1115 in <i>R14-1</i> keteladanan profesionalisme guru melalui kegiatan workshop. 16:21 1 112 in <i>R15-1</i> kejujuran kemudian ada nilai – nilai yang dikembangkan. 17:12 1 242 in <i>R16-1</i> Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. 17:13 1 244 in <i>R16-1</i> Dari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja 			7	1 Coding 🛇
Iya. Jadi kepala sekolah dalam keseharian serig mendorong guru dalam belajar mengingatkan me dalam menjaga kesehatan Image: Second Se		Yang diperhatikan yaitu mengenai masalah kedisplinan , kemudian yang diabaikan keanekaragaman status guru	-	🔷 Tak Acuh
 dan sebagainya i 13:17 1 299 in <i>R</i>12-1 lya dalam pembicaraan ada ee rapat dinas itu sudah meberikan inspirasi dan menginspirasi i 14:14 1 303 in <i>R</i>13-1 Untuk pengembangan sekolah untuk tepat waktu jadi kita membuat kelompok-kelompok membicaran 12 rencana itu tak lepas dari bimbingan bapak kepala sekolah i 15:21 11 115 in <i>R</i>14-1 keteladanan profesionalisme guru melalui kegiatan workshop. i 16:21 11 112 in <i>R</i>15-1 kejujuran kemudian ada nilai – nilai yang dikembangkan. i 17:12 12:42 in <i>R</i>16-1 Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. i 17:13 12:44 in <i>R</i>16-1 Dari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja 		12:12 ¶ 374 in <i>R11-1</i>	л	1 Coding 🛇
Iya dalam pembicaraan ada ee rapat dinas itu sudah meberikan inspirasi dan menginspirasi Image in the inspiratif Image in the inspiration in			1	🔷 Kemurahan Hati
 14:14 1 303 in <i>R13-1</i> 1 Coding Untuk pengembangan sekolah untuk tepat waktu jadi kita membuat kelompok-kelompok membicaran 12 rencana itu tak lepas dari bimbingan bapak kepala sekolah 15:21 11 115 in <i>R14-1</i> Keteladanan profesionalisme guru melalui kegiatan workshop. 16:21 11 112 in <i>R15-1</i> Kejujuran kemudian ada nilai – nilai yang dikembangkan. 17:12 1 242 in <i>R16-1</i> Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. 17:13 1 244 in <i>R16-1</i> 1 Coding Kasih Sayang 			7	1 Coding 🖒
Untuk pengembangan sekolah untuk tepat waktu jadi kita membuat kelompok-kelompok membicaran 12 rencana itu tak lepas dari bimbingan bapak kepala sekolah i 15:21 II 115 in <i>R14-1</i> keteladanan profesionalisme guru melalui kegiatan workshop. i 16:21 II 112 in <i>R15-1</i> kejujuran kemudian ada nilai – nilai yang dikembangkan. i 1 Coding Kejujuran kemudian ada nilai – nilai yang dikembangkan. i 1 Coding Kejujuran kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. i 17:13 II 244 in <i>R16-1</i> Dari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja		lya dalam pembicaraan ada ee rapat dinas itu sudah meberikan inspirasi dan menginspirasi		Inspiratif
 lepas dari bimbingan bapak kepala sekolah i 15:21 ¶ 115 in <i>R14-1</i> keteladanan profesionalisme guru melalui kegiatan workshop. i 16:21 ¶ 112 in <i>R15-1</i> kejujuran kemudian ada nilai – nilai yang dikembangkan. i 17:12 ¶ 242 in <i>R16-1</i> Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau i 17:13 ¶ 244 in <i>R16-1</i> Dari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja i 17:13 ¶ 244 in <i>R16-1</i> i 17:13 ¶ 244 in <i>R16-1</i> i 10 coding i 17:13 ¶ 244 in <i>R16-1</i> i 10 coding i 17:13 ¶ 244 in <i>R16-1</i> i 10 coding i 10 codi				1 Coding 🔷
keteladanan profesionalisme guru melalui kegiatan workshop.		lepas dari bimbingan bapak kepala sekolah		
 in Coding in Coding in Coding Kejujuran kemudian ada nilai – nilai yang dikembangkan. in Tr.12 1 242 in R16-1 Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. in Tr.13 1 244 in R16-1 in Coding 			л П	
kejujuran kemudian ada nilai – nilai yang dikembangkan. Image: State Stat	_			
 17:12 1 242 in <i>R16-1</i> Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. 17:13 1 244 in <i>R16-1</i> Toari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja Kasih Sayang 			7	
Memberikan kesempatan untuk mengembang profesi dari bapak ibu guru misalkan melanjutkan ke jenjang S1 ke S2 atau dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. (a) 17:13 1 244 in <i>R16-1</i> Dari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja		kejujuran kemuuran dud filidi – filidi yang ulkembangkan.		V Kejujuran
dari S2 ke S3 kemudian juga memberikan kesempatan untuk mengikuti diklat-diklat. I7:13 11 244 in R16-1 Dari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja Kasih Sayang		17:12 11 242 in R16-1	я	1 Coding 🛇
Dari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja 🗌 🚫 Kasih Sayang				♦ Love of Career
				-
			a	🔶 Kasih Sayang

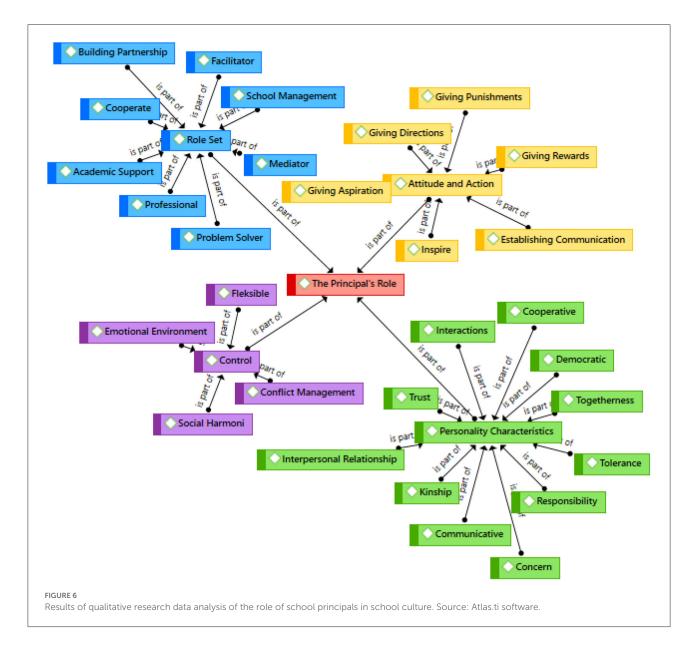


same," "attention," and "respect" formulated from participant statement R7-1.

The process of compiling the codes and values contained in the field of culture and environment at MAN 2 Sragen is as follows:

The cultural values contained in the participant statements that have been formulated are "happiness," "interpersonal

relations," "support," "firmness," "attention," "deliberation," and "communication" from participant statement R10-1; "balance" from participant statement R11-1; "depression" from participant statement R13-1; and "discomfort" from participant statement R16–1. The cultural value code from the participant statements of R10-1 was the same as the code formulated from participant statements R14-1 and R15-1 (Figure 4).



The actualization of a school that has a comfortable learning environment and improved quality where all its visions, missions, and goals are on track, cannot be separated from the role of the principal. The principal becomes the basis for school management through the values that are exemplified, implemented, and realized. Based on research data, the following codes were developed for the principal's role value:

The cultural values that are formulated and contained in the value of the role of the principal were described through various participant statements (Figure 5). These were "discipline," "caring," "comfort," "social harmony," "friendly," and "hard work" formulated from participant statements R1-1; "polite," "attitude," "confession," "religious," "happiness," "family," and "attention" formulated from participant statement R3-1; "curious," "performance effectiveness," "freedom," "communicative," "habituation," and "respect" formulated from participant statement R4-1; "giving reward," "famous," and "informative" from participant statement R5-1; "enthusiastic," "cooperation," "work ethic," "responsibility," "togetherness," "facilitation," "appreciate the struggle," "mutual respect," "respect," "doubt-doubt," "gratitude," "spiritualism," and "persistence" formulated from participant statement R7-1; "democratic" and "belief" formulated from participant statement R8-1; "beauty," "sensitivity," and "indifferent" participant statement R10-1; "generosity" from participant statement R11-1, "inspirational" from participant statement n R12-1, "openness" from participant statement R13-1, "exemplary" from participant statement R14-1; "honesty" from

Code	Grounded		Code	Grounded
Giving directions	3	•	Open	8
Giving appreciation	2	•	Tolerance	1
Giving punishment	7	•	Academic support	6
Giving rewards	13	•	Cooperate	14
Inspire	2	•	Decision maker	3
Establishing communication	14	•	Facilitator	5
Democratic	7	•	Mediator	3
Interpersonal relations	12	•	Motivator	2
Interaction	4	•	Problem solver	1
Togetherness	7	•	Professional	6
kinship	6	•	Emotional environment	1
Concern	1	•	Social harmony	4
Trust	3	•	Flexible	1
Communicative	5	•	Conflict management	14
Cooperative	1			
Responsibility	17			
Example	5			
Tolerance	1			

TABLE 1 Codes for the principal's role in managing culture.

participant statement R15-1; "love of career," "compassion," "arrogant," "integrity," "support," "empathy," "sustainability," "knowledge," and "concentration" formulated from participant statement R16-1; and "historic preservation" and "attitude habituation" formulated from participant statement R17-1.

Based on data analysis using Atlas.ti, 32 codes were created in response to the role of the principal in managing school culture and were taken from different participant interview transcripts (Figure 6). The codes were used as a basis for making categorizations in a school culture that have an impact on improving school quality.

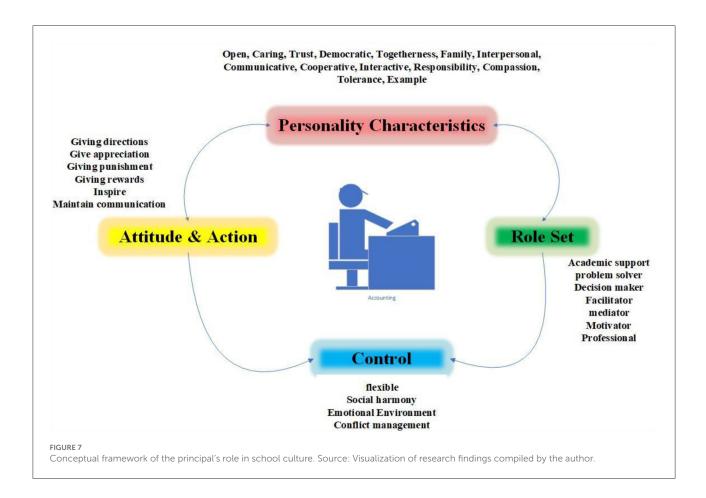
Based on the color-coded arrangement of the codes in Table 1, the next step was to make a concept map from the research on the role of the principal in school culture (Figure 7).

Discussion

Principals are very important to build a positive and professional school culture and learning environment. The principal's day-to-day work and values-driven behavior form a set of positive underlying norms, values, and beliefs that drive learning. The success of the school begins with a principal who can play their function well. Without leadership and effective management of the principal, the school will flounder. This is not to say that the principal does everything, but the principal's actions and the connection that the principal forms with others (teachers, staff, parents, and students) make it possible to teach and learn in influential social institutions, namely schools. The role of school principals in improving the quality of education during COVID-19 indicated that principals played their role as managers and were able to prioritize the needs of teachers and education personnel along with HR development (Adhiim and Mahmudah, 2021).

The role of the principal in shaping school culture is certainly needed and adapted to the characteristics of the school. The functioning, wellbeing, and personal characteristics of the principal, structural and cultural characteristics of the school, and organizational context were examined in our study (Engels et al., 2008). Principals ideally have qualified competencies to initiate actions and build skills that can support the school development process (Cahvono et al., 2021). School principals are expected to have knowledge, a caring disposition, and demonstrate performance (Isik and Ziyanak, 2018). The most important thing for school development is that the principal can collaborate to improve quality through joint programs that are prepared with various other institutions and individuals (Mahmudah et al., 2022). Likewise, implement decisions that uphold school culture and do not abandon cultural norms or values. Principals should strive to make decisions that create a positive culture (Dinsdale, 2017). Various approaches to the role of school principals need to be improved. Positive school culture is an underlying reason why the other contributing components of successful schools can flourish. For example, a principal seeking ways to increase reading comprehension consults with experienced teachers for their suggestions (Habegger, 2008).

Based on data analysis and findings from this study, the principal's role in school culture includes several things, namely



attitudes and actions, personality characteristics, role sets, and control. The findings of this study are fundamental for principals in developing schools to improve quality and bring schools forward in facing global challenges. The findings of this study can also be applied by other school principals to support a quality education process. Principals who do not have provisions in implementing their functions will be unable to develop the quality of education in schools, and equally unable to shape school culture according to their characteristics.

Conclusion

The role of the principal in school culture still needs to be improved. This is evidenced by the results of research findings which state that the role of school principals requires an increase in school capacity and competence. Based on the results of research that has been done on the role of principals in school culture, this study identified 32 codes from 179 quotations. The codes were then categorized according to the meaning of the principal's role, namely as many as four categories of findings which include attitudes and actions, personality characteristics, role sets, and controls. The role of the principal is the basis and the right foundation for the success and failure of school culture. That is, the role of the principal in the findings of this study is very supportive for school and school residents, of course, in achieving the expected goals and in self-development to improve the quality of education.

Recommendations

Recommendations from this research are addressed to all school members who have a responsibility to develop school culture to realize quality education. Schools that are successful in building and providing a good culture will attain high learning achievements. Subsequent research should verify the data findings through qualitative research hypothetical model and model testing. To produce research work that covers all existing and comprehensive methods in understanding school culture in order to improve school quality.

Limitations

This study has limitations related to the role of principals explored which cannot be generalized to all principals. The role of the principal in this research was limited to creating a conceptual framework. So it requires more in-depth research to be able to verify the results of this study.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Author contributions

SS: conceptualization of the research, data collection, and funding support. WW: reviewer of the research and article before submitting. ZZ: discussion of the research result. FM: analysis and interpretation of data, submit an article, and the final manuscript has been read and approved. All authors contributed to the article and approved the submitted version.

Acknowledgments

The researchers would like to thank the principals of MAN 2 Sragen and MAN 2 Boyolali for their willingness to participate in this study so that this research can produce a conceptual framework for the role of principals in school culture to improve school quality.

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

References

Abdulahi, B. A. (2020). Determinants of teachers' job satisfaction: school culture perspective. *Humaniora* 32, 151–162. doi: 10.22146/jh.52685

Abdullah, A. G. K., and Arokiasamy, A. R. A. (2016). The influence of school culture and organizational health of secondary school teachers in Malaysia. *TEM J.* 5, 56–59. doi: 10.18421/TEM51-09

Adhiim, Z. F., and Mahmudah, F. N. (2021). Kepemimpinan kepala sekolah dalam meningkatkan mutu pendidikan. *J. Kepemimpinan Kepengurusan Sekolah* 6, 29–37. doi: 10.34125/kp.v6i1.572

Auerbach, C. F., and Silverstein, L. B. (2003). *Qualitative Data an Introduction to Coding and Analysis*. New York, NY: New York University Press.

Bazeley, P. A. T. (2013). *Qualitative Data Analysis Practical Strategies*. Londong: SAGE Asia-Pacific Pte Ltd.

Cahyono, S. M., Kartawagiran, B., and Mahmudah, F. N. (2021). Construct exploration of teacher readiness as an assessor of vocational high school competency test. *Eur. J. Edu. Res.* 10, 1471–1485. doi: 10.12973/eu-jer.10.3.1471

Chalkiadaki, A., and Tomás-folch, M. (2020). How school culture reacts to change in the context of primary education in greece. *Int. J. Edu.* 13, 79–90. doi: 10.17509/ije.v13i2.25223

Deal, T. E., and Peterson, K. D. (2016). Shaping School Culture: The Heart of Leadership. Hoboken, NJ: Jossey-Bass. doi: 10.1002/9781119210214

Dinsdale, R. (2017). The role of leaders in developing a positive culture. J. Grad. Stud. Edu. 9, 42–45.

Duan, X., Du, X., and Yu, K. (2018). School culture and school effectiveness: the mediating effect of teachers' job satisfaction. *Int. J. Learn. Teach. Edu. Res.* 17, 15–25. doi: 10.26803/ijlter.17.5.2

Engels, N., Brussel, V. U., Hotton, G., Devos, G., and Bouckenooghe, D. (2008). Principals in schools with a positive school culture principals in schools with a positive school culture nadine engels, Gwendoline Hotton, Geert Devos, Dave bouckenooghe and antonia aelterman. *Edu. Stud.* 34, 157–172. doi: 10.1080/03055690701811263

Freeman, M. (2017). Modes of Thinking for Qualitative Data Analysis. New York, NY: Routledge. doi: 10.4324/9781315516851

Garmston, R. J., and Wellman, B. M. (2013). *The Adaptive School: A Sourcebook for Developing Collaborative Groups, 2nd edn.* Lanham, MD: Rowman and Littlefield.

Habegger, S. (2008). The principal's role in successful schools: creating a positive school culture. *Dig. Vis.* 42–46.

Isik, I. S., and Ziyanak, S. (2018). Review and analysis of the role of the principal in shaping a school culture. *Int. J. Innov. Res. Edu. Sci.* 4, 1–5.

Kamberelis, G., and Dimitriadis, G. (2005). *Qualitative Inquiry Approaches*. New York, NY: Teachers College Press.

Kouritizin, S. G., Piquemal, N. A. C., and Norman, R. (2009). Qualitative Research Challening the Orthodoxies in Standard Academic Discouser. London: Routledge.

Mahmudah, F. N. (2016). Keefektifan Human Capital Investment Pendidikan Tenaga Kependidikan di Universitas Negeri Yogyakarta. *J. Akuntabilitas Manajemen Pendidikan* 4, 77–87. doi: 10.21831/amp.v4i1. 8201

Mahmudah, F. N. (2021). Analisis Data Penelitian Kualitatif Manajemen Pendidikan Berbantuan Software Atlas.ti Versi 8. Yogyakarta: UAD Press.

Mahmudah, F. N., A.-G., Baswedan, A. R., Usman, H., Mardapi, D., and, S., et al. (2022). The importance of partnership management to improve school-to-work transition readiness among vocational high school graduates. *Edu. Sci. J.* 24, 64–89. doi: 10.17853/1994-5639-2022-5-64-89

Mahmudah, F. N., and Putra, E. C. S. (2021). Tinjauan pustaka sistematis manajemen pendidikan: Kerangka konseptual dalam meningkatkan kualitas pendidikan era 4.0. *J. Akuntabilitas Manajemen Pendidikan* 9, 43–53. doi: 10.21831/jamp.v9i1.33713

Miles, M. B., and Huberman, A. M. (1994). An Expanded Sourcebook Qualitative Data Analysis, 2nd Edn. London: SAGE Publications Asia-Pacific Pte. Ltd.

Muhsin, M. R., Indartono, S., and Astuti, S. I. (2020). The role of school culture in teacher professionalism improvement. *Int. Conf. Prog. Edu.* 422, 158–162. doi: 10.2991/assehr.k.200323.111 Mukhtar, A., and Rusmini, H. (2017). Teacher's job satisfaction: an analysis of school's principal leadership and school culture at the state islamic senior high school in jambi province. *Saudi J. Hum. Soc. Sci.* 5, 404–415. doi: 10.21276/sjhss

Nehez, J., and Blossing, U. (2020). Practices in different school cultures and principals' improvement work. *Int. J. Leadership Edu.* 25, 1–21. doi: 10.1080/13603124.2020.1759828

Sholekah, F. F., and Mahmudah, F. N. (2020). The management strategy of headmaster in efforts to increase self awareneess of school residents

of the importance environment. J. Edu. Admin. Res. Rev. 4, 62-67. doi: 10.17509/earr.v4i1.26194

Stergios, T., Dimitrios, B., Efstathios, V., George, A., Labros, S., Sofia, P., et al. (2017). Educational leadership and school culture-the role of the school leader. 3ο Διεθνές Συνέδριο Για Την Προώθηση Της Εκπαιδευτικής Καινοτομίας 1, 114–121.

Zamroni. (2016). *Kultur Sekolah.* Yogyakarta: Gavin Kalam Utama.