

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

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The Principal's Role in Improving the Quality: A Concepts Framework to Developing School Culture

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¹⁶ 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. ⁴ 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 & Huberman with four procedures. ¹ Data analysis was carried out with the help of Atlas.ti software version ⁵ 8. ⁸ Validity was carried out using data triangulation. ⁵ 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. This research recommendation is intended by principals at any level, both primary and secondary levels, to be able to pay attention to important points from research results in order to improve school quality and create certain characteristics that are unique and superior characteristics compared to other schools.

Keywords: principals, school culture, quality improvement

INTRODUCTION

¹⁸ One of the achievements of the quality of education is the formation of quality human resources. Especially the quality of the teachers in providing learning in schools. The quality of a good teacher is certainly influenced by the principal who has good skills and competencies as well. It is important for human resources in education to always invest in improving their competencies (Mahmudah, 2016). This gives meaning to improving the quality of education. So that the role of the principal can provide direction and efforts in realizing the quality of education. Of course the principal who is able to analyze the situation that is used as the basis for real steps to realize the quality of education.

The principal's strategy is important. Identify supporting factors in implementation of the program carried out as an effort to increase self-awareness of school residents (Sholekah & Mahmudah, 2020). The basic strategy that needs to be carried out by school principals is to provide understanding to teachers, employees, and students. This strategy can be done by providing exemplary. Awareness and exemplary that exist will be the first step for the development of attitudes that can ultimately improve the quality of education. Therefore, having a special strategy given by the principal will be able to create a school culture. The characteristics of the school culture from the role of the principal will build the quality of the school to increase.

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 believing in 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 may contribute to the emergence of the school culture as an effective education institution (Stergios et al., 2017). School effectiveness and that teachers' job satisfaction partially mediated the impact of school culture on school effectiveness (Duan, Du, & Yu, 2018). There was a positive correlation between school culture and role of principals according to teachers' perceptions (Abdullah & Arokiasamy, 2016). School cultures in relation to the dynamics of improvement work (Nehez & Blossing, 2020). The school's principal and school culture had a significant effect on teacher's job satisfaction either partially or simultaneously (Mukhtar, Ali, & Rusmini, 2017).

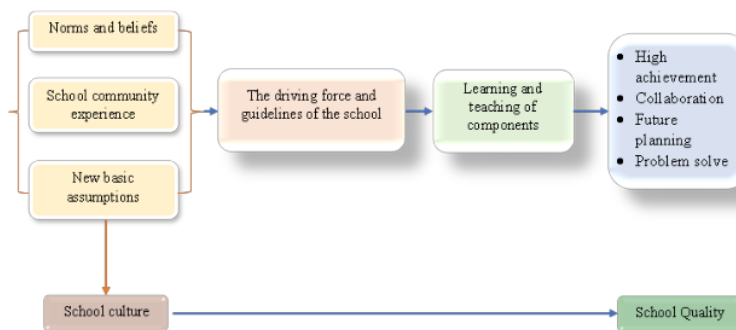
Various studies related to the principal's leadership in shaping school culture above are different from this research. This research is to create a conceptual framework of the principal's role in shaping school culture. This is different from previous research because previous research is only limited to describing and looking for relationships. This research is very important because it can provide a real picture of the conceptual framework that can be used as a step to develop school culture for school principals. So the purpose of this research 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 means how the orientation of school culture values effectively has an impact on improving school quality. The existence of the

values that make up the school culture (beliefs, values, norms) was born at the same time the school was founded. (Zamroni, 2016). The role of school culture has a driving force, which has a very strong impact on giving birth to high achievements (Deal & Peterson, 2016) and develop how school residents think (Muhsin, Indartono, & Astuti, 2020), behave and act. School culture is the values and goals that exist in the school that are firmly held together (Garmston & Wellman, 2013), cooperation and mutual assistance among school residents (Chalkiadaki & Tomás-folch, 2020), together plan the future (Abdulahi, 2020), and work together to solve problems.

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



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Figure 1. The Role of School Culture Value Orientation in Improving Quality

The role of school culture in efforts to improve school quality is how the orientation of school culture values effectively intervenes in the existence of all components related to the occurrence of the learning process/input factor (Mahmudah & Putra, 2021), and process 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, students are the main elements. The learning process has characteristics that are closely related to social, economic and cultural backgrounds. Each teacher has their own characteristics that are closely related to economic, social and

cultural backgrounds. While the choice of learning methods by the teacher when carrying out learning is not necessarily in accordance with the background of each student.

METHODOLOGY

Research Design

¹ This research is a qualitative research using a case study approach. Case study research is a research method that aims 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 is in the form of a ⁶ program, event, and activity, either at the level of an individual, a group of people, an institution, or an organization (Freeman, 2017). The case study research conducted by the researcher is an instrumental case study type. An instrumental case study is a special case that is tested to provide an in-depth understanding of a problem (issue) or to improve an existing theory (Auerbach & Silverstein, 2003). The instrumental type (instrumental case study) will look at the case regarding ² the role of the principal in the school culture in depth, and the context is carefully examined, activities to explore the case are carried out in detail, because this case helps understanding of external interest (external interest).

Research Setting

³ In this study, researchers explore or gain in-depth knowledge about the role of school culture in the development and improvement of school quality in schools Madrasah Aliyah Negeri 2 Boyolali dan Madrasah Aliyah Negeri 2 Sragen at Indonesia. For this reason, researchers will explore the role of the principals in managing school culture. The background of the case can be seen from the results of the National Examination Average for the 2014/2015 academic year to 2018/2019 MAN 2 Boyolali and MAN 2 Sragen in the Science, Social Sciences and Religion programs. The results of the National Examination for the last four years, MAN 2 Sragen are lower than MAN 2 Boyolali. As for the potential aspect, madrasahs have almost the same number of students with educational facilities and infrastructure that are not much different. The existence of a range of scores from the results of the National Examination Average between the two schools was examined in depth from the perspective of managing school culture in each of these schools.

Research Subject

The research subject is a social situation that will be revealed and described in depth "what happens in it" in a social situation (Kamberelis & Dimitriadis, 2005). The subjects of this study consisted of the principal and also various selected resource persons. Therefore, the research subject was taken by purposive sampling technique. Purposive sampling is a sampling technique with certain considerations (Kouritizin, Piquemal, & Norman, 2009). The researcher took the sample with a number of considerations: (a) the founders, as people who had laid the value system at the beginning of the school being founded, (b) the key figures, namely those who could be considered as "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 and, (g) administration, (h) students as objects and subjects of the school.

Analyzing of Data

Analysis of the data in this study, researchers will photograph the dimensions of the principal's role in school culture. Next, the researcher will group based on categories, describe into units, synthesize, arrange into patterns, choose which ones are important and what will be studied, and make conclusions about the portrait of the dimensions of school culture, how the role of madrasa culture on the quality and how the process of the influence of madrasa culture on the quality of schools in MAN 2 Boyolali and MAN 2 Sragen. Finally, researchers can formulate 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 seen from the existence of the culture of each school.

The data analysis procedure used is the procedure (Miles & Huberman, 1994). This analysis procedure consists of four things, namely starting from data collection, data reduction, data presentation, and drawing conclusions. The data analysis process used was assisted by Atlas.ti software version 8.3. The research procedures used can be seen in the following figure:

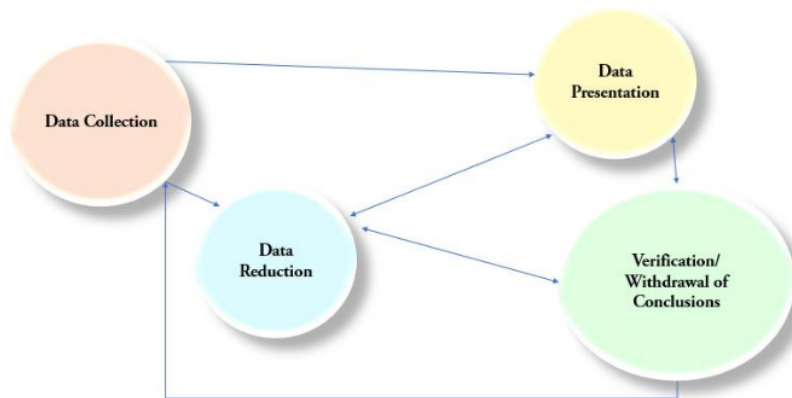


Figure 2. Research Data Analysis Procedure

The procedure for analyzing this research data in detail can be described as follows:

- a. 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 is done to find information in accordance with the guidelines that have been made. After the data has been collected, the next step is to transcribe the results of the data collection carried out. At the time of the interview, the transcription was done by rewriting what was conveyed by the participants through audio recordings. As well as the observed documentation to be used as additional/supporting data.
- b. Data reduction, the next step is to select relevant data from the transcripts that have been done. The data reduction in this study used the analysis tool Atlas.ti version 8. The reduction was done by making codes from the existing datum. The reason for using analytical tools is to help facilitate researchers in the process of reducing and making concept maps. This is in accordance with the statement which states that the data analysis process will be easier and more accurate by using analytical tools such as the atlas.ti version (Mahmudah, 2021).
- c. Presentation of data, the results of making a concept map at the data reduction stage are then presented in the form of tables and output images of the results of data analysis. This is done in Chapter III related to the results of research and data analysis. Furthermore, the results of

the concept maps that have been made are discussed using the latest theory and developing theories related to school culture, both in schools that have decreased in quality and in schools that have improved in quality.

- d. Drawing conclusions, the last procedure is drawing conclusions, where the researcher concludes and the final result of this research is suggestions and recommendations to the parties concerned 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 researcher presents the field results obtained and the data analysis process with the software objectively as a result of research and analysis, without giving interpretation of any theory. The information described in this subsection will then be discussed in more detail in the discussion section to gain a deeper understanding of the role of school culture that can be understood from the point of view of the theories and concepts used in this study.

Every process that exists in Madrasah is certainly an important part in every development of both human resources and the quality of Madrasah. This is the basis for establishing a school culture and climate that is comfortable for all Madrasah residents. Madrasa culture is an environment that supports and realizes both the achievement of the vision, mission, goals and the decline in the quality of education. Based on the results of interviews conducted by several participants, the following is the preparation of the code of values contained in Culture and Environment at MAN 2 Boyolali:

4:23 T 231 in R1-1
Upaya meningkatkan kedisiplinan

4:24 T 243 in R1-1
Steff, 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 kalau kita WA kok tidak kondusif ya kita silaturahmi kesana.

4:25 T 246 in R1-1
Ya kita patuh. Kita bahas, lapor pimpinan, apabila memungkinkan untuk melaksanakan ide itu ya kita laksanakan.

4:26 T 249 in R1-1
Kita saling percaya, intinya guru bidang studi itu mengajar sesuai dengan ilmunya. Terus guru BK juga harus bekerja sesuai dengan ilmunya. Ya Alhamdulillah bisa menanggapi dengan baik.

1 Coding

1 Coding

1 Coding

1 Coding

1 Coding

4:27 T 258 in R1-1	Emang nggak pernah ada konflik sih jadi saya bingung.. dami dami saja hahhah. Yang konflik itu siswa hahhah. Guru nggak pernah ada konflik paling siswa. Siswa kita panggil kalau nggak meman kita panggil orang tua, kalau nggak meman lagi kita pulangkan, dikembalikan ke ortu. Tapi belum pernah. Emang ada pernah konflik salah satu guru. Waktu itu perselingkuhan, trs kita selesaikan itu. Kita mutasi. Tapi sudah lama sekali itu. Hahhaa	1 Coding Keadilan
6:22 T 338 in R3-1	Eee dari masing-masing personil ada semua baik-baik, semua ramah, terbuka, tidak ada gep gep, dan sebagainya. Demokratis.	1 Coding Harmoni sosial
7:40 T 226 in R4-1	Ya guru, ya ya ya guru dan karyawan atau pegawai merasakan itu pak jadi kita selalu ada apa diskusi setiap saat.	1 Coding Kebersamaan
7:41 T 229 in R4-1	Iya madrasah ataupun kita selalu menyediakan perangkat pak, perangkat pembelajaran yang dibutuhkan teman-teman kita, yang guru setiap tahun mungkin misal ada DIPA dan sebagainya.	1 Coding Efisiensi
7:42 T 232 in R4-1	Iya pak, kepala madrasah selalu menempatkan prosedur yang jelas melalui job description setiap waka yang ada.	1 Coding Efektivitas
7:43 T 235 in R4-1	Iya kita anu pak eee... kalo ada siswa atau bapak ibu guru itu kita yang berprestasi kita memberikan penghargaan. Nanti kalo siswa bapak ibu kita nanti biasanya saya lewatkan upacara pak, upacara kita berikan SK kemudian misale kalo siswa itu dapat ini bapak ibu guru dapat ini dan sebagainya.	1 Coding Memberikan Re...
7:46 T 244 in R4-1	Iya kita suasana sangat kerja sangat nyaman dan kondusif karena kita apa selain kadang mengajar gitu kita adakan refrenging mungkin olahraga atau apa itu setiap saat sudah anu jadi temen-temen insyaallah nyaman pak saling bahu membahu.	1 Coding Kenyamanan
7:47 T 247 in R4-1	Iya ini untuk komini komunikasi pak nggih berjalan Alhamdulillah lancer, tidak ada masalah.	1 Coding Komunikatif
7:48 T 250 in R4-1	Iya 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	1 Coding Keterbukaan
7:49 T 253 in R4-1	Iya 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 kalo ada kegiatan apapun kita ada laporannya.	1 Coding Pencapaian
7:50 T 256 in R4-1	Ya gini pak ya memang anu ya kita selalu eee... seperti itu tapi kadang dari madrasah nyuwun sewu belum sepenuhnya kita prospekkan gitu.	1 Coding Personal Develo...
7:53 T 265 in R4-1	Yaa eee... budaya kita adalah budaya partisipasi pak dalam proses pemecahan dan pengambilan keputusan ya tadi dilakukan secara kolektif ya apabila nanti belum terpecahkan di unsur umum nanti kita pecahkan di unsur pimpinan.	1 Coding Relevansi Personal
7:54 T 268 in R4-1	Ya pak, ya madrasah melakukan itu pak. Kita mempromote mempromosikan kesempatan kepemimpinan gitu nggih, mendelegasi secara efektif.	1 Coding Harga Diri
7:55 T 271 in R4-1	Iya jelas pak, ya jelas sekolah memfasilitasi pak penyelenggaraan sebuah dewan orang tua.	1 Coding Kemurahan Hati
8:10 T 102 in R5-1	- Ya kita saling percaya intinya guru bidang studi itu mengajar sesuai dengan ilmunya kita yakin mereka bisa, terus guru BK sesuai dengan ilmunya juga mereka lulusan BK, Alhamdulillah bisa menangani siswa dengan baik dan masih banyak lagi.	1 Coding Kepercayaan
8:11 T 105 in R5-1	- isu sekolah dalam memecahkan konflik, karena ga ada konflik sih jadi saya bingung, damai - damai saja konfliknya apa to saya malah bingung ga ada konflik, yang konflik itu siswa saat konseling. Kalau guru dan karyawan itu ga ada konflik ya pak, yang ada konflik itu siswa, siswa itu apabila ada masalah ya kita panggil kita arahkan dulu eh kok ga sembuh orang tua kita panggil kok ga datang lalu home visit kita datangi hahaha, setelah datang ga meman lagi ya dipulangkan iya itu sering konflik siswa pak, kalau kita Alhamdulillah enggak pak, pernah ada konflik guru yang bermasalah dimutasi, waktu itu perselingkuhan ya udah kita keras kalau itu kita mutasi, itu udah lama banget pak Alhamdulillah sekarang ga, selingkuhnya sama orang luar kok pak ndak orang sini, iya.	1 Coding Kedamaian
3:69 T 162 in R7-1	Iya guru dan pegawai merasakan kalau dimadrasah ini kondusif sekali secara fisik ataupun psikis nya ya karena kalau dulu ya kita sebelum ada pandemic itu ada kegiatan anjongsana, anjongsana. 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	1 Coding Empati

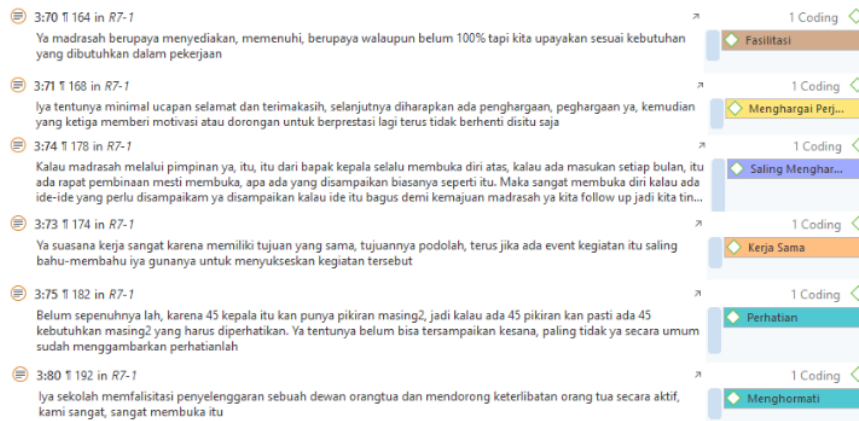


Figure 3. Values in the Culture and Environment of MAN 2 Boyolali

Based on Figure 3, the cultural values that are formulated and contained in the cultural and environmental values of MAN 2 Boyolali can be described through various participant statements. The cultural values contained in the participant statements that have been formulated are 'hard work' meaning formulated from participant statements R1-1, 'democratic' meaning formulated from participant statements R1-1, 'realistic' meaning formulated from participant statements R1-1, 'trust' meaning formulated from participant statements R1-1, 'fairness' meaning formulated from participant statements R1-1, 'social harmony' meaning formulated from participant statements R3-1, 'togetherness' meaning formulated from participant statement R4-1, 'efficient' meaning formulated from participant statement R4-1, 'effectiveness' meaning formulated from participant statement R4-1, 'providing reward' meaning formulated from participant statement R4-1, 'comfort' meaning formulated from participant statement R4-1, 'communicative' meaning formulated from participant statement R4-1, 'openness' meaning formulated from participant statement R4-1, what is the meaning formulated from participant statement R4-1, 'personal development' meaning formulated from participant statement R4-1, 'personal relevance' meaning formulated from participant statement R4-1, 'self-esteem' meaning formulated from participant statement R4-1, 'generosity' meaning formulated from participant statements R4-1, 'trust' meaning formulated from participant statements R5-1, 'peace' meaning formulated from participant statements R5-1, 'empathy'

meaning formulated from participant statement R7-1, 'facilitating' the meaning formulated from participant statement R7-1, 'appreciating the struggle' meaning formulated from participant statement R7-1, 'respecting each other' the meaning formulated from participant statement R7-1, 'work same' meaning formulated from participant statement R7-1, 'attention' meaning formulated from participant statement R7-1, 'respect' meaning 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:



Figure 4. Values on Culture and Environment of MAN 2 Sragen

Based on Figure 4, the cultural values that are formulated and contained in the cultural and environmental values of MAN 2 Sragen can be described through various statements from participants. The cultural values contained in the participant statements that have been formulated are 'happiness' meaning formulated from participant statements R10-1, 'interpersonal relations' meaning formulated from participant statements R10-1, 'support

meaning formulated from participant statements R10-1, 'firmness' meaning formulated from participant statements R10-1, 'attention' meaning formulated from participant statements R10-1, 'deliberation' meaning formulated from participant statements R10-1, 'communication' meaning formulated from participant statement R10-1, 'balance' meaning formulated from participant statement R11-1, 'depression' meaning formulated from participant statement R13-1, 'discomfort' meaning formulated from participant statement R16-1. The cultural value code formulated in the participant statement R10-1 is the same as the cultural value code formulated in the participant statement R14-1 and R15-1.

The realization of a school that is comfortable and can improve quality and that all visions, missions, and goals can be achieved well, of course, 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 are the codes of the principal's role value:

4:28 T 275 in R1-1 Nilai kedisiplinan yang jelas ya. Terus pengembangan ilmu pengetahuan, terus motivasi, diklat diklat	1 Coding Kedisiplinan
4:29 T 281 in R1-1 Ohh kalau itu sekolah memberikan sejenis beasiswa gratis spp. Itu tingkatan tingkatan pak. Kalau untuk guru paling sertifikasi, mungkin dilem bagus, terimakasih untuk bimbingannya, hahaha. Apalagi kalau juara olimpiade per tatap muka ada apresiasinya, Alhamdulillah ada rejeki. haha	1 Coding Kepedulian
4:30 T 284 in R1-1 Ruang kelas yang nyaman, terang, ada LCDnya, ada kipas anginnya	1 Coding Kenyamanan
4:32 T 305 in R1-1 Baik. Harmonis, penuh semangat, yakin berhasil.	1 Coding Harmoni sosial
4:43 T 323 in R1-1 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	1 Coding Bersahabat
4:36 T 341 in R1-1 Itu 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...	1 Coding Kerja Keras
6:25 T 482 in R3-1 Emm sopan santun	1 Coding Sopan Santun
6:26 T 492 in R3-1 Saling menghormati dan menghargai	1 Coding Tepo Seliro

7:57 282 in R4-1	Yak kita disiplin dulu disiplin tanggung jawab etos kerja	1 Coding	Efektivitas Kinerja
7:59 288 in R4-1	Jelas ada pak ada dengan aktif kegiatan ee apa les kemudian ee drill kemudian apa pernikahan dan sebagainya	1 Coding	Kebebasan
7:63 303 in R4-1	Ya kita ee anu pak untuk arus komunikasi pak komunikasi siswa kita arahkan	1 Coding	Komunikatif
7:66 309 in R4-1	Ya kita tadi kita anu siswa itu kita arahkan kita beri info saran sesuai dengan apa ee cita cita daripada peserta didik itu	1 Coding	Pembiasaan
7:65 312 in R4-1	Ya pak warga madrasah memberikan rasa hormat kepedulian kepada madrasah	1 Coding	Rasa Hormat
8:19 115 in R5-1	- Kalau itu sekolah memberikan sejenis beasiswa gratis spp itu pada tingkatan – tingkatan pak, kalau untuk guru untuk guru Cuma reward dari kepala, Cuma reward aja Alhamdulillah terima kasih atas bimbingannya itu marai semangat saat bimbingan kan ada sekasihnya pak saat ngeles olimpiade itu per tatap muka ada ya, Alhamdulillah tambah rejeki.	1 Coding	Memberikan Re...
8:23 125 in R5-1	- Generasi mana ya pak ya, kalau siswa lulus siswa berikutnya itu kaitan dengan keorganisasian osis terus organisasi pramuka itu Alhamdulillah kami maju di pramuka kok pak, anak – anak kami itu mentalnya luar biasa. Ya kami saat lebaran jadi kami silaturahmi, seperti itu ha a.	1 Coding	Terkenal
8:26 133 in R5-1	- 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 dapat piala dapat 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 oh di Madrasah itu dapat ilmu pengetahuan dan agama, nyatane anakku yo pinter, nyatanya juga berprestasi, nyatanya bisa masuk ke universitas – universitas yang favorit itu harapan kita.	1 Coding	Informatif
3:81 198 in R7-1	Diulang tadi, ya rasa ingin tahu yang tinggi	1 Coding	Antusiasme
3:86 202 in R7-1	Kejasama	1 Coding	Kejasama
3:85 200 in R7-1	etos kerja yang tinggi	1 Coding	Etos Kerja
3:83 198 in R7-1	tanggung jawab	1 Coding	Tanggung Jawab
3:88 202 in R7-1	kebersamaan	1 Coding	kebersamaan
3:90 208 in R7-1	Iya ada, biasanya dispot2 tertentu biasanya itu ada, siswa itu mengadakan photo2, beratkan itu bangga . kenapa photo ditempatkan itu, karena mereka bangga dengan itu, bahgia jelas senyum2	1 Coding	Fasilitasi
3:91 210 in R7-1	Adanya suasana yang teduh dan nyaman , itukan ada kebahagiaan, ditempatkannya hasil prestasi peserta didik berupa piala ditempatkan ditempat yang strategis, ketika orang berkunjung itu tahu wah pialanya yo okeh ya, berarti ada prestasi yang perlu dibanggakan, anak akan merasa bangga , ternyata saya dimadrasah ini saya ada prestasi yang membanggakan	1 Coding	Menghargai Pej...
3:94 216 in R7-1	Bejalan lancar, bahkan kita ada kotak saran diluar, kotak saran kalau ada saran disampaikan dikotak saran ya dimasukan dikotak saran	1 Coding	Saling Menghar...
3:95 220 in R7-1	Oh iya, ee disini sangat menunjung hormat, apalagi kepedulian social, kita ada program ada anak asuh, untuk pegawai negeri diharapkan ada 1 anak yang diasuhkan	1 Coding	Menghormati
3:104 224 in R7-1	Iya kalau yanh ini saya belum bisa menjawab sepenuhnya sebagian mungkin tahu karena sejarah ini memang buku aslinya ada sejarahnya cuman kami belum bisa menjamin semua tahu	1 Coding	Ragu-ragu
3:105 228 in R7-1	Iya setiap tahun mengadakan milad, pandemic ini tidak bisa tapi kalau norma biasa tiap tahun kita mengadakan milad bahkan sebelum kegiatan milad kita adakan lomba2 biasanya puncaknya biasanya ada pengajian	1 Coding	Rasa Syukur
3:107 232 in R7-1	Iyaa ada ceremonial hari-hari keagamaan,hari besar nasional pahlawan, semisal karnaval agustus kita ada kegiatan karnaval dengan tema tertentu semisal perjuangan	1 Coding	Spiritualisme

3:108 T 238 in R7-1	Iya ada, peserta didik mampu berkompetensi dalam bidang akademik/non akademik,	1 Coding Kegigihan
10:10 T 201 in R8-1	Ada musyawarah nggih gotong royong kerja bakti bakso seperti itu	1 Coding Demokratis
10:11 T 203 in R8-1	Kalo untuk peserta didik ee banyak juga nggih selain pada kbm juga ekstra itu kemudian ada kegiatan kegiatan lain yang bisa apa menumbuhkan nilai nilai kebudayaan disekolah	1 Coding Keyakinan
2:147 T 279 in R10-1	Dapat, selalu berpakaian rapi sesuai dengan peraturan sragam yang ada.	1 Coding Keindahan
2:148 T 283 in R10-1	Yaitu dengan pembenahan struktur organisasi yang ada di dalam madrasah	1 Coding Kepekaan
2:149 T 285 in R10-1	Yang diperhatikan yaitu mengenai masalah kedisiplinan, kemudian yang diabaikan keanekaragaman status guru	1 Coding Tak Acuh
12:12 T 374 in R11-1	Iya. Jadi kepala sekolah dalam keseharian serig mendorong guru dalam belajar mengingatkan me dalam menjaga kesehatan dan sebagainya	1 Coding Kemurahan Hati
13:17 T 299 in R12-1	Iya dalam pembicaraan ada ee rapat dinas itu sudah memberikan inspirasi dan menginspirasi	1 Coding Inspiratif
14:14 T 303 in R13-1	Untuk pengembangan sekolah untuk tepat waktu jadi kita membuat kelompok-kelompok membicarakan 12 rencana itu tak lepas dari bimbingan bapak kepala sekolah	1 Coding Keterbukaan
15:21 T 115 in R14-1	keteladanan profesionalisme guru melalui kegiatan workshop.	1 Coding Keteladanan
16:21 T 112 in R15-1	kejujuran kemudian ada nilai – nilai yang dikembangkan.	1 Coding Kejujuran
17:12 T 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.	1 Coding Love of Career
17:13 T 244 in R16-1	Dari pihak kepala madrasah itu selalu memberikan pembinaan breafing bagaimana nanti ee bapak ibu guru itu tercipta kerja yang disiplin penuh tanggung jawab.	1 Coding Kasih Sayang
17:16 T 254 in R16-1	Yang diupayakan itu adalah membangun kondisi fisik madrasah seperti dari lantai 1 menjadi lantai 2 yang megah lha itu harapannya madrasah ada kebanggaan tersendiri yang nanti abisa dipamerkan atau .disampaikan pada warga masyarakat,	1 Coding Sombong
17:17 T 257 in R16-1	Harapannya e dari bapak ibu guru itu memberikan capaian untuk masa depan peserta didik dengan memberikan e pembelajaran yang sungguh-sungguh kemudian juga ee apa tiap hari senin itu kadang-kadang upacara itu mendatangkan pihak tertentu harapannya dari pihak siswa itu ada dorongan semangat untuk ee memberikan ee harapan dimasa depannya.	1 Coding Integritas
17:18 T 259 in R16-1	Untuk cita –cita ini bapak ibu guru e kadang-kadang menyampaikan pengalamannya disaat-saat mungkin dia sekolah atau disaat-saat kondisi saat berhasil lha itu disampaikan pada siswa harapannya anak-anak untuk terpancing memiliki cita-cita ya minimal sama disampaikan oleh bapak ibu guru maupun begitu juga ketika ada ee kegiatan pramuka itu mendatangkan kata kan lah tentara, polisi itu harapannya e biar menjadi bisa menjadi semangat mendorong bagi siswa untuk mencapai cita-citanya.	1 Coding Memberi Dukun...
17:20 T 265 in R16-1	Untuk pihak dari warga madrasah saat ini selalu hormat dan peduli kepada lingkungan sekitar itu misalkan ee diintern madrasah sendiri ketika ada temennya yang sakit atau sedang mengalami musibah itu selalu ya mengumpulkan dana untuk meringankan bebannya begitu juga pada lingkungan masyarakat diadakan bakti social.	1 Coding Empati
17:21 T 267 in R16-1	Setau saya ini dari pihak madrasah belum ada namun justru dari pihak-pihak ee siswa sendiri terutama pihak alumni itu saya lihat dari kegiatan kepramukaannya itu selalu ee terjalin atau ee terbentuk ee kultural dari generasi ke generasi.	1 Coding Sustainability
17:24 T 273 in R16-1	Untuk Pengkayaan pemaknaan sejarah dan tujuan ini ketika ee dari pihak madrasah tiap setahun sekali istilahnya saat ulangtahun ini selalu disampaikan tentang bagaimana sejarah berdirinya MAN 2 Sragen, tujuannya seperti apa harapannya ya bapak ibu guru yang dulu tidak tau sejarah MAN 2 itu bisa mengetahui sejarahnya.	1 Coding Pengetahuan

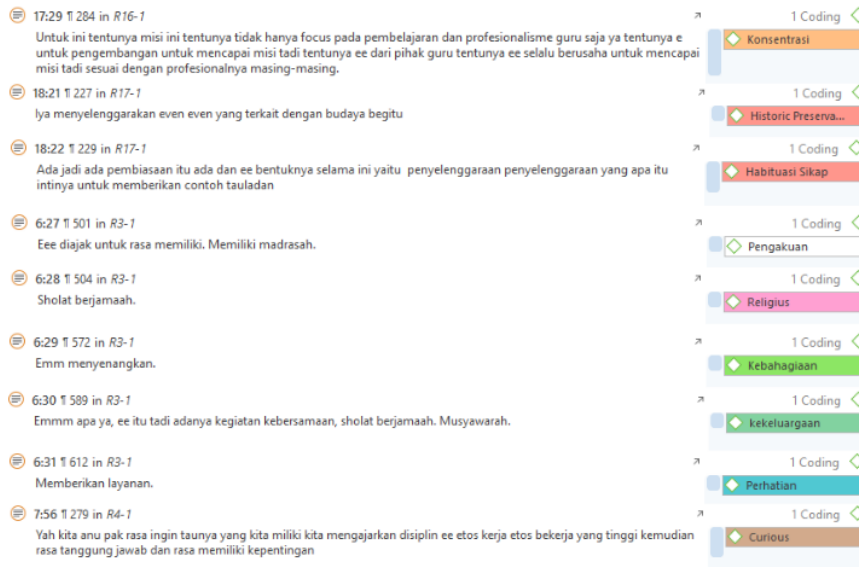


Figure 5. Values on the Principal's Role

Based on Figure 38, related to the cultural values that are formulated and contained in the value of the role of the principal, it can be described through various participant statements. The cultural values contained in the participant statements that have been formulated are 'discipline' meaning formulated from participant statements R1-1, 'caring' meaning formulated from participant statements R1-1, 'comfort' meaning formulated from participant statements R1 -1, 'social harmony' meaning formulated from participant statements R1-1, 'friendly' meaning formulated from participant statements R1-1, 'hard work' meaning formulated from participant statements R1-1, 'polite' meaning formulated from participant statements R3-1, 'tepo seliro' meaning formulated from participant statements R3-1, 'confession' meaning formulated from participant statements R3-1, 'religious' meaning formulated from participant statements R3-1, 'happiness' ' meaning formulated from participant statement R3-1, 'family' meaning formulated from participant statement R3-1, 'attention' meaning formulated from participant statement R3-1, 'c urious' meaning formulated from participant statement R4-1, 'performance effectiveness' meaning formulated from participant statement R4-1, 'freedom' meaning formulated from participant statement R4-1, 'communicative' meaning formulated from participant statement R4- 1, 'habituation' meaning formulated from participant statement R4-1, 'respect' meaning formulated from participant statement R4-1, 'giving reward' meaning formulated from participant statement R5-1, 'famous' meaning formulated from participant statement R5-1, 'informative' meaning formulated from participant statement R5-1, 'enthusiastic' meaning formulated from participant statement R7-1, 'cooperation' meaning formulated from participant

statement R7-1, 'work ethic' meaning formulated from participant statement R7-1, 'responsibility' meaning formulated from participant statement R7-1, 'togetherness' meaning formulated from participant statement R7-1, 'facilitation' meaning formulated from participant statement R7-1, 'appreciate the struggle' the meaning formulated from participant statement R7-1, 'mutual respect' the meaning formulated from participant statement R7-1, 'respect' the meaning formulated from participant statement R7-1, 'doubt -doubt' meaning formulated from participant statement R7-1, 'gratitude' meaning formulated from participant statement R7-1, 'spiritualism' meaning formulated from participant statement R7-1, 'persistence' meaning formulated from participant statement R7-1, 'democratic' meaning formulated from participant statement R8-1, 'belief' meaning formulated from participant statement R8-1, 'beauty' meaning formulated from participant statement R10-1, 'sensitivity' meaning formulated from statement participant R10-1, 'indifferent' meaning formulated from participant statement R10-1, 'generosity' meaning formulated from participant statement R11-1, 'inspirational' meaning formulated from participant statement R12-1, 'openness' meaning formulated from participant statement R13-1, 'exemplary' meaning formulated from participant statement R14-1, 'honesty' meaning formulated from participant statement R15-1, 'love of career' meaning which is formulated from the statement of participant R16-1, 'compassion' meaning is formulated from the statement of participant R16-1, 'arrogant' is the meaning formulated from the statement of participant R16-1, 'integrity' meaning is formulated from the statement of participant R16-1, 'support' meaning formulated from participant statement R16-1, 'empathy' meaning formulated from participant statement R16-1, 'sustainability' meaning formulated from participant statement R16-1, 'knowledge' meaning formulated from participant statement R16-1, 'concentration' meaning formulated from participant statement R16-1, 'historic preservation' meaning formulated from participant statement R17-1, 'attitude habituation' meaning formulated from participant statement R17-1.

Based on data analysis assisted by Atlas.ti software version 8, there are 32 codes created to answer the problem formulation related to the role of the principal in managing school culture. The codes have quotations from different number of participant interview transcripts. The following codes can be used as a basis for making categorizations in school culture that have an impact on improving school quality.

Table 1. Codes for the Principal's Role in Managing Culture

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		

Based on the codes that have been arranged above, the next step is to make a concept map from the research on the role of the principal in school culture.



Figure 3. Results of qualitative research data analysis of the role of school principals in school culture

DISCUSSION

Principals are very important to form a positive and professional school culture and climate. 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 the principal who is able to play his function well. A flounder school without leadership from the principal. And the principal flounder without effective management of the principal. This is not

to say that the principal does everything, but the principal's actions and the context that the principal forms with others (teachers, staff, parents and students) make it possible to teach and learn in the influential social institutions called schools. ³ The role of school principals in improving the quality of education during COVID-19 has an indicator that the findings are having manners, being managers, and being able to prioritize teachers and education personnel with HR development (Adhiim & Mahmudah, 2021).

The role of the principal in shaping the culture is certainly needed and adapted to the characteristics of the school. ⁷ Functioning, well-being and personal characteristics of the principal, structural and cultural characteristics of school, and organizational context are examined (Engels, Brussel, Hotton, Devos, & Bouckenooghe, 2008). Principals ideally have qualified competencies so as to produce actions and skills that are able to support the school development process (Cahyono, Kartawagiran, & Mahmudah, 2021). School principal is expected to have knowledge, carry disposition, and show performance (Isik & Ziyanak, 2018). The most important thing for school development is that the principal is able to collaborate with the aim of improving quality through collaborative programs that are prepared with various other institutions and individuals (Mahmudah et al., 2022). Likewise, decisions that refer to 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. A positive school culture is the underlying reason why the other components of successful schools were able to flourish. For example, one principal seeking ways to increase reading comprehension asked for and valued teacher suggestions (Habegger, 2008).

Based on data analysis and findings from this study, the principal's role in school culture consists of 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 certainly be unable and less than optimal in the process of developing the quality of education in schools so that they do not produce school culture according to their characteristics.

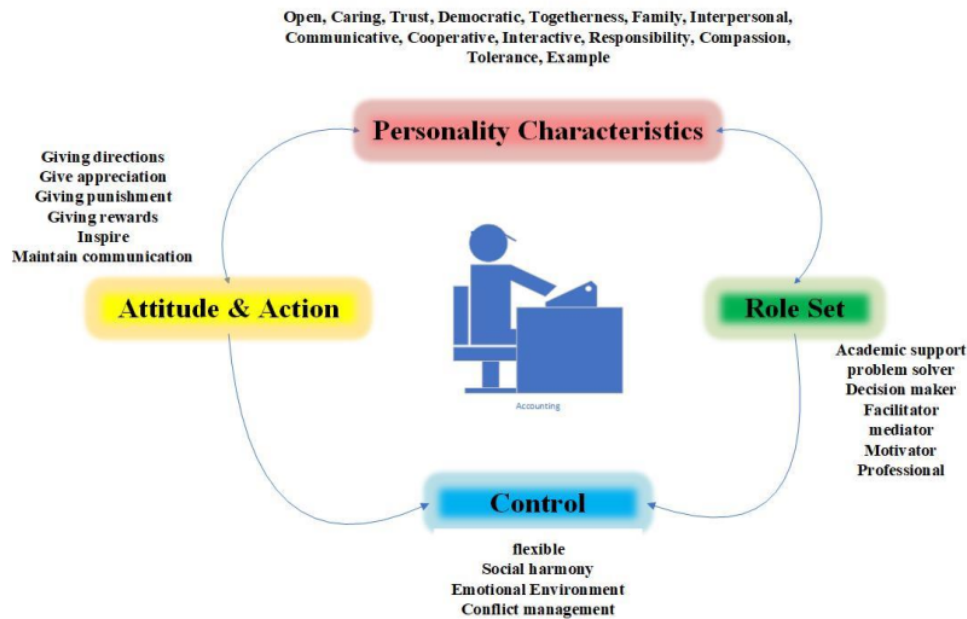


Figure 6. Conceptual Framework of the Principal's Role in School Culture

Conclusion

² 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 a real increase in school capacity and competence. ¹² Based on the results of research that has been done on the role of principals in school culture, there are 32 codes and 179 quotations. It is then concluded to obtain the right categorization according to the meaning of the principal's role, namely as many as 4 categorizations 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 that all school members have a responsibility to develop school culture in order to realize quality education. Schools that are successful in building and providing a good culture will produce high learning achievements. Subsequent research to be able to verify the data findings from qualitative research is then developed into a hypothetical model and model testing. So as 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 is to create a conceptual framework. So it requires more in-depth research to be able to verify the results of this study.

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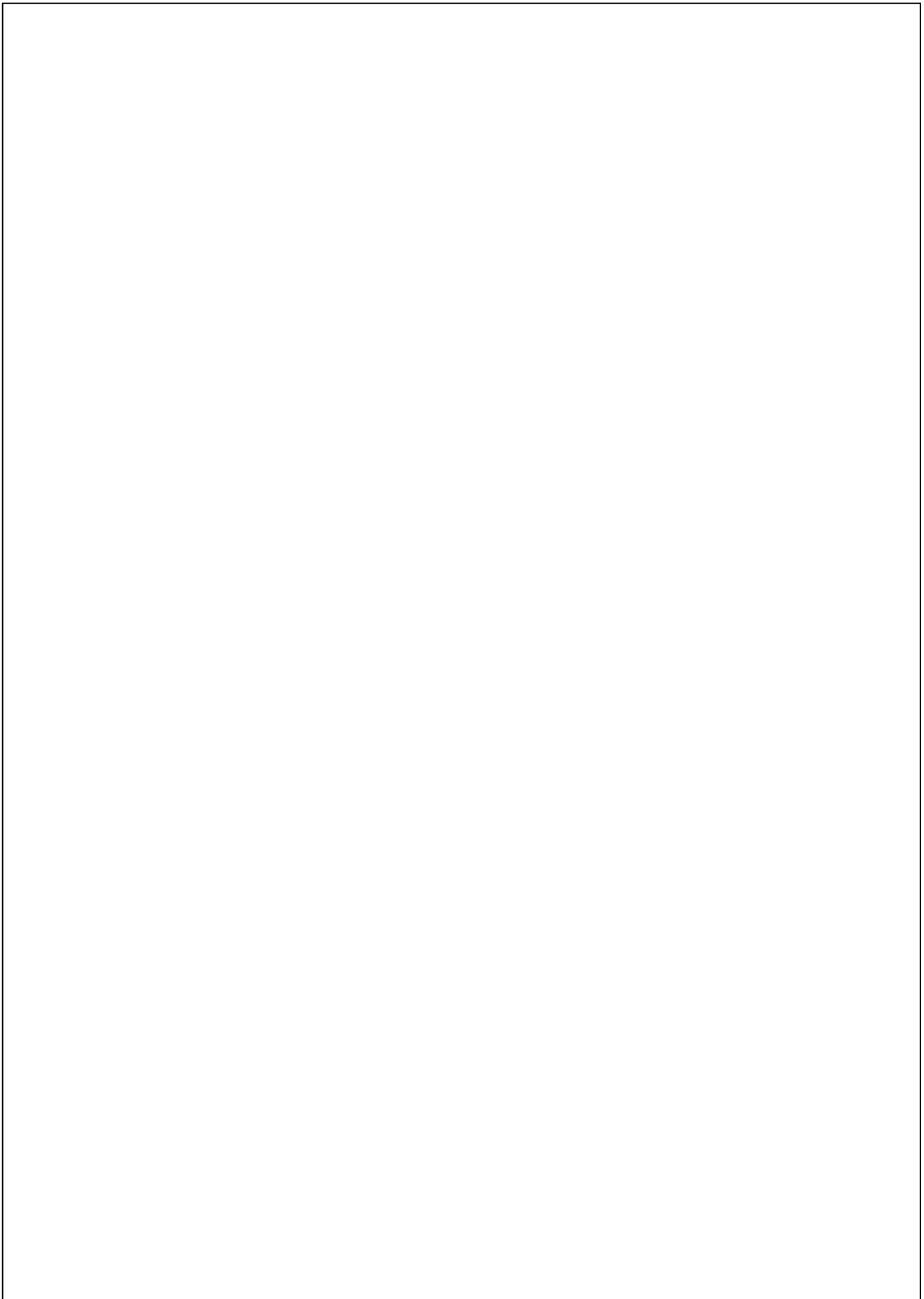
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