The Principal's Leadership in Mover School: Qualitative Study at Elementary Schools

Hemamalini[1], Nurtanio Agus Purwanto[2], Fabiola Lagarens[3], Asrin[4]

[1,2] Fakultas Ilmu Pendidikan dan Psikologi, Universitas Negeri Yogyakarta, Indonesia
[3] Universitas Mataram
*Email: Hemamalini.2022@student.uny.ac.id

ARTICLE INFO	ABSTRACT
Keywords: Principal leadership Elementary school Mover school	**Purpose:** This study aims to determine the leadership of school principals, including (1) leadership roles, (2) innovations, and (3) supporting and inhibiting factors of school principals' leadership in elementary-mover schools in Yogyakarta city. **Methodology:** This research uses a descriptive qualitative approach. The data sources in this study were primary data obtained directly by researchers and secondary data obtained directly from existing sources. Data collection techniques and instruments are observation, in-depth interviews, and documentation. The data validity testing techniques used are credibility testing, dependability testing, transferability testing, and confirmability testing. The. The data analysis used are analyses from Miles and and M.W. Huberman. **Finding:** The results of this study indicate that the principal's leadership role in the implementation of driving schools is to develop teacher competence through workshops, seminars, and the use of technology, as well as collaboration with parents of students in supporting all school activities. The principal's leadership innovations include creating millennial and *qur'an* programs, digital classes, student exchange programs, and five pleco lights. The supporting factors of the principal's leadership include managerial ability, communication, integrity and excellence, democracy, ability to manage conflict, ability to motivate, exceptional attention to teachers, high discipline, open communication, supervision and evaluation, support from parents of students, and adequate school facilities. The inhibiting factors of the principal's leadership include the lack of understanding of some senior teachers in applying new technology, thus inhibiting the school from becoming a creative and innovative school. **Significance**—This approach also provides a reference for modeling the principal's leadership innovations and contributes to the quality of education.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and a learning process that allows students to actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Law of the Republic of Indonesia No.20 of 2003 concerning the National Education system). In addition, education is also seen as a tool or means that can educate the nation's life. Teachers, as one of the main actors in education, have an important responsibility to ensure the achievement of these educational goals. As stated by (Hasibuan, 2023), Teachers' duties include educating, teaching, and training, which means they are not only tasked with passing on and developing life values but also science and technology. In this context, Law No 14 of 2005 Article 8 on Teachers and Lecturers confirms that teachers must have academic qualifications, competencies, certificates, and physical and spiritual health to realize national education. Thus, the role of teachers in creating quality educational practices is highly dependent on their ability to fulfill these professional standards, which will ultimately support the achievement of national education goals.

Educational leadership is leadership applied in the field of education (organization) (Nursangadah, 2021). The rapid development of the current era increasingly requires teachers to develop their professionalism and quality of competence further. However, in practice, efforts to develop the professionalism and quality of teacher competence will be complicated without the support of school principals. (Gallon, 1998) "*principals as instructional leaders must constantly work toward its improvement by promoting the professional development of teachers and themselves.*" In translation, school principals should continuously endeavor to improve their quality by promoting the professional development of teachers and themselves. According to Aryawan (2021), The primary responsibilities of a leader are to 1) Set clear standards for followers; 2) Monitor, regulate, and direct followers' behavior; and 3) Represent the organization to those outside the organization. Principals are school leaders with broad responsibilities and a significant role in improving the quality of the institutions they lead.(Kadarsih et al., 2020).

The Mover School program is a program to improve the quality of student learning that consists of 5 types of interventions to accelerate schools to move 1 to 2 stages ahead within three school years. (Kemendikbud., 2021) According to the study's results, the mobilizing teacher is a new hope for the emergence of creative principal candidates (Ismail & Musa, 2023). Until now, the country has made every effort to improve educational innovations to improve the human resources of teaching staff through various means, including education, workshops, training, and various other improvements to improve our country's education quality. However, as the times become more complex, teachers' challenges will increase.

The role of the principal is crucial in the success of the mover school, especially in motivating teachers to organize quality learning. The principal must be able to create an open environment and build a spirit of teamwork. (Grobler B, 2012) stated that this environment can help teachers develop positive perceptions of leadership. The synergy between the principal and teaching staff is key to optimally achieving the mover school's goals. However, principals often face challenges, especially when dealing with senior teachers who may struggle with using digital technology; one of the important elements in a mover school—it is that these challenges further complicate the principal's role in integrating technology into learning as well as encouraging senior teachers to adapt. Therefore, principals need to develop leadership strategies that motivate and help senior teachers overcome their limitations. Thus, the mover school can run optimally. Mariana (2021), in his research, also stated that the mover school encourages a new paradigm in student-centered learning. This model aims to realize the Pancasila learner profile, which includes competence and character and starts from superior human resources to improve the quality of education. However, Mariana's research focuses on the influence of leadership in primary schools, which is the main difference from other studies.

Various efforts have been made to improve the quality of education in Indonesia. Initiatives to improve the quality of education in Indonesia have been ongoing for a long time. Nevertheless, various indications continue to show that the improvement in the quality of education is still very minimal. Based on the PISA (Programme for International Student Assessment) report from the OECD, Indonesia ranked 62nd in science, 63rd in mathematics, and 64th in reading out of 79 participating countries in 2019 (designers, 2019). Skor

Programme for International Student Assessment globally, including Indonesia, worldwide, the 2022 PISA scores, which assess the reading, numeracy, and science competencies of 15-year-old children in 81 countries, have declined.

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Based on the results of the interview with the principal, there are significant challenges in running the mover school program 'At the beginning, there were challenges that the teachers faced when accepted as a driving school; there were many pros and cons, then there were new things related to the driving school, there was a project to strengthen the profile of Pancasila teachers, an effort to encourage the achievement of the profile of Pancasila students by using a new paradigm through project-based learning .'One of the challenges of the school in running the driving school program is in making media than technology, curriculum changes, and requires teachers to be willing to learn and get out of their comfort zone. Initiatives to improve education start at the school level. Based on the research results (Nazar, 2024) stated that there are challenges in driving schools, one of which is the application of technology for learning.

Based on the above observations that provide an overview of the significant challenges of school principals, it is an important background for this research to examine how school principals' leadership, especially in elementary schools, move schools. As is the case in the city of Yogyakarta, Yogyakarta Special Region Province, according to data from the Ministry of Education, Culture, Research, and Technology (2024), seven elementary schools in Yogyakarta City have become driving schools. The results of the researcher's interview with the head of the Curriculum Working Team of the Yogyakarta City Education Office mentioned that four schools in Yogyakarta City, namely SD Muhammadiyah Ngadiwinatan, SD Muhammadiyah Purwodiningratan, SDIT Al-Khairat, SD Muhammadiyah Kleco, managed to show significant progress in implementing various innovations and best practices in education and some leadership matters in the driving school can face various problems that affect the effectiveness of program implementation and achievement of educational goals. The reason why the researcher chose these four schools is the recommendation or suggestion from the Yogyakarta City Education Office that the leadership in the driving schools can deal with various problems that affect the effectiveness of program implementation and the achievement of educational goals so that researching these four schools helps identify successful practices and can be used as a model for other schools. Therefore, the researcher is interested in examining how The Principal's Leadership in Mover School: Qualitative Study at Elementary Schools.

METHODOLOGY

Research Design

This research is qualitative and a case study. According to Kirk and Miller (Suharsaputra, 2014), qualitative research is a tradition in social science that specifically relies on observing humans in their area and dealing with them in their language and terminology. The qualitative research used in this study is intended to obtain information about the leadership of school principals in driving schools in Yogyakarta city primary schools.

This research was conducted in the driving schools at the primary school level in Yogyakarta city, which the Education Office, including SD Muhammadiyah Purwodiningratan, SD Muhammadiyah Ngadiwinatan, SDIT Al-Khairat and SD Muhammadiyah Kleco 1, recommended.

Data Collection

Data collection techniques are the methods used to obtain data. Data collection is carried out in natural conditions (natural setting). The first data collection technique of observation is used to obtain data about symptoms or facts related to the leadership and competence of the driving principal of the elementary school level in the city of Yogyakarta. Researchers conducted interviews for approximately 30 minutes in the school environment, such as in canteens and indoors, during observation with the principal and senior teachers to explore the problems that exist in the school. Both interviews were used to obtain more in-depth, broad, and sharp data to develop information about the data obtained through observation. The focus of observation was on the preparation of the school program, the principal's efforts to create a school culture and climate, the management of the school information system, the development of innovations by the principal, the development of teachers and staff by the principal, the openness of the principal to criticism and suggestions, the control of the principal, the principal's communication with teachers and staff, the obstacles and challenges of the principal. The interview was structured because the researcher used a standardized list of questions prepared beforehand. Interviews were conducted with the principal and three senior teachers who have served the school for at least five years.

Data Analysis

Data analysis is the most important part of a study. The data analysis technique used in this research is data analysis from (Miles, M., Huberman, A.M., Saidana, J. 2014). According to this analysis, the first is after data collection, and then the second researcher must conduct data condensation (data condensation). Data condensation refers to selecting, focusing, simplifying, abstracting, and transforming data that appears in the entire corpus (content) of written field notes, interview transcripts, documents, and other empirical material. The data condensation or transformation process continued after the field research was completed until the final report was finalized. The third step is data display (data display); in general, data display is a collection of organized and compressed information that allows drawing conclusions and actions. Displaying data can help researchers understand what is happening and further analyze or take action based on this understanding. The fourth step is concluding and verifying conclusions from the results of the research that has been done (conclusion: drawing/verifying). Verification is reviewing or correcting existing field notes (Miles et al., 2014). The stages are sequential and interrelated, with each stage making an important contribution to a deeper understanding of the data.

Data Validity

This research uses several data validity testing techniques (Sidiq. U & Miftahul C., 2019). The first credibility test used is triangulation; there are various ways of triangulation, one of which is used, namely triangulation of techniques and methods carried out to compare or check data obtained through different ways, which use the interview method. The second is dependability testing. Namely, researchers conduct independent auditors to audit the overall activities of researchers in conducting research. Researchers conduct independent auditors or supervisors to audit the researchers' overall research activities. This audit includes all stages of research, such as how researchers begin to determine the focus of the problem, enter the field, select data sources, and conduct data analysis. Researchers conclude from the results of the research. Third, in transferability testing, researchers describe the research results clearly so that later readers can apply the research results and so that readers can understand the results of the research, which provides a detailed description of the research process, including data collection, data analysis, and decision making. Finally, confirmability testing tries to ensure that the data obtained can be guaranteed so that the data quality can be accounted for by auditing all data to find certainty and data quality.

FINDINGS

The results of this study are the findings obtained from the analysis of qualitative data collected through interviews, observations, and document studies. This research focuses on the principal's leadership in mover

schools in Yogyakarta city primary schools, which aims to provide an in-depth understanding of how the principal's leadership role, the innovations implemented in driving schools, and what the supporting and inhibiting factors of the principal's leadership in driving schools in Yogyakarta city primary schools.

Principal's Leadership Role in the Implementation of Mover School

Information found by researchers through interviews with school principals regarding their role in the implementation of the mover school said that by carrying out their duties and functions optimally. The principal must monitor and evaluate the progress of the program implemented at the school. This was conveyed by Mr. MA th, the principal, who stated that.

> *The preparation of the program is planned from the beginning, starting from the curriculum related to the program, which is globally conveyed to the teachers and then later elaborated through long-term and short-term programs adjusted to the school's infrastructure.*

We must ensure that learning objectives and school programs are well achieved through continuous evaluation. Some examples of this role include involving teachers and staff in the planning, implementing, and evaluating school programs. The principal's evaluation of school programs aims to take corrective measures and develop strategies and plans that will be developed. This aligns with the view of (Juntak et al., 2023) that developing improvement strategies is based on in-depth evaluation to achieve optimal results. Thus, continuous monitoring and evaluation ensure the program runs well and benefits all school members. Ronald S. Barth, in research (Oktarina, 2022), stated that "the principal is a good school leader and has the potential to determine the quality of the school, as well as a driving factor for improving teacher performance." the principal has a role relationship with leadership because as a school leader must have a leadership spirit to bring the school to a higher level of achievement.

Based on the information found by researchers, the preparation of school programs has been planned since the beginning, starting from the curriculum related to the program that is globally conveyed to the teacher and then elaborated through long-term and short-term programs so that it is adjusted to the school's facilities and infrastructure, for policy priorities, the overall vision and mission are superior in imtaq, science, and technology, so that how the school and school community make maximum efforts to realize imtaq, faith, taqwa, and character, then related to the development of superior in terms of science technology (IT) to realize one of them. This is to the contingency theory (Northouse P G, 2013), which states that this theory displays a shift in leadership research from focusing only on the leader to focusing on the leader and the situation in which the leader works. This is evident from the principal taking a policy when there was a driving school program from 100 of the city's public primary schools so that in the second batch of schools SD Muhammadiyah Ngadiwinatan, SD Muhammadiyah Purwodiningratan, SDIT Al-Khairat, and SD Muhammadiyah Kleco were among those who passed.

Besides preparing the school program, the principal is not alone; several people are involved. This is as stated by Mrs YU, the principal, who stated that.

> *The policy program is still formulated by the principal and his representatives and accompanied by the school committee because it cannot be just the principal alone; there must be a synergy between teachers, employees, and the school committee and agencies that are not limited."*

Based on the interview results, the researcher found that the preparation of school programs was formulated by the principal and his deputies, whom the school committee accompanied, and the teachers. The principal also realizes that to develop the school for the better; it must be supported by creating a conducive and innovative school culture and climate; for example, the researcher found that the principal provides motivation that now is the age of technology where the teachers must master and use technology, as explained by (Ahmed, 2021) explained that the benefits of school climate include a conducive learning atmosphere, creating the effectiveness of school culture and supporting leadership motivation and job satisfaction.   For example, this school collaborates with Yogyakarta State University to assist children with special needs. In addition, the monitoring of the implementation of school programs is done according to technical guidelines, such as driving schools to be active in the teaching independence platform that the ministry has facilitated.

Berdasarkan Based on the results of the research on the leadership role of principals in mover schools, researchers can conclude that principals develop teachers' competencies by participating in workshops and seminars, using technology, and conducting school self-evaluations to serve as the basis for schools in preparing annual programs, involving teachers and staff in all stages of the program, from planning to evaluation, budget transparency and collaborating with parents of students in supporting all school activities. The principal's leadership role in implementing the school program is vital because the principal is the primary mover force in creating change in the educational environment. This is supported by research results (Marliyani, 2022), which state that the mover school program enables principals to improve performance and management and foster progressive and strategic thinking, as evidenced by the implementation of various socialization activities related to the mover school program.

Principal Leadership Innovation

Fathihani (2023) defines educational innovation as innovation to solve educational problems. As for the innovation towards the development carried out by the principal based on the results of the interview, the principal conducts school development based on its level, which is said to start from the neighborhood level, then the village, sub-district, and international levels, by improving student achievement, (Mubarokah, 2021) explains that innovation is needed as an educator related to discoveries in teaching, researching, developing, training managing and providing services in the field of education.

Table 1. Principal leadership innovation

School Name	Principal Leadership	Purpose of Principal Innovation
SD Muhammadiyah Ngadiwinatan	*Rihlah* Solo City Tahfidz	Travel activities motivate students in the *Tahfidz* program. These activities involve visiting interesting tourist attractions around Solo, such as the Sheikh Zayed mosque, to increase enthusiasm for memorizing the *Qur'an*.
	Parenting *Qur'an*	This activity involves the active role of parents who aim to form pious, righteous, noble characters and teach students moral values in an Islamic way. They use the *Qur'an* as a source of guidance and ensure discipline and patience in the parenting process.
SD Muhammadiyah Purwodiningratan	Digital Clasroom	A classroom with a learning environment that utilizes digital technology to deliver material, interact, and evaluate learners' progress using electronic tools such as smartphones, tablets, and laptops without using books. Aiming to create a more dynamic, interactive learning experience in line with technological developments.
	Student Exchange	Instil global insights where students are brought into the international arena.
SDIT Al-Khairat	*Tahfiz Al-Qur'an*	This innovation aims to maintain and preserve the purity of the *Qur'an*, improve academic achievement, develop memory skills, build a strong religious community, and increase students' awareness and skills in practicing the *Qur'an*.
SD Muhammadiyah Kleco	Achievement	Aiming to display and appreciate the work that students have achieved during the learning process, the main objectives are to appreciate students' learning process, increase self-confidence, increase entrepreneurial spirit, and increase creative abilities.
	5 Cahaya Kleco	The purpose of the five lights of pleco is to properly and correctly understand and practice Al-Islam and kemuhamadiyahan, excel in academic and non-academic achievements, be skilled and entrepreneurial learners, make independent progress with a global outlook, and sustainably dilute culture and environment.
	Student Exchange	Instil global insights where students are brought into the international arena.

Supporting and Inhibiting Factors of Principal Leadership

One of the inhibiting factors of the principal's leadership is resistance to changes such as technology. Researchers found that there are still senior teachers who lack understanding and technological skills in the learning process, one of which is using Canva in the learning process, then filling in the Merdeka Belajar platform where the Merdeka Mengajar platform was built to support the implementation of the independent curriculum and is provided to become a driving friend for teachers and principals in teaching, learning, and working. So that they feel reluctant to change or get out of their comfort zone, especially old teachers who are still lacking in technology, which can hinder the innovation and transformation needed at school. However, the principal has tried his best to overcome this by always providing motivation and supporting the teachers to participate in seminars that increase knowledge. Moreover, the principal provides a forum for teachers to learn and even supports them in continuing to a higher level of education, for example, to a master's level.

The supporting factors of the principal's leadership in the school include the principal is democratic, which can improve teacher performance by providing space for teachers to increase awareness and skills in managing schools, there is a harmonious relationship between the teachers and all those in the school environment, exceptional attention to teachers and staff, high discipline which requires teachers to come on time, open communication where the principal every Friday must hold a meeting to discuss all problems both obstacles and school planning activities that will be carried out for school progress, supervision and evaluation, support from parents of students, and adequate school facilities.

DISCUSSION

The Principal's Leadership Role in the Implementation of Mover School

Information found by researchers through interviews with school principals regarding their role in the implementation of the driving school said that by carrying out their duties and functions optimally. The principal must monitor and evaluate the school's program implementation progress. It is necessary to ensure that learning objectives and school programs are well achieved through continuous evaluation. Some examples of this role include involving teachers and staff in the planning, implementing, and evaluating school programs. The evaluation conducted by the principal of the school program aims to take corrective measures and develop strategies and plans that will be developed. This is the view of (Juntak et al., 2023), which states that developing improvement strategies is based on an in-depth evaluation to achieve optimal results. Thus, continuous monitoring and evaluation ensure the program runs well and benefits all school members.

Based on the information found by researchers, the preparation of school programs has been planned since the beginning, starting from the curriculum related to the program that is globally conveyed to the teacher and then elaborated through long-term and short-term programs so that it is adjusted to the school's facilities and infrastructure, for policy priorities, the overall vision and mission are superior in imtaq, science, and technology, so that how the school and school community make maximum efforts to realize imtaq, faith, taqwa, and character, then related to the development of superior in terms of science technology (IT) to realize one of them. This is to the contingency theory (Northouse P G, 2013), which states that this theory displays a shift in leadership research from focusing only on the leader to focusing on the leader and the situation in which the leader works. This is evident from the principal taking a policy when there was a driving school program from 100 public elementary schools in the city. In the second batch of schools, SD Muhammadiyah Ngadiwinatan was among the seven who passed.

Besides preparing the school program, the principal is not alone; several people are involved. Based on the interviews, the researchers found that the preparation of school programs was formulated by the principal and his deputies, whom the school committee and the teachers accompanied. One of them is that this school collaborates with Yogyakarta State University to assist children with special needs. In addition, monitoring the implementation of school programs is carried out by technical guidelines, such as driving schools to be active in the independent learning platform that the ministry has facilitated.

Principal Innovation

The principal innovates the development of the school principal. Fathihani (2023) defines educational innovation as innovation to solve educational problems (Rahmatullah, 2024). Determining plans or innovations must be done carefully by conducting systematic studies of educational conditions and resource capabilities while referring to education's vision and mission. As for the innovation towards the development carried out by the principal based on the interview results, the principal conducts school development based on its level, which is said to start from the neighborhood level, then the village, sub-district, and international levels, by improving student achievement. As for one of the innovation activities at SD Muhammadiyah Ngadiwinatan, the Rihlah Solo City Tahfidz class is a travel activity that motivates students in the Tahfidz program. Rihlah Solo city tahfidz class is carried out at interesting tourist attractions around Solo, such as a visit to the Sheikh Zayed Solo Grand Mosque. Apart from the Rihlah Solo city tahfidz class activities above, SD Muhammadiyah Ngadiwinatan also routinely conducts Qur'an parenting, which involves the active role of parents in shaping the character of students in an Islamic way, using the Qur'an as a source of guidance and ensuring discipline and patience in the parenting process.

As for the innovations made, the school has many innovations, one of which is Millennial and Quran, which teaches students the use of technology to learn and understand the teachings in the Qur'an, which aims to build the character and morals of students in everyday life. For its development, there is a digital class starting from grade 4 where learning is digital, without using books or paper and using a laptop. One of the programs at SD Muhammadiyah is the digital class. Digital class is a learning environment that uses digital technology to deliver material, interact, and evaluate learners' progress using electronic devices such as smartphones, tablets, and laptops. Using educational software and digital resources becomes an interactive learning process. Learners can access learning materials with an internet connection, and learning becomes more flexible and customized according to learners' needs.

One of the innovative activities implemented at SDIT Al-Khairat, Tahfiz Al-Quran, is memorizing and keeping the Qur'an from forgetting. This tahfiz aims to maintain and preserve the purity of the Al-Qur'an and increase students' awareness and skills in practicing it. This tahfiz class activity involves exams that are held every semester. The main objectives of this Al-Qur'an at SDIT Al-Khairat involve developing learners' Islamic spirit, forming pious and righteous characters, improving academic achievement, developing memory skills, and building a strong religious community.

The principal also realizes that developing a better school must be supported by a conducive and innovative school culture and climate. In creating a conducive school culture and climate, where the principal states that conducive has support that is comfortable and safe, every plan involves existing stakeholders without distinguishing the principal's or teacher's programs, but how to hold everything together, where when there is a joint program, it is carried out with full awareness and responsibility so that they support each other so that it can be conducive besides that, to create an innovative climate culture, the principal follows the times, which is the importance of evaluation, for example, such as the student excellent program which has been running for two years, part of the innovation of how to instill global insights where students are brought to the international scene, as for one of the innovations implemented in this school in 5 light kleco, namely skilled and entrepreneurial learners. The purpose of innovation and internal education policies is for the orientation of learning to be new and up-to-date (Syukri, 2023).

Supporting and Inhibiting Factors of Principal Leadership

Besides carrying out its role, the principal's implementation of the school is inseparable from supporting and inhibiting factors for the principal's leadership. Every activity must have supporting and inhibiting factors for implementing these activities (Pridayani, 2022). Researchers found that almost the same as other schools, some of the supporting factors of the principal's leadership in the school include the principal who is democratic, which can improve teacher performance by providing space for teachers to increase awareness and skills in managing schools, there is a harmonious relationship with the teachers and all those in the school environment, There is a harmonious relationship with teachers and all those in the school environment,

exceptional attention to teachers and staff, a high discipline which requires teachers to come on time, open communication where the principal every Friday must hold a meeting to discuss all problems, both obstacles and school planning activities that will be carried out for the progress of the school, supervision, and evaluation, support from parents of students, and adequate school facilities.

One of the inhibiting factors of the principal's leadership is resistance to change. Some teachers still lack technological knowledge, especially teachers who are classified as old and still lacking in technology, which can hinder the innovation and transformation needed at school. However, the principal has tried to provide a patient approach and simple and gradual training, starting from the use of basic technology that is often used, for example, Microsoft Word, PowerPoint, and the Internet. There is assistance from fellow teachers, such as involving younger teachers and technology-savvy students to assist senior teachers slowly. The principal has tried to overcome this by consistently providing motivation and supporting teachers to attend seminars that help them increase their knowledge. The principal also says teachers should share their knowledge, especially technology-related ones.

CONCLUSION

Information found by researchers through interviews with school principals regarding their role in the implementation of driving schools said that by carrying out their duties and functions to the fullest. The principal must monitor and evaluate the progress of the program implemented at the school. It is necessary to ensure that learning objectives and school programs are well achieved through continuous evaluation. Some examples of the roles played by principals include involving teachers and staff in the planning, implementation, and evaluation of school programs.

The principal must be a leader who encourages teachers and staff in the school to continue to learn and develop their competencies, especially in adopting learner-centered learning methods. The principal facilitates training and mentoring for teachers to ensure quality learning. In addition, the principal prepares the school program, which is carried out at the beginning or the end of the episode and includes activities that will be carried out in one year. In addition, principals play a role in monitoring and evaluating the programs implemented at school to ensure that learning objectives and school programs are achieved through continuous evaluation.

The principal innovates in school development, and the innovations made in that school include many innovations, one of which is millennials. The Qur'an teaches students the use of technology to learn and understand the teachings in the Qur'an aimed at shaping the character and morals of students in everyday life; for its development, there is a digital class starting from grade 4 where learning is digital without using books or paper but using a laptop. The principal also makes an application where the application is used for all school residents, including parents of students' guardians. This application is for the information system for attendance, grade data, bills, and counseling consultations. The entire school community can be monitored through the application, including the principal, teachers, guardians, and students.

Supporting factors for principals' leadership in all schools are almost the same, including managerial skills, communication, integrity and exemplary, democratic, conflict management and motivational skills, exceptional attention to teachers, high discipline, open communication, monitoring and evaluation, support from parents, and adequate school facilities. As for the inhibiting factors of the principal's leadership, among others, the lack of understanding of some senior teachers in applying new technology, thus inhibiting the school from realizing a creative and innovative school. The principal overcomes this by providing motivation and a forum to increase knowledge and collaboration, especially for senior technology-related teachers.

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