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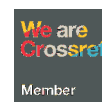
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Article

Principal's strategy in improving superior education quality: a case study at muhammadiyah elementary school



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ABSTRACT

This study aims to analyze strategies to improve the quality of education, analyze the external and internal environment, coordinate with the principal. This research method uses a qualitative approach, through interviews with key informants, observations of actual events, analyzing documentation. The results of the study indicate that the principal's strategy in improving the quality of education includes: 1) Planning is the process of setting organizational goals, developing strategies to achieve those goals, and making action plans that support the achievement of those organizational goals 2) Strategy implementation is the phase where management translates strategic plans and policies into real actions through program development, budgeting, and procedures 3) Evaluation is a series of activities designed to measure the success of a program. In management, expertise is needed to manage and control various elements of the organization in order to achieve the desired goals. 4) The obstacles faced are human error, lack of infrastructure.

Keywords:

Principal strategy
Improving superior
Educational quality

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Introduction

Education is one of the most important factors in improving the quality of human resources (J et al., 2023). Therefore, the quality of education must always be improved to achieve the goal of superior education. SD Muhammadiyah Tangerang is one of the elementary schools that is trying to improve the quality of its education. However, there are still many challenges faced by this school in improving the quality of its education (Nahuda, 2024).

Educational Gap between Able and Poor Students: This study can help overcome the educational gap between able and poor students at SD Muhammadiyah Tangerang (Firmansyah et al., 2025). Educational Gap between Urban and Rural Students: This study can help overcome the educational gap between urban and rural students at SD Muhammadiyah Tangerang. Educational Gap between Students Who Have Access to Technology and Those Who Do Not: This study can help overcome the educational gap between students who have access to technology and those who do not at SD Muhammadiyah Tangerang (Nadeak et al., 2024).

Impact of Research Improving the Quality of Education at SD Muhammadiyah Tangerang: This study can help improve the quality of education at SD Muhammadiyah Tangerang. Overcoming the Educational Gap at SD Muhammadiyah Tangerang: This study can help overcome the educational gap at SD Muhammadiyah Tangerang. Improving Teacher Quality at Muhammadiyah Elementary School Tangerang: This study can help improve the quality of teachers at Muhammadiyah Elementary School Tangerang (Sabaniah et al., 2025). Internal Challenges Limited resources, both human resources and

material resources, can be a challenge for principals in improving the quality of education. Limited infrastructure, such as classrooms, laboratories, and libraries, can be a challenge for principals in improving the quality of education. Limited teacher abilities in teaching and developing the curriculum can be a challenge for principals in improving the quality of education (Sirajudin et al., 2024).

External Challenges Curriculum changes can be a challenge for principals in improving the quality of education, because they have to adjust the curriculum to the changes that occur (Sirajudin et al., 2024). Budget limitations can be a challenge for principals in improving the quality of education, because they have to allocate a limited budget for educational activities. Pressure from the community can be a challenge for principals in improving the quality of education, because they have to meet community expectations for the quality of education (Nadeak et al., 2024).

Strategic Challenges Developing a clear and focused school vision and mission can be a challenge for principals in improving the quality of education. Developing a relevant and effective curriculum can be a challenge for principals in improving the quality of education. Developing teacher abilities in teaching and developing the curriculum can be a challenge for principals in improving the quality of education. Strategy Statement Improving Teacher Quality (Firmansyah et al., 2025). The principal will improve teacher quality by providing continuous training and development of teacher skills. Developing Relevant Curriculum: The principal will develop a relevant and effective curriculum to improve the quality of education. Improving School Infrastructure, The principal will improve school infrastructure, such as classrooms, laboratories, and libraries, to create a comfortable and effective learning environment. Developing Student Skills, The principal will develop student skills by providing extracurricular activities and continuous development of student skills. Improving Community Participation, The principal will increase community participation in education by providing activities that involve the community and improving communication with the community (Firmansyah et al., 2025; Malahati et al., 2023).

Success Indicators Improving teacher quality as measured by improving teacher skills in teaching and developing the curriculum. Improving the quality of education as measured by improving student achievement and the quality of graduates. Improving school infrastructure as measured by improving the quality of classrooms, laboratories, and libraries. Improving student skills as measured by improving student achievement and the quality of graduates. Improving community participation in education as measured by improving activities that involve the community and improving communication with the community (Sirajudin et al., 2024).

Research Objectives Identifying the principal's strategy in improving the quality of superior education at Muhammadiyah Elementary School Tangerang. Analyzing the factors that influence the principal's strategy in improving the quality of superior education at Muhammadiyah Elementary School Tangerang. Explaining the principal's strategy model in improving the quality of superior education at Muhammadiyah Elementary School Tangerang. Identifying the principal's impact strategy in improving the quality of superior education at Muhammadiyah Elementary School Tangerang (Ningsih et al., 2024). The purpose of this research was to analyze the principal's strategy in improving superior education quality. Specific Objectives Identifying the principal's strategy in improving the quality of teachers at Muhammadiyah Elementary School Tangerang. Identifying the principal's strategy in improving the quality of education at Muhammadiyah Elementary School Tangerang. Identifying the principal's strategy in increasing community participation at Muhammadiyah Elementary School Tangerang.

Methods

The research approach used is a qualitative approach (Cresswell, J., 2013). The research design used is a case study research design (Creswell, J. W., & Creswell, J. D., 2017). Research Location: The research location is Muhammadiyah Elementary School Tangerang. The research sample is the

principal, teachers, and students at Muhammadiyah Elementary School Tangerang. The research instruments used are interviews, questionnaires, and observations.

Subjects and Informants of the Study

The key to qualitative research lies in selecting the right subjects and informants. The researcher employs purposive sampling, a technique for gathering information based on specific considerations. Thus, the selection of subjects and informants in this study is based on individuals who are believed to have a deep understanding of the facts in the field (Malahati et al., 2023): (1) The research subject is the individual who is the main focus of the study. This subject becomes the focal point or the object under investigation. According to (Halidjah, 2023a) the research subject can be a person, object, or entity to which the research variables are attached and that is being investigated. The subject of the research plays a very strategic role, as it holds the data for the variables being observed. In this study, the subject is the Principal of SD Muhammadiyah Featured Programs Tangerang; (2) Research informants are individuals who provide information for the research. They are often referred to as respondents because they provide answers to the questions posed by the researcher in a detailed manner. Informants are individuals who possess significant knowledge about the situation and context of the research background, and who truly understand the issues being studied.

Techniques for Data Collection

Data collection techniques are employed to obtain valid data and produce trustworthy findings in this study. The techniques used in this research include: (1) In-depth interviews were conducted with key informants with principals, teachers, and students to collect data on the principal's strategies in improving the quality of education; (2) Observations by observing events in the school to collect data on school activities and the principal's strategies in improving the quality of education; (3) Documentation study is a data collection technique by collecting and analyzing documents. The documents collected can be in the form of writing, pictures, artwork, or electronics.

Data Validity

The validity of data in this study is checked by cross-checking the collected data and re-examining it through deeper field observations. The researcher uses the following techniques to ensure data validity: (1) Triangulation is a technique used to validate data by comparing it with data from other sources. Common triangulation techniques involve examining data from different sources. The data gathered will be re-screened and tested for its feasibility to ensure its validity and accuracy (Adela et al., 2023); (2) Prolonged Observation involves returning to the field to conduct follow-up observations and interviews, both with previously encountered informants and new ones.

Data Analysis Techniques

The results of the data analysis show that the principal's strategy in improving the quality of superior education at SD Muhammadiyah Tangerang is (Yulianti Fiyul, 2025). Improving teacher quality. Developing a relevant curriculum. Increasing community participation

Factors Influencing the Principal's Strategy: The results of the data analysis show that the factors influencing the principal's strategy in improving the quality of superior education at SD Muhammadiyah Tangerang are: Availability of resources. Teacher quality. Community participation. Impact of the Principal's Strategy: The results of the data analysis show that the impact of the principal's strategy in improving the quality of superior education at SD Muhammadiyah Tangerang is: increasing the quality of education, community participation and the quality of teachers

The results of the data analysis show that the principal's strategy in improving the quality of superior education at SD Muhammadiyah Tangerang is improving the quality of teachers, developing a relevant curriculum, and increasing community participation. The factors influencing the principal's strategy are the availability of resources, teacher quality, and community participation. The impact of the principal's strategy is increasing the quality of education, increasing community participation, and increasing the quality of teachers.

Results and Discussion

The Principal's Strategy for Improving Education Quality at SD Muhammadiyah Featured Programs Tangerang

According to (Saharso & Fadilah, 2024) planning is the process of setting organizational goals, developing strategies to achieve these goals, and creating action plans that support the achievement of these organizational objectives. The first step in designing a strategy is to examine the planning structure itself, which serves as a reference and guide to ensure the organization's sustainability in the future. This planning process is closely linked to the management of the organization's activities (Yulianti Fiyul, 2025).

Therefore, the foundation of planning must be carefully designed, clear, and measurable to support the enhancement of educational quality. Effectiveness of Principal Strategies: (1) The principal's strategies in improving teacher quality have been effective in improving teachers' ability to teach and develop the curriculum; (2) The principal's strategies in developing a relevant curriculum have been effective in improving the quality of education and preparing students to face global challenges; (3) The principal's strategies in increasing community participation have been effective in increasing public awareness of the importance of education and strengthening cooperation between schools and the community; (4) The principal's strategies in improving the quality of facilities and infrastructure have been effective in improving students' comfort and safety in learning.

Environmental Analysis

As a public service institution in the field of education, schools need to conduct an environmental analysis. As part of the public sector, educational institutions interact with various internal and external parties. According to (Ningsih et al., 2024) the internal environment encompasses the assets within the organization, while the external environment consists of external factors that may significantly impact the organization. The principal of SD Muhammadiyah Program Khusus Tangerang has carried out an internal and external environmental analysis as follows:

Internal Environmental Analysis

The principal begins the internal environmental analysis by reviewing the school's vision and mission. If the vision and mission are no longer relevant to current needs, then changes are necessary. However, if they still align with the times and are worth maintaining, no change is required. To support the implementation of strategies to improve the school's quality, the principal, together with educators and staff, is committed to upholding the established vision and mission. (Sutarman et al., 2025)

The vision of SD Muhammadiyah Featured Programs Tangerang is: "To create an outstanding elementary school that produces devout, intelligent, creative, and independent students, with the development of skills, knowledge, intellectuality, and religious spirituality" (Yuniyanto et al., 2024a). The mission to achieve this vision includes: (1) To foster, educate, and guide students to be devout, intelligent, creative, and independent; (2) To develop a curriculum based on Sharia that integrates science and technology with religious values; (3) To instill Islamic values in daily life; (4) To provide adequate educational facilities and infrastructure according to needs; (5) To develop practical, enjoyable, role-play, visionary teaching methods, with effective supervision; (6) To implement a "full-day school" system.

Based on the established vision, mission, and motto, "School of Future Nation Leaders," SD Muhammadiyah Program Khusus Tangerang has succeeded in attracting the interest of the community to enroll their children due to its compelling vision, mission, and motto. These have played a crucial role in enhancing the school's quality. Therefore, this analysis is crucial for the principal to perform (Yulianti Fiyul, 2025).

After reviewing the school's vision and mission, the next step in the internal analysis is to examine the condition of the teachers. One impact of the government's Government Employees with Work Agreements program is noticeable at SD Muhammadiyah Featured Programs Tangerang, where 11

teachers left the school after passing the PPPK selection (J et al., 2023; Malahati et al., 2023). As a solution, the principal opened up teaching positions and quickly filled the required quotas. This success brought about the arrival of well-educated teachers, some even holding Master's degrees. Most of them are young, born in the 1990s and later, making them valuable assets for the principal in implementing future educational programs due to their motivation and high energy.

External Environmental Analysis

The external environment includes elements that affect the organization and are also influenced by it. In the external environmental analysis, SD Muhammadiyah Featured Programs Tangerang takes into account the school's geographic location near strategic places, such as the Tangerang Sub-district Office, Alun-Alun Pengging, and Pengging Tourist Bath. This strategic geographic position has a positive impact on the development of the school's programs and activities, which, in turn, supports the progress and improvement of educational quality at SD Muhammadiyah Featured Programs Tangerang (Nahuda, 2024).

External Environmental Analysis and the Principal's Strategic Planning

Further analysis of the external environment involves examining the parent association. The parent association at SD Muhammadiyah Featured Programs Tangerang is highly active and contributes positively to the school's progress. The association consists of several levels, starting with the smallest unit, which is the parent group per class. There is also the parent association per grade level, which includes all classes in one grade. For example, the grade 6 parent association includes parents from classes 6A, 6B, and 6C. The largest unit is the school-wide parent association, which gathers parents from all grades, from 1 to 6 (Sutarman et al., 2025).

This association usually organizes school-wide events, such as a recently held class cleanliness competition, with a committee formed by the school's parent association. Parents even willingly work late into the night to decorate their children's classrooms. For the grade-level parent associations, meetings are usually held twice a year, or once each semester. Some associations even agree to hold more than two meetings, depending on the agreement with the class teachers. The existence of this parent association is an important factor in supporting the principal's strategy to improve educational quality at the school.

Coordination with the Vice Principals

Planning aims to provide a reference for determining strategic implementation steps and setting the goals to be achieved in alignment with the established vision and mission (J et al., 2023). Therefore, the principal, along with staff and all coordinators, must analyze everything related to the programs to be implemented so that they can be executed optimally and positively impact the students, particularly in improving the quality of education in both academic and non-academic aspects.

The next strategic planning involves coordination with the vice principals. At SD Muhammadiyah Featured Programs Tangerang, there are four vice principals: one for curriculum, student affairs, facilities and infrastructure, and religious affairs. Before starting meetings or implementing strategies, the principal always discusses and coordinates with these four vice principals. Each vice principal offers input and helps design the programs to be carried out throughout the academic year. This coordination is crucial in assisting the principal with planning school activities and lightening their workload in designing programs.

Work Meeting

A work meeting (raker) is a critical activity within an organization to address various issues, whether routine or urgent, based on the organization's needs and challenges (Ramadhani et al., 2025). The final planning phase before implementation is the work meeting. At SD Muhammadiyah Featured Programs Tangerang, the work meeting is held annually before the new academic year begins. The meeting starts with an evaluation of the activities and programs conducted during the previous year. After the evaluation, each vice principal presents the programs and activities planned for the upcoming academic year. These programs are included in the school's academic calendar so that all teachers are aware of the planned agenda.

In addition, teachers are encouraged to propose new programs or activities to be implemented in the new academic year. By offering suggestions and feedback on school programs, teachers contribute to improving the quality of education at the school.

Implementation of the Principal's Strategy in Improving Educational Quality at SD Muhammadiyah Featured Programs Tangerang

Strategy implementation is the phase where management translates the strategic plans and policies into concrete actions through program development, budgeting, and procedures (Ningsih et al., 2024). In this phase, the plans must be clearly communicated so they can be understood by all members of the organization, as implementing strategies requires coordination among individuals. Leadership expertise is essential to motivate and ensure the successful execution of the planned programs.

Based on the research, here is the implementation of the principal's strategy in enhancing the quality of education at SD Muhammadiyah Featured Programs Tangerang:

Task Distribution

The execution of a strategy requires good coordination among all members of the organization, especially between teachers and staff. The principal cannot work alone, even though they have high capability and commitment to serving the school. To ensure the success of the planned strategies, the principal, as the main manager, needs support from educators and other educational staff (Pusparini et al., 2024).

Selecting and placing the right individuals within the organizational structure opens up opportunities for the success of the school's programs or activities. Clear task distribution, with the appointment of coordinators or responsible individuals, facilitates supervision and evaluation of the implementation. This task distribution is carried out by the principal during the work meeting. Most teachers will take on the responsibility of being program coordinators. For grade 6 class teachers, they are not involved in major structural positions due to their already heavy workload. Therefore, grade 6 teachers only act as members or assist with other tasks that require help (Dewi et al., 2025).

Student Program Implementation

Several student programs have been planned and executed, with some programs being incidental (Azis & et al, 2025). Here are a few student programs that support the improvement of educational quality at SD Muhammadiyah Tangerang Special Program: (1) Student exchange to Malaysia and Singapore. This new program, which was implemented for the first time, provided valuable experiences for the principal and the participating students. Students had the opportunity to experience learning abroad. The program involved the principal and three students from grades 4, 5, and 6, and lasted for four days; (2) Memorization graduation ceremony. This is one of the school's flagship programs. Every year, SD Muhammadiyah Featured Programs Tangerang produces students with strong memorization skills. In the 2023/2024 academic year, the memorization graduation ceremony saw students who had memorized Juz 30, 29, and 26. During the examination, students were required to submit their memorization in a single sitting. The ceremony was held at a hotel to add a sense of significance and to honor the students and parents, which also motivates other students to complete their memorization to experience the same achievement; (3) Direct learning program. This unique program takes students outside the classroom to observe professions or trades firsthand. The program is usually held after the mid-semester evaluation and can be done once per semester or once a year. This program provides practical learning experiences outside the classroom, offering an enjoyable break from routine academic learning; (4) Etiquette habituation the goal of this program is to shape students' character by encouraging good behavior from an early age. It is hoped that when they grow up, these behaviors such as politeness and courtesy will become ingrained. This etiquette program was created by the principal and is outlined in a guidebook, focusing on small habits such as greeting teachers upon arrival, being honest, frequently saying thank you and sorry, eating and drinking while sitting, and many others; (5) Mandatory extracurricular activities the mandatory extracurricular activities at the school include (TS) and Hizbul Wathan (HW), while optional extracurricular activities cover a wide range of other activities. Mandatory extracurriculars

are for students in grades 3 and above, while students in grades 1 and 2 are in the introductory phase. Some teachers invite external instructors to teach certain extracurriculars, while others are taught by teachers who possess the necessary skills.

Teacher Program Implementation

To improve the quality of education, it is not only students who need programs, but teachers also need programs to enhance their competencies (Ibrahim, 2024). Here are some teacher programs that are part of the implementation of the principal's strategy in enhancing educational quality at SD Muhammadiyah Tangerang Special Program: (1) Workshop/in-house training (IHT). This program aims to enhance teacher competency through training or workshops, known as IHT at this school. The IHT program is conducted based on needs, and usually, experts from outside the school are invited to share their knowledge. The principal applies the principle that "a teacher who is unwilling to learn does not deserve to teach," making IHT sessions almost a regular event every semester; (2) KKG/MGMP SD Muhammadiyah Featured Programs Tangerang participates in the district-level teacher working group program, although training frequency is still limited. Additionally, subject teacher meetings are held at the school level and are led by the vice principal for religious affairs. Religious education teachers often hold discussions to share their experiences and challenges in teaching, improving each other's teaching practices; (3) Peer tutor program as teachers, it is not only important to impart knowledge to students but also to share knowledge with fellow teachers. The Peer Tutor Program at SD Muhammadiyah Featured Programs Tangerang is designed to enhance teachers' competencies. This program allows teachers to practice teaching their peers, fostering skill development and confidence. For example, a teacher skilled in reciting the Quran might teach others who need help, or a teacher with expertise in HW might teach other teachers how to effectively teach this subject (Halidjah, 2023b); (4) Recitation program a new program that started in the 2023/2024 academic year is the recitation program, held on the third Saturday of each month. Teachers participate in Quranic recitation sessions with guidance from the PAI teacher. While the school is an Islamic private school, some teachers may still need to improve their Quranic recitation skills. This program aims to help teachers who are not yet proficient to become more confident, while also further improving the skills of those who are already good at it.

Implementation of Programs Involving Parents

The relationship between SD Muhammadiyah Featured Programs Tangerang and the parents can be described as very positive (Yuniyanto et al., 2024b). This is evident from the active involvement of parents in various school programs, such as: (1) The Parent Association at SD Muhammadiyah Featured Programs Tangerang is very active, with each class having its own association. In addition, there is a combined parent association for grade levels, such as classes 6A, 6B, and 6C, which join together to form a single group. There is also a large association that includes parents from all classes. This association serves as a communication tool to quickly disseminate information about school programs or activities to parents. It also provides a platform for discussing class-related educational matters. The school facilitates these meetings twice a year, once each semester. However, some parent groups prefer to meet more frequently, usually once a month, and these gatherings are rotated between parents' homes, a practice known as *anjang sana*. This parent association significantly supports the school in carrying out activities and addressing financial issues. (Lestari, 2024); (2) Parenting program one of the most important programs is the parenting program, which is held before report cards are issued. This program typically invites expert speakers in parenting. Through this program, the school shows its concern for parents by providing guidance on how to educate children outside of school. Given that a child's education cannot be undone, it is crucial to provide the best support during their developmental years. The goal of this program is to help parents better understand their children's development; (3) Public lectures another important program for parents is the public lecture. This activity is valuable for enhancing the spirituality and religious knowledge of the parents. Many parents, due to their busy work schedules, do not have the time to deepen their religious knowledge. The public lecture offers parents an opportunity to learn more about their faith. Additionally, this event strengthens the bond between the school, parents, and between the parents themselves.

Implementation of External Relations Programs

Programs designed to enhance the quality of education require support from various stakeholders, both internal and external (Sirajudin et al., 2024). One critical role here is that of public relations, which acts as a liaison between the school and external parties. In general, the presence of public relations is vital for maintaining communication with stakeholders, sharing the school's vision, mission, goals, programs, and activities with the public. While there is no specific structural position dedicated to public relations, collaboration between the principal and vice-principals ensures smooth communication with external parties (Yuniyanto et al., 2024b).

Occasionally, the principal personally handles external relations or delegates the task to teachers or vice-principals. Some of the external relations programs at SD Muhammadiyah Featured Programs Tangerang include: (1) Partnerships with Foreign Educational Institutions: SD Muhammadiyah Foreign Educational Institutions Tangerang has recently initiated a partnership with foreign educational institutions, which is a commendable step, as it is rare for elementary schools to establish such collaborations. These partnerships can be a crucial strategy for improving the quality of education at the school. One outcome of this partnership is the student exchange program mentioned earlier. The principal plays a key role in ensuring the success of this program, with teachers and vice-principals also contributing based on their individual capacities; (2) Exploring Islamic arts and creations to commemorate the anniversary of SD Muhammadiyah Tangerang, the school hosts the annual event, which is a competition for early childhood education institutions. This program falls under the external relations category as it involves future students of the school. It also provides an opportunity for kindergarten teachers to participate, allowing them to showcase and develop their students' talents. Moreover, Eksis includes competitions for the teachers as well, enabling both students and teachers to contribute and benefit from the event.

Evaluation of the Principal's Strategy in Improving Education Quality at SD Muhammadiyah Featured Programs Tangerang

Evaluation is a series of activities designed to measure the success of a program. In management, expertise is necessary to manage and control various elements of the organization in order to achieve the desired goals. The purpose of strategic evaluation is to assess whether the implementation of the strategy aligns with the planning, and it requires monitoring, assessment, as well as feedback from various parties (Ramadhani et al., 2025).

The evaluation strategies implemented at SD Muhammadiyah Tangerang include: (1) Direct monitoring of program execution the principal does not only serve as the planner but also plays an active role in overseeing the execution of the planned programs. The principal closely monitors the implementation and often directly coordinates various activities. This hands-on approach allows the principal to observe any issues and make immediate corrections when necessary; (2) Classroom supervision to evaluate the quality of teaching, the principal conducts classroom supervision each semester. Prior to supervision, the principal creates a schedule detailing which classes will be observed, giving teachers time to prepare. In these sessions, teachers are expected to have their teaching materials well-organized, including lesson plans, syllabi, and annual and semester schedules. The presence of supervision encourages teachers to prepare their lessons more thoroughly, thereby improving the quality of instruction; (3) Principal performance evaluation not only are teachers supervised, but the principal also undergoes evaluation. When teachers are supervised by the principal, the principal is also evaluated by the educational supervisor at the district level. The Principal Performance Evaluation is typically conducted annually, with a more comprehensive evaluation every four years by district-level supervisors. Similar to teacher supervision, PKKS involves extensive administrative preparation, covering areas such as school development, managerial duties, and entrepreneurship. This process not only involves the principal but also the teachers, fostering teamwork and lessening the principal's workload; (4) Routine evaluations of the strategies implemented by the principal are conducted after the completion of programs or activities, or during meetings. At SD Muhammadiyah Featured Programs Tangerang, regular evaluations take place in daily, weekly, or monthly meetings. Daily evaluations occur each morning before teachers enter their classrooms, typically during the morning assembly, which includes a prayer followed by discussions.

Weekly evaluations are held every Saturday, before which teachers engage in activities aimed at enhancing their knowledge and competencies, such as studying religious texts, peer tutoring, and training sessions; (5) Magazine publication one of the purposes of publishing the school magazine is to present summaries or highlights of the various programs and activities that have taken place at SD Muhammadiyah Featured Programs Tangerang. The magazine also provides a space for teachers to express their creativity by writing poems, short stories, sharing experiences, and more. Through this magazine, parents and guardians are kept informed about their children's activities at school without the need for extensive communication (Nahuda, 2024). The magazine becomes a vital medium for disseminating information about the school's programs.

Concrete Successes: (1) Student achievement at SD Muhammadiyah Tangerang has increased significantly, with the average student score increasing by 20% in a period of 2 years; (2) The quality of teachers at SD Muhammadiyah Tangerang has increased, with 90% of teachers having teacher certificates and 80% of teachers having more than 5 years of teaching experience; (3) Community participation at SD Muhammadiyah Tangerang has increased, with 80% of parents of students being active in school activities and 90% of the community around the school being aware of the importance of education; (4) The quality of facilities and infrastructure at SD Muhammadiyah Tangerang has increased, with 90% of classrooms having adequate facilities and 80% of students having access to the library and laboratory.

Success Indicators: (1) Increasing the quality of education at Muhammadiyah Elementary School Tangerang as measured by increasing student achievement and the quality of graduates; (2) Increasing the quality of teachers at Muhammadiyah Elementary School Tangerang as measured by increasing teacher ability in teaching and developing the curriculum; (3) Increasing community participation at Muhammadiyah Elementary School Tangerang as measured by increasing community awareness of the importance of education and strengthening cooperation between schools and the community.

Factors Influencing Success: (1) Availability of adequate resources, such as budget, facilities and infrastructure, and competent human resources; (2) High quality teachers, who have good teaching and curriculum development skills; (3) High community participation, who have awareness of the importance of education and strengthen cooperation between schools and the community.

Barriers and Solutions of School Leadership in Improving Education Quality at SD Muhammadiyah Featured Programs Tangerang

In implementing the planned strategies, obstacles are inevitable. Muchtarom, 2024)However, when these challenges arise, the school principal should not give up or shy away, but instead seek solutions or alternative ways to address the problems (Astuti et al., 2022). Therefore, the principal must possess strong problem-solving skills (Ningsih et al., 2024). Some of the potential obstacles that may occur in implementing the principal's strategy to improve the education quality at SD Muhammadiyah Featured Programs Tangerang include:

Human error are inherently prone to mistakes. No one is perfect, so it is natural that errors may occur while carrying out assigned tasks. The causes can vary, such as lack of concentration, physical fatigue, or psychological distress. These factors can hinder the implementation of the principal's strategy. However, the principal must recognize that humans are not perfect and must be able to understand and address these errors. These obstacles should not stop or derail ongoing programs. Programs can still proceed and even succeed despite challenges like human errors.(Gh, 2024): (1) Lack of facilities and infrastructure SD Muhammadiyah Featured Programs Tangerang strives to provide the best facilities to support student learning. However, providing complete and adequate facilities in a short time is not an easy task. The lack of these facilities becomes one of the obstacles in the principal's strategy to improve the quality of education. Further{Citation}more, in today's era, the cost of goods is increasingly expensive, and if the funds are only used to meet the school's infrastructure needs, it could disrupt other educational requirements; (2) Nevertheless, the principal is making efforts to optimize the use of existing facilities as best as possible. Over time, the need for

more complete facilities will be met. With adequate facilities, students will feel more comfortable and motivated to participate in the learning process, which will certainly boost their motivation.

Solutions for Obstacles

Despite the challenges related to facilities, the principal has formulated solutions to overcome them. Some of the solutions implemented include (Dimitruk et al., 2025): (1) Teacher development with consistency maintaining consistency is not an easy task, but this is the solution provided by the principal to encourage teachers to keep their enthusiasm and consistency in working. Although fatigue is normal, seeing other teachers who maintain a strong work ethic due to their consistency can motivate others whose enthusiasm may be waning. In the field of education, there is no room for competition; instead, there should be collaboration. Everyone must support, encourage, and share goodness for the collective advancement (Yuniyanto et al., 2024a); (2) Collaboration with parents: given that most parents of the students belong to the middle to upper economic class, many parents willingly offer help when the school requires additional funding. As seen now, when the school is building new classrooms, many parents voluntarily contribute to the construction costs. This shows that parents feel a sense of belonging and ownership towards the school. When the school needs something, they immediately provide assistance without hesitation (Chaidir & Yasin, 2023).

Conclusion

Based on the findings and discussion, several conclusions can be drawn, including: (1) The principal's strategy in improving the quality of superior education at SD Muhammadiyah Tangerang is to improve teacher quality, develop a relevant curriculum, and increase community participation; (2) Factors that influence the success of the principal's strategy are the availability of resources, teacher quality, and community participation; (3) The success of the principal's strategy in improving the quality of superior education at SD Muhammadiyah Tangerang can be seen from the increase in student achievement, teacher quality, and community participation.

Based on the discussion and conclusions, several suggestions can be recommended, namely: (1) For teachers to improve teacher quality by providing continuous training and development of teacher skills; (2) For principals to develop a curriculum that is relevant to the needs of society and industry. and Increase community participation in education by providing activities that involve the community and strengthen cooperation between schools and the community; (3) For further research to develop a principal strategy model that can be applied in other schools.

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