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## THE ROLE OF THE PRIVATE LEADERSHIP IN IMPROVING THE QUALITY OF EDUCATION IN GALIH AGUNG PRIVATE HIGH SCHOOL KUTALIMBARU

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### Abstract

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The purpose of this research is to determine the roles of leadership, efforts, and obstacles faced by the school principal in enhancing the competency standards of graduates at Galih Agung Private High School, Kutalimbaru. The method used in this research is qualitative research with a descriptive approach. The research location is at Galih Agung Private High School, Kutalimbaru. The primary data sources for this research are the School Principal, the Vice Principal of Curriculum, the Vice Principal of Facilities and Infrastructure, and the teachers at Galih Agung Private High School, Kutalimbaru. Data collection techniques include observation, interviews, and documentation. The data analysis technique involves data reduction, data presentation, drawing conclusions, and examination of data validity using credibility, transferability, dependability, and confirmability. The research findings indicate that: 1) The role of the school principal's leadership in enhancing the graduates' competency at Galih Agung Private High School is demonstrated by setting a good example for educators, educational staff, and students. 2) The efforts made by the school principal in improving the graduates' competency at Galih Agung Private High School have been effective by collaborating with other campuses, consulting with psychologists, and planning special class programs. 3) The obstacles in improving the quality of education at Galih Agung Private High School include a lack of cooperation between parents and the school, where some parents are not very supportive of their children's abilities.

**Keywords:** Leadership; Principal; Quality; Education

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### INTRODUCTION

Education plays a crucial role in shaping an individual's life by fostering personal development and unleashing one's potential. Education and knowledge have a vital role in human existence, as they enable individuals to distinguish between right and wrong, good and bad. The progress of education significantly impacts the advancement and sustainability of human resources within a nation and country. In the current era of globalization, every country is demanded to have high-quality human resources due to intense competition. To achieve qualified human resources, a well-established education system is essential.

According to Langeveld, education is the provision of spiritual guidance and assistance for those who still require it. Zaharai Idris defines education as a series of communicative activities aimed at providing support for the comprehensive development

of a child, either through face-to-face interaction with adult educators or using various media (Rahman et al,2022).

Education is a strategic tool to improve the standard of living for individuals. Through education, people become intelligent, acquire skills, and develop good attitudes, enabling them to socialize effectively within society. Education is an investment that brings both social and personal benefits, elevating the dignity of the nation and nurturing individuals to become dignified human beings (Komariah, 2012).

Education plays a significant role in shaping an individual's character. It greatly influences whether a person's character is deemed good or bad based on normative standards. Recognizing this, the government takes education seriously, as a well-structured educational system is expected to produce a quality next generation capable of adapting to community, national, and state life. According to Article 1, paragraph 1 of Law Number 20 of 2003 concerning the National Education System:

"Education is a conscious and planned effort to create a conducive learning environment and learning process to enable learners to actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble character, and skills required for themselves, society, nation, and country" (Republic of Indonesia, 2003).

Based on the aforementioned National Education System Law, it is evident that education is a conscious and planned effort to develop learners and society into useful individuals for the nation, state, and religion. In a simple and general sense, education is a human endeavor to nurture and develop both physical and spiritual potentials in accordance with the values existing within society and culture.

However, the existing challenges in the education sector today pose a significant obstacle to achieving quality education (Zuliana, Jf, & Damanik, 2022). These problems are among the major factors contributing to the low quality of education in Indonesia today. The problems in Indonesia include the following:

1. Uneven distribution of education is a problem caused by a lack of coordination between the central government and regional governments, even in remote areas. This has led to communication breakdown between the central and regional governments, and a lack of empowerment in educational institutions to carry out the education process. The issue arises from the lack of control of education conducted by the central government in remote regions.
2. Teacher placement is still a prevalent issue in the education sector in Indonesia, where teachers are often placed in subjects or fields not aligned with their expertise, leading to suboptimal teaching performance. The unpreparedness of teachers in teaching is caused by various factors, including their educational background not being in line with the subjects they are assigned to teach.
3. Low teacher quality, as educators play a crucial role in the success of education. Being a teacher carries significant responsibility, but many teachers view it as an easy job done solely for income. Indonesia needs qualified and professional teachers who see their role as a calling rather than just a job requirement (Suparno, 2004).
4. Low student achievement is influenced by numerous factors, including internal and external ones. Internal factors include insufficient nutrition, lack of motivation from oneself or others, and conflicts within the family. External factors include the quality of teachers, inadequate facilities, and environmental factors like lack of support for education, negative peer influence, and others.
5. Inadequate facilities and infrastructure are still prevalent in certain schools, with some schools lacking basic facilities altogether. The low quality of educational facilities and

infrastructure can be attributed to factors such as delayed funding disbursement, misuse of school funds, poor maintenance, lack of school supervision, and other reasons. Consequently, many students cannot fully enjoy the benefits of proper educational facilities, even though adequate facilities can enhance students' learning outcomes (Nurhuda, 2019:130).

Education in Indonesia, as stated in the Minister of National Education Regulation Number 63 of 2009 concerning the Education Quality Assurance System, Article 3, should be:

"Education for all that is inclusive and non-discriminatory towards students based on any background; lifelong learning centered on students, treating, facilitating, and encouraging students to become independent learners who are creative, innovative, and entrepreneurial; and education for sustainable development, which is education that can develop students to be a blessing to all of nature" (Permendiknas, 2009:05).

Improving the quality of education is achieved through ongoing standardization and professionalization efforts, which require understanding from various parties about the changes occurring in various components of the education system. One of the factors in enhancing the quality of education is the role of school principals and educators who are professionals tasked with planning and implementing the learning process, providing guidance and training, as well as conducting research and community service (Nunzairina, et. al 2021).

Quality education aims to enhance the quality of education as stated in the objectives of education in Law Number 20 of 2003 concerning the National Education System, Article 1, which aims to develop the potential of learners to become individuals who are faithful and devoted to the One Almighty God, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible citizens (UU No. 20 Tahun 2003).

To achieve educational goals, good managerial skills are required in the education sector. Stoner & Fremaan in Karwati & Priansa (2013:137) state that management is a process of planning, organizing, executing, and supervising the work of organization members and utilizing all available organizational resources to achieve organizational goals. Wijaya, Zein, & Hasibuan (2020:82) defines leadership as an art of influencing others and directing their desires, abilities, and activities to achieve the leader's goals.

Leadership is a crucial part of any organization, whether it is small or large, as it involves the active process of leading or controlling an organization. Leadership plays a role in the sustainability of an organization. Thus, one of the strategic roles of an individual in an organization, apart from being a manager, is to be a leader. There are four main roles of effective leadership: being a direction setter, a change agent, a spokesperson, and a coach.

The education sector also requires leaders who can bring fundamental and comprehensive changes, and can direct their members to create a high-quality institution. This can be achieved through leaders who have high education, particularly in schools where the leader is the school principal. To achieve the national goal of improving the quality of education, preparation is required from various parties, including teachers. Teachers have a significant role in achieving the quality of education as they directly interact with the students. The success of education in schools highly depends on the performance of teachers (Darmadi, 2015:161).

A school principal will be considered successful if the institution they lead is successful. A school principal is a teacher (in a functional position) given the mandate to hold a structural position at the school. The task assigned to a teacher to lead a school with a learning process is referred to as a school principal (Wahjosumidjo, 2022). The success of a school principal can be seen from their ability to implement their role as a leader, understanding the school's situation in-depth, and comprehending the complexity of the school's uniqueness.

The school principal, as a leader, is tasked with leading their subordinates in the school where the teaching and learning processes take place. The school principal holds full responsibility for the quality of human resources within the school, with the aim that each of them can fulfill their assigned tasks. Moreover, a leader/school principal is also accountable for achieving the educational goals, which should be accomplished based on the actions of the members or subordinates under the leader's command (Syukri, 2021). As an educational leader, the school principal is required to fulfill their duties and responsibilities related to educational leadership to the best of their abilities, including being an instructional leader. The role of a leader significantly determines the direction and the nature of the organization they lead. Thus, a leader can unify an organization's strength to grow and expand. Similarly, the school principal, as a leader in a formal educational institution, plays a crucial role in empowering educators (Sulistiyorini, 2006).

Various studies have been conducted regarding the school principal's leadership in improving the quality of education. One of these studies was conducted by Nuryani (2013:04) on *The Leadership of School Principals in Improving the Quality of Education at SMP Negeri 3 Ungaran*, in which it was found that the school principal's ability to manage SMPN 3 Ungaran made the school an outstanding institution in Ungaran Regency. Student activities ran smoothly, and both teachers and students showed good performance. The teachers demonstrated high professionalism through their discipline and the 100% student graduation rate. Regular supervision activities were carried out to promptly address any teacher weaknesses.

In this study, the researcher found both similarities and differences compared to previous studies. The similarity was that both studies examined the quality of education, but the difference was that this current study focused solely on the competency standards of graduates. As a leader, the school principal is expected to be capable of planning, organizing, directing, and supervising. Therefore, the principal of SMA Swasta Galih Agung is required to continually develop a work program plan and constantly improve the school, both in terms of preparing graduate competencies and providing facilities and infrastructure. This way, the school can become a high-quality educational institution. In the Kutalimbaru district, there are five Senior High Schools (SMA) that are the focus of the researcher.

The researcher is interested in conducting research at SMA Swasta Galih Agung because it is the most popular school in terms of students, consisting of students from various areas, both from the Deli Serdang district, Medan city, and even from outside the province of North Sumatra. Furthermore, the school has adequate facilities and infrastructure compared to the other five schools in the Kutalimbaru district. When considering the quality standards of education, which refer to the Indonesian Government Regulation number 57 of 2021 concerning the National Education Standards, the improvement of education quality is assessed through graduate competency standards, content standards, process standards, teacher and educational staff standards, facility and infrastructure standards, management standards, financing standards, and assessment standards".

## **METHODS**

This research is conducted using a qualitative descriptive approach (Sugiyono, 2011). The descriptive approach is one type of research that aims to systematically, factually, and accurately describe specific population facts or phenomena in detail. Descriptive research is carried out to understand the values of independent variables, whether one or more, without making comparisons or establishing relationships between variables (Rangkuti & Lubis, 2016). In this study, the researcher aims to describe the facts related to the role of school principal's leadership and teacher professionalism in improving the quality of education at SMA Swasta Galih Agung Kutalimbaru. The study will collect qualitative data and analyze it according to the characteristics of the data found in the field.

The research is related to the role of school principal's leadership and teacher professionalism in improving the quality of education at SMA Swasta Galih Agung Kutalimbaru. The data sources used to obtain information in this research can be divided into two types: primary data sources, which are the main data received directly from the School Principal, Curriculum Coordinator, Infrastructure Coordinator, and teachers at SMA Swasta Galih Agung Kutalimbaru, also known as key informants using the snowball method, where information is gathered and grows from one informant to another. Meanwhile, secondary data sources are obtained from documents, data, and reference books that address the research problem, acquired from relevant sources during the study.

The data collection techniques used in this study are observation, interviews, and documentation. Data analysis in this research consists of three levels: analysis at the initial stage, analysis during data collection in the field, and analysis after data collection is completed. The data is analyzed using the interactive qualitative data analysis model which includes data reduction, data presentation, and conclusion, as qualitative research requires in-depth and sufficient data collection in line with the focus and objectives of the study. To enhance the validity of the research findings, the researcher adheres to data validity standards, which include credibility, transferability, dependability, and confirmability.

## **RESULTS & DISCUSSION**

The school principal, as the leader of the school, has the responsibility to manage education and achieve goals in line with the school's vision and mission. The role of the school principal is crucial in improving the quality of education to produce quality graduates. Graduate competency standards are minimal criteria for attitudes, skills, and knowledge that reflect students' abilities based on their learning outcomes. The school principal's leadership plays a role in enhancing graduate competencies through various roles, such as an educator, manager, administrator, supervisor, leader, innovator, and motivator.

The researcher conducted an interview with Mr. MAK, the school principal, regarding his role in improving graduate competencies. He stated:

"As the school principal here, I play a significant role in improving the quality of education, which, in turn, impacts the quality of our graduates. My role is to guide and direct the teachers to perform their duties, thus enhancing their teaching quality, which, in turn, contributes to producing quality graduates. This is not only limited to the teachers but also includes all individuals involved in this

school institution, such as the Vice Principals (curriculum, student affairs, and administration), administrative staff, and the students themselves. In terms of improving the teachers' quality, we often organize workshops or training programs where we invite expert consultants in their respective fields. Additionally, I personally coordinate with the teachers once a month to provide guidance and direction in enhancing their professionalism in teaching" (Principal Interview, Monday, April 10, 2023).

The interview above clarifies that the role of the school principal as a leader in the school starts by inviting expert consultants to conduct workshops or training programs to provide guidance to teachers, thereby enhancing their professionalism and personal development, which ultimately impacts the improvement of the quality of education and, consequently, the quality of the graduates. This information is further reinforced by the results of observations and documentation obtained by the researcher in the field.



**Figure 1.**  
Teacher and Education Personnel Workshop

The picture above shows a workshop conducted by the school principal for teachers and education staff at SMA Swasta Galih Agung with the theme of enhancing the professionalism of teachers and education staff. Not only organizing workshops to improve the professionalism of teachers and education staff, but the school principal also plays the role of a manager in empowering quality graduates through collaboration with teachers. This is done by planning at the school level to enhance the competency of graduates. Additionally, the school principal acts as a motivator to encourage students in improving their attitudes, skills, and knowledge.

The results of this research aim to reveal the findings obtained by the researcher, which are based on the research focus concerning the formulated research questions that the researcher has investigated and observed.

#### 1. The Role of Principal Leadership in Improving the Quality of Education on Graduate Competency Standards at Galih Agung Private High School

Based on the research findings regarding the role of the school principal's leadership in enhancing graduates' competencies at SMA Swasta Galih Agung, it is evident that the principal sets a good example for educators, education staff, and students. They possess the ability to guide, direct, and coordinate their subordinates to achieve common goals in enhancing graduates' competencies at the school. The

principal emphasizes the importance of balancing the attitudes, skills, and knowledge of the students to improve their competencies.

Moreover, the school principal provides motivation through advice, support, and guidance, and even takes the initiative to reward their subordinates, fostering a sense of dedication among educators and education staff to enhance graduates' competencies, ultimately resulting in increased enthusiasm among students for learning and producing quality graduates. Additionally, the school principal also acts as a manager in empowering quality graduates through collaboration with teachers, including planning at the school level to improve graduates' competencies, and as a motivator in encouraging students to enhance their attitudes, skills, and knowledge.

In a study conducted by Lestari (2019) on the role of school principal leadership in improving educational quality, the following points were found: (1) The role of the school principal at MTs Masyariqul Anwar in improving educational quality is crucial. The school principal is seen as a key figure who determines the direction and success of the school. The principal's role at MTs Masyariqul Anwar has been optimal, as they spend sufficient time at the school, supervise teachers every morning, conduct evaluations, and provide training to the teaching staff, resulting in adequate school administration. The principal's democratic leadership style positively influences the members of the school. (2) The improvement of educational quality at Mts Masyariqul Anwar Caringin Labuan has been quite satisfactory. This includes meeting the school community's needs, formulating the school's vision and mission, implementing the programs (syllabus and lesson plans) that have been arranged, and conducting evaluations. The school also facilitates students' interests and talents through extracurricular activities such as Scouts, PMR (Indonesian Red Cross Youth), flag-raising team, speech competitions, table tennis, and Qur'an memorization contests, supporting students in various competitions at the district, regency, and KKM (Medan Regional). However, there is still room for improvement in terms of facilities and infrastructure. The laboratory for science subjects and language subjects needs improvement, and there is a lack of computers, leading to inadequate IT facilities for students. (3) The achievements of the school principal's leadership in improving educational quality at Mts Masyariqul Anwar Caringin Labuan are notable. The majority of graduates are able to continue their education in both public and private schools and can compete in various competitions at the district and KKM levels. The school produces students who can read the Qur'an and study the "kitab kuning" (classical Islamic texts). Currently, the school is constructing new buildings to add more classrooms, aimed at improving educational quality. Additionally, the school has fostered a comfortable work environment and established good communication with stakeholders. The teachers have also shown improvement in administrative matters, particularly in teaching equipment.

Based on this research, the researcher made a comparison with relevant research findings presented by Lestari (2019), which share similarities in terms of the role of school principal leadership in improving educational quality, with the school principal's ability to bring about change, develop programs, and guide educators and education staff towards professionalism. However, in this study, the researcher focused solely on the role of the school principal in enhancing graduates' competencies at SMA Swasta Galih Agung, resulting in a study that highlights the excellent and optimal role of the school principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator in enhancing the standards of graduates' competencies, focusing on attitudes, skills, and knowledge of the students, leading to the production of quality graduates.

The school principal, as the primary leader in the school, bears significant responsibility for advancing the educational institution. One crucial aspect that concerns the school principal is enhancing graduates' competencies. The standards of graduates' competencies encompass the minimum criteria for attitudes, skills, and knowledge that reflect the achievement of students' abilities from their learning outcomes. In order to improve graduates' competencies, the school principal strives to provide the best for students who plan to continue their education to higher levels, such as universities. During the interview with Mr. MEK, the school principal, he shared his efforts in enhancing graduates' competencies at his school:

"As a leader in this school, I also have superiors as this school is under the auspices of the pesantren foundation. Thus, we, as leaders, have collaborated (MoU) with the Rector of the University of Sumatera Utara, Prof. Dr. Muryanto Amin, S.Sos, M.Si. to enable this school to synergize with USU in improving the quality of education in this school, which will ultimately impact the quality of its graduates. This collaboration has been well-received by him because it benefits both parties, as it provides a platform for the implementation of the independent campus program at USU, and we have also signed MoA with several faculties at USU, including the faculties of medicine, dentistry, and cultural sciences. Moving forward, this school will continue to establish cooperation with other faculties at USU to enhance the quality of education in this school, especially to facilitate our students in pursuing their desired faculties" (Interview with the school principal, Monday, April 10, 2023).



**Figure 2.**

Picture of Galih Agung Private High School MoU with the University of North Sumatra

The efforts made by the school principal to establish cooperation with universities to facilitate and provide opportunities for students to be accepted into those universities are commendable. Another effort undertaken by Mr. Mahmud El Khudri, S.Ag, the school principal, in enhancing graduates' competencies is by inviting a psychologist to assist in guiding and directing students in choosing majors that align with their abilities. This was emphasized by Mr. MS, the Vice Principal of the school, who stated:



"At this school, we prioritize the development of students' competencies, which will be beneficial for their future careers. Besides the learning provided by teachers in accordance with their respective majors, the school also provides support by collaborating with external parties, namely psychologists. These psychologists help guide students in choosing majors that align with their potential, so that they do not make the wrong decision. Regarding graduates' competencies, the school principal, together with us, has made maximum efforts to achieve the highest percentage in improving graduates' competencies, as evidenced by many students, like Dyah, who have entered State Universities (PTN) through the SPAN-PTKIN and SNBP invitation pathways, and thankfully, many of them have been accepted this year." (Interview with the Vice Principal, Friday, April 14, 2023)

From both statements above, through the school principal and the Vice Principal, it can be observed that the programs implemented by the school principal have been successful and accomplished. The programs carried out by the school principal include the outstanding science class program, which has been running for one year, and the Gen-Zi tutoring program. These programs have resulted in producing students with attitudes, skills, and knowledge, and as a result, the students have been able to achieve success in science Olympiads and other competitions.

2. Efforts made by the Principal in Improving the competency of graduates at Galih Agung Private High School

Based on the research findings observed in the field, the efforts made by the school principal to enhance graduates' competencies at SMA Swasta Galih Agung have been commendable, as follows:

- a. The school principal collaborates with universities through a Memorandum of Understanding (MoU) with one of the campuses in North Sumatra, namely the University of North Sumatra. The purpose of this MoU is to facilitate students' access to higher education.
- b. The school principal invites psychologists to guide and direct students in choosing majors that align with their interests, abilities, and potentials. This is to ensure that students do not make incorrect choices in selecting majors, preventing undesirable situations that occurred in previous years when students who passed through the SPAN-PTKIN and SNBP invitation pathways did not pursue their chosen majors due to mismatching with their abilities and interests.
- c. Another effort made by the school principal to enhance graduates' competencies is through planning educational programs. Some of the implemented programs include the Outstanding Science Class program, which has been running for a year, and the free Gen-Zi tutoring program. These programs have resulted in producing students with positive attitudes, skills, and knowledge, achieving excellent performance in science Olympiads.

These efforts are in line with Regulation of the Minister of Education and Culture No. 5 of 2022 on Graduates' Competency Standards, which states that "Graduates' competency standards are the minimum criteria for attitudes, skills, and knowledge that demonstrate students' achievements from their learning outcomes at the end of their education level."

This is also supported by Aulia Rahman's research findings, which showed that the school principal's efforts to enhance graduates' quality involved improving teacher competencies, adding additional lessons taught by guest teachers, implementing discipline, and improving school facilities and infrastructure. To ensure the quality of graduates, the school principal consistently provides additional class hours on specific days and times, guided by teachers and guest teachers in collaboration with the school (Rahman, 2022).

The research findings above indicate that to enhance the standard of graduates' competencies, the school principal needs to make efforts such as improving teacher competencies, adding additional lessons taught by guest teachers, and implementing discipline for educators, educational staff, and students. Based on the research conducted at SMA Swasta Galih Agung, it was found that the school principal's efforts to enhance graduates' competencies include adding student class hours through Gen-Zi tutoring, which invites guest teachers, as well as creating an Outstanding Science Class program to provide students with more knowledge according to their individual needs to achieve the desired graduate competencies. Additionally, the school principal has established a Memorandum of Understanding (MoU) between SMA Swasta Galih Agung and the University of North Sumatra, which facilitates students' entry into the university.

Improving the quality of education towards betterment is not an easy task, as there are obstacles that add challenges to achieving desired targets in an institution. Overcoming these obstacles involves continuous improvement. The researcher interviewed Mr. MEK, the school principal, about the obstacles he faced in enhancing the school's quality of education:

"The obstacles we often face in improving the quality of education in the school are the lack of collaboration between parents and the school. Not all parents are willing to support the competence and abilities of the students, resulting in limited opportunities for students to participate in further programs that align with their capabilities" (Principal's Interview, Monday, April 10, 2023).

Mr. MS, the Vice Principal, also provided his response regarding the obstacles faced in enhancing the quality of education, stating:

"The obstacles we often face in improving the quality of education, especially regarding the students' graduation rate to enter higher education, are that some students have no desire to pursue further education due to various factors, including lack of parental support, economic factors, and discrepancies between the interests and abilities of the students and their parents' desires" (Vice Principal's Interview, Friday, April 14, 2023).

The interview results above indicate that the obstacles in enhancing the quality of education at SMA Swasta Galih Agung include the lack of collaboration between parents and the school, where some parents do not fully support their child's abilities. The parents prioritize their desires over recognizing their child's capabilities, leading to discrepancies between the students' abilities and their parents' wishes. Furthermore, there are some students who do not desire to pursue further education due to various factors, including lack of parental support, economic factors, and discrepancies between the students' interests and abilities and their parents' desires.

3. Obstacle factors in improving the quality of education in Galih Agung Private High School

Based on the research findings, it is evident that the obstacles in improving the quality of education at SMA Swasta Galih Agung are the lack of collaboration between parents and the school, where some parents do not fully support their child's abilities. The parents prioritize their desires over recognizing their child's capabilities, resulting in a mismatch between the students' competencies and their parents' wishes. Additionally, there are some students who do not desire to pursue further education due to various factors, including lack of parental support, economic factors, and discrepancies between the students' interests and abilities and their parents' desires.

Furthermore, the research results show that the obstacles experienced by teachers at SMA Swasta Galih Agung include students who are not interested in participating in tutoring activities organized by the school. Additionally, some students are often absent during class hours, as they tend to stay in the dormitories, which leads to their falling behind in lessons and a decline in their achievements. This aligns with the research conducted by (Suleman, 2021) which found that low student activity and attendance in the learning process affect the quality of education. Therefore, educational institutions make various efforts to encourage active participation and attendance of students on campus through various policies or the provision of adequate facilities to realize improvements in the quality of education.

Based on this research, the researcher compares it with relevant research findings disclosed by Mulyana Abdullah, who stated that the success of an educational program organized by a school organization is difficult to achieve without alignment of perspectives between the school principal, teachers, parents, and the community regarding the true meaning of education and how the educational process should be conducted in the school. Thus, it is crucial for school leaders, including the principal, teachers, and the community to work together comprehensively in achieving educational goals to produce future generations with good quality in knowledge, skills, attitudes, and morals (Abdullah, 2018). From the comparison of the research findings above, it indicates that one of the challenges in improving the quality of education is the lack of discipline among students in their activity and attendance during the learning process, as well as insufficient support from parents. This is consistent with the research conducted by the researcher, where some students rarely attend class, which affects the quality of education and their future graduate competencies.

## CONCLUSION

Based on the research and analysis presented in the previous chapter regarding the role of school principal's leadership in improving the quality of education at SMA Swasta Galih Agung, the following conclusions can be drawn:

1. The role of the school principal's leadership in improving the competencies of graduates at SMA Swasta Galih Agung is highly commendable. The school principal's leadership role in enhancing the quality of graduate competencies at SMA Swasta Galih Agung is exemplary and optimal, as seen from the aspect of leadership where they consistently provide motivation, guidance, and teamwork collaboration to manage and enhance the quality of education and graduate competencies, resulting in producing high-quality graduates.
2. The efforts made by the school principal in improving the competencies of graduates at SMA Swasta Galih Agung have been highly effective. The school principal's efforts

in enhancing the competencies of graduates at SMA Swasta Galih Agung have been outstanding, demonstrated through the implementation of the Excellent Science Class program and the Gen-Zi tutoring program. These initiatives have led to the achievement of remarkable student successes, including winning national-level science Olympiads. Furthermore, the school principal has established a partnership with Universitas Sumatera Utara to facilitate student access to higher education.

3. The obstacles faced by the school principal in improving the quality of education at SMA Swasta Galih Agung are as follows: a lack of collaboration between parents and the school, where some parents do not fully support their child's abilities and prioritize their own desires over recognizing their child's capabilities, resulting in a mismatch between the students' competencies and their parents' wishes. Additionally, there are some students who are not willing to continue their education to higher levels due to various factors, including lack of parental support, economic factors, and discrepancies between the students' interests and abilities and their parents' desires. Moreover, there is a lack of discipline among students in attending the tutoring sessions organized by the school, as some students do not participate in these supplementary learning activities.

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