Implementation of the Principal's Managerial Function in Improving the Quality of Education Based on Education Report Achievements

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Abstract: This study aims to describe the role of the principal in improving academic quality through managerial functions at SDN 02 Bumirejo. The background of the study is based on the importance of principal leadership in optimizing educational resources to achieve quality academic outcomes. The study used a qualitative approach with a descriptive type. Research subjects were selected by purposive sampling which included the principal, teachers, education staff, and the school committee. Data were obtained through interviews, observations, and documentation, then analyzed through the stages of reduction, presentation, and drawing conclusions with validity tests using technical triangulation. The results of the study indicate that the principal carries out four managerial functions in an integrated manner, namely planning, organizing, directing, and evaluating. Program planning is carried out in a participatory manner and based on Education Report Card data. Organization is carried out with the principle of suitability of tasks and competencies and optimization of infrastructure. Direction is carried out with an instructive and motivational approach through open communication and continuous professional development. Evaluation is carried out routinely through supervision, providing feedback, and concrete follow-up. All of these functions impact teacher competency, create a conducive work climate, and improve student literacy and numeracy outcomes. Thus, this study confirms that effective principal leadership contributes significantly to improving the academic quality of elementary schools.

Keywords: Academic quality; Elementary school Principal; Managerial function

Introduction

Basic education is a crucial foundation for developing superior human resources. At the elementary school level, educational strategies are geared toward ensuring students not only master academic competencies but also develop strong character and are prepared to face future challenges (Bhardwaj et al. 2025); (Tejedor et al. 2019). The quality of education in elementary schools is largely determined by academic achievement, which reflects the success of the educational unit. Therefore, leadership from a principal capable of optimizing all educational resources is essential (Ibrahim et al. 2024); (Gechere, Oumer, and Ouke 2025). According to Arifin et al., 2024, the principal plays a strategic role in improving academic quality. He serves not only as an administrator but also as a manager, supervisor, innovator, and motivator (Pitriyani 2023). (Wiratmoko, Ahmad, and Rahmawati 2021), emphasize that the effectiveness of the principal's managerial function has direct implications for improving academic quality because the principal is able

to direct teachers and create a conducive school climate. Thus, academic success is significantly influenced by the principal's leadership in carrying out their managerial functions (Constantia et al. 2023); (Ridwan 2021); (Shaked 2025).

National regulations emphasize the importance of the principal's role. Ministerial Regulation of Education, Culture, Research, and Technology Number 40 of 2021 emphasizes managerial competencies, such as developing plans, managing implementation, and supervising educational programs. Meanwhile, Ministerial Regulation of Education, Culture, Research, and Technology Number 62 of 2023 emphasizes educational quality standards, which encompass academic achievement, curriculum implementation, learning effectiveness, and teacher professionalism. This demonstrates that the academic quality of elementary schools is highly dependent on the principal's managerial capacity (Umsiyah 2023). Optimizing the principal's role has been shown to positively impact the quality of learning in elementary schools (Sutrisna and Rohmadi 2024); (Wahidah, Amrulloh, and Hakim 2024). In practice, the principal acts as a learning leader, creating a positive academic culture, fostering teacher collaboration, and ensuring school policies consistently focus on student learning outcomes (Plaku and Leka 2025); (De Jong, Meirink, and Admiraal 2022).

The principal's role as a manager is not merely technical but also strategic in maintaining the continuity of the school's academic quality (Alwi and Mumtahana 2023); (Artanti et al. 2024). Educational management theory also positions the principal as the primary actor bridging policies, learning practices, and academic outcomes (Lisnawati 2018). However, the reality on the ground demonstrates that principal leadership has a significant impact on academic achievement (Er 2024); (Pardosi and Utari 2022). The education report of Bumirejo 02 Elementary School over the past three years demonstrates the dynamics of achievement in numeracy, literacy, and character building. These changes demonstrate that success and decline in achievement are closely related to the implementation of the principal's managerial functions (Sufrida, Yusrizal, and Usman 2022). This demonstrates a direct relationship between leadership practices and school academic quality.

Based on the above description, this study focuses on the role of the principal at SD Negeri 02 Bumirejo in managing academic quality improvement through four aspects: planning, organizing, directing, and program supervision. The novelty of this study lies in the emphasis on the principal's managerial function as the main focus, distinguishing it from previous research. This study is expected to provide theoretical and practical contributions, as well as serve as a model of managerial strategies that can be used as a reference for improving academic quality in elementary schools.

Method

This study employed a qualitative approach with a descriptive approach chosen to gain an in-depth understanding of the principal's role as a manager in improving academic quality at SDN 02 Bumirejo. This approach enabled researchers to explore the meaning of participants' experiences and perspectives, ensuring a naturalistic understanding of the information obtained, consistent with the research focus (Lim 2025). Descriptive research was used to systematically and factually describe various aspects of the principal's role, from planning, organizing, directing, and supervising academic quality improvement programs (Susanti, Harahap, and Warlizasusi 2024). The study took place at SDN 02 Bumirejo for three months, from July to December 2025. The research design was implemented in stages, including preparation, data collection, data reduction, data presentation, conclusion drawing, and data validation. This study employed a qualitative approach with purposive sampling, a technique used to select subjects based on specific considerations (Ahmed 2024); (Hossan, Dato' Mansor, and Jaharuddin 2023); (Zickar and Keith 2023). The selected subjects were individuals deemed to have the most understanding, experience, and direct involvement in the principal's role as a manager in improving academic quality at SD Negeri 02 Bumirejo.

The study subjects included the principal, teachers, educational staff, and committee members involved in academic activities. The primary data sources in this study were individuals directly involved in implementing the academic quality improvement program at the school. Meanwhile, secondary data sources were obtained from official school documents, such as the School Work Plan (RKS), academic supervision reports, student assessment results, education quality report cards, and reports on learning program activities. This data includes information on the principal's planning, organization, direction, and motivation, as well as supervision and evaluation, including supporting and inhibiting factors in the implementation of these managerial functions. Data were collected through interviews, observations, and documentation, which were then combined to obtain a comprehensive picture of the principal's managerial role in improving academic quality.

The primary research instrument was the researcher herself, assisted by interview guidelines, observation sheets, and supporting documents. Data

were analyzed through stages of reduction, presentation, and conclusion drawing, which were carried out continuously from the beginning of data collection to the end of the study. To maintain data validity, the researcher applied triangulation techniques by comparing the results of interviews, observations, and documentation from the same source. With this procedure, it is hoped that the research results will provide a valid and reliable picture of the principal's strategies in managing and improving academic quality at SDN 02 Bumirejo.

Results and Discussion

Program Planning to Improve Academic Quality

Interviews indicate that the program planning process at SDN 02 Bumirejo is conducted collaboratively and participatory, involving all school elements. The principal stated, "At the beginning of each year, we develop the school program with teachers and educational staff so that everyone feels responsible for its implementation." This demonstrates that the principal implements a participatory planning approach that fosters a sense of shared ownership of school policies. A lower-grade teacher added, "We usually review students' literacy and numeracy scores from the previous year and then work together to find ways to improve them." A higher-grade teacher also emphasized, "The Education Report Card is the main reference in determining priorities, especially because numeracy scores are still below the national average." From these two statements, it is clear that data-driven planning forms the basis for school decision-making, particularly in identifying priority areas such as numeracy strengthening. This approach reflects a reflective culture within the school environment that aligns with the principles of data-driven decision-making in educational management.

In addition to focusing on academic achievement, the school also incorporates aspects of character building into its annual work program. The Islamic Religious Education (PAIBP) teacher explained that, "The academic program is not only about pursuing grades, but also character building through tadarus (religious reading), group prayer, and the Friday Blessing program." This demonstrates that the principal balances the cognitive and affective dimensions in planning school programs. Meanwhile, the school committee emphasized the importance of community participation in the process, stating, "We are often invited to meetings to provide input, especially on activities involving parents, such as family literacy." Committee participation strengthens the partnership between the school and the community, a hallmark of school-based management. Overall, planning at SDN 02 Bumirejo is collaborative, data-driven, and oriented toward strengthening student literacy, numeracy, and character.

Organizing School Resources

The principal of SDN 02 Bumirejo demonstrated strong managerial skills by assigning teachers and other educational staff based on their areas of expertise and experience. He explained, "We select senior-grade teachers who have strong experience in numeracy, while junior-grade teachers are patient and understand the early stages of literacy." A junior-grade teacher echoed this sentiment, stating, "We assign tasks based on our abilities, making it easier to focus on teaching." These findings indicate that the principal applies the principles of efficiency and professionalism in the allocation of tasks, maximizing individual competencies to improve the quality of learning. This competency-based approach reflects the implementation of managerial functions oriented toward work effectiveness and equitable distribution of responsibilities, which indirectly impacts improved student learning outcomes. The division of tasks at SDN 02 Bumirejo is carried out transparently and in a planned manner, through a decree (SK) issued at the beginning of the school year. A junior-grade teacher stated, "At the beginning of the year, we received a clear decree on assignments, so there was no overlapping work." A senior-grade teacher added, "The transparent division of roles allows us to be more focused and supportive of each other." Based on these results, it appears that the principal is able to create a structured work system and avoid unclear responsibilities among staff.

The interpretation is that a clear division of tasks not only streamlines performance but also fosters a sense of collective responsibility and work discipline within the school environment. With a clear system, coordination between teachers becomes more effective, ensuring that the implementation of academic quality improvement programs aligns with the school's goals.

Facilities and infrastructure at SDN 02 Bumirejo are managed optimally despite limited resources. The principal stated, "We maximize the available facilities, including simple teaching aids and the surrounding environment as learning resources." A lower-grade teacher added, "The reading corner is very helpful for children in literacy activities; although simple, it is effective." This statement illustrates creativity and efficiency in the use of school facilities. Interpretation of these results indicates that the principal possesses adaptive skills in managing physical resources with an innovative and contextual approach.

The use of the surrounding environment and simple tools as learning tools demonstrates a creative learning culture, in line with the spirit of active and contextual learning in the independence curriculum. This demonstrates that the effectiveness of facilities management does not solely depend on the availability of facilities, but on the ability of the principal and teachers to optimize what is available. The principal encourages innovation in learning by providing teachers with the freedom to experiment with new methods and media. A senior teacher stated, "We are encouraged to try new methods, such as mini-projects and problem-based learning." A junior teacher added, "He often praises the media work teachers create and suggests sharing it with colleagues." These findings indicate that the principal acts as a facilitator of innovation, providing moral and technical support to teachers. The interpretation is that providing space for innovation creates a work climate conducive to creativity, increases teacher confidence, and results in more engaging and meaningful learning for students. The principal serves not only as a supervisor but also as a change leader in developing contextual and learner-centered learning strategies.

Coordination and cooperation at SDN 02 Bumirejo are built through open and intensive communication between the principal, teachers, and educational staff. The Physical Education teacher explained, "Coordination is carried out through regular meetings and the school WhatsApp group, so information is conveyed quickly." The educational staff added, "The principal often engages us in discussions, not just giving orders." The interview results indicate that the principal implements a horizontal and participatory communication pattern. The interpretation is that good coordination reflects the effectiveness of the principal's managerial function in maintaining the flow of information, avoiding miscommunication, and strengthening teamwork. Through smooth coordination, every member of the school can work in harmony towards a common goal: improving academic quality and providing quality educational services. Teacher performance development at SDN 02 Bumirejo is carried out systematically and continuously through academic supervision and reflection on learning outcomes.

The principal stated, "We conduct supervision every semester to provide feedback and mentoring to teachers." The lower grade teacher added, "After supervision, we are invited to reflect and receive input on how to improve our teaching methods." These findings demonstrate that the coaching provided is not controlling, but rather guiding and supporting the improvement of teacher competency. The interpretation

is that the principal acts as an instructional leader, facilitating teachers in developing effective learning practices. This reflective supervision approach increases teacher motivation to innovate and improve teaching quality, ultimately positively impacting student learning outcomes and the school's academic quality. Fund management at SDN 02 Bumirejo is conducted based on the principles of transparency, accountability, and participation. The school committee stated, "We always know how the BOS funds are used because they are reported in quarterly meetings." The principal added, "We use the funds for learning priorities: books, teacher training, and teaching aids."Based on this statement, it can be interpreted that the principal carries out managerial functions in financial management openly and according to the school's needs. This transparency builds public trust while strengthening community participation in supporting academic activities. Furthermore, the use of funds directed towards improving teacher competency and learning resources demonstrates the principal's orientation towards sustainable development of educational quality. Therefore, sound fund management is a key supporting factor in achieving academic quality in elementary schools.

Guidance for Teachers and Education Personnel

The principal of SDN 02 Bumirejo carries out a directive function by providing concrete examples and strong moral encouragement to teachers and education staff. He stated, "I try to set an example and encourage teachers to be confident in trying new things." A senior high school teacher added, "The principal's guidance is practical and can be immediately implemented in the classroom." This statement demonstrates that the principal not only provides verbal instructions but also serves as a role model for learning innovation. The interpretation is that the principal acts as an instructional leader, guiding teachers through direct guidance and moral encouragement. This style of guidance builds teacher confidence and independence in designing effective learning, thus improving the quality of the teaching and learning process in the classroom.

The principal provides systematic and ongoing professional development for teachers through academic supervision and internal training. A PAIBP teacher stated, "We often receive small training sessions after supervision. The principal also provides support and advice." The principal emphasized this by stating, "We reflect together so that teachers can improve their teaching methods." The interview results indicate that the principal views professional development as a reflective process, not merely an evaluative one. The

mentoring provided is oriented toward improving teacher competency, both in lesson planning, implementation, and formative assessment. This approach demonstrates that the principal serves not only as a supervisor but also as a facilitator and mentor, encouraging teachers to become lifelong learners.

Communication between the principal and teachers at SDN 02 Bumirejo is open, two-way, and warm. A senior-grade teacher stated, "Two-way communication allows us to freely express our problems without fear of judgment." An education staff member added, "The principal listens to input and often offers realistic solutions." The interviews demonstrate that the principal practices democratic and empathetic communication. Effective communication is key to creating harmonious working relationships within the school. The principal does not position himself as the sole authority but rather as a discussion partner who is open to teachers' ideas and concerns. This communication pattern creates a more inclusive and conducive work environment, ultimately strengthening collaboration in the implementation of academic quality improvement programs.

In the area of learning, the principal plays an active role in guiding teachers to implement a student-centered approach. The principal stated, "I want student-centered and differentiation-based learning." The lower grade teacher added, "We were asked to adapt the method to the students' abilities." This demonstrates the principal's understanding of the main principles of the independent curriculum, which emphasizes differentiation and diverse learning needs. The interpretation is that the principal's direction is not merely administrative but substantive, focusing on the quality of the learning process. By encouraging teachers to understand student characteristics, the principal helps create adaptive and meaningful learning. This approach demonstrates the principal's orientation toward humanistic learning that is responsive to student needs. The principal's coaching is not temporary but rather ongoing to ensure continuous improvement in teacher competency. The Physical Education and Health (PJOK) teacher stated, "After the activity, we reflected together. The principal provided input for the next activity." The PAIBP teacher added, "The forum for sharing good practices at school provides a platform for us to learn from each other." Based on these results, it can be interpreted that the principal has succeeded in building a sustainable professional learning ecosystem among teachers.

This ongoing coaching reflects the implementation of a learning organization, where the school becomes a place where teachers learn from each other and grow together. This strategy not only improves individual competency but also strengthens the school's collective capacity to achieve higher academic quality. The principal demonstrated the ability to motivate teachers and education staff through rewards and positive emotional approaches. The senior-grade teacher stated, "He always gives appreciation, whether verbally or through small rewards." The education staff member added, "We are motivated by a family-like approach, not pressure." These statements indicate that the principal employs a humanistic leadership style, emphasizing rewards and interpersonal relationships. The interpretation is that providing motivation plays a crucial role in maintaining teacher morale and satisfaction. An approach that prioritizes moral support creates a positive work climate, fosters a sense of ownership in the school, and increases teacher commitment to achieving academic targets. This aligns with the principles of transformational leadership, which foster inspiration and loyalty through empathy and trust. The principal builds a culture of cooperation within the school through collaborative and participatory strategies.

A senior-grade teacher stated, "We are often invited to plan joint activities across subjects." The school committee added, "We are involved in major activities to strengthen the relationship between the school and parents." The interviews indicate that the principal views collaboration as fundamental to the school's organizational success. The interpretation is that the culture of cooperation fosters networking among teachers, education staff, and the community, creating synergy in the implementation of academic programs and other school activities. The principal successfully instills the values of collegiality and togetherness that are the foundation of school-based management, where all members of the school community play an active role in the process of improving the quality of education.

Academic Program Evaluation

Learning supervision at SDN 02 Bumirejo is routinely implemented and focuses on mentoring teachers to improve learning effectiveness. The principal stated, "We conduct supervision at least once per semester, and more if needed." A lower-grade teacher added, "Supervision feels comfortable because it's not about finding fault, but about mentoring." The interview results indicate that the principal carries out supervision not as a form of hierarchical control, but as a means of professional development. The interpretation is that the principal implements a clinical supervision approach with an emphasis on reflection and continuous improvement. This supervision pattern strengthens the professional relationship between the principal and teachers and fosters a learning culture where teachers feel supported in developing their pedagogical

competencies without pressure. Each supervision activity is followed by appreciative and constructive feedback.

A higher-grade teacher stated, "After supervision, we receive direct feedback with appreciation and suggestions." The principal added, "I always start with a positive message so teachers feel valued." These results indicate that the principal provides feedback based on the principle of positive reinforcement, which places recognition as a key factor in improving teacher performance. The interpretation is that empathetic feedback can build confidence and open up constructive dialogue between the principal and teachers. Thus, the supervision process does not stop at observation but becomes a professional learning tool that encourages teachers to continuously improve themselves and develop innovative learning strategies. The results of learning evaluations at SDN 02 Bumirejo are always followed by targeted and concrete follow-up. The PAIBP teacher stated, "After the evaluation, teachers who need guidance are given the opportunity to participate in training or the KKG." The PJOK teacher added, "Students whose grades are not yet satisfactory are given additional guidance." These statements demonstrate that evaluations are conducted systematically with a focus on continuous improvement, both at the teacher and student levels. The interpretation is that the principal manages evaluation follow-up as part of a quality management cycle that encompasses planning, implementation, monitoring, and improvement. Through this strategy, the school is able to maintain the continuity of learning quality and prevent teacher performance stagnation.

Planned follow-up also demonstrates the principal's commitment to the principle of continuous improvement in educational management. The principal's evaluations have a tangible impact on improving the quality of learning at SDN 02 Bumirejo. A senior teacher stated, "After supervision and feedback, I became more sensitive to students' needs." An educational staff member added, "School administration and documentation became more organized after the evaluation meeting." Meanwhile, the school committee stated, "We saw that students were more active in learning and their academic achievement improved." These findings suggest that evaluation activities have a multidimensional impact, encompassing improvements in teacher professionalism, administrative effectiveness, and student academic achievement. The principal successfully utilized evaluation as a means of collective reflection that fostered a culture of accountability across all school components. Thus, evaluation functions not only as a control measure but also as a transformational

one, resulting in positive and sustainable changes in the school's learning system.

Academic Quality Improvement

Academic quality improvement was determined based on an analysis of the 2023-2025 report card results. Based on the report card analysis, positive developments were observed in various aspects, reflecting the effectiveness of the principal's management. In literacy skills, student achievement was in the good category. Although it declined in 2024 due to a lack of program continuity, the principal successfully implemented improvements through supervision and professional guidance, resulting in a rebound in 2025. In numeracy skills, achievement declined from Good to Fair in 2024, but increased again in 2025 after the principal conducted teacher training and implemented Problem-Based Learning. Student character also showed improvement from Fair in 2023 to Good in 2024, and this improvement was maintained through 2025 thanks to targeted religious programs, cleanliness, and social activities. School security consistently remained in the Good category, demonstrating the principal's success in creating a safe environment through supervision and collaboration with the committee and parents. Meanwhile, the school's diversity score remained stable at Good, reflecting inclusive management and respect for differences through cross-cultural activities and thematic learning. Overall, the principal effectively carried out managerial functions, including planning, supervision, and control. Consequently, this has had a significant impact on improving the quality of school education.

Discussion
Academic Program Planning

At SDN 02 Bumirejo, academic program planning is carried out collaboratively, involving the principal, lower-grade teachers, upper-grade teachers, and educational staff. The involvement of all parties ensures participatory planning, not a top-down approach. Lower-grade teachers emphasize basic needs such as early literacy and game-based numeracy, while upper-grade teachers emphasize advanced numeracy and productive literacy. The principal then integrates this input in accordance with the school's vision and mission, which emphasizes student achievement, character, and competitiveness. Furthermore, analysis of the Education Report Card serves as an important reference. Data shows that literacy is quite good, but numeracy remains low, so the academic program focuses on strengthening numeracy. The strategies employed are not simply numerical targets, but also concrete programs such as morning literacy, project-based learning, formative assessment, and co-curricular activities that foster 21st-

century skills (critical thinking, communication, and collaboration).

These findings align with those of (De Almeida Vittori Ferreira, Morgado, and Estellita Lins 2024); (Silvius and Schipper 2019), who stated that planning involving all stakeholders will increase ownership and facilitate program implementation. (Prieto et al. 2023), also emphasized that using Education Report Card data as a basis for needs analysis is an effective step in determining school program priorities. Research by (Wyatt-Smith, Adie, and Harris 2024), reinforces that focusing on literacy and numeracy is a key strategy in improving the academic quality of elementary schools, particularly in the implementation of the Independent Curriculum.

School Resource Organization

At SDN 02 Bumirejo, the organization of elementary school resources is such that lower-grade teachers are given space to develop learning according to the child's developmental stage, while upper-grade teachers focus more on strengthening advanced numeracy. The division of tasks is clearly outlined in the decree at the beginning of the school year, minimizing overlap and increasing work focus. Lower-grade teachers utilize reading corners and simple teaching aids, while upper-grade teachers utilize the library, ICT devices, and the school's surrounding environment. Coordination and cooperation are fostered through regular meetings, informal communication, and digital groups, fostering a culture of reflection and collaboration. (Zuariyah, Ellynia, and Harahap 2024) emphasizes the importance of appropriate resource organization in achieving organizational effectiveness. This research finding aligns with (Cañabate et al. 2021); (Andersson and Wernholm 2025), which found that coordination and cooperation can increase teacher motivation in developing educational quality. Similarly, research (Sulaiman et al. 2023), shows that utilizing even simple infrastructure can still support learning quality if supported by teacher creativity. Research (Mhlongo et al. 2023) further confirms that the quality of principal leadership and teacher performance have been shown to improve work motivation and student learning outcomes.

Teacher and Education Personnel Guidance

Based on the research findings, principals provide guidance to teachers and education personnel through regular meetings, supervision, and daily communication. Professional development is provided through academic supervision followed by reflective discussions. Principals encourage teachers to participate in Teacher Working Groups (KKG), training, and forums

for sharing good practices. Two-way communication patterns encourage teachers to be more open in expressing challenges (AlAhmad 2021) while principals value teacher input as a basis for decision-making (Kaplan et al. 2021) Supportive and communicative leadership improves teacher work motivation and pedagogical competence (Zurhidayati and Hendriani 2024) also stated that two-way communication between the principal and teachers creates a conducive work climate that impacts the quality of learning. Therefore, communication plays an effective role in improving the achievement of learning objectives (Hasanah Lubis et al. 2023); (Rahmah and Lubis 2024).

Academic Program Evaluation

Research findings indicate that academic program evaluation at SDN 02 Bumirejo is carried out through routine supervision at least once per semester, classroom observations, and inspections of teaching materials. Teachers perceive supervision not as a means of finding fault, but as a form of professional mentoring. Feedback is provided directly, starting with appreciation for positive aspects, followed by suggestions for improvements regarding methods, assessments, or classroom management. Research (Badriyah 2022), shows that academic supervision accompanied by constructive feedback can improve the quality of teacher learning. Follow-up in the form of remedial, teacher training, and reflective meetings had a direct impact on improving student learning outcomes.

Improving Academic Quality

The findings of the 2023–2025 school report card analysis indicate that the principal's performance plays a crucial role in maintaining and improving academic quality and student character through effective managerial implementation. Improvements in literacy and numeracy skills, despite fluctuations, demonstrate the continued efforts in supervision, teacher development, and the implementation of contextual learning strategies such as Problem-Based Learning. Meanwhile, positive developments in the character, safety, and diversity aspects of the school reflect the principal's success in fostering a religious, safe, and inclusive school climate. This demonstrates that the success of school programs depends not only on academic activities but also on the principal's leadership, which is able to plan, coordinate, and control all educational elements in an integrated manner to create a quality and character-based learning environment.

Conclusion

The results of the study indicate that the principal's management at SDN 02 Bumirejo in improving academic quality is carried out in an integrated manner through four managerial functions, namely planning, organizing, directing, and evaluating. Program planning is carried out in a participatory manner involving teachers and education personnel and is based on Education Report Card data, so that the programs developed are relevant to the school's needs, especially strengthening numeracy without neglecting literacy. The organization of school resources is carried out with the principles of appropriateness of tasks and competencies, clear division of roles, and optimization of infrastructure, supported by facilitation of innovation and good coordination. The principal's direction is both instructive and motivating, supported by open communication, continuous professional development, and strategies for building a harmonious culture of cooperation. Academic program evaluation is carried out routinely through supervision, providing feedback, and concrete follow-up, which has an impact on increasing teacher competence, a conducive work climate, and student literacy and numeracy achievements (Fuentes-Cimma et al., 2024). Thus, it can be concluded that the principal's leadership plays a significant role in improving academic quality through management that is oriented towards continuous improvement.

Author Contributions
Conceptualization; methodology.; validation; formal analysis; investigation; D. H. S., resources; data curation; writing—original draft preparation; S. W. writing—review and editing.; visualization: M. All author have read and agreed to the published version of the manuscript.

Conflicts of Interest
The authors declare no conflict of interest.

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