
School Management and Student Achievement: The Case of One Private School

M. RIDHO¹, YAHYA^{2*}, HADIYANTO³, AND RIFMA⁴

Abstract

This qualitative research aimed to look at how the principal's management could improve student achievement in one private school. The research informants were the principal, deputy principal, teachers, and students. The researchers used observation, interviews, and document studies. The data analysis techniques consist of data collection, display, reduction, and conclusion. The results showed that the principal used SWOT analysis, setting goals, and establishing programs, arranged an organizational structure and divided tasks based on their respective responsibilities, provided a direction and guidance, adequate facilities and infrastructure. Also, the principal participated in competitions according to the school budget, encourages educators and motivation, used direct and indirect evaluation. Additionally, the principal had professional teachers. Meanwhile, the inhibiting factors were inadequate educational support facilities.

Keywords

Achievement, management, principal, students

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^{1,3,4} Universitas Negeri Padang, Sumatera Barat, Indonesia

^{2*} Universitas Negeri Padang, Sumatera Barat, Indonesia, Corresponding author: yahyatambunan@yahoo.com

Introduction

Education is one of the determining factors in creating quality human resources. One of the institutions to implement education is a school. A school is an organization with some components, such as the principal. The school principal is one of the main components influencing the creation of quality human resources. In the Regulation of the Minister of National Education of the Republic of Indonesia number 13 of 2007 concerning school principal standards, the school principals must be able to act as managers, educators, leaders, administrators, innovators, motivators, supervisors, and entrepreneurs. The success of a school in providing education is determined, in part, by how the principal manages education. As stipulated in UUSPN Number 20 of 2003 and PP Number 19 of 2007, "every educational unit is obliged to meet the education management standards that apply nationally". According to [Puspitasari \(2021\)](#), good school principal management can make it easier to achieve quality education in creating an effective school. Community interest is paramount because an effective school is interested in the community is in sending their children to an educational institution. Management activities are a series of managerial activities carried out by a manager that cannot be separated from implementing the management functions themselves. According to [Djafri \(2017\)](#), school management functions are based on program planning, organizing, mobilizing, or implementing up to supervision by the school principal.

The school principal develops program planning by establishing a vision, mission, goals, and work plans. Organizing to organize and group work into smaller parts that are easier to handle. Furthermore, carry out mobilization by making all group members willing to cooperate and work sincerely and passionately to achieve goals by planning and organizing efforts until the principal carries out supervision by comparing everything that has been carried out with standards or plans, making improvements -repair when deviations occur so that by monitoring it can measure how far the results have been achieved by what was planned ([Kadir, 2012](#)). Through the management of school principals, it is hoped that they can improve the quality of education, one of which is student achievement.

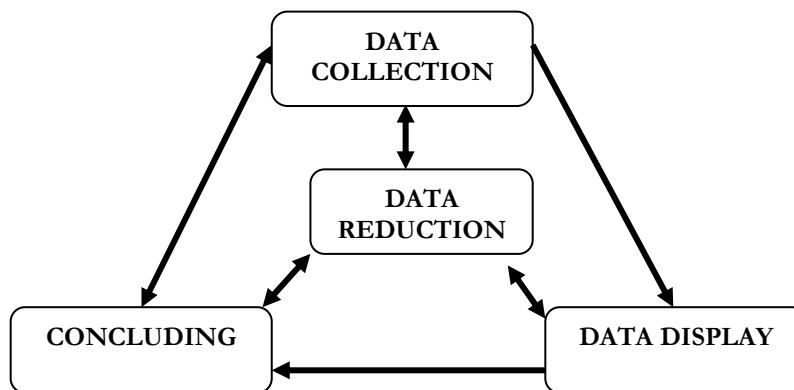
Outstanding students are those who have achieved achievement in both academic and non-academic sectors pursued at school, so they should be proud of it. Additionally, [Sitepu \(2017\)](#) explained that achievement is the result students obtain after completing definite learning, which can be arranged in various evaluation processes. With good student achievement, the school will be superior and attract many people. Currently, SMP IT Al-Kahfi West *Pasaman* is trying to improve the quality of its education to get educational customers (students). As the initial observations made by the author at *SMP IT Al-Kahfi West Pasaman* on August 14 to 17, 2023, *SMP IT Al-Kahfi West Pasaman* is a new private school in a rural area where access to the school was challenging when it first started. However, based on PPDB results, this school has more people interested than other private schools every year and continues to increase. In 2017, the students were, and in 2023, the students were 860. It shows an increase of 14 times from the year it was founded. Judging from the development side, SMP IT Al-Kahfi has experienced many changes for the better. For example, the road access to SMP IT Al-Kahfi is easy to pass, and the school building meets existing standards. Meanwhile, from the use of information technology, *SMP IT Al-Kahfi West Pasaman* is late in having social media accounts such as YouTube, FB, Instagram, and Email to make it easier to

provide school-related information to attract the interest of the public/students. Additionally, teachers in the learning process have used IT-related learning media. This research aimed to look at how the principal's management could improve student achievement in one private school and supporting factors and inhibiting factors for principal management in improving student achievement.

Methodology

This research used qualitative methods by describing the principal's management in improving student achievement at *SMP IT Al-Kahfi*, West *Pasaman*. According to Sugiyono (2012), qualitative research produces descriptive data in written or spoken words from people and observed behavior and translated facts. The data collection techniques in this research were: 1) observations, 2) interviews, and 3) documents studies. The research site was at SMP IT Al-Kahfi, West *Pasaman*. It was founded in 2017 on Jl. Bandarjo-Lb Landur KM 4, Rb. Binnang *Pasaman* District, West *Pasaman* Regency, West Sumatra, because this school has many achievements, and many people are interested in it compared to other schools in the area. The research informants were 1) the principal, 2) the deputy principal, 3) teachers, and 4) students and other related parties at *SMP IT Al-Kahfi* in West *Pasaman*. The determination of research informants was based on criteria referring to Yusuf and Arif (2015), that research informants are those who can provide information related to what is being researched. Meanwhile, data analysis in this research adopted the Miles and Huberman (1992) method, which consists of four stages: data collection, data display, conclusion, and data reduction. Schematically, this technique is in Figure 1 below:

Figure 1. Interactive model data analysis



Results and Discussions

The results of this research were obtained from observation, interviews, and documents. Interviews were conducted with the principal, student representatives, teachers, and students regarding the principal's management in improving student achievement, inhibiting and supporting factors, and the results of student achievement at *SMP IT Al Kahfi* in West *Pasaman*.

Principal planning in improving students' academic achievement

Based on the results of researchers' observations regarding the principal's planning in improving student achievement, there are several stages that the principal carries out in carrying out the planning. Below are the data obtained through interviews.

School needs analysis, the principal's planning at the research site was carried out based on an analysis of needs in improving student learning achievement, as the results of an interview with Mr. AM the principal of SMP IT Al Kahfi,

"For planning, actually between academic and non-academic, the process is the same, which is we carry out environment condition analysis using SWOT analysis. From the SWOT analysis, the recommendation is to prepare a School Work Plan (RKS)." "*Untuk perencanaan, sebenarnya antara akademik dan non akademik itu prosesnya sama yakni kita lakukan analisis kondisi lingkungan, menggunakan analisis SWOT. Dari analisis SWOT, maka muncul rekomendasi yaitu segera menyusun Rencana Kerja Sekolah (RKS)*".

Mrs. NS, as Deputy Curriculum expressed the same thing,

"Usually, work meetings are held to plan various programs. We discuss what targets we want to achieve, analyze the needs and opportunities, and then determine the program." "*Biasanya, diadakan rapat kerja untuk merencanakan berbagai program. Kami berdiskusi mengenai apa saja sasaran yang ingin dicapai, analisis kebutuhannya, peluangnya, baru kemudian menetapkan program*".

Based on the interview above, before planning, the principal first carries out a needs analysis in the form of a SWOT analysis by looking for the school's strengths, weaknesses, opportunities, and threats. The analysis takes the form of a small discussion conducted by the school principal and teacher council. This step will make it easier for school principals to find and determine plans to achieve educational goals.

Formulating the goals to achieve, the second stage carried out in the planning of the SMP IT Al Kahfi School principal was the formulation of objectives to be achieved in improving student achievement. As the results of the researcher's interview with the school principal,

"The teachers, other education staff, and I held a work meeting to formulate a goal to create outstanding students, which is contained in the vision of SMP IT Al Kahfi to become a leading and quality educational institution in preparing a pious, intelligent, and accomplished generation." "*Saya beserta guru dan tenaga kependidikan lainnya mengadakan rapat kerja untuk merumuskan sebuah tujuan untuk menciptakan peserta didik yang berprestasi, yang mana tujuan tersebut terkandung dalam Visi SMP IT Al Kahfi yaitu menjadi lembaga pendidikan yang terdepan dan berkualitas, dalam mempersiapkan generasi soleh, cerdas dan berprestasi*".

Additionally, NS, as Deputy Curriculum stated,

"Usually, before the start of a new school year, teachers, education staff, and the school principal will hold a work meeting, one of which is to discuss improving student achievement as one of the main visions at SMP IT Al-Kahfi." "*Biasanya setiap menjelang tahun ajaran baru dimulai, guru dan tenaga kependidikan beserta kepala sekolah akan mengadakan rapat kerja, Salah satunya membahas peningkatan prestasi peserta didik menjadi salah satu visi utama di SMP IT Al-Kahfi*".

Based on the interview above; after carrying out a SWOT analysis, the school principal saw the strengths that emerged from the students in the form of Set academic and non-academic achievements. Based on the student's achievements, the principal and related staff formulate goals to be achieved again through an overhaul of the school's vision.

Setting the programs, starting from the SWOT analysis and formulating the goals to achieve, an idea emerged from the school principal, which was expressed to the teachers and representatives to hold development classes to improve student learning achievement. Like the results of an interview with Mr. AM as the principal of *SMP IT Al Kahfi*,

"The deputy principals and teachers and I determined superior programs, namely the Al-Quran Tahfizh and the Takhassus program." "*Saya bersama wakil dan guru-guru menetapkan program unggulan yaitu tahfizh Al Quran dan program Takhassus*".

It was also supported by Ms. NS as the Deputy Curriculum who stated,

"What the principal has done to improve student's learning achievements is creating superior and special programs, both academic and non-academic." "*Yang sudah dilakukan oleh bapak kepala sekolah untuk meningkatkan prestasi belajar peserta didik, yaitu membuat program unggulan dan program takhassus baik akademik maupun non akademik*".

Based on the interviews explained by several informants above, before the school principal determines the program, he must use a SWOT analysis first. Furthermore, the school principal sets the goals to be achieved, and after that, a new idea emerges resulting from the meeting, so an innovation emerges from the school principal, which is based on the community's needs as stated in the school's RKS.

School principal organization in improving student achievement

Organization is needed to achieve the goal. In organizations, it is usually in the form of an organizational chart, which is then divided into various positions. As the results of an interview with Mr. AM, the principal of *SMP IT Al Kahfi*,

"After formulating the goals and setting the program in the school meeting, the teachers, deputy, education staff, and I prepared the structure of the central commission for

developing student achievement, which was mandated to student representatives. Through the student representative, the person in charge (PJ) of each student's achievement improvement program will be formed, which will be approved by the deputy curriculum and me." *"Setelah kita merumuskan tujuan dan menetapkan program dalam rapat kerja sekolah, saya bersama guru, wakil dan tenaga kependidikan menyusun struktur komisi pusat pembinaan prestasi peserta didik yang di mandatkan kepada wakil kesiswaan. Melalui wakil kesiswaan inilah nantinya akan di bentuk penanggung jawab (PJ) masing-masing dari program peningkatakan prestasi pesesta didik. Yang nanti akan disetujui oleh saya dan wakil kurikulum"*.

The same thing was also expressed by Mrs. NS as the deputy curriculum,

"To form the structure of the commission for the student development program, the principal, Mr. A, as student affairs deputy, properly selected the qualifications of the person in charge who would be given the mandate to run this program." *"Untuk membentuk struktur komisi program pembinaan peserta didik, saya beserta kepala sekolah dan bapak A selaku wakil kesiswaan menyeleksi betul kualifikasi penanggung jawab yang akan diberikan amanat untuk menjalankan program ini"*.

Based on the interview above, the organization carried out by the principal to improve student achievement by arranging the structure of a central commission for developing student achievement, which was chaired by a student representative, then establishing programs to increase student achievement in which the program had a person in charge who was an expert in respective fields.

Implementation of activities by the principal to improve learning achievement

Students in the academic and non-academic sectors, after planning a program to improve student learning achievement in the educational and non-academic areas, the implementation is adjusted to the conditions of human resource time and costs. The interview results with Mr. AM, the principal of *SMP IT Al Kahfi*, stated,

"In the academic sector, the implementation is carried out almost every day through guidance for groups and individuals. For non-academics, guidance is conditioned according to needs. The guidance is not always in the classroom but often outside, such as in the gazebo." *"Untuk bidang akademik pelaksanaannya itu hampir setiap hari berupa bimbingan pembinaan baik kelompok maupun individu. Untuk non akademik bimbingannya dikondisikan sesuai kebutuhan. Bimbingannya tidak selalu didalam kelas tetapi sering juga diluar seperti di gazebo"*.

It was supported by Mr. BN, as the teacher and person in charge (PJ) of the student Olympiads,

"For students, guidance is carried out intensively. Before that, students get a kind of test to find out how capable they are, and even they are never separated from the supervision

of the school principal." *"Untuk peserta didik, bimbingannya dilakukan secara intens. Sebelum itu, peserta didik diberi semacam tes untuk mengetahui seberapa kemampuan mereka dan itupun tidak pernah lepas dari pantauan kepala sekolah"*.

Based on the results of interviews and documents by researchers with several related informants, it indicated that for its implementation, the principal directs teachers to guide students as best as possible. The principal also motivates teachers and students to be more active in learning to achieve school goals. Not only that, in its implementation, the school principal also involves the students' parents as a supporting factor for student achievement.

Principal supervision in improving student learning achievement

Supervision is one of the functions in management to ensure that work implementation runs according to the standards set in the planning. As in the interview conducted by the researcher with the principal of *SMP IT Al Kahfi*, Mr. AM,

"The form of supervision I carry out is by conducting direct and indirect evaluations. Direct evaluation means I ask and answer questions to the students. In indirect evaluation, I usually have a small discussion with teachers and staff in the office and the deputies. Therefore, in the implementation process, it automatically becomes material for my evaluation." *"Bentuk pengawasan yang saya lakukan adalah dengan melakukan evaluasi langsung dan tidak langsung. Evaluasi langsung itu berarti saya melakukan tanya jawab kepada anaknya. Evaluasi tidak langsung, itu biasanya saya lakukan diskusi kecil dengan orang di kantor dan para wakil. Jadi di proses pelaksanaan itu secara otomatis menjadi bahan evaluasi saya"*.

It was supported by Mr. BN as the person in charge (PJ) of the student Olympics,

"There is a final evaluation carried out by the school principal. He often evaluates during activities by giving directions to me and the students I guide. He also often holds meetings to evaluate whether the program is successful." *"Ada evaluasi akhir yang dilakukan kepala sekolah. Beliau sering melakukan evaluasi saat kegiatan berlangsung dengan memberikan arahan kepada saya dan peserta didik yang saya bimbing. Beliau juga sering sekali mengadakan rapat untuk mengevaluasi apakah programnya itu berhasil atau belum"*.

Not only that but it was also supported by SF as a student at *SMP IT Al Kahfi*,

"When friends do training and guidance, the principal usually comes to see and check how the conditions are during the process and usually also reminds us if any of us make a mistake when doing the training and given the right direction." *"Saat teman-teman melakukan latihan dan bimbingan biasanya kepala sekolah datang untuk melihat dan mengecek bagaimana kondisi saat latihan dan bisanya juga diingatkan jika ada dari kami yang salah saat melakukan latihan dan diberikan arahan yang benar oleh beliau"*.

Supporting factors and inhibiting factors for school principals in improving student achievement

Based on the results of interviews with the school principal, below are the supporting factors in improving learning achievement at *SMP IT Al Kahfi*.

Supporting factors, as has been explained, now, *SMP IT Al Kahfi* has 45 teachers, and they have completed the bachelor's level. Thus, the presence of teachers at *SMP IT Al Kahfi*, in terms of educational qualifications and quantity, is a strength in *SMP IT Al Kahfi*. It is in line with the results of an interview with Mr. AM as the school principal,

"The supporting factor for my management in improving student achievement is the fulfillment of teaching staff (teachers). In general, the presence of teachers is quite adequate. The teachers have teaching qualifications, so there is no need to doubt the issue of individuality. *"Yang menjadikan faktor pendukung manajemen saya dalam meningkatkan prestasi peserta didik terpenubinya tenaga pengajar (guru). Secara umum, keberadaan guru sudah cukup memadai. Guru yang mengajar di sini semuanya berkualifikasi keguruan, dengan demikian masalah pripesionalitas tidak perlu diragukan."*

The same thing was also conveyed by Mrs. Y as an English teacher,

"I graduated with a bachelor's degree in English education and now teach English subjects here." *"Saya tamatan S1 pendidikan bahasa inggris dan sekarang mengajar mata pelajaran bahasa inggris disini"*.

Based on the description above, the teachers who teach at *SMP IT Al Kahfi* have met the qualification standards, namely an educational background in their field. It shows that teachers at *SMP IT Al Kahfi* have abilities that meet standards in planning, processing, and transferring a certain amount of knowledge and values to students.

Inhibiting factors, the inhibiting factor for the principal of *SMP IT Al Kahfi* in improving students' learning achievement is not very crucial, but there are a few obstacles in terms of infrastructure. It is in line with the results of an interview with Mr. AM as the principal,

"We lack supporting facilities such as laboratory practices. We are still having difficulty". *"Kita kekurangan sarana pendukung seperti praktek labor. Kita masih kesulitan"*

SF, a student at *SMP IT Al Kahfi*, also said the same thing,

"We once learned practical lessons in the science laboratory, and I felt happy because I could put into practice the knowledge I had learned. However, the science reporting here is not as complete as the science laboratory where my cousin goes." *"Kita pernah belajar praktek di labor IPA dan saya merasa senang karna dapat mempraktekan ilmu yang telah dipelajari. Tetapi, labor IPA disini belum selengkap labor IPA ditempat sepupu saya sekolah"*.

Based on this information, the supporting facilities for laboratories are still incomplete. The availability of adequate facilities and infrastructure is a supporting factor for improving learning achievement. However, looking at the results achieved by the students, even though the supporting facilities were incomplete, they could prove it by entering and beating many other schools.

Student learning achievement results

Based on the data that the researchers found, there was a huge opportunity to get students with potential in both academic and non-academic sectors. It is proven that the achievements of *SMP IT Al Kahfi* students show good results. Additionally, in the interview with Mr. AM, the school principal stated that

"The student achievement results can be seen from the competitions they join. If we receive competition information, we will join them by adjusting whether the conditions/time do not collide with the academic calendar. We join all competitions such as the Olympics, Tahfiz, scouts, art competitions, sports, etc." *"Untuk hasil prestasi peserta didik bisa kita lihat dari prestasi yang kita peroleh dari kompetisi-kompetisi yang diikuti. Kalau kita mendapatkan informasi mengenai diadakannya kompetisi-kompetisi, maka kita akan mengikutinya dengan menyesuaikan apakah kondisi/waktu pelaksanaannya tidak bentrok dengan kalender akademik sekolah. Kita ikuti segala kompetisi-kompetisi seperti olimpiade, tahfiz, pramuka, lomba kesenian, olahraga dan lainnya sebagainya"*.

Additionally, Mr. BN, as a person in charge teacher (PJ) of the Olympics stated the same thing,

"My students have taken part in many competitions, and they have also won many competitions, one of which is SF, a student who won a gold medal in mathematics at MTs/SMP level in the Madrasah Science Competition (MSC) organized by POSI Indonesia". *"Telah banyak kompetisi-kompetisi yang telah diikuti anak bimbingan saya dan juga banyak menjuarai kompetisi salah satunya siswi SF peraih medali emas bidang matematika tingkat MTs/SMP dalam ajang Madrasah Science Competition (MSC) yang diselenggarakan oleh POSI Indonesia"*.

Discussion

The results of the data findings revealed that the principal's planning in both academic and non-academic sectors have the same process, which is before Mr. AM, as the principal of *SMP IT Al Kahfi* determines goals and programs, a study is first carried out on the school to look for the school's weaknesses and strengths which then the analysis uses SWOT analysis. A SWOT analysis is to determine the program to achieve school goals by gathering all educators and education staff for a joint meeting. Furthermore, a result emerged in the form of a new idea so that new ideas emerged from the school principal, which was based on the school's needs and packaged in the RKS. Mulyasa (2004) added that the key for school principals and education staff to continue to enjoy the changes in the new paradigm in

education is to understand the position and what is happening and readiness to be part of the new world that is very different. In addition, Riyadi (2005) also stated that planning is an effort to select and connect facts and make and use assumptions about the future by clearly describing and planning activities that are considered to achieve the desired results. Fadli (2021) also confirmed the findings, which stated that planning is an activity related to setting goals and policies, creating programs and procedures, and strategies to achieve predetermined goals. Therefore, the principal's planning to improve the student's academic achievement at *SMP IT Al Kahfi* West Pasaman Regency has been well planned by adapting to school needs. With an established plan, a school program will run effectively and efficiently in achieving educational goals.

Based on the findings of the data, the organization carried out by the principal in improving the achievement of *SMP IT Al Kahfi* students was carried out by compiling an organizational structure and dividing tasks according to their respective responsibilities. Creating an organizational structure allows the school principal to control the work of deputies and teachers because, in the organizational structure, the duties and functions of each position have been created. Djafri (2017) stated that organizing is a process of determining the next steps after planning, such as providing human resources, coordination flow, and determining methods. Furthermore, Warman et al. (2022) added that organizing is structuring work relationships so that organizational members can interact and work together to achieve organizational goals. Therefore, the conclusion is that the organization carried out by the principal of *SMP IT Al Kahfi* to improve students learning achievement by preparing an organizational structure and dividing tasks according to their respective responsibilities.

The data revealed that, for its implementation, the principal directs teachers to guide students as best as possible. The guidance is still carried out by adjusting human resource conditions and school budgets and providing facilities and infrastructure for students to support students in learning. Apart from providing direction to teachers, the principal also motivates teachers and students to be more active in learning to achieve school goals by providing rewards for those who succeed and punishment for those who lack discipline. Mulyasa (2004) stated that school principals, as leaders of educational institutions, must have the ability to utilize educational staff by providing dynamic direction, providing rewards for those who excel, and providing punishment for those who lack discipline in implementing tasks and being able to utilize school resources optimally. The principal encourages teachers and students to improve their achievements in academic and non-academic sectors to support the achievement of the program. It makes the program targeted by the principal of *SMP IT Al Kahfi* run well. It can be proven by the student's achievement in participating in competitions. *SMP IT Al Kahfi*, in less than one year, has produced achievements in the academic and non-academic at district, provincial, and national levels.

Additionally, Mulyasa (2004) revealed that implementation (actuating) is an action or effort carried out by a work group that aims to complete several tasks received to achieve the goals. Furthermore, Mukhtarudin (2021) added that implementation is an effort to mobilize group members so that they want to achieve the targets they want to achieve. Based on the findings and some theories above, the implementation carried out by the principal of *SMP IT Al Kahfi* in improving student learning achievement in academic and non-academic sectors includes 1) direction and guidance to educators and students, 2) adequate facilities and

infrastructure, 3) competitions for students according to the school budget 4) encouragement to educators in the form of seminars which are carried out intensively to be more productive 5) motivation to educators and students to improve their achievements.

Based on the data findings results, the supervision carried out by the principal of *SMP IT Al Kahfi* was by conducting an evaluation. The evaluation was through joint meetings to determine the advantages and disadvantages of each program that has been implemented. In this case, the school principal carries out direct and indirect evaluations of the program being implemented, which is a direct evaluation of the technical staff during guidance. The form of indirect evaluation is through meetings that discuss everything from the implementation of activities to the budgeting issued during the activities. Usman and Zahri (2012) stated that supervision is a systematic activity to monitor the implementation of operational activities or see whether the expected levels of efficiency, effectiveness, and productivity have been realized or not. Based on the findings and some theories, the supervision carried out by the principal of *SMP IT Al Kahfi* in improving student learning achievement in both academic and non-academic sectors is carried out by direct and indirect evaluation.

Supporting factors, based on the findings, the principal's supporting factor in improving student achievement at *SMP IT Al Kahfi* was the teacher. Teachers who teach at *SMP IT Al Kahfi* have met qualification standards, which is an educational background in their field. Additionally, Sutikno (2021) stated that teachers are a factor that influences the success or failure of the learning process, so teachers must master the learning principles rather than mastering the material. Furthermore, Abidin (2019) stated teachers are one of the human components in the teaching and learning process, which plays a role in forming potential human resources in the development. Jamin (2018) also strengthened that teaching is a position or profession that requires special skills as a teacher. Based on the results of research findings and some theories, the supporting factor for school principals in improving student achievement is having teachers who are professionals in their field.

Inhibiting factors, based on the findings, the inhibiting factor for school principals in improving student achievement is the lack of complete educational infrastructure, although this is not too crucial. Novita (2017) stated that infrastructure supports the quality of education, which is the standard for schools or related educational bodies in the education process. In addition, Zohriah (2015) stated that educational facilities include all equipment and supplies that directly support the educational process, and educational infrastructures include all equipment and supplies that indirectly support the educational process. Based on the research data, the principal's management in improving the achievements of *SMP IT Al Kahfi* has achieved 86 academic and non-academic achievements since 2022. Arifin (2022) stated that the success of a school is the success of the principal, and conversely, the failure of the principal is the failure of the school. It confirms that the success of a school in providing education is determined by how the school principal manages education.

Conclusions

Based on the research results and discussions, the conclusions are first, the planning carried out by the principal of *SMP IT Al Kahfi* is to improve student achievement, which is by analyzing the school's needs with a SWOT analysis, setting goals, and establishing programs. Second, the organization was carried out by the principal of *SMP IT Al Kahfi* to improve the student's achievement by preparing an organizational structure and dividing tasks according to their respective responsibilities. Third, the implementation carried out by the principal of *SMP IT Al Kahfi* in improving student learning achievement includes 1) direction and guidance, 2) adequate facilities and infrastructure, 3) participating in student competitions adjusted to the school budget, 4) encouragement to educators, and 5) motivation. Fourth, The supervision carried out by the principal of *SMP IT Al Kahfi* in improving student learning achievement is carried out by direct and indirect evaluation. Fifth, the supporting factor for school principal management in improving the students' achievement of *SMP IT Al Kahfi* is having teachers who are professionals in their field. The inhibiting factor is inadequate educational support facilities. Sixth, the results of the principal's management in improving the students' achievements of *SMP IT Al Kahfi* have achieved 86 academic and non-academic achievements.

Recommendations are as follows: for the principal of *SMP IT Al Kahfi*, to improve infrastructure so that student achievement can increase. Efforts to improve infrastructure are not only by equipping them according to standards but also by ensuring that these infrastructure facilities can be realized properly. For the principal of *SMP IT Al Kahfi* to bring trainers/counselor teachers from outside the school environment to improve student achievement more. It is hoped that we will bring in trainers who are professionals in their fields, ensuring that the material presented is in line with the student's needs. Future researchers to further expand the research of school principal management in improving student achievement because there is still much that has not been explored.

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Biographical Notes

M. RIDHO is a student at Universitas Negeri Padang, Sumatera Barat, Indonesia

YAHYA is a lecturer at Universitas Negeri Padang, Sumatera Barat, Indonesia;

Corresponding e-mail: yahyatambunan@yahoo.com

HADIYANTO is a lecturer at Universitas Negeri Padang, Sumatera Barat, Indonesia

RIFMA is a lecturer at Universitas Negeri Padang, Sumatera Barat, Indonesia