

The Role of Principals in Excellent School Learning Management: A Case Study at *SD Negeri 2 Kota Ternate*

Sumarni Sahjat¹, Taslim Buaja²

¹Department of Physical Education, Faculty of Education, Khairun University, Ternate, Indonesia

²Department of Elementary School Teacher, Faculty of Education Science, Muhammadiyah University of North Maluku, Ternate, Indonesia

Email address:

sumarni_sahjat@yahoo.com (Sumarni Sahjat), taslim.umm2021@gmail.com (Taslim Buaja)

To cite this article:

Sumarni Sahjat, Taslim Buaja. The Role of Principals in Excellent School Learning Management: A Case Study at *SD Negeri 2 Kota Ternate*. *International Journal of Elementary Education*. Vol. 11, No. 4, 2022, pp. 108-116. doi: 10.11648/j.ijeedu.20221104.14

Received: November 11, 2022; **Accepted:** November 28, 2022; **Published:** December 8, 2022

Abstract: This study investigates an issue or problem concerning the role of school principals in learning management. This study looked at cases in the form of events, learning processes, learning activities, learning programs, and assessment or evaluation of learning in a superior primary school (case study at a state primary school *SD Negeri 2*), Ternate City. The primary goal of this research is to describe the planning, implementation, and evaluation of learning in high-performing schools. A qualitative approach with case study research was used in this study. Data collection techniques included interviews with principals and teachers, observations to reveal the principal's role in learning management, and documentation to ensure learning management documents. Data reduction, presentation, and conclusion were used as data analysis techniques. Meanwhile, the data's validity was checked by extending the time and persistence of observation, using triangulation techniques, peer discussion, and referencing. According to the study findings, learning management at *SD Negeri 2* and Ternate City includes planning, implementing, and evaluating stages. Thus, the superior school management has been successfully implemented in target schools; however, for long-term sustainability, the principal must continue to maintain and improve the quality of school management through periodic evaluations. These results also serve as a guideline for the city government to manage excellent schools to achieve superior learning quality.

Keywords: The Role of Principals, Learning Management, Schools of Excellence

1. Introduction

Education is a deliberate effort designed to achieve a specific goal. The goal of education is to improve the quality of human resources. One type of education effort in realizing high-quality human resources is schools' teaching and learning process [1, 2]. Concerning this issue, the principal's leadership is critical in contributing to the realization of the quality of the teaching and learning process in schools [3-5].

A learning management system (LMS) is an online learning technology used to create, manage, and deliver subject matter [6]. Learning management is an intentional effort to manage the learning environment so that someone learns specific behaviors under specific conditions. Thus, learning management is limited to one aspect of school administration, whereas education management encompasses all aspects of the educational system; it can even reach a

broader and larger system regionally, nationally, and internationally [7]. Stakeholders play a crucial role in assisting the principal in creating a productive learning environment that is both interesting and satisfying for all students and teachers [8].

Learning management is one of the most critical factors and indicators in education because schools, like other educational institutions, are places of learning. The teacher is an input in the teaching and learning process that significantly influences the learning process, which can be seen in the quality of the teaching output. If all teachers demonstrate their effectiveness, the quality of education and teaching in general in the school concerned will improve, and the school will perform well [9, 10].

Learning management is a process that involves interaction between teachers and students as well as reciprocal communication in educational settings in order to achieve learning objectives [11]. Teachers, students, and the

curriculum that serves as a reference in the learning process are examples of learning substances. We will see how managing the learning process's substances in an Islamic educational institution can run in an orderly, smooth, and genuinely integrated manner in a cooperative system to achieve goals effectively and efficiently in the learning management process.

Principals are expected to be teaching leaders accountable for achieving learning management goals. Principals must be able to mobilize and seek various sources to achieve these goals (activities that prioritize teaching and learning quality and high academic achievement) [12, 13]. As a result, student quality is highly dependent on the teaching and learning process [14]. In learning management, the principal involves teachers and administrative staff in adequately carrying out learning management functions to increase the motivation, performance, and loyalty of teachers, administrative staff, and all school residents. Teaching and learning activities, in addition to other managerial activities, are the core activities of education. School principals are expected to play a role as learning leaders because teaching and learning activities are not only the teacher's duties and responsibilities but also the school community's responsibility.

A teacher is expected to be able to manage to learn effectively. The teacher is essential in the management of learning. Because the teacher is the teaching-learning process executor, the success of his teaching determines the overall success of education [15, 16]. The theoretical study's findings indicate that learning management in teachers' functional tasks will be carried out effectively and efficiently if the teacher can carry out his role as manager of instruction in creating learning situations through the use of facilities in the learning process.

Learning management in schools is an intentional effort to manage the learning environment so that students learn certain behaviors under certain conditions. Thus, learning management is limited to one aspect of school administration, whereas education management encompasses all aspects of the educational system and can even reach a broader and larger system regionally, nationally, and internationally. So the learning process is a process that involves interaction between teachers and students as well as reciprocal communication in educational settings in order to achieve learning objectives. Teachers, students, and the curriculum that serves as a reference in the learning process are examples of learning substances. We will see in the learning management process how the management of the learning process's substances in an Islamic educational institution can run in an orderly, smooth, and genuinely integrated manner in a cooperative system to achieve school goals effectively and efficiently.

The primary goal of studying learning management in schools is to obtain the best methods, techniques, and methods for achieving learning objectives effectively and efficiently at the school while using as few resources as possible, such as human resources, funds, facilities, materials, and spiritual resources. The principal is in charge of the

school. Madrasah principals must be capable of managing the school they oversee. To ensure that educational goals are met at the institution he leads, a teacher must be serious about developing the learning process [17, 18]. The teacher is the most potent education component, influencing the educational process. The learning process will only function properly if the teacher is present because other tools cannot take its place; additionally, the learning process that uses the internet network will only function properly if the teacher is present. Learning management is the effective and efficient use of a teacher's abilities and knowledge to achieve learning goals and the formation of new cognitive structures for students through teaching activities in the classroom management of the learning process [19].

The principal's ability to lead the school dramatically determines the quality of the school's output [20, 21]. School principals must manage and foster schools as part of their leadership responsibilities, including leadership and management. A good principal will undoubtedly bring positive energy to the development of the school.

According to RI Law No. 20 of 2003 concerning the National Education System, learning is essentially an interactive process between children and children, children and learning resources, and children and educators. In a learning environment, students interact with educators and learning resources, to learn.

All efforts to regulate the learning process to achieve an effective and efficient learning process are referred to as "learning management." Curriculum and learning management are terms used to describe the administration of learning programs. Learning management can be distinguished from learning management in its broadest sense. Learning management, in its broadest sense, is a set of processes for managing a learner carried out by students, beginning with planning, organizing, directing or controlling, and evaluating in the form of an assessment. While learning management, in a broad sense, is an activation process that necessitates the management of a teacher or educator during the interaction process with students or students in learning [22].

All efforts to regulate the learning process to achieve an effective and efficient learning process are referred to as "learning management." Curriculum and learning management are terms used to describe the administration of learning programs. Learning management is the regulation of all core and supporting activities based on a pre-determined curriculum by the Ministry of National Education or the Ministry of Religion [23, 24]. Students, learning strategies, practice material management, aid management, team learning, remedial programs, enrichment, and improving learning quality. Learning management is the execution of management functions on learning components such as students, teachers, objectives, materials, methods, facilities and tools, and evaluation. The learning management activities [23, 25] demonstrate the breadth of learning management.

Learning planning is the systematic assistance provided to tutors in analyzing student needs and arranging solutions to those needs [26]. Meanwhile, learning planning is the activity

of projecting what actions will be carried out in a lesson, specifically by arranging and responding to learning components so that the objective of the activity (material), the side of the activity (methods and techniques), and how to measure them (evaluation) become apparent and systematic. Good and administratively minded teachers always prepare themselves, specifically by planning programs and lesson materials to be taught [27]. Systematically organized learning plans will guide teachers in limiting learning activities following the plan's limits [28].

Planning is a set of activities that must be completed at a specific time to achieve the stated goals. Planning is also the systematic preparation of activities that will be carried out in order to achieve specific goals. *Planning* is calculating and determining what will be done to achieve specific goals, including who will do it, when, where, and how. *Planning* is the deliberate thought and determination about what will be done in the future to achieve predetermined goals [29]. Planning is preparing a set of decisions to be implemented in the future to achieve specific goals [30]. According to the above understanding, "planning" is an activity that will be carried out in the future to achieve goals.

Planning activities can also include understanding the curriculum, assessing students' developmental needs, considering the surrounding environment, and developing long-term and short-term learning programs. A plan is a stage in determining and utilizing integrated human resources, intending to support all activities and strive to achieve a goal effectively and efficiently. Planning can be interpreted in terms of the learning process as an effort to compile learning materials, use media in learning, use an approach or method in the learning process, and evaluate by assessing an allocation of time that will be carried out for a predetermined period in order to realize the desired thing. Chill by determining the learning process is planning with a syllabus, planning the implementation of learning that includes at least learning objectives, teaching materials, teaching methods, learning resources, and learning outcome assessment.

Learning is not limited to activities performed by teachers with their teaching concepts; it also includes all activities that directly impact the Teaching and Learning Process (PBM), such as television, films, slides, and pictures. As a result, every time the teacher plans to teach a lesson, the teacher must make a plan. Learning implementation will be smooth, directed, and systematic with proper planning.

The process of ensuring that the planned learning program is ready for use is known as implementation [31]. This implementation function includes organizing and leading, which entails determining various activities, such as dividing work into various tasks that teachers and students must carry out to learn.

The ongoing process of teaching and learning in the classroom, at the heart of educational activities in schools, is known as implementing the teaching and learning process. Thus, teaching implementation is the interaction of teachers with students in order to convey learning materials to students and achieve teaching goals. Activities, actions, or

the presence of a system mechanism are all part of the implementation. Implementation is more than just an activity; it is an activity planned to achieve its objectives. According to the proposed implementation definition, implementation is not just an activity but an activity that is planned and carried out seriously following certain norms to achieve the activity's objectives. As a result, implementation is influenced by subsequent objects rather than standing alone.

Learning and implementation are divided into several stages. "1) pre-instructional; namely, the stage has taken when beginning a teaching-learning process; 2) instructional; namely, the stage of providing learning materials that can be identified with several activities; and 3) evaluation stage or follow-up to the instructional stage," according to the stages in the implementation of teaching and learning [32]. Learning evaluation is the process of determining the value of learning through measurement and learning assessment activities. The measurement in question here compares learning success to a predetermined level of learning success.

Measurement and assessment activities are included in learning evaluations. Learning evaluations are classified as diagnostic, selective, placement, formative, and summative when viewed objectively. Learning evaluation can be divided into context, input, process, results, and outcomes when viewed from the target. The evaluation process is divided into three stages: planning, implementation, data processing, and reporting [33, 34].

Evaluation is one tool that must be used effectively to determine the outcomes of student learning progress. According to Gronlund and Linn, "learning evaluation" is the process of collecting, analyzing, and interpreting information systems in order to determine the extent to which learning objectives are met [35, 36]. "Learning evaluation is the process of determining and employing techniques to identify learning weaknesses that exist or occur." The primary goal of learning evaluation is to collect data that will be used to determine the level of progress, development, or achievement of student learning activities. It is also to assess the efficiency and effectiveness of tutoring activities.

Learning evaluation is a continuous process of gathering and interpreting data to assess the decisions made when designing a learning system [37, 38]. *Excellent school management* is defined as an effort to create a superior school management framework in terms of governance and services by considering the supporting factors of excellence, such as school leadership factors and school management application.

Excellent schools can help students achieve academic, emotional, and spiritual success. Excellent schools, in general, prioritize student quality so that they can compete in a globalized world later on. Intelligent students, professional teachers, disciplined, highly dedicated, intelligent, able to create designs, strategies, models, and learning methods, friendly, and able to mingle with fellow teachers and students are all characteristics of excellent schools. The learning process is enjoyable, and the principal is excellent and capable of acting as a good manager.

Excellent schools, in principle, must have unique characteristics and can be the primary basis for determining whether or not an educational institution is superior. The characteristics of a superior school are: (1) having students with unique talents and high abilities and intelligence; (2) having professional and reliable teaching staff; (3) having an enriched curriculum (escalation); (4) having good facilities and infrastructure, such as classrooms, playgrounds, laboratories and computer rooms complete with equipment, libraries, sports fields that can improve student achievement, learning media that are quite complete, textbooks with a ratio of 1 student: 1 book for each subject, a clean and tidy prayer room, counseling staff and a counseling room. The counseling room must be equipped with a first aid kit, bed, and other equipment. The maximum number of students in a class is 30 people.

From some of the definitions above, it can be said that learning management is an effort towards achieving goals through the activities of other people or making things done by other people in the form of increasing interest, attention, pleasure, and the background of students (people who study) by expanding the scope of activities (not too limited) and leading to the development of lifestyles in the future.

Based on the description above, it is illustrated that this study aims to determine the process of planning, to implement, and evaluating learning management in developing excellent schools in *SD Negeri 2 Ternate City*.

2. Study Methods

This study looks into an issue or problem concerning the role of school principals in learning management. This study's cases take the form of an incident, a learning process, a learning activity, a learning program, and an assessment or evaluation of learning on the role of the principal in learning management at excellent primary school (case study at *SD Negeri 2 Ternate City*).

This study collects information about a symptom that exists at the research site, specifically the state of the symptoms at the time the research was conducted, implying that the researcher did not intend to test specific hypotheses but described what it was about a variable, symptom, or situation about the target in the study. Researchers only show evidence to describe the meaning of data or phenomena captured by actors, in this case, the role of the principal in learning management. This phenomenon's significance heavily depends on the researcher's ability and sharpness in analyzing it. The researcher's data is not numerical but derived from interviews, observations, documentation, notes, memos, and other official documents. This study aims to describe the empirical reality behind the phenomenon in depth, detail, and thoroughly.

3. Results

Based on the overall data exposure and analysis of the Principal's Role in Learning Management at *SD Negeri 2*

Ternate City, the following research findings were obtained. Learning management in achieving a superior school includes planning, implementation, and evaluation.

3.1. Learning Planning at *SD Negeri 2 Ternate City*

Learning planning at *SD Negeri 2 Ternate City* in terms of the following; 1) Elaborating the outlines of the Teaching Program (GBPP/syllabus) into Subject Analysis (AMP), some teachers have understood and implemented it, some have not, especially assistant teachers or apprentice teachers, and the terms used are common threads; 2) The educational calendar, *SD Negeri 2 Ternate City* combines the vision and mission of *SD Negeri 2 Kota* and the curriculum in the national education system and the local wisdom of Moloku Kierah culture at *SD Negeri 2 Ternate* prioritizes the development of the child's personality characteristics. At the same time, academic abilities are confident as well. It will be achieved according to the national curriculum. Therefore, in planning, in this case, the educational calendar is not always the same as the standard learning planning. For example, during Ramadan, the educational calendar is generally closed. However, *SD Negeri 2 Ternate City* is used for the orientation period of students and starts entering classes above it with material to strengthen Ramadan values and Islam in general; 3) Developing an annual program. The annual program is adjusted to the school's vision and mission. The annual program is prepared based on the previous year's learning evaluation results; 4) Prepare semester/quarterly programs, compiled at the same time as the annual work meeting. In its preparation, priority is given to programs that characterize personality formation following the vision and mission of the school of nature; 5) Study Unit Program (PSP), combining academic content and personality character building; and 6) Lesson plans to look at academic abilities and build the child's personality characteristics.

From subject analysis to lesson plans, this curriculum planning activity is significant for subsequent activities, so the role of school/madrasah and Islamic boarding school principals is significant in guiding, directing, and assisting teachers who have difficulty completing these activities. Joint activities in similar subjects can be carried out through the Subject Teacher Consultation (MGMP) to facilitate the continuity of this activity.

3.2. Implementation (Actuating) Learning in *SD Negeri 2 Ternate City*

Learning implementation activities include several stages: 1) Determining standards for implementing lesson plans. In this case, teachers at *SD Negeri 2 Ternate City* are not the same. Some are set at the beginning of the semester, and some are during the lesson; 2) Providing examples of procedures for implementing learning; 3) Motivation, given by the principal or tutor or senior teacher to apprentice teachers, or also by fellow teachers to other teachers when doing things that are not following the school's vision and mission or when making mistakes in learning. Giving

motivation here is more emphasized on exemplary and rewards to teachers who excel; 4) Communicating the direction of learning, carried out through meetings, teacher meetings with the principal, and teacher meetings with the curriculum. In that meeting, it was discussed about the evaluation of learning that was carried out while at *SD Negeri 2 Ternate City* to support the improvement of learning in the future. While communicating the direction of learning between teachers is carried out every day; 5) Carried out with the aim of the organizational wheels; 6) Improving the quality of learning. The school cooperates with various parties such as Ternate education and culture service universities, education practitioners to hold training, joins the *SD Negeri 2 City Network Ternate*, and cooperates with other schools that can be used as a reference for comparative studies, utilizing technology and existing books.

From the explanation above, it can be underlined that the implementation of learning in *SD Negeri 2 Ternate City* is under the standards. Only the initial standardization of the learning plan is needed.

3.3. Evaluation in Learning at *SD Negeri 2 Ternate City*

Learning evaluation as a process of collecting data to find out to what extent, in what way, and in what part the educational goals have been achieved. From the explanation above, it can be seen that the evaluation of learning at *SD Negeri 2 Ternate City* is under the applicable laws and regulations as follows. Evaluation is guiding and helping to overcome difficulties and not merely looking for faults. Supervision carried out by school principals should focus attention on efforts to overcome obstacles faced by teachers or staff and not solely look for faults. If we are forced to point out a mistake, we must convey it ourselves and not in front of other people. Assistance and guidance are provided indirectly. The staff is encouraged to improve themselves, while the principal is just helping. It is essential to foster self-confidence, which in turn fosters work motivation. Feedback or suggestions need to be given immediately. The condition is intended so that the person concerned can clearly understand the relationship between the suggestions and feedback and the conditions at hand. In giving the feedback, it should be in the form of occurring. Evaluation is carried out periodically. The presence of the principal in supervision if there are no obstacles, acts as providing moral support for teachers or employees who are working on assignments. The evaluation is carried out in a partnership atmosphere because it will make it easier for teachers and employees to convey the obstacles they face to create a cohesive work team.

4. Discussions

4.1. Lesson Planning

The role of instructional leadership in improving teacher professionalism is an essential factor in school organization, especially related to its responsibility to improve the quality of learning in schools. Learning planning at *SD Negeri 2*

Ternate City is implemented as follows; 1) the principal is tasked with guiding teachers, education staff, and students, following the development of science and technology, and setting a good example. Efforts that can be made by principals in improving the performance of education personnel and learning achievement of students are involving teachers in further education by encouraging teachers to start creatively and excel, 2) planning, coordinating activities, conducting supervision, evaluating activities, holding meetings, make decisions, organize the learning process.

A careful and effective planning process determines the maximum achievement of learning outcomes [39, 40]. An effective planning process is also determined by the teacher's ability and systemic thinking, which allows it to be predicted and determine essential and strategic things that will be implemented in the teaching and learning process. Effective and meaningful learning planning is essential in achieving maximum learning outcomes by qualified teachers with high professional abilities [41, 42]. That is why people generally conclude that high-quality teachers control maximum learning outcomes.

The learning planning process at *SD Negeri 2 Ternate City* also includes compiling materials, media, approaches, and methods and an assessment in a time allocation that will be carried out at a particular time to achieve predetermined goals. Suppose a teacher wants to and is preparing and preparing teaching materials. In that case, there are several essential things to consider and do, namely compiling and developing the content of the material, setting learning objectives to be achieved, selecting and determining learning methods and media to be followed and used, and formulating instruments or evaluation tools in various forms that are used to measure the level of achievement of learning objectives.

The operational concept of learning planning at *SD Negeri 2 Ternate City* is in line with the operational concept of planning followed by the teacher's work process, namely setting goals to be achieved and formulating various relevant activities to support the achievement of goals. The period needed to carry out an activity, working methods and or work strategies followed, and the instruments provided to support the operationalization of activities to achieve the expected goals [43].

4.2. Learning Implementation

Referring to the lesson plan that has been prepared and approved by the Principal as a guide in teaching at *SD Negeri 2 Ternate City*, a teacher can be helped to carry out his duties professionally and operationally. The learning program plan that will be implemented contains several components that help teachers carry out teaching tasks effectively in the form of school programs, syllabus, learning implementation plans, follow-up plans, enrichment learning activities, and remedial programs for students who have not reached the expected KKM. One crucial aspect that is considered in the implementation of learning in the classroom is the atmosphere and condition of students ready to accept the learning presented. The classroom atmosphere and student

conditions are expected to be an atmosphere that supports a more effective learning process.

The atmosphere of the learning process at *SD Negeri 2 Kota Ternate* is as follows. a) A conducive classroom atmosphere; have a favorable climate for ongoing learning activities. Teachers can create a pleasant learning atmosphere for students. Models and learning methods applied by teachers are more attractive and stimulate students' creativity. b) Quiet and disciplined class; Skilled teachers will be able to create a calm and disciplined class. Students obey the rules set because the rules have been approved by students to be applied in class. Violations committed by students are recorded, given sanctions, and evaluated to assess their effectiveness. c) Classes that occur naturally; A natural class operates by itself. Teachers spend most of their time carrying out their duties as learners. Students can take part in learning independently without strict supervision by the teacher. Students involved in the learning process are active in interacting with each other. Implementing the program and the learning process in a conducive, calm, natural classroom atmosphere with high discipline and relying on an effective learning management system is believed to produce optimal learning outcomes in various fields of knowledge. As stated above, the learning atmosphere and climate originate from several supporting factors that are positively correlated with the principal's leadership, who is strong, open, effective, and professional [44]. In addition, the teachers at the school have a high commitment and work discipline.

4.3. Learning Evaluation

Evaluation is one tool to determine the results of student learning progress that must be done well. Learning evaluation systematically collects, analyzes, and interprets information to determine the extent to which learning objectives have been achieved. Meanwhile, learning evaluation is a process to determine and use techniques to identify weaknesses that exist or occur in learning [45, 46]. The primary purpose of the evaluation of learning is to collect information used as the basis for knowing the level of progress, development, or achievement of student learning activities. Besides that, it is also to determine the efficiency and effectiveness of tutor teaching activities.

One of the activities of concern in learning management work is the evaluation of student learning outcomes. The problem of learning management related to the evaluation of learning outcomes is that the teachers who compile the learning program, determines the method used to check the extent to which students have been able to accept, digest, understand, master, and use the content of knowledge in the subject matter taught by the teacher. There are several ways of evaluating the teacher at *SD Negeri 2 Ternate City* to measure competency achievement: 1) cognitive competence, oral test evaluation, written test, observation, and assignment; 2) affective competence is used by evaluating oral tests, attitude scale tests, observation, and expressive and projective tasks; and 3) skill competency, observation evaluation method, action test, and oral test. The forms of

evaluation of learning outcomes are arranged in four kinds of tests: pre-test, post-test, summative, and formative.

Evaluation of learning at *SD Negeri 2 Kota Ternate* includes evaluation of the learning process and results carried out by teachers to assess the implementation of the lesson plan. Evaluation of learning outcomes is carried out by the principal together with the teachers by comparing the plans and learning outcomes. The evaluation results are the basis for consideration of the follow-up to the implementation of further development.

Evaluation of learning at school in Ternate City is also carried out through coordination and collaboration with related parties in its implementation, both the service and teacher professional organizations, teacher working groups, and principal working groups, so that teachers can carry out learning effectively and efficiently.

4.4. The Excelent School

Since Law no. 20 of 2003 concerning the National education system, schools have been part of the national education subsystem. Good schools innovate and innovate themselves both institutionally and in terms of output.

To realize *SD Negeri 2 Ternate City* as a superior school, the principal continues to strive to develop a positive school organizational culture. Efforts that principals can make in their role as educational leaders in schools, namely: (1) maximizing the focus on improving teacher competence, (2) allocating sufficient budgets for increasing teacher professionalism, and (3) providing appropriate advice and guidance professional to teachers; (4) creating a conducive school organizational culture; (5) creating renewal and excellence; (6) rewards teachers who are successful or perform well.

The number also sees the quality of *SD Negeri 2 Ternate City* of students who have academic achievements and achievements in other fields, and the graduates are relevant to the goal. Students who excel can be traced to school management, teacher profiles, learning resources, and the environment. An effective school is always responsive and adaptive to developing a complex environment. The important thing that needs immediate attention is the problem of learning services. Learning services are directed at the delivery of subject matter. The teacher shows his professionalism in mastering and delivering material because this raises a high level of trust from students or the teacher's authority.

The term only school became popular along with the rise of private schools that we can produce graduates with more quality than public schools. Around the 1990s, the trend of people to trust schools marked with excellent schools was getting stronger. This public trust is driven by school achievements labeled as excellent schools with various accompanying arguments. The excellent schools are identical to full-day schools and have characteristics that distinguish them from other schools in general [47]. Some use the terms nature school, boarding school, whole day school, world leaders school, champion school, and various branding developed. These labels aim to influence the public to believe

in the educational institutions they manage. The superior schools are clearly described as shown in Figure 1.

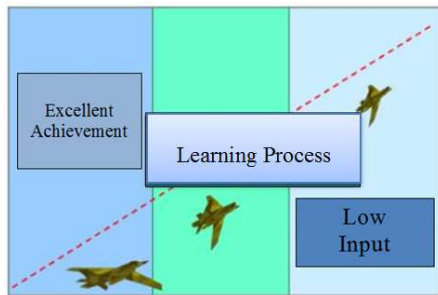


Figure 1. Model of excellent schools in Ternate City

Thus, the concept of a superior school can be seen from the added value of students through learning at school. The higher the added value obtained by students, the more superior the school.

5. Conclusions

- 1) Based on the findings and discussion above, the following conclusions were drawn from the study of the role of school principals in school learning management at *SD Negeri 2 Ternate City*: 1) planning: the principal, in collaboration with educators, develops annual activities with all aspects carefully considered to support all activities in schools; principals group and divide tasks; 2) implementation: principals communicate effectively with educators, conduct coaching, provide motivation and instructions, and establish work and service standards. All of these steps are taken to ensure customer satisfaction. 3) Evaluation: the principal conducts evaluation activities with educators through weekly and monthly meetings, which are carried out in a family and partnership atmosphere, and provides feedback and suggestions to encourage educators' performance to improve.
- 2) The teacher carries out *SD Negeri 2 Ternate City* Learning Management Ternate City through the planning, implementation, and evaluation stages. The learning management planning stage consists of three activities: (1) creating a daily activity plan (RKH) on a regular and consistent basis; (2) RKH adjusted to a weekly activity plan (RKM), an annual program, and a semester program (promissory note). It is based on the curriculum and (3) class planning that is customized to the student's needs and development activities. Among the implementation activities are the following: (1) activities consist of an initial, core, and final activities, (2) classes are indoors and outdoors, (3) class variations are classical and group, and (4) there are variations in assignment giving, (5) the classroom environment is conditioned to support the development of students' multiple intelligences, (6) there are activities to support students' multiple intelligences, and (7) teachers carry out preventive and curative actions to k The evaluation stage includes (1) daily evaluation

and semester evaluation, (2) daily evaluation as seen from the work completion process, work results, behavior, and assessment of 4-5 five children in daily activity plans, and (3) semester evaluation in the form of progress reports (report).

References

- [1] Kaso, N., Mariani, M., Ilham, D., Firman, F., Aswar, N., & Iksan, M. (2021). The Principal's Leadership: How to Improve the Quality of Teaching and Learning Process in State Junior High School of Luwu. *Jurnal Ad'ministrare*, 8 (1), 49. <https://doi.org/10.26858/ja.v8i1.19126>
- [2] Sudarsana, I. K., Nakayanti, A. R., Sapta, A., Haimah, Satria, E., Saddhono, K., Achmad Daengs, G. S., Putut, E., Helda, T., & Mursalin, M. (2019). Technology Application in Education and Learning Process. *Journal of Physics: Conference Series*, 1363 (1). <https://doi.org/10.1088/1742-6596/1363/1/012061>
- [3] Eren, E. (2021). European Journal of Educational Research. *European Journal of Educational Research*, 10 (3), 1199–1213. https://www.researchgate.net/profile/Ebru-Eren/publication/348382981_Education_Policies_in_the_Context_of_Political_Communication_in_Turkey/links/5ffc2aeba6fdccdb846cc03/Education-Policies-in-the-Context-of-Political-Communication-in-Turkey.pdf
- [4] Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, 44 (5), 635–674. <https://doi.org/10.1177/0013161X08321509>
- [5] Wahyudin, U. R., Winara, D., & Permana, H. (2021). Teacher Professionalism Improvement Management: Study of Principal Leadership At Sma Al-Ittihad Karang Tengah Cianjur. *AL- TANZIM: Jurnal Manajemen Pendidikan Islam*, 5 (2), 115–124. <https://doi.org/10.33650/al-tanzim.v5i2.2222>
- [6] Turnbull, D., Chugh, R., & Luck, J. (2020). *Learning Management Systems, An Overview BT - Encyclopedia of Education and Information Technologies* (A. Tatnall (ed.); pp. 1052–1058). Springer International Publishing. https://doi.org/10.1007/978-3-030-10576-1_248
- [7] Hustad, E., & Arntzen, A. A. B. (2013). Facilitating Teaching and Learning Capabilities in Social Learning Management Systems: Challenges, Issues, and Implications for Design. *Journal of Integrated Design and Process Science*, 17, 17–35. <https://doi.org/10.3233/jid-2013-0003>
- [8] Dinham, S. (2005). Principal leadership for outstanding educational outcomes. *Journal of Educational Administration*, 43 (4), 338–356. <https://doi.org/10.1108/09578230510605405>
- [9] Farrell, P., Alborz, A., Howes, A., & Pearson, D. (2010). The impact of teaching assistants on improving pupils' academic achievement in mainstream schools: a review of the literature. *Educational Review*, 62 (4), 435–448. <https://doi.org/10.1080/00131911.2010.486476>
- [10] Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, Schools, and Academic Achievement. *Econometrica*, 73 (2), 417–458. <https://doi.org/https://doi.org/10.1111/j.1468-0262.2005.00584.x>

- [11] Janson, A., Söllner, M., Leimeister, J. M., Janson, A., & Leimeister, J. M. (2017). *Systems — Antecedents and Consequences*. 9 (3), 173–201.
- [12] Mariyanah, S., Jamil, R., Arifin, F., & Barlian, U. C. (2021). The Professional Development of School Principals: Insight from Indonesia. *International Journal of Social and Management Studies*, 2 (3 SE-Articles), 132–141. <https://doi.org/10.5555/ijosmas.v2i3.41>
- [13] Printy, S. M., Marks, H. M., & Bowers, A. J. (2009). Integrated Leadership: How Principals and Teachers Share Transformational and Instructional Influence. *Journal of School Leadership*, 19 (5), 504–532. <https://doi.org/10.1177/105268460901900501>
- [14] Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105 (3), 805–820. <https://doi.org/10.1037/a0032583>
- [15] Gülbahar, Y. (2007). Technology planning: A roadmap to successful technology integration in schools. *Computers & Education*, 49 (4), 943–956. <https://doi.org/https://doi.org/10.1016/j.compedu.2005.12.002>
- [16] Verloop, N., Van Driel, J., & Meijer, P. (2001). Teacher knowledge and the knowledge base of teaching. *International Journal of Educational Research*, 35 (5), 441–461. [https://doi.org/https://doi.org/10.1016/S0883-0355\(02\)00003-4](https://doi.org/https://doi.org/10.1016/S0883-0355(02)00003-4)
- [17] Asmendri, A., Marsidin, S., Rusdinal, R., & Mukhaiyar, M. (2018). An Analysis of Managerial Competence of the Madrasah Principals in Islamic Senior High School in Tanah Datar. *Al- Ta Lim Journal*, 25 (1), 56–70. <https://doi.org/10.15548/jt.v25i1.350>
- [18] Shulhan, M. (2018). Leadership style in the madrasah in Tulungagung: how principals enhance teacher's performance. *International Journal of Educational Management*, 32 (4), 641–651. <https://doi.org/10.1108/IJEM-08-2017-0218>
- [19] Kusumawati, D. (2016). Supervisi Akademik Kepala Sekolah Terhadap Manajemen Pembelajaran Paud. *Satya Widya*, 32 (1), 41. <https://doi.org/10.24246/j.sw.2016.v32.i1.p41-48>
- [20] Mulford, B., Kendall, D., Ewington, J., Edmunds, B., Kendall, L., & Silins, H. (2008). Successful principalship of high-performance schools in high-poverty communities. *Journal of Educational Administration*, 46 (4), 461–480. <https://doi.org/10.1108/09578230810882009>
- [21] Tirozzi, G. N. (2001). The Artistry of Leadership: The Evolving Role of the Secondary School Principal. *Phi Delta Kappan*, 82 (6), 434–439. <https://doi.org/10.1177/003172170108200605>
- [22] Geijsel, F., & Meijers, F. (2005). Identity learning: the core process of educational change. *Educational Studies*, 31 (4), 419–430. <https://doi.org/10.1080/03055690500237488>
- [23] Gleeson, J. (2021). Evolution of Irish curriculum culture: understandings, policy, reform and change. *Irish Educational Studies*, 1–21. <https://doi.org/10.1080/03323315.2021.1899028>
- [24] Rinne, R., Kivirama, J., & Simola, H. (2002). Shoots of revisionist 1 education policy or just slow readjustment? The Finnish case of educational reconstruction. *Journal of Education Policy*, 17 (6), 643–658. <https://doi.org/10.1080/0268093022000032292>
- [25] Watson, W. R., & Watson, S. L. (2007). An argument for clarity: What are learning management systems, what are they not, and what should they become? *TechTrends*, 51 (2), 28–34. <https://doi.org/10.1007/s11528-007-0023-y>
- [26] Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence. *Educational Technology Research and Development*, 65 (3), 555–575. <https://doi.org/10.1007/s11423-016-9481-2>
- [27] Tarman, B. (2010). 78 Global Perspectives and Challenges on Teacher Education in Turkey. *International Journal of Arts and Sciences*, 3 (17), 78–96.
- [28] McDonald, M., Kazemi, E., & Kavanagh, S. S. (2013). Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity. *Journal of Teacher Education*, 64 (5), 378–386. <https://doi.org/10.1177/0022487113493807>
- [29] Meppem, T., & Gill, R. (1998). Planning for sustainability as a learning concept. *Ecological Economics*, 26 (2), 121–137. [https://doi.org/https://doi.org/10.1016/S0921-8009\(97\)00117-1](https://doi.org/https://doi.org/10.1016/S0921-8009(97)00117-1)
- [30] Couclelis, H. (2005). “Where has the Future Gone?” Rethinking the Role of Integrated Land-Use Models in Spatial Planning. *Environment and Planning A: Economy and Space*, 37 (8), 1353–1371. <https://doi.org/10.1068/a3785>
- [31] Meyers, D. C., Domitrovich, C. E., Dissi, R., Trejo, J., & Greenberg, M. T. (2019). Supporting systemic social and emotional learning with a schoolwide implementation model. *Evaluation and Program Planning*, 73, 53–61. <https://doi.org/https://doi.org/10.1016/j.evalprogplan.2018.11.005>
- [32] Chang, L.-C., Chiu, C.-W., Hsu, C.-M., Liao, L.-L., & Lin, H.-L. (2019). Examining the implementation of teaching and learning interactions of transition cultural competence through a qualitative study of Taiwan mentors undertaking the postgraduate nursing program. *Nurse Education Today*, 79, 74–79. <https://doi.org/https://doi.org/10.1016/j.nedt.2019.05.020>
- [33] Suchyadi, Y., Sundari, F. S., Sutisna, E., &... (2020). ... School Teachers Through the Development of Competency Based Assessment Instruments in Teacher Working Group, North *JCE| Journal of ...*, 02 (01), 1–5. <https://journal.unpak.ac.id/index.php/jce/article/view/2742>
- [34] Usman, N., Murniati, A. R., Syahril, Irani, U., & Tabrani, Z. A. (2019). The implementation of learning management at the institution of modern dayah in aceh besar district. *Journal of Physics: Conference Series*, 1175 (1). <https://doi.org/10.1088/1742-6596/1175/1/012157>
- [35] Ghaicha, A. (2016). Theoretical Framework for Educational Assessment: A Synoptic Review. *Journal of Education and Practice*, 7 (24), 212–231. www.iiste.org
- [36] Rachmaniar, R., Yahya, M., & Lamada, M. (2021). Evaluation of Learning through Work Practices Industry Program at University with the CIPP Model Approach. *International Journal of Environment, Engineering and Education*, 3 (2), 59–68. <https://doi.org/10.55151/ijeedu.v3i2.55>
- [37] Pellegrino, J. W. (2014). Assessment as a positive influence on 21st century teaching and learning: A systems approach to progress. *Psicologia Educativa*, 20 (2), 65–77. <https://doi.org/https://doi.org/10.1016/j.pse.2014.11.002>

- [38] Pellegrino, J. W., & Quellmalz, E. S. (2010). Perspectives on the Integration of Technology and Assessment. *Journal of Research on Technology in Education*, 43 (2), 119–134. <https://doi.org/10.1080/15391523.2010.10782565>
- [39] Chen, K.-C., & Jang, S.-J. (2010). Motivation in online learning: Testing a model of self-determination theory. *Computers in Human Behavior*, 26 (4), 741–752. <https://doi.org/https://doi.org/10.1016/j.chb.2010.01.011>
- [40] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82 (1), 405–432. <https://doi.org/https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- [41] Tanang, H., & Abu, B. (2014). Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, 3 (2), 25–42. <https://doi.org/10.5430/jct.v3n2p25>
- [42] Thistlethwaite, J. E., Davies, D., Ekeocha, S., Kidd, J. M., MacDougall, C., Matthews, P., Purkis, J., & Clay, D. (2012). The effectiveness of case-based learning in health professional education. A BEME systematic review: BEME Guide No. 23. *Medical Teacher*, 34 (6), e421–e444. <https://doi.org/10.3109/0142159X.2012.680939>
- [43] Collis, B., & Margaryan, A. (2004). Applying activity theory to computer-supported collaborative learning and work-based activities in corporate settings. *Educational Technology Research and Development*, 52 (4), 38–52. <https://doi.org/10.1007/BF02504717>
- [44] Sebastian, J., & Allensworth, E. (2012). The Influence of Principal Leadership on Classroom Instruction and Student Learning: A Study of Mediated Pathways to Learning. *Educational Administration Quarterly*, 48 (4), 626–663. <https://doi.org/10.1177/0013161X11436273>
- [45] Kranzler, J. H., Floyd, R. G., Benson, N., Zaboski, B., & Thibodaux, L. (2016). Cross-Battery Assessment pattern of strengths and weaknesses approach to the identification of specific learning disorders: Evidence-based practice or pseudoscience? *International Journal of School & Educational Psychology*, 4 (3), 146–157. <https://doi.org/10.1080/21683603.2016.1192855>
- [46] Vamplew, P., Dazeley, R., Berry, A., Issabekov, R., & Dekker, E. (2011). Empirical evaluation methods for multiobjective reinforcement learning algorithms. *Machine Learning*, 84 (1), 51–80. <https://doi.org/10.1007/s10994-010-5232-5>
- [47] Reynolds, A. J., Richardson, B. A., Hayakawa, M., Lease, E. M., Warner-Richter, M., Englund, M. M., Ou, S. R., & Sullivan, M. (2014). Association of a full-day vs part-day preschool Intervention with school readiness, attendance, and parent involvement. *JAMA - Journal of the American Medical Association*, 312 (20), 2126–2134. <https://doi.org/10.1001/jama.2014.15376>