

The Leadership Role of The School Principal in Developing School Culture

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ABSTRACT

This research aims to explore the leadership role of school principals in developing school culture as well as inhibiting and supporting factors in efforts to achieve effective schools. This research is qualitative research with a literature approach. Data was collected from various relevant journals. The research data that has been collected, analyzed through text study using content analysis techniques. The research results show that the principal's leadership has an important role in developing school culture. Some of the principal's leadership roles include; The principal's role as a person, educator, manager, administrator, supervisor, leader, creator of a conducive work climate, innovator and motivator. Apart from that, there are supporting and inhibiting factors in developing school culture. Supporting factors consist of a clear school vision and mission; Harmonious relations between school members; School curriculum; An active, conducive and enjoyable learning process really supports cultural development. Inhibiting factors consist of the negative personality of teachers and students; Lack of Funding Sources; Lack of Learning Facilities and Infrastructure; Lack of habit of caring about cleanliness and loving one's health. The conclusion of this research emphasizes the important role of school principals in developing school culture, and suggests school principals strive to reduce inhibiting factors and increase supporting factors in developing school culture.

Keyword: *Principal Leadership; School Culture; Supporting factors; Inhibiting factors*

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1. INTRODUCTION

Towards freedom of learning, of course there are many things that need to be addressed in the world of Indonesian education. According to one internet site, in 2024 Indonesia's education quality ranking will be ranked 67th out of 203 countries. Even though it is not the lowest, it is not yet the best. How can education revive? One of them is by developing effective schools. According to Ministry of National Education (in RIDHO, 2019) states that schools as systems have three main aspects that are closely related to effective schools, namely the teaching and learning process, school leadership and management and school culture.

Leadership in the educational context is often identified through the role of the principal or other educational leaders who have significant influence on policies, decisions and the direction of school development. According to Ghofar (2013) states that leadership is the ability to move, influence, motivate, invite, direct, advise, develop, guide, train, order, order, prohibit, and even punish (if necessary) with the aim that humans as part of the organization want to work in in order to achieve the goals of oneself and the organization effectively and efficiently. Diyati & Muhyadi (2014) states that the principal's actions, words, messages and nonverbal behavior are very influential in shaping school culture.

School culture is the overall physical background, environment, atmosphere, taste, nature and climate of the school which is productively able to provide positive experiences for the growth and development of students' intelligence, skills and activities.(Maryamah, et. al, 2016). School culture is an important foundation in creating a good learning environment and supporting the development of students' cognitive, biological and socio-emotional processes. A strong school culture can improve academic performance, build character, and create a safe and peaceful social climate among all school members. According to Mayer and Rowen(in RIDHO, 2019)School culture is the spirit of the school which is meaningful and has a very big influence on the school's educational activities. If the school culture is weak, then it is not conducive to the formation of an effective school. On the other hand, a strong school culture will be a strong support for effective school improvement. According to Pidarta(in RIDHO, 2019)also stated that school culture is very influential in forming an effective school.

(Karada & Öztekin, 2018)states that school culture has an important role in its function of creating an effective, multidimensional school, so the leadership of the school principal is needed to recognize the school culture and collaborate with various parties to develop it. Gawerecki(in Ozgenel, 2020)expressed the importance of school leaders developing a strong and cooperative culture that encourages effective learning programs and curricula, while stating that this culture influences student academic success.(Said, 2020)even concluded that the success of a quality culture lies in the ability of the leader or principal.

A good school principal must lead his school in accordance with applicable regulations. School principals are required to be able to quickly adapt to changes and developments in the world of education, and be able to overcome all problems that may be caused by these changes, for example changes in the curriculum which change almost every period or the emergence of new policies both at the district or city level and at the national level. and the demise of old policies. In addition, school principals are also required to have more abilities than their subordinates, especially in terms of leadership and management.

However, looking at the situation in the field, it turns out that there are still school principals who have not been able to create a conducive school culture and atmosphere. For example, there is a lack of harmony in the relationship between teachers and principals, principals and staff or staff and teachers or even teachers and parents/guardians of students. These things can certainly cause the school environment to become less harmonious, and could hamper school activities because some teachers have conflicts. If a school's work environment is good, it will create a sense of security and peace in carrying out activities in carrying out a job, thus having a significant impact on improving teacher performance.(Susanti in Rahayuningsih & Iskandar, 2022).

There are also cases where the principal is not able to involve the entire school community to be active in various activities at school. Or problems such as teachers not being motivated to improve the school because the principal doesn't care. In fact, as stated previously, the principal as a leader should have concern for his members, for example by interacting with teachers regularly, giving appreciation to teachers, and/or providing opportunities for teachers to develop themselves so that students get the best learning results. In this way a conducive school climate can be created. This is in line with what was stated(Gaol in Rahayuningsih & Iskandar, 2022)that the problems that often occur among school principals include the principal's unpreparedness to follow the demands of changing times, lack of ability to adapt and innovate.

Seeing the large number of studies that link leadership to school culture, researchers feel it is necessary to conduct research that reveals the role of leadership in developing school culture as well as the supporting and inhibiting factors.

This research is qualitative research with a literature approach. By compiling a comprehensive literature review, this research is expected to provide in-depth insight into the role of leadership in developing school culture. Mainly focuses on the role of leadership in developing school culture as well as the inhibiting and supporting factors. It is hoped that the findings from this research can contribute to academic literature. Through a better understanding of the relationship between leadership and school culture, it is hoped that a better learning environment will be created, which will ultimately improve the overall quality of education.

2. RESEARCH METHOD

The method for writing this article is based on the results of literature studies, or literacy studies or critical and in-depth analysis of several relevant scientific references. According to(Sari in Susila & Marsidin, 2022)Literature study is a research study carried out by collecting various reality information and data from literacy sources such as reference books, previous research results in the form of articles, journal notes, theses, as well as various literacy sources related to the problem to be solved. Literature studies (literature research) are used by researchers to obtain research answers.

This research is a type of qualitative research. The qualitative research stages in this study consist of: 1) Creating a definition (meaning) of the scope of the literature to be studied; 2) Identify and group literature sources that are in accordance with what is desired; 3) Conduct literature review and review; 4) Write down the results of the review and literature review; 5) Strengthen the results obtained by using other literature in appropriate research. (Adriansyah, Handayani, & Maftuhah, 2022).

In this research, data obtained from related literature was traced, collected, then used to develop a research framework and afterwards analyzed as research data. The literature in this research was obtained from unpaid journal or literacy search sites, such as Google Scholar and Dimension Ai. And collected with the keyword "Leadership in developing school culture". Based on the search carried out by researchers, several data were found such as journals, articles and other documents that matched these keywords. The research data that has been collected is then carried out to assess the content of the text using content analysis techniques. This content analysis focuses on interpreting understanding and analyzing the text based on the research context in question. This analysis technique helps researchers analyze the data to be studied to obtain an initial framework for describing leadership in developing school culture, as well as to determine the magnitude of the leadership role of a school principal in developing school culture as well as seeing what are the supporting and inhibiting factors in developing culture. school.

3. RESULTS AND DISCUSSION

School Culture

School culture includes all physical aspects, environment, atmosphere, feelings, character and climate in the school which can productively provide positive experiences for the development of students' intelligence, skills and activities. School culture can also be seen from the relationship between principals, teachers and other educational staff, from the form of discipline, sense of responsibility, rational thinking, motivation to learn, habits of solving problems rationally and so on. (Maryamah et al., 2016). The following is an overview of school culture, namely:

1) Clean Culture in the School Environment

Instilling a clean culture in students is carried out continuously and in a planned manner, not just once. A study (Diyati & Muhyadi, 2014) shows very satisfying results such as a clean, beautiful and comfortable school environment. A culture of cleanliness is instilled in schools through various activities such as class pickets, inter-class cleanliness competitions, and the employment of a school guard or a group of school guards specifically to monitor cleanliness.

Environmental cleanliness activities become more prominent when schools carry out programs or competitions related to classroom cleanliness. There is also another form of environmental cleanliness culture introduced by the school, such as the Clean Friday activity, where all students during the first period, use 15 minutes of their time every Friday to clean the school together.

2) Religious Culture

Activities that always instill religious values in students in order to shape their character and behavior. This is done by the school in the hope of developing students' spiritual character which will have an impact on their deeds. Religious activities carried out at school with guidance and supervision by religious teachers include: midday prayers in congregation, midday prayers, and praying before and after carrying out learning activities.

3) Disciplined and orderly culture

The school principal's example is the basis for introducing discipline and order in the school. For example, the principal arrives on time every day. The principal's job is to welcome students to attend after checking the cleanliness of the school. He stood in front of the teacher's room door, greeting students who had just arrived and were about to enter the classroom. This activity causes students who are late to come to school to feel embarrassed if they come late. So, in the end it is hoped that no students will be late again.

4) Achievement culture

The school seeks to foster a culture of achievement with the aim of improving overall academic performance. Initiatives carried out by the school include providing scholarships to students who excel, giving prizes to students who win competitions, holding competitions in the fields of science, arts and sports, additional learning activities such as: tutoring, tutoring, tryouts for final grade students. This includes testing and improvement activities.

Students who excel at school will be included in championships at sub-district and district levels, and even provincial levels. So that the students who are sent feel proud to represent their school and are happy with the prizes they receive.

5) Literacy/Reading Culture

An indicator of a nation's progress can be seen from the literacy level of that nation (Dewi, 2023). To support the Love of Reading program, the school has carried out various activities, including collaboration with the Regional Library through the Mobile Library Program. Mobile library vehicles come to school every two weeks.

Schools also create programs to increase interest in reading, such as holding reading and storytelling competitions, ensuring the school library is always clean, neatly arranged and comfortable and encouraging students to read diligently with 15-minute literacy activities at the start of the first lesson.

6) Conducive Work Climate Culture

Building a supportive work environment culture for students can be done through persami activities (Saturday Sunday camps) or periodic camps (every mid and end of the semester). In this activity, the school tries to educate students to help each other and work together so that students become united and not selfish.

The 5S culture (Smile, greet, salute, be polite and courteous), where students can greet and greet teachers/staff every morning, can also foster a conducive work climate culture between students and teachers/school staff and even the school principal. Apart from that, 5S activities also create harmony between teachers during break times. The atmosphere is calm and pleasant in the teacher's room. There are no free hours, because there are teachers who are willing to help and substitute for teaching in class. Teachers can chat casually, which in these conversations is sometimes used by some teachers to review problems that occur in their class, such as student misbehavior and student learning progress.

The Role of The School Principal in Developing School Culture

One effort to influence organizational members is to inspire them, motivate them and direct activities that lead them to have awareness of achieving the expected goals is the definition of leadership (Adriansyah et al., 2022). Leaders generally have certain characteristics, namely optimizing the positive values of the culture developed by the school (Tinjak, 2023).

A leader whose job is to guide the members of an institution is known as a Principal. As the highest leader of a school, the principal has great influence and can determine the quality of education at the school. The school principal has a special role in preparing innovative and reliable programs in organizing all teaching staff to realize the program he created (Riyanta, 2016). The following are the roles played by the Principal in Developing School Culture, namely:

1) Role as Personal

The principle of a leader must be to have good morals, be a role model for the school community, be honest, open, have control over oneself, show leadership abilities in daily interactions, and be friendly.

2) Role as Educator

As an educator, the principal plays a role in developing school culture. The principal and teachers stood and greeted the school gate, shaking hands and greeting the students, and welcoming the students with a smile. The aim of this activity is to encourage students to arrive at school on time, dress neatly and promote mutual respect. The principal also promotes a culture of scolding to make students aware and obedient to school rules.

School principals who have implemented the 2013 curriculum will focus more on practice and develop morality by incorporating personal values into learning. This can support the creation of an effective school culture. Apart from that, school principals as educators always strive to improve the quality of learning by increasing teacher expertise in learning, for example by involving teachers in training and workshops (RIDHO, 2019). The example of the school principal as an educator can clearly arouse student motivation to develop a school culture that includes a culture of cleanliness, discipline and order. As educators, school principals must be good role models (Diyati & Muhyadi, 2014).

3) Role as Manager

The principal has the role of manager in accordance with the statement (Mulyasa in RIDHO, 2019) that management is essentially the process of planning, organizing, implementing, directing and controlling the efforts of school members, as well as using all organizational resources to achieve predetermined goals.

To determine the extent to which goals have been achieved, school principals must regularly review the performance and implementation of school programs in weekly or monthly conference forums, both formal and informal meetings (if necessary). This evaluation is carried out to determine the progress achieved and the extent of the gaps in this area in order to implement changes towards a better school environment. Head Schools also always use evaluation and analysis when creating policy programs, especially when building an effective school culture, to ensure that school culture develops in accordance with school needs and culture, and that schools enable them to provide added value.

4) Role as Administrator

The role of the school principal as an administrator is aimed at carrying out administrative duties well and creating a culture of administrative order. The principal's management ability is reflected in good school management. For example, at the beginning of the year, the school principal prepares EDS, RKS, and other forms of administrative tasks such as educational calendars, prota, processes, curriculum, and RPP. The principal also carries out discipline in managing classes and so on.

In carrying out administrative duties, the principal does not act alone, he organizes five deputy principals, namely the administrative director, curriculum director, dean of students, and assistant principal, as administrative directors (Ka. Ur), and carries out their authority.

5) Role as Supervisor

The principal's role as a supervisor requires several initiatives to develop an effective school culture. These efforts include daily supervision by the school principal to review teacher progress in class. One of the supervision techniques used is classroom visit supervision. The purpose of this supervision is to provide guidance to teachers regarding professional teacher training. For example, supervision of Al-Quran teachers who are guided by experts in the field of Al-Quran. This means that in practice the principal who has a supervisory role can carry out supervision, but in the modern educational organization system there is a need for special supervisors who are more independent and can carry out supervision, as well as ensure objectivity in coaching (Mulyasa from RIDHO, 2019).

6) Role as Leader

As leaders, principals play an important role in developing an effective school culture. One of his duties is to implement a school principal's leadership style that tends to be participative so that he is respected among teachers and the school community. Apart from that, the principal as a leader is responsible for building harmonious communication and relationships between all school members so that a positive culture of cooperation is formed in the school environment and the growth of high loyalty in the best school community.

7) Role as Creator of a Conducive Work Climate

Head Schools strive to create a positive work environment in various ways, including: participate in community social activities, foster social sensitivity, improve a climate of good cooperation with other people, create a healthy and enjoyable work atmosphere. A healthy work climate will make it easier to achieve school goals, namely increasing school achievement academically and non-academically.

8) Role as an innovator

As an innovator, the principal initiated several programs to develop school culture. For example, the principal creates a program to increase honesty in the form of a moral guidance program. In this program, students are encouraged to tell the truth about their actions, whether they are criminal acts or acts of kindness. In addition, there are several relatively new programs resulting from the Principal's updates. Matter This supports the opinion (Mulyasa in RIDHO, 2019) that school leaders as innovators must be able to explore, discover and implement various reforms in schools.

9) Role as a motivator

The principal plays a motivating role in developing an effective school culture. His duties include always encouraging his subordinates to increase their responsibility for their respective duties.

The principal always motivates and does his job well at teacher meetings, for example. The principal motivates and inspires teachers, students and staff in the school environment to consistently work together to build a good and effective school culture. One way is to build a culture of competition among all school members, so that they can compete with each other to achieve success and become the best. For example, the principal appoints selected and exemplary teachers by providing a reward system to direct competition between teachers. Regarding competition between students, the principal will prepare higher classes at each level, and students can always compete to enter higher classes. The principal's motivation usually comes in the form of words, encouragement, shouts of encouragement, or appreciation for both teachers and students.

Factors That Influence the Development of School Culture

Supporting factors

1) School vision and mission

The school's vision and mission are based on realistic school needs and ideals. The school's vision and mission are displayed in every classroom. This is done with the aim of making all school members aware and reminded of the goals of the school. Other people who enter the school will also be able to know the direction of implementing educational development. This vision encourages a positive competitive culture among all school members, including teachers, staff and students. The competitive motive is stronger

because it is pursued through a culture of faith and piety and originates from local culture. The school's vision and mission are the basis for preparing school performance improvement programs (Diyati & Muhyadi, 2014)

2) Harmonious Relations Between School Community

A school work environment that is easy, fun and full of brotherhood is also a supporting element for the school culture development program. According to research (Diyati & Muhyadi, 2014), the evolution of school culture has created a work environment that is harmonious and full of brotherhood. The atmosphere in the school office during recess seemed warm and full of friendship. The entire school community looked happy and seemed to be joking with each other.

3) School Curriculum

The school curriculum is prepared by the Curriculum Development Team. The curriculum is prepared based on the needs and abilities of the school. Input from school staff consisting of teachers, employees and students is collected and processed so that it becomes a curriculum that can express the needs and ideals of the school.

4) Learning process

A positive, supportive and enjoyable learning environment can support the development of a competitive, academic and disciplined culture among students. The learning process can be interesting for students because in this learning students' creativity and skills are expressed when carrying out various activities such as discussions and observations regarding learning objects. Students' enthusiasm can be seen in discussion activities where they discuss the results of their observations in class.

Obstacle factor

1) Negative Personalities of Teachers and Students

Even though a participative, transparent, responsible and prioritized leadership style has been implemented, this is not guaranteed and there are still obstacles. For example, teachers and students who are not disciplined. Examples of indiscipline include several teachers and staff not attending school ceremonies and being late. Another negative personality is students' weak interest in reading and most students prefer to use their break time to eat in the canteen. Examples of attitudes like this can hinder the implementation of a reading culture.

2) Minimal Source of Funds

Schools whose income is obtained only from BOS funds. Lack of financial resources is one of the obstacles in improving school performance. Many school culture development programs cannot be implemented. For example, the program for installing blocks in school yards had to be stopped due to lack of funds from the community and parents. Due to limited financial resources, schools are unable to provide adequate allowances to teachers and staff.

3) Lack of Learning Facilities and Infrastructure

An example of a lack of facilities and infrastructure is that the school does not have a special prayer room. The classroom which functions as a place for morning prayers is also used for other activities. The science laboratory is also used as a storage place for social studies and Indonesian language teaching materials. Spatial conditions like those mentioned above certainly hinder the effectiveness of religious cultural practices and scientific learning processes. Another example is the absence of administrative staff and many library books being damaged. As a result, libraries are unable to meet students' reading and borrowing needs.

4) Lack of habit to behave in a way that cares about cleanliness and love for one's own health

This is because the students' backgrounds are different, so the intensity of habituation to clean and healthy living from each parent is also different from each other. So it is recommended that schools coordinate with guardians/parents regarding the importance of cultivating healthy living behavior both at school and at home. Apart from that, there are still many snack vendors selling in school areas who cannot be sure whether the snacks they sell are healthy or not.

Because students come from different backgrounds and have different intensity of lifestyle habits from their parents. Therefore, it is recommended that schools consult with parents about the importance of promoting healthy lifestyle habits both at school and at home. Even so, there are still many snack sellers in school environments who guarantee whether the snacks they sell are healthy and suitable for consumption (Nurbiyati in Vilian, 2021) stating that what a person consumes is the biggest contribution to school age children's nutritional intake, energy and substance intake. other nutrients. He also added that school snacks without health insurance can cause digestive disorders and poisoning which can lead to malnutrition in children. In addition, bad snacks can affect children's performance at school. Therefore, it is very important to know the cleanliness and nutritional content of snacks sold in the school environment so that they do not have a negative impact when consumed by students.

School Principal's Efforts in Developing An Effective School Culture

1) Develop harmonious relationships between school components

A positive school climate is characterized by the existence of harmonious and close relationships between teaching staff, the existence of family relationships, the existence of mutual trust between teachers which ensures a comfortable atmosphere, enthusiasm for teachers in their work, and high evaluation of teachers, as well as a high level of commitment to the school and The teachers are proud of the school.

The efforts made by the principal's leadership in building harmonious relationships are considered as one of the criteria for effective principal leadership. This means the ability to build harmonious relationships with the community so that the school principal can actively participate in achieving the school's vision and mission. The principal can work together with the school management team to develop school goals.

Based on research(RIDHO, 2019)To create a harmonious relationship, the school principal uses several methods, including: Intensity of Communication. The intensity of communication is achieved by the school principal through various formal and informal approaches. For example, the formal approach includes regular weekly and monthly meetings with teachers, meetings with students' parents, and bi-monthly meetings with the school committee, while the informal approach includes Istighosah, reciting the Koran, WA group, friendship, kulum and others.

2) Developing School Security

Efforts to develop an effective school culture aim to improve school safety both psychologically, physically, socially and culturally. This is done by the principal to ensure the security of the school environment so that all school residents feel safe coming to school.

According to(Stronge in RIDHO, 2019)believes that the Principal is responsible for ensuring the safety of all parties in the school environment, including staff and visitors. Preventing accidents at school is a legal and ethical obligation of school principals. Maintaining a learning environment that is safe and free from danger and distractions will impact more than just a positive school environment. School leaders must proactively address and monitor safety issues in accordance with applicable laws.

3) Developing a Conducive School Environment

Efforts to develop an effective school culture include creating a conducive environment and atmosphere. The principal's efforts to develop a conducive learning environment include establishing classroom rules and motivating teachers to further improve their teaching. This is done to create a comfortable classroom environment for students.

Problems with student capacity due to unequal group sizes have little impact on a conducive learning environment. Because interest in registering is increasing from year to year. This increase in the number of enthusiasts cannot be offset by the still lagging physical development of schools. To overcome this problem, the school principal has taken several innovative steps, including determining ideal class conditions and sizes.

4) Developing a religious school environment/religious culture

The development of a religious environment/culture is carried out by instilling systematic behavior and manners in practicing any religion, resulting in the formation of good morals and attitudes (Akhlaqul Karimah). The cultivation of these morals has an impact on creating a conducive environment which is manifested in the form of regulations, posterization and habits, including reciting the Koran in the morning for 1 hour, praying before and after learning, midday and Ashar prayers in congregation, recommending clothing, polite, short letter tahfidz program.

5) Developing a clean, beautiful and comfortable school physical environment

The principal applies rules to maintain the cleanliness of the school environment, including planning pickets in the classroom. In addition, the principal empowers three cleaning officers who are tasked with maintaining the overall cleanliness of the school environment as well as monitoring morale, and ensuring continuous motivation on various occasions through meetings, school festivals and the WhatsApp application.

The principal applies rules for maintaining the cleanliness of the school environment, including scheduling class pickets, apart from that, the principal empowers three cleaning staff who are tasked with maintaining cleanliness throughout the school environment, moral mentoring, and the principal also always provides motivation on various occasions, both in meetings., Kulum, and via WA media. To make the school clean and orderly, the principal also put-up slogans, posters and banners calling for cleanliness.

6) Increasing Student Discipline

Improving discipline can be done through monitoring, role modeling, teacher and student fingerprinting, reward and punishment systems, as well as providing disciplinary message posters. Although these efforts have resulted in significant improvements in discipline, further efforts are needed from school leaders, especially in terms of teacher discipline.

Discipline is a crucial element in the educational process; Therefore, schools need to have written rules as a basis for discipline (binding rules of conduct) which must be obeyed and implemented by every student and all members of the school community.

7) Competition Culture

This competitive culture was formed to provide strong motivation and encouragement for learning and achievement. A culture of competition among students has been formed, one of which is through superior classes at every level. Apart from that, the school principal also held a special achievement guidance program for Mathematics and Natural Sciences subjects which involved students from grades three to grade six. This program also functions as a preparation event for various competitions such as OSN and others, which aim to maintain and improve the school's image. The development of this competitive culture will indirectly have an impact on the formation of a conducive learning environment.

The principal's efforts to develop school culture by building harmonious relationships, increasing the security of the school environment, and creating a comfortable environment can slowly increase its effectiveness.

Goals And Benefits of Developing School Culture

The main challenge that schools face to become effective is to improve their appearance and the quality of their services. According to (Umedi in Maryamah et al., 2016) It is stated that the image of an outstanding school in the future will be shaped by four fundamental characteristics: independence, quality, character and social responsibility. Therefore, the need to develop a culture of quality in schools plays an important role in efforts to achieve goals with limited resources so that they can achieve better results with relatively the same effort.

Understanding that school culture and school culture have the same characteristics does not mean that subcultures do not exist in school culture. Therefore, the culture that emerges in the school environment and characterizes the school is the dominant culture, or culture that is strong, accepted, regulated, good, and widespread. The more school staff adhere to core values, accept ideas based on their interests, and feel strongly committed to existing values, the stronger the culture will be. School staff have similar experiences, thereby creating a common understanding. This does not mean that stable members have a strong culture, because the core values of the school culture need to be maintained and maintained, but they must also be dynamic.

Building a strong and positive school culture must be accompanied by a high level of mutual trust and school ownership. This requires the strength of values that enable the control of emotions and behavior together. Quality in the field of education includes input, process, output and outcome (Riyanta, 2016). Input is considered quality if it is ready to be processed. The educational process is considered quality if it can create an atmosphere of PAIKEM (Active, Innovative, Creative, Effective and Fun Learning). Output is said to be quality if student learning outcomes, both academic and non-academic, are high. Outcomes are considered quality if graduates can be absorbed into the world of work. The following are some of the impacts of implementing a quality culture, namely:

1) Learning is more innovative and contextual

The implementation of a quality culture carried out by the school principal towards teachers has an impact on teachers' habits in implementing innovative learning. The learning process is carried out with a student-centered approach, using scientific methods and Active, Effective, Creative and Fun (PAKEM) learning.

Learning activities are carried out in the classroom, outside the classroom by utilizing the environment as a learning resource, visits to learning locations, and ICT-based learning. Learning in the classroom uses the classroom as a learning tool. Apart from the classroom, learning is also carried out outside the classroom, utilizing the environment as a learning resource.

2) Extracurricular activities

The school principal's assistance with quality programs has a positive impact on extracurricular activities that are tailored to students' interests and talents, both in academic and non-academic fields, and are in line with local wisdom and the potential of the school and surrounding area.

3) Culture and Character Development

Developing national character is very important to prepare students to face the challenges of current advances in science and technology. Apart from knowledge and skills, students need to be equipped with strong culture and character through various learning, extracurricular and habituation activities. Culture and character development can be done in several ways, such as implementing a culture of honesty through initiatives such as an honesty canteen and posting slogans about honesty, as well as a culture of transparency; getting used to caring for the environment through activities such as clean Fridays, community service outside of school, and tree planting and care activities; and getting used to a culture of tolerance with

practices such as greeting each other, teachers when entering school, setting an example of being happy to help anyone regardless of religious differences, and displaying slogans that respect the values of tolerance.

The benefits obtained from developing a strong, intimate, conducive and responsible school culture are as follows: (1) Ensuring better quality of work. (2) Open all communication channels of various types and levels, both vertical and horizontal. (3) Become more open and transparent. (4) Building a high sense of togetherness and belonging. (5) Increasing solidarity and a sense of family. (6) Allows immediate repair if an error occurs. (7) Have good adaptability to developments in science and technology. These benefits are not only felt in the school environment but also in other places because they are shaped by personal norms rather than rigid rules with threats of punishment if violated.

Apart from the benefits mentioned above, other benefits for individuals and groups are as follows: (1) Increases satisfaction at work, (2) Makes social relationships closer, (3) Encourages improvement in discipline, (4) Allows supervision lighter functional, (5) Inspire to behave proactively, (6) Encourage to continue learning and achieve, and (7) Always want to give the best for school, family, other people and yourself.

4. CONCLUSION

From the description above, it can be concluded that the leadership of the school principal has an important role in developing school culture. Some of the principal's leadership roles in developing an effective school culture include; the principal acts as a personal, the principal acts as an educator, the principal acts as a manager, the principal acts as an administrator, the principal acts as a supervisor, the principal acts as a leader, the principal acts as a creator of a conducive work climate, the principal acts as an innovator and motivator

The factors that influence the development of school culture are supporting factors consisting of a clear school vision and mission; Harmonious relations between school members; School curriculum; An active, conducive and enjoyable learning process really supports cultural development. Meanwhile, inhibiting factors consist of the negative personality of teachers and students; Lack of Funding Sources; Lack of Learning Facilities and Infrastructure; Lack of habit to behave in a way that cares about cleanliness and love for one's own health.

Some of the efforts made by school principals in developing an effective school culture include; Developing harmonious relationships between school components; Developing School Security; Developing a Conducive School Environment; Developing a religious school environment/religious culture; Developing a clean, beautiful and comfortable school physical environment; Increasing Student Discipline; Competition Culture

School culture needs to continue to be developed in a better direction. A good school culture brings benefits to individuals and groups in the school and all educational stakeholders.

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