

Principal Leadership Strategies in Improving the Quality of Educational Services at SDN 2 Tukasari

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ABSTRACT

Improving the quality of educational services in schools is highly dependent on effective leadership practices implemented by the school principal. This study aimed to analyze the principal's leadership strategies in improving the quality of educational services at SDN 2 Tukasari. The research employed a qualitative approach with a descriptive design to obtain an in-depth understanding of leadership practices implemented by the principal in enhancing school service quality. The study was conducted at SDN 2 Tukasari, involving the principal, teachers, educational staff, school committee members, and parents as research subjects. Data were collected through interviews, observations, and documentation. The validity of the data was ensured through source triangulation and technique triangulation, while data analysis used the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing. The findings revealed that the principal implemented several leadership strategies to improve the quality of educational services, including strengthening teacher discipline and performance, conducting academic supervision, developing positive school culture, enhancing communication and collaboration, and optimizing educational services. These strategies positively impacted teacher professionalism, learning quality, school climate, stakeholder participation, and educational service effectiveness. The study concludes that effective principal leadership plays a significant role in improving the quality of educational services in elementary schools.

INTRODUCTION

The quality of educational services is one of the key indicators of the success of education delivery in elementary schools. Schools are not only required to produce graduates with strong academic competencies, but also to provide educational services that are effective, responsive, and aligned with the needs of students and society. In the context of primary education, the quality of educational services includes the quality of the learning process, administrative services, school culture, teacher competence, discipline, as well as student and parent satisfaction with school services. Improving the quality of educational services has become a significant challenge for elementary schools amid technological developments, changes in education policies, and increasing societal expectations regarding educational

quality. Research shows that educational quality is influenced by principal leadership, teacher competence, and a conducive school climate that supports effective learning processes (Lindawati et al., 2024).

The school principal plays a strategic role in improving the quality of educational services through leadership, managerial functions, supervision, and school culture development. The principal is not only responsible as an administrator, but also as an instructional leader who is able to mobilize all school resources to achieve educational goals optimally. Effective principal leadership can create a conducive learning environment, improve teacher professionalism, strengthen collaboration among school members, and build a sustainable culture of quality. Previous studies indicate that principals play an important role in managing planning, organizing, implementing, and evaluating educational programs to improve school quality (Sutisna et al., 2023).

In practice, improving the quality of educational services requires appropriate and adaptive leadership strategies. Principal leadership strategies reflect the ability to formulate a school vision, build organizational communication, empower teachers, conduct academic supervision, and establish partnerships with the community. These strategies are crucial factors in creating school organizational effectiveness and improving the quality of educational services. Research indicates that principal leadership strategies can be implemented through strengthening quality culture, improving teacher and staff performance, and creating harmonious social relationships within the school environment (Yuliani & Istiningsih, 2022).

However, field conditions indicate that not all schools are able to optimally implement leadership strategies to improve educational service quality. Some schools still face various challenges such as low teacher discipline, suboptimal administrative services, weak organizational coordination, limited instructional innovation, and insufficient community involvement in supporting school programs. These conditions negatively affect the quality of educational services provided to students. Previous research reveals that weak principal leadership can influence school management effectiveness and overall educational quality (Sari et al., 2021).

SDN 2 Tukasari is one of the elementary schools that strives to improve the quality of its educational services through various principal leadership strategies. Based on preliminary observations, the principal implements strategies such as strengthening teacher discipline, improving academic supervision, developing school culture, enhancing organizational communication, and optimizing services for students and parents. These strategies are carried out as efforts to comprehensively improve the quality of educational services. This context is interesting to be studied further to understand how principal leadership strategies are implemented in improving the quality of educational services in elementary schools.

Previous studies on principal leadership have mostly focused on the influence of leadership on educational quality, quality management, and teacher performance in general. Meanwhile, studies specifically examining principal leadership strategies in improving educational service quality in elementary schools are still relatively limited, particularly in the context of public elementary schools in regional areas. Studies on principal leadership strategies are more commonly conducted at the secondary education and Islamic education levels (Ghani & Budiyo, 2023). Therefore, this study has novelty in its focus on examining principal leadership strategies in improving educational service quality comprehensively at the elementary school level.

Based on the above description, this study aims to analyze principal leadership strategies in improving the quality of educational services at SDN 2 Tukasari. The findings are expected to contribute theoretically to the development of educational management studies, particularly related to principal leadership and educational service quality, as well as provide practical contributions for school principals in formulating strategies to improve educational service quality in elementary schools.

RESEARCH METHODOLOGY

Research Design

This study employed a qualitative approach with a descriptive research design. The qualitative approach was used because the study aims to gain an in-depth understanding of the principal's leadership strategies in improving the quality of educational services at SDN 2 Tukasari. Qualitative research emphasizes understanding social phenomena in their natural setting through exploring meanings, experiences, and interpretations of informants regarding a research event (Sutisna, 2021). In addition, the descriptive design was applied to systematically describe the actual conditions related to the implementation of principal leadership strategies in improving educational service quality.

This approach was chosen because it provides a comprehensive description of the principal's leadership process, supporting and inhibiting factors, and the impact of leadership strategies on the quality of educational services in the school. Qualitative research also allows researchers to obtain in-depth data through direct interaction with research subjects (Rosyadi, 2023).

Research Site and Time

This research was conducted at SDN 2 Tukasari, Pemalang Regency. The research site was selected purposively based on the consideration that the school has implemented various programs to improve the quality of educational services supported by principal leadership strategies. In addition, the school demonstrates strengthening of school culture, improved teacher discipline, academic supervision, and development of educational services for students and parents. The study was conducted in the second semester of the 2025/2026 academic year, starting from preliminary observation, data collection, to report writing.

Research Subjects

The research subjects consisted of the principal, teachers, educational staff, school committee members, and parents of students. Informants were selected using purposive sampling based on their involvement in the implementation of principal leadership strategies and their understanding of educational service quality at the school. Purposive sampling is commonly used in qualitative research to select informants who are most knowledgeable about the research focus (Handoko et al., 2024).

The principal was chosen as the key informant due to his central role in policy-making and program implementation. Teachers and educational staff were selected because they are directly involved in the delivery of educational services. Meanwhile, school committee members and parents were included to obtain information regarding the quality of educational services from the community perspective.

Data Collection Techniques

Data collection techniques in this study included interviews, observation, and documentation. In-depth interviews were conducted with the principal, teachers, educational staff, school committee members, and parents. This technique was used to obtain detailed information regarding leadership strategies, implemented programs, as well as supporting and inhibiting factors. In-depth interviews are a primary technique in qualitative research because they allow researchers to explore informants' experiences and perspectives in detail (Shidik et al., 2025).

Observation was carried out directly in the school environment to examine activities related to improving educational service quality. It included learning processes, school discipline, school culture, administrative services, academic supervision, and other relevant activities. Observation in qualitative research is used to obtain factual data based on natural field conditions (Azis et al., 2025).

Documentation was used to collect supporting data such as school profile, vision and mission, work programs, supervision documents, activity schedules, meeting minutes, photographs, and other relevant records. Documentation helps strengthen interview and observation data, thereby increasing research validity (Prastyo, 2024).

Research Instrument

The main instrument in this study was the researcher himself/herself (human instrument). The researcher played a role in determining the research focus, collecting data, analyzing data, interpreting findings, and compiling the research report. In qualitative research, the researcher is the key instrument because of direct interaction with informants and research settings (Sutisna, 2021). To support data collection, interview guidelines, observation sheets, and documentation formats were used as supporting instruments.

Data Validity

Data validity in this study was ensured through source triangulation and technique triangulation. Triangulation is used to enhance the validity and credibility of research findings by cross-checking data from multiple sources and methods (Rosyadi, 2023).

Source triangulation was conducted by comparing data obtained from various informants, including the principal, teachers, educational staff, school committee members, and parents. Technique triangulation was carried out by comparing data from interviews, observations, and documentation. The use of multiple data collection techniques is expected to increase the trustworthiness of the research findings.

Data Analysis Technique

Data analysis in this study used the interactive model developed by Miles, Huberman, and Saldaña, which consists of data reduction, data display, and conclusion drawing. Data analysis was conducted continuously from the beginning of data collection until the completion of the study. The interactive model was chosen because it helps researchers understand research phenomena in a systematic and in-depth manner (Huda, Manek, Taolin, & Aziz, 2025).

Data reduction was carried out by selecting, focusing, simplifying, and categorizing data relevant to the research focus. Irrelevant data were excluded to ensure focused analysis. Data display was presented

in descriptive narrative form to facilitate understanding and identification of relationships among data. Conclusion drawing was conducted gradually based on reduced and displayed data. The conclusions were continuously verified throughout the research process to ensure high validity of the findings.

RESULT DAN DISCUSSION

Principal Strategies in Improving Teacher Discipline and Performance

The findings of this study indicate that one of the main strategies implemented by the principal of SDN 2 Tukasari in improving the quality of educational services is strengthening teacher discipline and performance. The principal consistently enforces disciplinary regulations such as punctual attendance, completion of learning administration, and active participation in school activities. In addition, the principal applies a persuasive and humanistic approach so that teachers feel motivated to improve their sense of responsibility in carrying out their duties.

Based on interviews with the principal, it was found that improving teacher discipline is conducted through interpersonal communication and role modeling. The principal stated: *"Teacher discipline is an essential part of improving the quality of educational services. Therefore, I try to set an example first, both in time discipline and work responsibility."*

Observation results show that most teachers arrive on time, conduct learning according to schedules, and prepare complete teaching documents. The principal also regularly monitors teacher performance to ensure that the learning process runs effectively. Teachers reported that the principal actively provides motivation and guidance related to professional development. One teacher stated: *"The principal often provides guidance and motivation to maintain teachers' enthusiasm in carrying out their duties and continuously improving learning quality."* These strategies have resulted in improved discipline, more organized learning processes, and a positive work culture within the school.

Academic Supervision Strategy in Improving Learning Quality

The findings reveal that the principal implements planned and continuous academic supervision to improve educational service quality. Supervision is conducted through classroom observation, checking of teaching administration, and evaluative discussions with teachers after learning activities. Interviews show that academic supervision is not only intended to assess teacher performance but also to support teachers in improving instructional quality. The principal stated: *"Supervision is not to find teachers' mistakes, but to help improve learning quality so that students receive better educational services."*

Observations indicate that supervision is conducted periodically according to a scheduled plan. During supervision, the principal provides feedback on teaching methods, classroom management, instructional media, and strategies to enhance student engagement. Teachers confirmed that supervision helps them improve instructional practices. One teacher stated: *"Through supervision, we receive very useful feedback for developing teaching methods and managing classrooms more effectively."* This supervision has improved teachers' readiness, diversified teaching methods, and increased student engagement in learning activities.

School Culture Development Strategy

The principal also implements a school culture development strategy to improve educational service quality at SDN 2 Tuksari. The developed school culture includes discipline, cleanliness, cooperation, religiosity, and student-friendly values. Interviews show that the principal seeks to create a comfortable, orderly, and supportive learning environment. The principal stated: *"We strive to build a positive school culture so that all school members have responsibility and care for the school environment."*

Observations show that the school environment is clean and well-organized. Students are accustomed to maintaining cleanliness, participating in religious activities, and practicing discipline in daily school life. The principal also involves teachers and students in habituation programs such as community service, literacy activities, joint prayers, and discipline programs. Teachers stated that the developed school culture creates a more comfortable and conducive learning atmosphere. This strategy positively contributes to character building, improved discipline, and a supportive learning environment.

Communication and Collaboration Strategy

The findings show that the principal applies effective communication and collaboration strategies with all school stakeholders. Communication is actively conducted with teachers, educational staff, school committees, and parents through regular meetings, discussions, and program coordination. The principal stated: *"Improving the quality of educational services cannot be done by the principal alone, but requires cooperation from all parties."* Teachers and the school committee also stated that the principal is open to suggestions and input. In addition, parents are involved in school activities and regularly informed about student development. Observations indicate that relationships among school members are harmonious and coordination runs effectively. This strategy has increased stakeholder participation in supporting educational service quality improvement at SDN 2 Tuksari.

Optimization of Educational Services

The principal also implements strategies to optimize educational services through improving administrative services, providing learning facilities, and enhancing school environmental comfort. The school strives to deliver fast, friendly, and responsive services to students and parents. Educational staff stated that the principal emphasizes the importance of quality service delivery. One staff member stated: *"The principal reminds us to provide friendly services and respond well to the needs of students and parents."*

Observations show that administrative services are well organized. The school also improves learning facilities and maintains environmental cleanliness to support student comfort. These efforts have resulted in increased satisfaction among school stakeholders regarding educational services.

The findings indicate that strengthening teacher discipline and performance is a key strategy in improving educational service quality. This is achieved through guidance, motivation, supervision, and role modeling. The principal acts not only as a supervisor but also as a motivator who fosters teachers' professional responsibility.

Role modeling is an important factor in building a disciplined school culture. The principal's punctuality, active involvement, and consistency positively influence teacher behavior. This finding is consistent with Wahyuni et al. (2020), who state that effective school leadership strengthens

organizational culture and discipline. Furthermore, Sutisna, Rozak, and Saputra (2023) emphasize that principals play a key role in enhancing teacher motivation through communication and continuous coaching. Minsih, Rusnilawati, and Mujahid (2021) also highlight that effective leadership builds a positive work culture in schools. This study aligns with Hallinger (2015), who emphasizes the importance of instructional leadership in improving teacher effectiveness. Leithwood et al. (2019) further argue that leadership that strengthens discipline and motivation significantly improves school quality. Liu and Bellibaş (2021) also confirm that supportive leadership enhances teacher commitment and professional development. Improved teacher discipline leads to better instructional organization and service quality.

Academic supervision is a crucial strategy implemented by the principal to improve educational service quality. Supervision is carried out through observation, administrative checks, and feedback provision. It is designed not only for evaluation but also for teacher development.

This approach reflects a collaborative supervision model that supports professional growth. Teachers feel assisted rather than controlled. This finding is consistent with Fauzi and Samrin (2024), who emphasize continuous coaching in leadership strategies. Siahaan et al. (2022) also highlight the importance of supervision in improving educational quality. Hallinger (2015) identifies supervision as a core element of instructional leadership. Adams (2023) emphasizes that supportive communication enhances instructional climate. Bush (2024) also notes that leadership focused on learning improvement contributes to better educational outcomes. Supervision improves teacher readiness, instructional variation, and student engagement.

School culture development is a key strategy in improving educational service quality. The school promotes discipline, cleanliness, religiosity, cooperation, and student-friendly values. A positive culture shapes disciplined and responsible behavior among school members.

This finding supports Ghani and Budiyo (2023), who state that leadership strengthens school quality culture. Simatupang et al. (2023) also highlight the importance of school environment development. Leithwood et al. (2019) emphasize that positive school culture is a determinant of leadership success. Hargreaves and Rolls (2021) underline the importance of collaborative culture, while Harris and Jones (2020) stress adaptive leadership in building sustainable school culture. Thus, school culture development effectively supports improved educational service quality.

The principal implements participatory leadership through effective communication and collaboration. Stakeholders are involved in decision-making and program implementation. This finding is consistent with Sutisna et al. (2023), who emphasize organizational communication in improving educational quality. Harris and Jones (2020) highlight collaboration as essential in educational leadership. Liu and Bellibaş (2021) state that strong professional relationships improve school effectiveness. Adams (2023) also notes that supportive communication increases teacher motivation. Therefore, communication and collaboration strengthen synergy among school members.

Educational service optimization is implemented through administrative improvement, facility provision, and environmental management. Services are delivered in a responsive and professional manner. This finding aligns with Lindawati et al. (2024), who state that leadership and school climate influence educational quality. Siahaan et al. (2022) emphasize the importance of effective service management. Bush (2024) highlights the impact of leadership on school effectiveness, while Hargreaves and Rolls (2021) stress the importance of professional service culture. Thus, service optimization is a key strategy in improving overall educational quality at SDN 2 Tukasari.

CONCLUSSION

Based on the results and discussion of the study, it can be concluded that the principal's leadership strategies at SDN 2 Tuksari in improving the quality of educational services are implemented through several main approaches, namely strengthening teacher discipline and performance, conducting academic supervision, developing a positive school culture, enhancing communication and collaboration, and optimizing educational services. These strategies are implemented in a planned, consistent manner and involve all school stakeholders.

The strategy of strengthening teacher discipline and performance is carried out through coaching, motivation, supervision, and role modeling by the principal, which successfully improves teachers' responsibility and professionalism in performing their duties. Academic supervision is conducted regularly through classroom observation, examination of learning administration, and feedback provision to teachers, thereby contributing to the improvement of classroom learning quality.

In addition, the principal develops a positive school culture through habituation of discipline, cleanliness, religiosity, and cooperation, creating a conducive learning environment. Communication and collaboration strategies are implemented through regular coordination, open communication, and involvement of teachers, school committees, and parents in school programs. Meanwhile, educational service optimization is achieved through improving administrative services, providing learning facilities, and enhancing the comfort of the school environment.

These leadership strategies have had a positive impact on improving the quality of educational services at SDN 2 Tuksari, as reflected in improved teacher discipline, better learning quality, increased stakeholder involvement, the establishment of a positive school culture, and improved educational services for students and parents. Thus, principal leadership plays an essential role in supporting the improvement of educational service quality in elementary schools.

Based on the findings, it is recommended that the principal continuously develop adaptive, participatory, and sustainability-oriented leadership strategies to further enhance the quality of educational services. The principal should strengthen academic supervision, reinforce school culture development, and improve teacher competencies to optimize learning quality. Furthermore, cooperation between the school, school committee, and parents should be strengthened to support the success of educational quality improvement programs. For future researchers, it is recommended to expand the study of principal leadership strategies by using different approaches or variables, such as transformational leadership, educational service satisfaction, or the influence of school organizational culture on educational quality in broader school levels and contexts.

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