

THE SCHOOL PRINCIPAL'S STRATEGY IN ENHANCING ACADEMIC ACHIEVEMENT OF STUDENTS THROUGH OLYMPIAD COACHING AT STATE JUNIOR HIGH SCHOOL 1 GALIS

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Abstrak

Setiap lembaga pendidikan bercita-cita untuk membina peserta didik yang mempunyai kecerdasan yang baik, untuk mewujudkan tujuan tersebut, kepala sekolah harus menerapkan strategi yang dianggap tepat. Penelitian ini berfokus pada tiga permasalahan utama: pertama, pendekatan kepala sekolah dalam meningkatkan prestasi akademik siswa melalui pembinaan olimpiade; kedua, pelaksanaan strategi dalam meningkatkan prestasi akademik siswa melalui pembinaan olimpiade; ketiga, supervisi terhadap strategi kepala sekolah dalam pembinaan prestasi akademik siswa melalui pembinaan olimpiade. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian deskriptif. Pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi. Temuan mengungkapkan bahwa: pertama, strategi kepala sekolah dalam membina prestasi akademik siswa melalui pembinaan olimpiade antara lain dengan memilih guru yang profesional, mengoptimalkan kegiatan pembinaan olimpiade secara berkala dan terjadwal, melibatkan guru eksternal untuk mata pelajaran IPA, memberikan motivasi, menawarkan pemberian penghargaan, pemasangan spanduk, dan pembinaan kerjasama dengan orang tua; kedua, implementasi strategi-strategi tersebut berjalan lancar dan sesuai dengan jadwal yang telah ditetapkan; ketiga, pengawasan terhadap strategi kepala sekolah dalam meningkatkan prestasi akademik siswa melibatkan kunjungan kelas untuk menilai kinerja guru dan kemajuan belajar siswa.

Kata Kunci: Prestasi, Motivasi, Penghargaan, Kerjasama, Pengawasan

Abstract

Every educational institution aspires to foster students who have good intelligence, to realize this goal, the principal must implement a strategy that is considered appropriate. This research focuses on three main issues: first, the principal's approach to improving students' academic achievement through olympiads coaching; second, the implementation of strategies for improving students' academic achievement through olympiads coaching; and third, the supervision of the principal's strategy for fostering students' academic achievement through olympiads coaching. This research used a qualitative approach with a descriptive research design. Data collection was done by interview, observation, and documentation. The findings revealed that: first, the principal's strategies in fostering students' academic achievement through olympiads coaching include selecting professional teachers, optimizing olympiads coaching activities on a regular and scheduled basis, involving external teachers for science subjects, providing motivation, offering awards, installing banners, and fostering cooperation with parents; second, the implementation of these strategies runs smoothly and by the predetermined schedule; third, the supervision of the principal's strategies in improving students' academic achievement involves class visits to assess teacher performance and student learning progress.

Keywords: Achievement, Motivation, Reward, Cooperation, Supervision

INTRODUCTION

The ongoing technological developments undoubtedly exert a profound influence on various facets of human existence, with education being a prime example. The demand for a superior and competent human workforce is essential, both in the present and future, aiming to propel Indonesia towards a positive transformation and narrowing the gaps with other nations in areas such as mindset, technological advancement, economic growth, and more.

Every country should have the capacity to empower its citizens through the education process, creating a generation that is not only intelligent in terms of intellect but also in their attitudes. In addition to fostering intelligence and skills, education should also play a role in shaping the character of students to align with the values of Pancasila, which have been deeply rooted since ancient times. Education is of utmost importance for every individual, and it can be said that there are no limitations for anyone to pursue knowledge. This aligns with one of the missions of National Education, emphasizing that through education, the nation's children should be assisted and facilitated in continuous holistic self-development from an early age until the end of their lives, ultimately realizing a learning society¹.

However, in reality, the educational challenges in Indonesia have not yet fully caught up with those in more advanced countries. In terms of academics (knowledge), the education process in Indonesia lags significantly behind that of other nations in empowering its human resources. This is evidenced by the results of the Programme for International Student Assessment (PISA) tests, which have consistently placed Indonesia at the bottom position from 2000 to 2018.

PISA is an international test organized by the Organization for Economic Cooperation and Development (OECD), assessing various fields of knowledge, including science, mathematics, and reading literacy. The 2018 PISA results ranked Indonesia 74th out of 79 participating countries in reading literacy, 73rd in mathematics, and 71st in science. These rankings indicate that the quality of education in Indonesia falls below international standards².

The results of the PISA report serve as a compelling reason for educational reforms in Indonesia, prompting continuous improvements in the curriculum. The assumption that the ever-changing nature of the education curriculum in Indonesia is a consequence of the PISA scores places a demand on the Ministry of Education and Culture to persist in making enhancements and adjustments. This sentiment is further reinforced by the Minister of Education and Culture, Nadiem Makarim, who emphasizes that the PISA test results will serve as a stepping stone for further improvements in Indonesia's education system. The ultimate goal is to produce a future generation that excels academically and contributes significantly to the nation.³

¹ Ara Hidayat dan Imam Machali, *Pengelolaan Pendidikan: Konsep, Prinsip, dan Aplikasi dalam Mengelola Sekolah dan Madrasah* (Bandung: Kaukaba, 2012), 1.

² La Hewi dan Muh. Shaleh, "Refleksi Hasil PISA (The Programmer For Internasional Student Assement): Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini, *"Jurnal Golden Age Universitas Hamzanwadi* 4, No.1 (Juni, 2020): 35, <https://e-journal.hamzanwadi.ac.id/index.php/jga/article/view/2018>

³ Ibid., 36.

The efforts for improvement are undertaken with the aspiration that the education system in Indonesia can be further enhanced, empowering students to become more skilled, competent, intellectual, and gradually capable of competing with advanced nations. The goal is to foster the development of Indonesian individuals who collaboratively contribute to positive societal transformations.

In simpler terms, contemporary education should present promising opportunities for the youth of Indonesia. To develop such an educational process, the government needs to be more responsive and sensitive in creating a high-quality educational framework for students. This would enable young Indonesians to make substantial contributions to the nation's progress through their innovations and accomplishments. Recognizing that the government cannot solely drive the empowerment of human resources, collaboration with education stakeholders becomes essential. These stakeholders, particularly school principals as leaders and educators, play a direct role in guiding, directing, and training students.

Leaders in education, such as school principals, hold a pivotal position in an educational institution, and their leadership profoundly impacts the institution's quality. Essentially, the effectiveness of a school hinges on the professionalism of its principal in managing all aspects within the institution. Consequently, the professionalism of school principals is a fundamental necessity for every educational institution to align with the eight National Education Standards. These standards serve as benchmarks and assurances of the national education quality in enlightening the lives of the nation's youth.⁴

The title of the most significant figure for a school principal has led some people to assume that the principal is a powerful and intimidating figure. Such a paradigm must be dispelled because, despite being a leader, the principal's role is not detached from how they can effectively mobilize, motivate, provide guidance, nurture, and train teachers to perform their duties well. This, in turn, creates an effective and engaging learning process, ultimately fostering the development of students. Therefore, in this context, a principal must possess the ability to maintain positive relationships with fellow human beings (school staff), creating a harmonious and aligned connection in achieving agreed-upon visions, missions, and objectives.⁵

In addition, a school principal is not merely instructing subordinates to work based on their directives; rather, they have significant duties and responsibilities in managing all components of their educational institution with integrity. For example, a principal directly visits classrooms to observe and evaluate teaching and learning activities, exercises control over the activities of teachers, students, educational staff, and the school's facilities. Through this, the principal can assess the quality of the teaching and learning process, as well as the integrity of teachers and staff. Subsequently, the principal can estimate and take appropriate actions based on the condition of the institution. These attitudes should be consistently implemented by every educational leader, as reflected in Surah An-Nisa verse 58:

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

⁴ Rini Wahyuni Siregar, *Manajemen Mutu Terpadu Pendidikan* (Medan: CV. Pusdikra Mitra Jaya, 2022), 15.

⁵ Sri Rahmi, *Kepala Sekolah dan Guru Profesional* (Aceh: Penerbit Naskah Aceh, 2018), 12.

"Indeed, Allah commands you to render trusts to whom they are due and when you judge between people, to judge with justice." It is also mentioned that everyone entrusted with a responsibility by Allah is obligated to fulfill it with full responsibility and trust, as every action of humans will be held accountable by Allah on the Day of Judgment".⁶

Furthermore, good leadership can be observed in how a school principal manages and administers all resources within the school, conceptualizes, determines appropriate strategies, and carries out various school plans through the implementation of programs that can enhance the abilities of students. These capabilities, including managerial competence, must be mastered and possessed by each school principal in carrying out their profession. This perspective is further supported by the views of Dawam and Adolf Bastian, emphasizing that the managerial competence of a school principal is related to how they can plan for future programs, lead optimally, engage in management activities, and administer all available resources, including stakeholders in the school. Additionally, the ability to keep up with technological advancements is crucial for supporting the progress of the school.⁷

Reflecting on this, the role of a school principal in carrying out their profession, particularly in managerial competence, involves the ability to generate various plans or innovations and effectively manage all resources in the school, especially those related to students. Each student undoubtedly possesses different abilities, intelligence, talents, and interests. It would be unfortunate if the intelligence of a student is not cultivated. Therefore, in light of this, one of the efforts by the principal related to managerial competence is to provide services that empower and develop the potential of students according to their needs, talents, interests, and abilities.⁸

As the leader in the educational institution, the school principal must consistently strive to ensure that students' intelligence can be developed optimally through various activities, such as extracurricular activities. Extracurricular activities are an innovation from the school principal to realize the school's vision, where students can channel their talents and interests, develop skills, and achieve outstanding achievements. Extracurricular programs are activities conducted outside of regular class hours, categorized into various types related to both academic and non-academic pursuits.

It is clear that the presence of extracurricular programs reflects the active involvement of the school principal in recognizing the potential of students.⁹ The achievements produced by students indicate the school's ability to provide education services that meet their needs, establishing itself as a quality educational institution. The community's perception of schools can differ between those that achieve numerous accomplishments and those with minimal achievements. Therefore, competition among

⁶ Utari Langeningtias, Nydia Ulfa, Ana Novita Sari, "Kepemimpinan Pendidikan Menurut Perspektif Al-Qur'an, *Jurnal Pendidikan dan Dakwah* 3, No. 3 (September, 2021): 486, <https://ejournal.stitpn.ac.id/index.php/pandawa/article/download/1220/987/>

⁷ Yusutria, dkk., *Kompetensi Manajerial Kepala Sekolah: dalam Meningkatkan Kinerja Guru dan Mutu Pendidikan di Sekolah Dasar Muhammadiyah Nitikan Yogyakarta* (Yogyakarta: Penerbit Jivaloka Mahacipta Kesetiaan Kreatif Berkarya, 2022), 32.

⁸ St. Wardah Hanafie Das dan Abdul Halik, *Kompetensi Manajerial Kepala Madrasah dan Relasinya Terhadap Profesionalisme Guru* (Sidoarjo: Uwais Inspirasi Indonesia, 2021), 36.

⁹ Ahmad Hikami, Ety Nurbayani, Gianto. "Peran Kepala Sekolah dalam Meningkatkan Prestasi Non Akademik di Madrasah Ibtidaiyah Ma'Arif Nahdatul Ulama 003 Samarinda," *Jurnal Tarbiyah dan Ilmu Keguruan (JTIK) Borneo* 2, No.1 (2020): 36, <https://journal.uinsi.ac.id/index.php/JTIKBorneo/article/view/3205>.

educational institutions is intense, with continuous efforts to enhance quality, including through achievements, which are also considered in the admission process for new students at the next educational levels.

Achievement is the result of dedicated activities, manifested in earnest learning efforts that lead to accomplishments expressed in the form of numbers, symbols, letters, and sentences as measures of success.¹⁰ One of the crucial achievements for an educational institution is related to academic performance. Considering that Indonesia consistently ranks among the bottom 10 in the PISA test every year, it is only fitting for school principals to pay attention to students' academic aspects, particularly in the fields of mathematics and science.¹¹ In this regard, school principals should devise plans to enhance students' competencies, especially in academic areas. The curriculum implemented should serve as a reference for school principals and educators to empower students with both academic and non-academic competencies.

Academic achievements can be assessed not only based on daily tests but also through winning competitions such as in the fields of science and mathematics. If students can understand what they are learning in their daily lives, evidenced by high test scores, they likely have the potential to be nurtured and developed. One way to achieve this is through extracurricular programs, particularly in Olympiad coaching for students. Through such coaching, students with talent in specific areas can immerse themselves in these programs, participating in competitions that may lead to achievements. The success of education, proven by the achievements obtained, is key to the leadership of the school principal, which, of course, is intricately linked to their management strategies in improving students' achievements.¹²

Based on the preliminary research conducted by the author at State Junior High School 1 Galis, in supporting the academic achievements of its students, the school has implemented an extracurricular program for coaching Olympiads in the fields of Natural Sciences (IPA), Social Sciences (IPS), and Mathematics. Although this program has been in place for a long time, it undergoes adjustments with each change in leadership, including the current administration of State Junior High School 1 Galis. According to the school principal, the coaching program implemented in the past may have been more focused on ensuring students achieve high scores in national exams. However, the current emphasis on Olympiad coaching is more intensive and sincere, aiming to develop the academic achievements of students at State Junior High School 1 Galis. This dedication is evident in the school's efforts, which have resulted in several achievements through the coaching program.¹³

This program is designed for students who have talent, interest, ability, and a strong desire to deeply understand academic fields such as Natural Sciences (IPA), Social Sciences (IPS), and Mathematics. The aim is for these students to achieve various accomplishments that can bring honor to the name of State Junior High School 1 Galis. The school principal, Mr. Drs. Achmad Musleh, M.Si., as the leader of the school, undoubtedly has brilliant ideas in empowering students through this program, resulting

¹⁰ Moh. Zaiful Rosyid, Mustajab, Aminol Rosid Abdullah, *Pretasi Belajar* (Malang: Literasi Nusantara, 2019), 9.

¹¹ Helmawati, *Mendidik Anak Berprestasi* (Bandung: PT Remaja Rosdakarya, 2018), 42.

¹² Andika Aprilianto, Akhmad Sirojudin, Abduloh Afifi, "Strategi Manajemen Kepala Sekolah dalam Meningkatkan Prestasi Belajar Peserta Didik," *Jurnal Pendidikan Ahalam Islam* 2, No. 1 (Desember, 2021):

¹³ Achmad Musleh, School Principal, *Direct Interview* (May 27, 2023).

in various achievements. Some of these achievements include being the 1st Champion in the Madura-area Olympiad in MGMP IPS, 1st Champion in the quiz competition at the district level held during the commemoration of Pamekasan anniversary, 2nd place in the Madura-area math competition, ranking in the top 10 in the district-level Mathematics National Olympiad (OSN), and other notable accomplishments.

These outstanding achievements are a testament to the remarkable impact of the Olympiad coaching program. Despite State Junior High School 1 Galis being a school located in a rural area, it has been able to excel and compete with city schools that have the status of being favored or prestigious institutions. Based on these achievements, the author is interested in researching the strategies employed by the school principal in developing the academic achievements of students through Olympiad coaching at State Junior High School 1 Galis.

RESEARCH METHOD

In this study, the approach used is a qualitative approach. The reason for choosing a qualitative approach is that the research is focused on observing existing phenomena in-depth (emphasizing data depth). In this qualitative approach, the researcher creates a complex description, examines words, detailed reports from the perspectives of respondents, and conducts a study on experienced situations. Thus, in this research, the researcher conducts observations, interviews, and documentation to obtain clear and in-depth data. This aligns with Moleong's perspective, stating that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors observed¹⁴, which cannot be measured in numbers because qualitative research aims to achieve findings that cannot be attained through statistical procedures or quantitative methods.¹⁵

So, this research focuses solely on delving deeper into the strategies of the school principal in developing the academic achievements of students through Olympiad coaching at State Junior High School 1 Galis, based on the facts observed in the field through observation, interviews, and documentation. The obtained data will then be analyzed to generate clear, factual, and in-depth information.

The research falls under the category of descriptive research. According to Rusandi and Mohammad Rusli, descriptive research is a research strategy in which the researcher investigates events, phenomena in individuals' lives, and asks individuals or a group to narrate their lives. Subsequently, all forms of information received by the researcher are recounted in chronological descriptive form. Descriptive research is characterized by data obtained in the form of words, images, and not numerical values as in quantitative research. This qualitative descriptive research type describes events according to the facts in the field, aiming to present a comprehensive depiction of a particular incident¹⁶.

¹⁴ Eko Murdiyanto, *Penelitian Kualitatif: Teori dan Aplikasi disertai contoh proposal* (Yogyakarta: Lembaga Penelitian dan Pengabdian Pada Masyarakat UPN "Veteran", 2020), 19

¹⁵ Umar Sidiq dan Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 3.

¹⁶ Rusandi dan Mohammad Rusli, "Merancang Penelitian Kualitatif Dasar/Deskriptif dan Studi Kasus," *Jurnal Pendidikan dan Studi Islam* 2, No.1 (2021): 3, <https://jurnal.staiddimakassar.ac.id/index.php/aujpsi/article/download/18/18/90>

Based on that, the reason the researcher opted for qualitative descriptive research is because they intend to investigate a phenomenon or event by conducting a series of interviews and documentation to obtain factual information. The researcher can then elaborate or describe in-depth in accordance with the actual events that truly occurred, avoiding fabrication. Therefore, qualitative descriptive research produces results in the form of information that corresponds to the events (as they are), without manipulation.

This type of research adopts a qualitative approach. Qualitative research methods generate findings that cannot be achieved through statistical procedures or other quantitative methods. Qualitative research is a procedural approach capable of producing descriptive data in the form of speech, writing, and behavior from observed individuals. Through qualitative research, it is possible to gain an understanding of reality through the inductive thinking process.¹⁷

To obtain accurate and reliable data in this research, the author uses several methods as follows: (a) **Interview:** The researcher employs a semi-structured interview approach. A semi-structured interview is conducted with reference to pre-prepared interview questions, but the questions can deviate from the prepared question instrument. This allows the interviewer or researcher to delve deeper into the information they want to inquire about, and, of course, the data obtained becomes more comprehensive.¹⁸ Thus, the researcher only needs to prepare a few questions to guide the course of the question-and-answer process during the interview.¹⁹ These questions also have the potential to be developed during the interview process. The researcher uses a semi-structured interview approach because it provides the flexibility to explore information more deeply, allowing for a more comprehensive understanding of the subject matter, (b) **Observation:** The researcher utilizes non-participant observation. This means that the researcher is not directly involved in the observed activities but rather acts as a detached observer. This type of observation allows the researcher to collect data related to the strategies of the school principal in developing students' academic achievements through Olympiad coaching at State Junior High School 1 Galis. The non-participant observation approach aligns with the idea that the researcher remains an external observer without direct involvement in the observed social environment²⁰. (c) **Documentation:** The documentation method serves as a supporting method for observation and interviews. It is an efficient and less time-consuming way to collect data. Documentation involves gathering written sources, films, pictures or photos, school regulations, and works that provide information to the researcher. Documentation serves as supplementary evidence and contributes to the credibility of the research results.²¹ The researcher uses documentation, including records of Olympiad activities and certificates or trophies

¹⁷ Farida Nugrahani. Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa. 4 https://library.stiba.ac.id/uploaded_files/temporary/DigitalCollection/ZTAyMWVhYzVlNTY4NWMyYWI1NjZhNTMhNjlyOTYzZDg3YWUxYjdjNA==.pdf

¹⁸ Kaharuddin, "Kualitatif: Ciri dan Karakter sebagai Metodologi," *Jurnal Pendidikan* 9, No. 1 (April, 2021): 5, <https://journal.unismuh.ac.id/index.php/equilibrium/article/download/4489/3096>

¹⁹ Ibrahim, *Metodologi Penelitian Kualitatif: Panduan Penelitian beserta Contoh Proposal Penelitian Kualitatif* (Bandung: Alfabeta, 2018), 89-90.

²⁰ Fajar Nurdiansyah dan Henhen Siti Rugayah, "Strategi Bandung Branding Girl Gahana Golf Sebelum dan Saat Pandemi Covid 19," *Jurnal Purnama Berazam* 2, No.2 (April, 201): 162, <https://ejournal.universitaskarimun.ac.id/index.php/ILKOM/article/view/342/212>

²¹ Natalia Nilam Sari, "Memahami Studi Dokumen dalam Penelitian Kualitatif," *Jurnal Wacana* 8, No.2 (Juni, 2014): 179, <https://journal.moestopo.ac.id/index.php/wacana/article/view/143/88>

awarded to students at State Junior High School 1 Galis for their academic achievements, as supporting evidence for the research.

RESULTS AND DISCUSSION

Principal's Strategies in Developing Students' Academic Achievements through Olympiad Coaching

As a key figure in the field of education, the school principal must possess various competencies to support their profession. One crucial competency for a school principal is managerial competence, as it relates to the ability to manage the educational institution. According to Rusydi Ananda's theory in his book titled "Profesi Pendidikan dan Tenaga Kependidikan" (Education and Educational Personnel Profession), the principal's ability is linked to managerial competence, which involves the ability to provide services that can develop students' potential according to their abilities, needs, interests, and talents.²²

The theory aligns with the researcher's findings that the principal of State Junior High School 1 Galis provides services/programs to develop the competencies, talents, interests, and abilities of the students. This is evident through the Olympiad coaching programs in Natural Sciences (IPA), Social Sciences (IPS), and Mathematics. Through these services, the students' abilities, talents, and interests can be nurtured and channeled effectively, aiming to achieve various achievements that bring prestige to State Junior High School 1 Galis. This corresponds with the theory proposed by Jejen Musfah in his book "Manajemen Pendidikan" (Educational Management), stating that students who participate in such programs/services can develop their intelligence and talents effectively²³ and achieve outstanding achievements²³ in both academic and non-academic aspects.

Every educational institution desires to achieve the set vision, mission, and targets. To attain these goals, appropriate strategies are needed. The school principal, as a leader in the education sector, plays a crucial role, as their leadership can guide the school in achieving its goals and desired progress. This is in line with the opinion of Hazal Fitri in the journal titled "Strategi Kepala Sekolah dalam Menyusun Program Sekolah untuk Peningkatan Kompetensi Guru di SD Negeri 16 Banda Aceh" (Principal's Strategies in Developing School Programs for Teacher Competency Improvement in SD Negeri 16 Banda Aceh). The opinion emphasizes that the principal's strategies are determining factors that lead the school to achieve its vision, mission, goals, and targets through the planned and phased realization of programs. The principal must be capable of planning and evaluating school programs, managing human resources, curriculum development, learning resources and facilities, finances, student services, school-community relations, and creating a conducive school climate.²⁴ Therefore, to achieve the desired targets, the principal, as a leader, must consistently employ effective strategies, ensuring that the formulated programs yield the desired results. Essentially, the principal serves as the driving force for the progress of a school in achieving success for students, teachers, and the institution as a whole.

²² Rusydi Ananda, *Profesi Pendidikan dan Tenaga Kependidikan: Telaah Terhadap Pendidik dan Tenaga Kependidikan*, 80.

²³ Jejen Musfah, *Manajemen Pendidikan: Teori, Kebijakan, dan Praktik*, 102.

²⁴ Hazal Fitri, *Strategi Kepala Sekolah dalam Menyusun Program Sekolah untuk Peningkatan Kompetensi Guru di SD Negeri 16 Banda Aceh*, 224.

This aligns with the researcher's findings that the principal of State Junior High School 1 Galis has established an Olympiad coaching program for students, aiming to enhance academic achievements at the school. To achieve this goal, the principal has implemented various strategies deemed appropriate to ensure the success of the Olympiad coaching program and enable students to attain academic excellence. The strategies employed by the principal include selecting professional teachers, scheduling regular Olympiad coaching activities, providing motivation, offering rewards, using banners, and collaborating with the parents of the students. These strategies are consistent with the theories mentioned by Hazal Fitri.

Concerning the importance of professional teachers, the principal must consistently pay attention to the competence and professionalism of the educators. As teachers play a direct role in students' daily lives and are responsible for imparting knowledge, the first strategy in the Olympiad coaching program is for the principal to select competent and professional teachers based on daily observations. Thus, the quality of learning significantly depends on the abilities of the teachers. In organizing Olympiad activities, the principal of State Junior High School 1 Galis chooses competent teachers in their respective fields. This aligns with the theory supported by Fajri et al., emphasizing that student achievement can be enhanced through the leadership of the principal and the performance of teachers.²⁵ Additionally, the theory proposed by Muhammad Irfan Fanani in his journal titled "Motivasi Kepala Sekolah Dalam Meningkatkan Kinerja Guru di SMA Negeri 9 Samarinda" (Principal's Motivation in Improving Teacher Performance at SMA Negeri 9 Samarinda) states that to achieve the goals of learning activities, high-quality educators with effective work performance are essential.²⁶

Thus, from various theories, it can be concluded that the improvement of students' achievements is influenced by the performance or quality of teachers who provide instruction. In this study, the principal of State Junior High School 1 Galis pays close attention to teacher performance based on daily observations and certificates of appreciation received by teachers. It is to create quality olympiad mentors who can provide quality education to students. For example, one of the math olympiad mentors at State Junior High School 1 Galis successfully won the National Science Olympiad (OSN) at the teacher level, indicating that the olympiad mentors at SMP Negeri are truly qualified and excel in their field.

The principal of State Junior High School 1 Galis also maximizes olympiad coaching activities regularly and scheduled every week. This ensures that the school truly prepares students through additional time that is truly utilized to discuss coaching materials and olympiad questions. This finding aligns with Novianti Djafri's theory, which states that the principal as a planning manager must be able to determine the steps and sequence of activities as well as the timing of implementation.²⁷

Another strategy applied by the principal of State Junior High School 1 Galis is to invite teachers from other schools to become mentors in the field of science. The

²⁵ Ilma Lailatum Masyruriyah dan Karwanto, *Kepemimpinan Kepala Sekolah dalam Upaya Meningkatkan Prestasi Belajar Siswa*, 251.

²⁶ Muhammad Irfan Fanani, Irman Surya, Lita Kalalinggi, "Motivasi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMA Negeri 9 Samarinda," *E-Journal Ilmu Pemerintahan* 6, Nomor 4 (2018): 1662, [https://ejournal.ip.fisip-unmul.ac.id/site/wp-content/uploads/2018/09/Journal%20pdf%20\(09-24-18-08-18-49\).pdf](https://ejournal.ip.fisip-unmul.ac.id/site/wp-content/uploads/2018/09/Journal%20pdf%20(09-24-18-08-18-49).pdf)

²⁷ Novianti Djafri, *Manajemen Kepemimpinan Kepala Sekolah*, 18.

Curriculum Vitae of the science Olympiad mentor indicates that the teacher is qualified and experienced in the field, as evidenced by the numerous awards received. The principal also provides motivation to participants in Olympiad coaching and other students. This motivation has a positive impact on students' learning achievements, as students who continuously receive motivation tend to be more enthusiastic in their studies.

The principal ensures that State Junior High School 1 Galis continues to achieve success by providing rewards and displaying banners for students who successfully achieve achievements. This effort aims to increase students' motivation to learn, both those participating in Olympiad coaching and those who are not. When students are given rewards, they tend to be more enthusiastic about learning. Additionally, the principal establishes collaboration with parents to ensure their role in supervising their children's learning activities at home and providing proper support to their children.

The Implementation of the Principal's Strategy in Developing Students' Academic Achievement through the Olympiad Coaching

In Hindun's theory, the implementation of teachers' professional competence in efforts to improve students' achievements can be achieved by developing the learning process with creative methods and utilizing available technology and communication.²⁸ This theory is in line with the researcher's findings that teachers, whether in science (IPA), social studies (IPS), or mathematics, are truly competent and of high quality. Olympiad coaches use various teaching methods, such as conducting pre-tests before explaining the material, lecturing, using drill methods with challenging exercises, asking questions to find problems that are likely to appear in competitions, providing difficult materials and questions to students. If students do not understand, the science, social studies, and mathematics coaches engage in group discussions.

This indicates that the quality of Olympiad coaches in science, social studies, and mathematics is highly commendable. During Olympiad activities, these teachers can perform their duties well and continuously strive to ensure that students' intelligence is truly developed, leading to academic achievements.

State Junior High School 1 Galis provides quality education to students, thanks in part to the involvement of the school principal, who has the responsibility of guiding teachers regarding the methods to be imparted to students. This aligns with Wildatatul Ulya's theory, which states that school principals have a duty to lead teachers in creating creative, effective, and enjoyable learning activities.²⁹

Furthermore, in maximizing the coaching activities for Olympiads, their implementation is well-executed, where the Olympiad coaching sessions for Science (IPA), Social Studies (IPS), and Mathematics are conducted successfully every week. Each coach utilizes this time to guide students in understanding the materials and problems related to the Olympiads. This undoubtedly has an impact on the preparedness of students to participate in competitions and, hopefully, achieve success.

In addition, regarding the school principal's strategy of inviting external Olympiad coaches, it is evident that these coaches are truly professional. During the Olympiad coaching activities at State Junior High School 1 Galis, these external coaches explain various topics such as genetics, light, optical tools, sound waves, and more, using a

²⁸ Ilma Lailatum Masyruriyah dan Karwanto, *Kepemimpinan Kepala Sekolah dalam Upaya Meningkatkan Prestasi Belajar Siswa*, 251.

²⁹ Wildatatul Ulya, *Peran Kepala Sekolah dalam Meningkatkan Mutu Pendidikan*, 3.

relaxed yet effective teaching method that ensures students comprehend the conveyed material. Furthermore, these external coaches are always open to answering questions related to the material that may not be clear to the students.

Concerning the motivation provided by the principal of State Junior High School 1 Galis, it is implemented during flag-raising ceremonies on Mondays and during Olympiad events, as well as on other occasions. Motivational messages emphasize the importance of discipline and diligence in learning that students must possess to achieve success in competitions. This motivation has a positive impact on students, as the encouragement from the school principal boosts their enthusiasm and commitment to learning. This finding is consistent with the theories presented by Ilma Lailatum Masyruriyah and Karwanto in the journal titled "School Principal Leadership in Efforts to Improve Student Learning Achievements," emphasizing the importance of school leaders providing motivation to all members of the school community, including teachers, students, and other school staff, to engage in positive actions, maintain discipline, and adhere to school regulations.³⁰

In addition to being equipped with knowledge and supported by motivations, students at State Junior High School 1 Galis who participate in coaching and successfully achieve awards or accomplishments receive rewards from the school principal. The distribution of these rewards occurs each time a student achieves success, and it is presented during the Monday flag-raising ceremony. The act of providing rewards to high-achieving students is a strategy employed by the school principal to further motivate students to attain achievements and serve as a source of inspiration for their peers, encouraging them to study diligently as well. This finding aligns with the theory presented by Rusydi Ananda in his book entitled "*Pendidik dan tenaga kependidikan* (Educators and Educational Personnel) about Management of students, which emphasizes the importance of school leaders in providing recognition, such as giving rewards to students who excel in achievements.³¹

The recognition doesn't stop there; students who achieve success at State Junior High School 1 Galis are also honored with banners displayed in front of the school. These banners serve as an expression of appreciation from the school principal to the high-achieving students. Created by State Junior High School 1 Galis, these banners feature the name, photo, and type of achievement, making it clearly visible to teachers, students, and the public. Through these banners, the school can showcase to the community that State Junior High School 1 Galis provides quality education, resulting in numerous academic achievements.

It is a source of pride for both the high-achieving students and the school's principal and teachers to have the accomplishments of the students prominently displayed in front of the school. Moreover, the creation of these banners serves as motivation for other students to study more diligently. This finding aligns well with the theory presented by Azharuddin in his journal titled "The Role and Function of the School Principal in Improving Teacher Competence," stating that one of the efforts a school principal can make to improve students' learning achievements is to publicly announce and display the

³⁰ Ilma Lailatum Masyruriyah dan Karwanto, *Kepemimpinan Kepala Sekolah dalam Upaya Meningkatkan Prestasi Belajar Siswa*, 254.

³¹ Rusydi Ananda, *Profesi Pendidikan dan Tenaga Kependidikan: Telaah Terhadap Pendidik dan Tenaga Kependidikan*, 81.

achievements of students on bulletin boards. This practice is highly beneficial in motivating students to study harder and strive for better academic performance.³²

The success of students in the field of achievements is undoubtedly influenced by several factors. In addition to the impact of the school, the reality is that students' achievements are also influenced by their family environment and the support they receive. Therefore, the next strategy of the head of State Junior High School 1 Galis is to establish collaboration with the parents of students, whether they are participating in Olympiad coaching or not. In its implementation, this collaboration takes place regularly each semester, where the school principal informs parents about the progress of students and school programs, including the Olympiad coaching initiative. The collaborative strategy between the school principal and parents aims to actively involve parents in enhancing students' achievements and to enable them to continually monitor the activities of their children at home, avoiding any disruptions to their learning and ensuring ongoing participation in encouraging their children to study diligently. This finding is in line with the research by Fauzan and Faizah, which states that to improve students' learning achievements, school principals must collaborate with parents/guardians,³³ ensuring that students receive support not only from the school environment but also from their parents in the process of their educational development.

Monitoring the Implementation of the School Principal's Strategy in Developing Students' Academic Achievements through Olympiad Coaching

Regarding the supervision by the school principal, Mr. Drs. Ach. Musleh, M.Si, as the principal of State Junior High School 1 Galis, conducts supervision of the teachers' performance and the development of students using classroom visitation techniques. Through these class visits, the principal is able to assess the quality of the coaching provided for Olympiads between teachers and students, evaluate the teacher's quality, monitor the students' development, assess the teaching methods used by the teachers, and so on. The principal also evaluates based on the achievements produced by the students, verifying whether it is indeed proven that through the coaching activities held, the students' achievements can improve. This is in line with the theory of H. E. Mulyasa in his book titled "Management and Leadership of School Principals," which states that one of the criteria for an effective school principal is to monitor the progress of students based on their learning achievements.³⁴

From these classroom visits, Drs. Ach. Musleh, M.Si then engages in a dialogue with the teachers to exchange information and provide guidance to the Olympic coaches, aiming to enhance the quality of teaching. This is in line with the theory of Afriadi et al. in their journal titled "Competence of School Principal Supervision in Improving Teacher Professionalism at SMA Negeri 1 Kuala Bate, Southwest Aceh Regency." The theory emphasizes that the supervision activities are not merely aimed at evaluating teachers; the primary goal is to provide assistance to teachers, ensuring that the instruction given to students can be more optimal and improve the overall quality of teaching.³⁵

³² Azharuddin, *Peran dan Fungsi Kepala Sekolah dalam Meningkatkan Kompetensi Guru*, 162.

³³ Ilma Lailatum Masyurriyah dan Karwanto, *Kepemimpinan Kepala Sekolah dalam Upaya Meningkatkan Prestasi Belajar Siswa*, 252.

³⁴ H. E Mulyasa, *Manajemen Kepemimpinan Kepala Sekolah*, 20.

³⁵ Afriadi, Nasir Usman, Niswanto, "Kompetensi Supervisi Kepala Sekolah dalam Meningkatkan Profesionalisme Guru pada SMA Negeri 1 Kuala Batee Kabupaten Aceh Barat Daya," *Jurnal Administrasi Pendidikan*, 16.

CONCLUSION

Based on the research findings, several conclusions can be drawn in line with the research focus: *Firstly*, the principal of State Junior High School 1 Galis implements effective strategies in developing the academic achievements of students through Olympiad coaching. The school principal wisely selects qualified and competent teachers as Olympiad coaches for subjects such as Science, Social Studies, and Mathematics. The Olympiad coaching activities are conducted regularly and scheduled weekly, involving external coaches, providing motivation to students, and offering rewards such as praise, trophies, and money to appreciate their efforts. The collaboration with parents is acknowledged as a crucial factor in enhancing students' achievements. *Secondly*, the implementation of Olympiad coaching activities is well-executed by the teachers selected by the school principal. The applied teaching methods, from pretests to the distribution of questions, are proven to be of high quality. Olympiad coaching activities run according to the schedule, and teachers demonstrate a good understanding of the materials presented. Motivation provided by the school principal, both through ceremonies and visits, contributes to boosting students' learning enthusiasm. The rewards given to high-achieving students also provide positive reinforcement. *Thirdly*, in the supervision process, the school principal utilizes classroom visitation techniques to monitor the teachers' performance and the learning progress of students involved in Olympiad coaching. Evaluation of student achievements is also a crucial aspect of supervision, allowing the principal to assess the correlation between coaching activities and achievement outcomes. This conclusion reflects the effectiveness of the school principal's supervision in ensuring the quality of teaching and student achievement. As a recommendation, it is essential to continue implementing proven effective strategies, strengthen collaboration with parents, and consistently monitor and evaluate to ensure the sustained improvement of students' academic achievements.

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