



Principal Strategies for Maintaining Academic Culture at SMAS Babul Maghfirah Aceh Besar

¹Nurussalami, ²Raudhatul Jannah

^{1,2,3} Universitas Islam Negeri Ar-Raniry-Banda Aceh, ndonesia

Abstract

The principal, as an educational leader, bears a significant responsibility in guiding and managing various aspects of the school, including the academic culture. The principal must be able to formulate and implement effective strategies to ensure that existing academic values are maintained and continuously developed. These strategies not only focus on administrative aspects but also encompass approaches that can motivate and inspire the entire school community. The purpose of this research is to understand the strategies employed by the principal in maintaining the academic culture at SMAS Babul Maghfirah Aceh Besar. This study uses a qualitative method with a descriptive analytical approach. The subjects of this study are the principal, curriculum deputy, and teachers. Data collection techniques involve observation, interviews, and documentation. The results of this study indicate that the formulation of strategies by the principal in maintaining the academic culture at SMAS Babul Maghfirah Aceh Besar (1) Through these formulated strategies, the principal can maintain and even strengthen the existing academic culture, thereby creating an excellent and high-achieving educational environment. (2) The implementation of the principal's strategies at SMAS Babul Maghfirah Aceh Besar has successfully maintained and strengthened the existing academic culture. Through a comprehensive and planned approach, the principal has been able to create a supportive educational environment for achieving academic success and developing student character. (3) Evaluation shows that the principal's strategies in maintaining the academic culture at SMAS Babul Maghfirah Aceh Besar have successfully met the expected objectives. However, this success must be continually maintained through ongoing commitment, adaptation to change, and active involvement from the entire school community. Thus, SMAS Babul Maghfirah Aceh Besar can continue to be an excellent and high-achieving educational institution.

Keywords: Principal Strategies, Maintaining Academic Culture

Abstrak

Kepala sekolah sebagai pemimpin pendidikan memiliki tanggung jawab besar dalam mengarahkan dan mengelola berbagai aspek sekolah, termasuk budaya akademik. Kepala sekolah harus mampu merumuskan dan mengimplementasikan strategi yang efektif untuk memastikan bahwa nilai-nilai akademik yang ada tetap terjaga dan terus berkembang. Strategi-strategi ini tidak hanya berfokus pada aspek administratif, tetapi juga mencakup pendekatan yang dapat memotivasi dan menginspirasi seluruh warga sekolah. Tujuan penelitian ini untuk mengetahui strategi kepala sekolah dalam mempertahankan budaya akademik di SMAS Babul Maghfirah Aceh Besar. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif analisis. Subjek dalam penelitian ini adalah kepala sekolah, waka kurikulum, dan guru. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa formulasi strategi kepala sekolah dalam mempertahankan budaya akademik di SMAS Babul Maghfirah Aceh Besar (1) Formulasi strategi-strategi tersebut, kepala sekolah di SMAS Babul Maghfirah Aceh Besar dapat mempertahankan dan bahkan memperkuat budaya akademik yang ada, sehingga mampu menciptakan lingkungan pendidikan yang unggul dan berprestasi..(2) Implementasi strategi kepala sekolah di SMAS Babul Maghfirah Aceh Besar telah berhasil mempertahankan dan memperkuat budaya akademik yang ada. Melalui pendekatan yang komprehensif dan terencana, kepala sekolah mampu menciptakan lingkungan pendidikan yang mendukung pencapaian prestasi akademik dan pengembangan karakter siswa.(3) Evaluasi menunjukkan bahwa strategi kepala sekolah dalam mempertahankan budaya akademik di SMAS Babul Maghfirah Aceh Besar telah berhasil mencapai tujuan yang diharapkan. Namun, keberhasilan ini harus terus dipelihara melalui komitmen berkelanjutan, adaptasi terhadap perubahan, dan keterlibatan aktif dari seluruh warga sekolah. Dengan demikian, SMAS Babul Maghfirah Aceh Besar dapat terus menjadi lembaga pendidikan yang unggul dan berprestasi.

Kata kunci: Strategi Kepala Sekolah, Mempertahankan Budaya Akademik

Introduction

Education plays a crucial role in ensuring the survival of a nation and its people, as it is a means to enhance and develop the quality of human resources. Education is essential in building a better and more advanced nation, aimed at developing competent individuals capable of advancing education, the economy, and more. The National Education System Law (UU Sisdiknas) Article 1, Paragraph 1 states that education is a conscious effort to transfer knowledge from educators to learners.

The principal is a functional teacher who is given additional responsibilities to lead a school, where the teaching and learning process takes place, or where interaction occurs between teachers providing lessons and students receiving them. The interaction between students and teachers in the learning process can indirectly create an academic culture (Jamaluddin Idris).

Academic culture refers to the educational atmosphere within a diverse, multicultural scientific community in an institution that is based on the values of scientific truth and objectivity. Academic culture is built on the principles of freedom of thought, expression, and a dynamic, open, and scientific academic forum. Academic involvement in the implementation of the teaching and learning process is an important factor in enhancing learning achievements.

The vision of educational institution leaders and the academic climate can encourage teachers to spend more time on learning activities and guide students to use their time for studying (Muhammad Said, Marlina, and Tasdiq). This academic culture becomes very important in schools because by cultivating academic values, students will at least feel extraordinary in being part of the school environment. The norms established are also intended to assist students in their learning. The atmosphere of academic culture cannot be realized and manifested on its own; it must go through planning, organizing, operating, and managing effectively. Academic culture is a set of values, rules, knowledge, experiences, attitudes, time, and roles acquired in the educational interaction process at the higher education level. The academic culture of a school is its unique characteristic, distinguishing its personality from that of other schools. Currently, special attention is given to the creation and nurturing of the school's academic culture for its members to improve the quality and standards of the institution.

An ideal academic culture is one where an academic atmosphere is created that positions educators not as the sole holders of absolute truth but as partners with students, collaboratively discovering scientific insights through open inquiry and discussion. There is a close relationship between culture and academics since culture is formed through the learning process; thus, they cannot be separated from one another. Furthermore, the learning process also considers and absorbs positive elements from the prevailing culture within the community where the learning occurs. This connection can be seen in the foundations that must be taken into account when designing the curriculum, teaching methods, lesson materials, and more.

The success of an educational institution heavily depends on the leadership of the principal. Through effective leadership, the principal must be able to guide the institution towards achieving established goals, recognize changes, and envision a better future in a globalized context. The principal must be accountable for the smooth operation and success of all formal school management affairs to peers and informally to the community that has entrusted its children to the school. As a leader, the principal's role is to serve as a role model in fulfilling their duties, both for staff and colleagues and for themselves. Spirit, mutual respect, and continuous improvement must be applied consistently.

Academic culture is an essential element in the school environment that serves to create a conducive learning atmosphere and encourage students' academic achievement. At SMAS Babul Maghfirah Aceh Besar, a strong academic culture has become the foundation supporting quality education. This culture encompasses values such as discipline, responsibility, hard work, and collaboration among students, teachers, and school staff. To maintain and strengthen this academic culture, the principal's role is vital.

As the leader of education, the principal has significant responsibility in directing and managing various aspects of the school, including academic culture. The principal must be able to formulate and implement effective strategies to ensure that existing academic values are preserved and continuously developed. These strategies should not only focus on administrative aspects but also include approaches that can motivate and inspire all school members.

However, maintaining academic culture amidst various challenges such as curriculum changes, technological advancements, and rapid social dynamics is not an easy task. The principal needs to confront various obstacles, both internal and external, and find the right

solutions to address these challenges. An adaptive and innovative approach is essential to ensure that academic culture remains an integral part of school life.

This study aims to identify and analyze the strategies implemented by the principal in maintaining academic culture at SMAS Babul Maghfirah Aceh Besar. Through a qualitative approach, this research will explore the experiences, challenges, and successes encountered by the principal in efforts to preserve and develop academic culture. The results of this study are expected to provide valuable insights for education practitioners and stakeholders in managing and sustaining academic culture in schools.

A. Literature Review

1. Basic Concepts of School Principal Strategies

The strategies of a school principal are action plans designed to achieve specific goals in the management and development of the school. These strategies encompass various managerial aspects necessary for creating a conducive educational environment that supports students' academic achievements. As the primary leader of the school, the principal is responsible for formulating and implementing these strategies.

Many experts have presented definitions of strategy from different perspectives, but fundamentally, they all share a similar meaning: achieving goals effectively and efficiently. Among those who have formulated definitions of strategy, it is described as a process aimed at achieving a particular goal, oriented toward the future, and designed to interact in a competitive environment to reach objectives.

According to Anwar Arifin, strategy consists of a series of managerial decisions and actions that determine a company's long-term performance. Strategic management includes environmental observation, strategy formulation (strategic planning or long-term planning), strategy implementation, and evaluation and control. In the context of school principals, strategy refers to the methods or approaches used by the principal to achieve pre-planned objectives while minimizing the risk of failure. This strategy represents one of the competencies that principals must possess to realize the school's vision and mission. A strategy serves as a framework that guides and controls the choices that set the direction of an organization. It represents a general pattern of activities that must be carried out to achieve specific goals. For a school principal, having a defined strategy is crucial for developing the motivation of

educators and educational staff within the work environment. Principals are depicted as individuals with high expectations for both staff and students. They are expected to initiate change and breakthroughs that lead to improved quality and standards in the school

In summary, effective school principal strategies are essential for fostering an environment conducive to learning and academic success. By understanding and implementing well-defined strategies, principals can enhance the educational experience and contribute significantly to the achievement of both students and the institution as a whole.

2. Peran Kepala Sekolah sebagai Pemimpin

As a leader, the school principal must have a clear vision of the direction and goals of the school. This vision should be effectively communicated to all members of the school community, serving as a guide for every activity undertaken. The principal must also be able to set a good example, demonstrating commitment to academic values and professionalism.

1. Strategic Planning

Strategic planning is a process that involves setting long-term and short-term goals and developing action plans to achieve them. School principals must be able to identify the strengths, weaknesses, opportunities, and threats (SWOT analysis) that the school faces. Based on this analysis, the principal can formulate strategies that align with the school's conditions and needs.

2. Resource Management

Resource management includes the organization and utilization of human, financial, and material resources effectively and efficiently. The school principal must ensure that teachers and staff have the necessary competencies and receive adequate training. Additionally, the principal should wisely manage the school budget and ensure that sufficient supporting facilities are available to support the teaching and learning process.

3. Development of School Culture

School culture refers to a set of values, norms, and practices embraced by the school community. The principal plays a vital role in shaping and maintaining a positive school culture. This involves creating an environment that values collaboration,

honesty, responsibility, and appreciation for academic achievement. By actively promoting these initiatives, the principal can foster a vibrant school culture that encourages students and staff to engage deeply in the educational process and achieve their full potential.

4. Communication and collaboration

Effective communication is key to the success of strategy implementation. The principal must be able to establish good communication with all stakeholders, including teachers, staff, students, parents, and the community. Collaboration with these parties is crucial for achieving the school's goals.

5. Evaluation and Adjustment

Periodic evaluation of strategy implementation is a crucial step to ensure that objectives are met. The principal must monitor and assess the outcomes of each action taken and make adjustments as necessary. This evaluation can be conducted through various methods, such as teacher performance assessments, student and parent satisfaction surveys, and analysis of student learning outcomes.

In conclusion, policy development involves generating ideas and regulations that form the fundamental framework for issues, which then translate into arrangements for carrying out tasks, initiatives, and activities. It entails affirming objectives, standards, or expectations to address problems, serving as guidance for executives with the ultimate aim of achieving overall goals or targets as a navigation tool for activities.

The stages of the principal's strategy are as follows:

a. Formulation

- 1. Explaining the First Stage:** The factors that encompass both internal and external environmental analysis involve the establishment of vision and mission, planning, and strategic objectives.

2. **Strategy Formulation:** This is the process of outlining the steps necessary to build the vision and mission, which serves as the strategic goals to achieve these objectives while providing the best customer value.
3. **Necessary Steps for a Leader:** There are several steps that a leader must take in this process.
4. **Identifying the Environment:** The leader must identify the environment they will enter. They should define a mission to achieve the envisioned vision within that environment.
5. **Strategic Stages:** In this strategic phase, a leader begins by determining what they aspire to become in the future within the chosen environment and what mission needs to be fulfilled or accomplished now to reach that goal.

b. Implementation

1. **Post-Formulation Strategy:** After the strategy formulation is completed, the next crucial stage in the school strategy is about the implementation of the strategy.
2. **Implementation Process:** The implementation of the strategy is the process where strategies and policies are executed through the development of structure, program development, budgeting, and implementation procedures. This stage of strategy implementation is often the most challenging due to the numerous factors that can affect execution on the ground, which may not align with initial expectations. A successful strategy must be supported by a solid leadership team within the school, adequate resource allocation, appropriate policies, and a culture, situation, and conditions conducive to the successful execution of the strategy.

According to Nurkolis, the school principal, as an educational leader, has several roles, which include:

1. Principal as Educator
2. Principal as Manager
3. Principal as Administrator
4. Principal as Supervisor
5. Principal as Leader
6. Principal as Innovator
7. Principal as Motivator

Strategy Formulation

The formulation of strategy is the process of establishing programs or plans implemented by the organization, the ultimate goals to be achieved, and the methods to be used to reach those final objectives. Prim Masrokan explains that strategy formulation reflects the true desires and goals of the organization. In this regard, the organization must articulate its vision, mission, and values, taking into account both internal and external environments, and drawing conclusions from the analysis of these factors.

Syaiful Sagala emphasizes that there are five steps in strategy formulation that must be taken:

1. Vision Formulation (Mission Determination): Envisioning how the school should exist.
2. External Environmental Assessment: Accommodating the needs of the environment regarding the quality of education that the school can provide.
3. Organizational Assessment: Formulating optimal utilization of the school's resources.
4. Specific Objective Setting: Translating and achieving the school's mission as reflected in the school's objectives and the objectives of each subject.
5. Strategy Setting: Choosing the most appropriate strategy to achieve the established objectives by providing the necessary budget, facilities, and resources.

After establishing the primary strategies and long-term goals, the next crucial process is to implement the strategy in the form of actions. This is because strategic management is a continuous process that begins with strategy formulation, followed by implementation, and then moves towards reviewing and refining the strategy.

Strategy Implementation

According to Hunger and Wheelen, strategy implementation is the process by which management translates strategies and policies into actions through the development of programs, budgets, and procedures. They further explain that the process of strategy implementation may involve comprehensive changes in the organization's culture, structure, and/or management systems.

Essentially, strategy implementation is the action of putting the formulated strategy into various resource allocations in an optimal manner. In other words, when implementing a

strategy, we use strategy formulation to assist in establishing performance goals, resource allocation, and priorities.

As a principal, there are two major tasks involved in strategy implementation:

1. The first task is to manage the strategy implementation process effectively to ensure that what has been previously formulated can be executed well and meet shared expectations.
2. The second task is to utilize all available resources, both human and non-human, to support the successful implementation of all established strategies.

Strategy Evaluation

Strategy evaluation is the effort to monitor the results of strategy formulation and implementation, including measuring organizational performance and taking corrective actions when necessary. David Hunger and L. Wheelen emphasize that while evaluation is the final element of strategic management, it can accurately identify weaknesses in previous strategic implementation and prompt the entire process to restart. For evaluation to be effective, a manager must obtain clear, accurate, and unbiased feedback from subordinates within the organization.

The main focus of strategy evaluation is the measurement and creation of effective feedback mechanisms. Performance measurement is a crucial stage for assessing the achievements or results of the work that the organization has done to reach the established goals. Masrokan Mutohar also explains that evaluation strategy is a strategy capable of measuring, evaluating programs, and providing feedback on organizational performance. This strategy consists of two activities:

1. Performance Measurement and Analysis: This is a critical phase for assessing and evaluating the organization's performance in achieving its goals.
2. Reporting and Accountability: Presenting the results of measurement and evaluation for accountability to stakeholders. With the existence of strategy evaluation, educational organizations are expected to engage in self-assessment and improve for the future. Based on the evaluation results, as well as the challenges and obstacles faced, school principals can formulate new strategies for future improvements.

6. Concept of Academic Culture

Academic culture refers to the values, norms, and practices that develop within an educational environment, fostering academic achievement, intellectual development, and personal growth. It is a key element in creating a conducive and productive learning environment. At SMAS Babul Maghfirah Aceh Besar, academic culture plays a significant role in achieving quality educational goals.

Academic culture can be understood as the totality of academic life and activities that are experienced, interpreted, and practiced by members of the academic community, particularly within educational institutions. This culture is more oriented toward school culture, which aims not only to enhance intellectual capabilities but also to promote honesty, truth, and dedication to humanity. Overall, school culture embodies positive character values.

Academic culture is described as "the way of life of a diverse, multicultural scientific community that exists within an institution founded on the values of scientific truth and objectivity." This implies that the values of truth, agreed upon collectively and objectively within society, serve as a guideline for coexisting harmoniously, fostering a cultural legacy aimed at creating an academic community that coexists peacefully. Academic culture is built on principles of freedom of thought, expression, and a dynamic, open, and scientific academic discourse. Academic involvement in the teaching and learning process is crucial for improving academic performance, while the vision and mission of educational leaders and the academic climate can encourage teachers to devote more time to learning activities and guide students in effectively utilizing their study time.

Academic culture encompasses a set of values, norms, beliefs, and practices embraced by all members of the educational community, including students, teachers, staff, and school management. This culture includes aspects such as work ethic, enthusiasm for learning, appreciation for knowledge, and commitment to quality education. Academic culture shapes the attitudes and behaviors of school members throughout the teaching and learning process.

1. Components of Academic Culture

Academic culture consists of several key components, including:

- a) Academic Values: Values such as honesty, integrity, hard work, and responsibility form the foundation of academic culture. These values must be instilled and upheld by all members of the school community.
- b) Norms and Regulations: Clear and consistent norms and regulations help maintain order and discipline in schools. These norms encompass rules regarding attendance, study ethics, and social interactions.
- c) Academic Practices: Good academic practices, such as effective teaching methods, fair evaluations, and professional development for teachers, support the creation of a positive academic culture.
- d) Learning Environment: A conducive physical and psychological environment is crucial for supporting academic culture. Adequate facilities, comfortable classrooms, and harmonious relationships among school members create a pleasant learning atmosphere.

2. Role of the Principal in Shaping Academic Culture

The principal plays a central role in shaping and maintaining academic culture. Several steps that principals can take include:

1. Being a Role Model: The principal should exemplify the values of academic integrity and professionalism. The principal's attitudes and actions will serve as a model for teachers and students.
2. Developing the School's Vision and Mission: The principal must have a clear vision and mission related to academic achievement and student character development. This vision and mission should be socialized and implemented consistently.
3. Encouraging Active Participation: The principal should encourage active participation from all members of the school community in various academic and non-academic activities. Involvement from everyone will strengthen the sense of ownership and commitment to academic culture.
4. Providing Facilities and Resources: The principal must ensure that the necessary facilities and resources to support the teaching and learning process are available and used effectively.
5. Conducting Evaluation and Continuous Improvement: The principal should regularly evaluate the academic culture in the school and take steps to improve it. Feedback from teachers, students, and parents can be used for enhancements.

6. Strategies of the Principal in Maintaining Academic Culture

Maintaining a positive and productive academic culture is a challenge that requires well-planned and mature strategies. The principal plays a key role in formulating and implementing these strategies to ensure a conducive learning environment that supports students' academic achievements. Here are some strategies that the principal can apply at SMAS Babul Maghfirah Aceh Besar.

1. Development of Clear Vision and Mission

The principal must formulate a clear vision and mission that reflects the academic values to be achieved. This vision and mission should be communicated to all members of the school community to serve as a guide in every activity undertaken. A strong vision provides clear direction and motivates the entire school community to work towards common goals.

2. Creating a Conducive Environment

A conducive physical and psychological environment is crucial in supporting academic culture. The principal should ensure that educational facilities, such as classrooms, libraries, laboratories, and other learning areas, are available and in good condition. Additionally, harmonious relationships among students, teachers, and school staff should be maintained to create a comfortable and safe learning atmosphere.

3. Professional Development for Teachers

Teachers are the frontline in the educational process. Therefore, the principal must ensure that teachers receive regular training and professional development. This training can take the form of workshops, seminars, or other development programs aimed at enhancing teachers' competencies and teaching skills. Professional and competent teachers will be better able to inspire and motivate students to learn.

4. Fostering Discipline and Work Ethic

High discipline and work ethic are integral parts of a strong academic culture. The principal must establish and enforce clear rules and norms related to student attendance, behavior, and academic responsibilities. Additionally, the principal should encourage and recognize students' initiatives and hard work in achieving academic excellence.

5. Encouraging Active Participation from Students and Parents

Active participation from students and parents is crucial in maintaining academic culture. The principal should create various academic and non-academic activities that actively involve students, such as academic competitions, extracurricular activities, and social events. Furthermore, effective communication with parents through regular meetings, seminars, and student progress reports should be maintained to ensure that parents can provide optimal support for their children's education.

6. Implementation of Technology in Learning

In the current digital era, the application of technology in learning can be an effective strategy for maintaining and enhancing academic culture. The principal should encourage the use of information and communication technology (ICT) in the teaching and learning process, such as utilizing educational software, e-learning, and educational social media. Technology can make learning more engaging, interactive, and effective.

7. Regular Evaluation and Feedback

Regular evaluation and feedback are essential to ensure that the implemented strategies are functioning well and yielding the expected results. The principal should develop a comprehensive evaluation system to measure both academic and non-academic performance of students, as well as the effectiveness of the programs in place. Feedback from teachers, students, and parents should also be collected and analyzed to facilitate necessary improvements.

8. Recognition and Appreciation

Recognition and appreciation of students' and teachers' achievements can serve as a strong motivation to maintain academic culture. The principal should regularly award students and teachers who demonstrate outstanding performance in both academic and non-academic fields. This recognition can take the form of certificates, trophies, scholarships, or other forms of appreciation.

Strategy for Building Academic Culture

A system as a method and strategy can be interpreted as interactions preparing the proposed future progress to formulate the organization's vision and mission, emphasizing important objectives and planning techniques to achieve those goals. Generally, strategy implies a methodology related to the implementation of ideas,

plans, and practices within a specific timeframe. The procedures involve organizing workgroups, having topics, recognizing supporting components according to standards, implementing ideas objectively, and having strategies to achieve goals. Organizational strategy heavily depends on the organization's objectives, current circumstances, and environment.

Here are several steps in the strategy for building an academic culture:

- a. Evaluating the Organizational Situation : Determine the goals and strategic direction of the organization through an organizational audit, aligning strategic goals with the demands of the academic world. This can be achieved by creating a detailed strategic plan for academic culture that is aligned with the desired academic culture.
- b. Analyzing Existing Culture: Create a sketch of the desired culture by evaluating the current organizational culture using the Organization Culture Assessment Instrument (OCAI). Develop a concept of the desired academic culture, starting from artifacts, which include ritual behaviors, language, written documents, etc. Fundamental values include philosophy, vision, mission of the organization, and basic assumptions in the form of Standard Operating Procedures (SOPs) and how the organization responds academically to societal problems.
- c. Analyzing the Gap: Analyze the results from the OCAI process against the desired cultural concept, critique, and take a stance on the existing cultural gaps.
- d. Developing an Academic Culture Development Plan: Formulate a plan based on the organization's attitude toward the existing culture.
- e. Implementing the Plan: Engage programs and activities to execute the plan.
- f. Evaluating Changes and New Efforts: Evaluate changes and new efforts to either advance further or take steps to maintain cultural change.
- g. Summary of the Process: The steps include evaluating the organizational situation and determining strategic goals and directions; analyzing existing culture and sketching the desired culture; analyzing the gap between what exists and what is desired; developing an academic culture development plan; implementing the plan; and evaluating changes and new efforts to maintain the changes in academic culture.

Method

This study employs qualitative research. This qualitative research is naturalistic, with the ultimate goal being transferability. In qualitative research, the researcher acts as a key

instrument in the success of the study. Qualitative research aims to understand the phenomenon of what the research subjects experience holistically, and it is described in words and language within a specific natural context, utilizing various scientific methods. The descriptive qualitative research type uses a case study research design. It explains that case study research is an intensive, detailed, and in-depth study of a particular organization, institution, or phenomenon. This is because the researcher will describe and present a complete picture and field phenomena regarding the principal's strategies in maintaining academic culture at SMAS Babul Maghfirah Aceh Besar. The research subjects are the entities being studied, including both individuals and educational institutions (organizations). The subjects of this research include the principal, curriculum coordinator, and teachers at SMAS Babul Maghfirah Aceh Besar. In the field research, the researcher uses data collection techniques, namely: (1) observation; (2) interviews; and (3) documentation.

1. Result and Discussion

1. Formulation of the Principal's Strategy in Maintaining Academic Culture at SMAS Babul Maghfirah Aceh Besar

The formulation of the principal's strategy in maintaining academic culture at SMAS Babul Maghfirah Aceh Besar is a crucial step to ensure the achievement of quality educational goals. The strategies developed and implemented by the principal encompass various important aspects that support the creation of a conducive and productive learning environment. Based on the discussion, several key conclusions can be drawn:

1. **Clear and Strong Vision and Mission:** A clear and strong vision and mission provide definite direction and motivate the entire school community to work towards the same goals. The principal plays a vital role in formulating, socializing, and ensuring the implementation of these visions and missions.
2. **Conducive Learning Environment:** A supportive physical and psychological environment for the teaching and learning process is essential in maintaining academic culture. The principal must ensure that educational facilities are adequate and that relationships among school members are harmonious.

3. Professional Development of Teachers: Regular training and professional development for teachers enhance their competencies and teaching skills, which in turn affect the quality of education. The principal should encourage and provide opportunities for teachers to grow.

4. Discipline and Work Ethic Development: The enforcement of discipline and the establishment of a strong work ethic are essential elements of a robust academic culture. The principal must establish and enforce clear rules and norms regarding student behavior and academic responsibilities.

5. Active Participation of Students and Parents: Active participation from students and parents strengthens academic culture. The principal should create activities that engage students and ensure effective communication with parents to support the educational process.

6. Application of Technology in Learning: The use of information and communication technology (ICT) in learning can enhance interactivity and educational effectiveness. The principal should encourage the relevant use of technology in the teaching and learning process.

7. Regular Evaluation and Feedback: Regular evaluations and feedback ensure that the strategies implemented are running as planned and delivering the expected results. A comprehensive evaluation system and analysis of feedback from various parties are essential in this process.

8. Awards and Recognition: Providing awards and recognition for students' and teachers' achievements serves as an important motivation in maintaining academic culture. The principal should routinely give awards to encourage better accomplishments.

By implementing these strategies, the principal at SMAS Babul Maghfirah Aceh Besar can maintain and even strengthen the existing academic culture, thereby creating an outstanding and high-achieving educational environment. Continuous evaluation and adjustment of the applied strategies are also important to ensure their relevance and effectiveness in line with the evolving times and the needs of the school.

2. Implementation of the Principal's Strategy in Maintaining Academic Culture at SMAS Babul Maghfirah Aceh Besar

The implementation of the principal's strategy in maintaining academic culture at SMAS Babul Maghfirah Aceh Besar plays a vital role in creating a conducive and productive educational environment. Based on the discussion regarding the implementation of strategies, several key conclusions can be drawn:

1. Consistency in Implementing Vision and Mission: The principal successfully implements a clear vision and mission consistently, so that all members of the school community have a common guide in achieving educational goals. This implementation creates unity of direction and spirit in supporting a strong academic culture.
2. Improvement of Educational Facilities: Through efforts to improve educational facilities, such as comfortable classrooms, a well-equipped library, and adequate laboratories, the principal has succeeded in creating a physical environment that supports the teaching and learning process. Good facilities enhance student motivation and comfort in learning.
3. Development of Teacher Professionalism: The implementation of professional development programs for teachers has successfully improved their competencies and teaching skills. Well-trained teachers can inspire and motivate students and apply effective and innovative teaching methods.
4. Enforcement of Discipline and Work Ethic Development: The enforcement of clear rules and norms regarding discipline and work ethic has helped shape responsible attitudes and behaviors among students who are committed to education. Fair and consistent discipline creates an orderly and productive learning environment.
5. Active Participation of Students and Parents: Through various academic and non-academic activities, the principal has successfully encouraged active participation from students and parents. Their involvement in the educational process increases support and synergy between home and school, positively impacting academic culture.
6. Utilization of Technology in Learning: The use of information and communication technology (ICT) in learning has made the teaching and learning process more interactive and engaging. The principal has successfully facilitated the relevant use of technology to enhance learning effectiveness.

7. **Effective Evaluation and Feedback System:** The implementation of a comprehensive evaluation and feedback system enables the principal to monitor and assess students' academic and non-academic performance as well as the effectiveness of the programs being implemented. Evaluation results are used to make necessary improvements and adjustments.

8. **Awards and Recognition:** Regularly awarding and recognizing students' and teachers' achievements has successfully increased motivation and enthusiasm to achieve more accomplishments. These awards also strengthen pride and satisfaction within the school community.

Overall, the implementation of the principal's strategy at SMAS Babul Maghfirah Aceh Besar has successfully maintained and strengthened the existing academic culture. Through a comprehensive and planned approach, the principal can create an educational environment that supports academic achievement and character development of students. Continuous evaluation and adaptation to changes also ensure that the strategies implemented remain relevant and effective in facing future educational challenges.

3. Evaluation of the Principal's Strategy in Maintaining Academic Culture at SMAS Babul Maghfirah Aceh Besar

The evaluation of the principal's strategy in maintaining academic culture at SMAS Babul Maghfirah Aceh Besar provides valuable insights into the effectiveness of the measures that have been taken. Based on the evaluation results, several key conclusions can be drawn:

1. **Effectiveness of Strategy Implementation:** Overall, the strategies implemented by the principal have been successful and have positively impacted the academic culture in the school. This is evidenced by improved academic performance among students, enhanced teacher competencies, and a more conducive learning environment.

2. **Consistency and Sustainability:** The success of the strategy is greatly influenced by the consistency of its implementation. The principal and the entire school community have demonstrated a strong commitment to realizing the established vision, mission, and academic values. The sustainability of these efforts is crucial to ensure that positive outcomes persist.

3. **Involvement of All Stakeholders:** Active participation from students, teachers, parents, and school staff has been a key factor in the success of the strategy. The

involvement of all parties creates a strong synergy that supports the establishment of an inclusive and collaborative academic culture.

4. Enhancement of Teacher Professionalism: Professional development programs for teachers have successfully improved teaching quality and teacher motivation. Well-trained and motivated teachers can create better learning experiences for students, contributing to improved academic performance.

5. Utilization of Technology: The use of information and communication technology (ICT) in learning has had a significant positive impact. Technology has made the teaching and learning process more engaging and effective, helping students easily access information and knowledge.

6. Awards and Recognition: Regularly providing awards and recognition for the achievements of students and teachers has become an important motivator in maintaining the spirit of learning and hard work. These awards also strengthen pride and satisfaction within the school community.

7. Continuous Evaluation and Adjustment: Regular evaluations of strategy implementation allow the principal to identify the strengths and weaknesses of the measures taken. Adjustments and improvements based on evaluation results ensure that the strategy remains relevant and effective.

8. Overall, the evaluation indicates that the principal's strategy in maintaining academic culture at SMAS Babul Maghfirah Aceh Besar has successfully achieved the desired goals. However, this success must be continuously sustained through ongoing commitment, adaptation to changes, and active involvement from the entire school community. Thus, SMAS Babul Maghfirah Aceh Besar can continue to be an excellent

E. Conclusion

From the research conducted at SMAS Babul Maghfirah Aceh Besar, the following conclusions can be drawn:

The formulation of these strategies allows the principal at SMAS Babul Maghfirah Aceh Besar to maintain and even strengthen the existing academic culture, thereby creating an

excellent and high-achieving educational environment. Continuous evaluation and adjustments to the applied strategies are also crucial to ensure their relevance and effectiveness in accordance with the developments of the times and the needs of the school.

The implementation of the principal's strategies at SMAS Babul Maghfirah Aceh Besar has successfully maintained and strengthened the existing academic culture. Through a comprehensive and planned approach, the principal has been able to create an educational environment that supports the achievement of academic performance and the character development of students. Continuous evaluation and adaptation to changes also ensure that the implemented strategies remain relevant and effective in facing future educational challenges.

The evaluation indicates that the principal's strategies in maintaining academic culture at SMAS Babul Maghfirah Aceh Besar have successfully achieved the desired goals. However, this success must be continuously nurtured through ongoing commitment, adaptation to changes, and active involvement from the entire school community. Thus, SMAS Babul Maghfirah Aceh Besar can continue to be an excellent and high-achieving educational institution.

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