



Exploring the roles of special schools' principals in teacher quality improvement: A case study of special schools

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ABSTRACT

This study aims to explore the role of the principal of the Southwest Aceh public special school in improving teacher quality. In particular, it discusses the main challenges faced by the Southwest Aceh public special school principals and the roles and strategies they use to improve teacher quality. This research was conducted using a case study design. Data was collected through in-depth interviews with school principals, observation, and secondary data, including official documents and existing literature on the role of school principals. Data analysis was used using data analysis techniques according to Miles and Huberman: data collection, data presentation, data reduction, and conclusions. The interconnected theoretical framework built through the role of the principal and the theory of quality improvement is the most suitable because it helps to understand the experience, working conditions, and challenges of exploring the role of the principal in improving school quality critically. The research findings reveal the role of the school principal in improving the quality of teachers; that is, the principal conducts guidance, coaching, and supervision, grants study permits for schools to a higher level, and conducts training to increase teacher competence. Besides that, the principal explores new ideas from teachers according to the times in the world of education and creates harmonious relationships, openness, adjustments to the curriculum, division of teaching tasks or additional assignments, and differential learning, and provides rewards and punishments to teachers who break the rules. In giving the workload of main tasks and additional assignments to teachers, the average is high, and the school program is not related to each other.



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1. Introduction

Professional school principals must be able to make the right plans to be carried out within a certain period to achieve educational goals in a school because the principal is one of the components of education that has the most role in improving the quality of education. Article 12, paragraph 1 of Government Regulation 28 of 1990 in Indonesia states, "The school principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure." The principal is a teacher tasked with being the principal [1]. Those who are the highest managers in the school have the right to influence other people so that those who are influenced want to cooperate reasonably in achieving school quality [2]. To achieve educational goals, if a school principal has good quality, he can carry out school development according to his function [3]. The principal in carrying out his duties as a formal leader of an educational institution, the principal must at least be able to act as an educator, manager, administrator, supervisor, leader, innovator, and motivator [4]. The role of the principal as an educator is to guide

teachers, education staff, and students, keep up with the times, and set a good example to create a conducive school climate that requires cooperation or harmonious relationships between all school members and is not solely the responsibility of the school principal [5]. In addition, the principal also guides all components of the school, including teachers, employees, and students, so that they can work together in carrying out each task assigned to the person concerned according to their professionalism and capacity [6]. The principal as an educator is a very noble thing whose role is to foster the mental, moral, physical, and artistic he leads [7].

The role of the principal, as a manager, is people who do things right [8]. Able to plan organize and control all programs that have been mutually agreed upon [9]. As a manager, the principal must have programs and targets to be realized during his leadership [10]. There are three essential things in the role of the principal as a manager: First, planning means that the principal must be able to prepare things that will be done in the future to achieve the goals that have been set. Second, Organizing means grouping the necessary activities. Third, controlling is often also called controlling a management role [11]. The role of the principal as an administrator is that the principal, as an administrator, plays a role in managing the school administrative system so that it is effective and efficient [12]. According to Scallon, his role as an administrator includes perfectly managing all teaching and learning tools with evidence of accurate administrative data. In addition, the role of administrator has a very close relationship with the effectiveness of administrative management like recording, compiling, and documenting all school programs, such as managing curriculum administration, managing student administration, managing personnel administration, managing facilities and infrastructure, managing financial administration, and managing administration. public relations [12].

The role of the principal as a supervisor is a means to increase the effectiveness of school program implementation [7]. Activities determine the conditions of essential conditions that will guarantee the achievement of an educational goal [13]. The performance of school principals as supervisors requires the ability of school principals to supervise and control to improve the quality of academic staff [14]. In addition, it needs to be emphasized that supervision not only focuses on increasing knowledge and skills in managing learning but also encourages the development of motivation to improve the quality of teacher performance. The role of the principal as a leader is the role of the principal as a leader who is the prime mover of all the resources and tools that exist in the school [15], how leadership moves subordinates to be obedient, respectful, loyal, and easy to cooperate with influences the leader [16]. A principal leader must have a big soul and the ability to convince and move other people (school residents) to achieve the targeted school goals [17]. So, one's leadership is closely related to personality. The personality of the principal as a leader will be illustrated by the following traits: honesty, confidence, responsibility, willingness to take risks and decisions, understanding of the conditions of being led, having a big heart, stable emotions, role models, and have a vision and mission [18].

The role of the principal as an innovator is that the principal has new ideas for innovation according to organizational needs, the ability to properly implement new ideas that have a positive impact on progress, and the ability to regulate the work environment so that it is more conducive to work well [19]. Changes in things, incremental and radical changes, the role of the principal as an innovator will be reflected in how he does his work constructively, creatively, delegated, integratively, rationally and objectively, exemplary, disciplined, adaptable, and flexible [20]. The role of the school principal as a motivator is the principal must have the right strategy to motivate educational staff to carry out their various duties and functions [21]. This motivation can be achieved by effectively setting the working atmosphere, discipline, encouragement, and rewards [22]. The principal as a motivator has the following roles; (1) Able to manage the principal's office, representatives, and staff that are conducive to work; (2) Able to organize classrooms that are conducive for teaching and learning activities, counseling, and student activities; (3) Able to organize space a lab that is conducive to learning or practice; (4) Able to organize a library that is conducive to learning; (5) Able to manage a relaxed, comfortable and orderly school yard; (6) Able to create a harmonious working relationship between teachers and staff; (7) Able to create a sense of security in the school environment; (8) Able to apply the principle of reward and punishment; (9) Able to apply internal and external motivation for school members [23].

The findings of previous research show that the role of the principal in improving the quality of education is that the principal is required to have the ability to carry out the vision and mission and how the style of his leadership is. Besides that, the role of the principal as a manager, educator, supervisor, administrator, leader, innovator, and motivator can be carried out [24]. The school

principal needs to carry out his role to improve teacher quality to realize educational goals as expected [25]. Then a leadership strategy is needed to make or design strategic steps in managing educational institutions [26]. Improving teacher quality shows that teacher quality can be said to be good; it can be seen in terms of input, process, and output [27]. There are similarities in research in determining the principal's strategy in realizing the quality of elementary schools in management [28]. As a leader who has influence, a school principal must continue to strive so that teachers and education staff follow his ideas, advice, suggestions, instructions or orders, and policies. Many factors can affect the quality of education at the school level, namely the existence of human resources to manage schools, facilities and infrastructure, student affairs, curriculum, and community participation [29]. Apart from that, the factors that influence performance include the psychological ability factor of the teacher consisting of potential abilities and educational abilities so that the principal needs to be placed on the teacher according to his expertise and motivational factors, which consist of the attitude and behavior of the teacher in dealing with work situations [30].

According to Shagrir, the teaching profession is special expertise and authority in the fields of education, teaching, and training that are occupied with becoming a livelihood in meeting the needs of the person concerned [31]. Teaching as a profession means teaching as a job that requires competence (expertise and authority) in education and learning to carry out the work effectively and efficiently. The teacher has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students, who are the main factors that influence the success of education. Special school teachers require special skills to educate students with special needs, both pedagogical and professional competencies. Of course, special school teachers have problems and obstacles in the teaching process, such as managing classes, teaching methods, and discipline.

Based on the national education system law number 2 of 1989 Indonesia, special schools are formal educational institutions that serve education for children with special needs. Special schools are formed by many elements that are directed at developing personality attitudes and abilities, talents, mental abilities, and physical abilities until they reach their optimal potential in achieving educational goals [32]. In addition, special schools are educational programs provided to meet the needs of children with special needs, namely learning service programs that are set for children with special needs [33]. The purpose of special schools is to accommodate children with special needs in obtaining educational services according to the needs and uniqueness of individuals who have yet to be accommodated in general education. The implementation of the special education system is carried out specifically and separately from the implementation of education for normal children [34], because special education refers to an approach, educational design, strategies, methods, and techniques for teaching children with special needs because they are unable to achieve learning outcomes like regular schools [35].

In the initial observation and debriefing with the principal of the Southwest Aceh Special School, there were several problems in improving teacher quality, including The school experiencing a shortage of special education teachers, teachers teaching in special schools did not have a special education background, and supervisor supervisors did not have a special education background. Seeing the problems above, the school principal, as a top manager, is expected to be able to play his role in improving the quality of teachers so that the quality of special schools is better. The advantage of this research is to explore the role of school principals as educators, managers, administrators, supervisors, leaders, innovators, and motivators. They are making it easier for school principals to improve the quality of teachers in special schools. The novelty of this research is that it was carried out specifically for the principals of special schools. The purpose of this research is to explore the role of the school principal in improving teacher quality. In general, this research can contribute to helping solve educational problems because the findings of new knowledge can be used as reference material for quality improvement. This study will help school principals to understand their role as a leader in schools by offering about the role of school principals in improving teacher quality despite the many obstacles and challenges they face. The role of the school principal is the primary key to the development and progress of schools in creating teacher quality improvements by identifying teachers' needs, strengths, and weaknesses [36].

2. Method

This research is a qualitative case study to explore the role of school principals in improving teacher quality. A case study is an empirical investigation that examines a phenomenon in a real-life

context [37]. This qualitative research uses an exploratory research approach; exploration is a type of initial research from a comprehensive study [38]. Exploratory research aims to get ideas about the main issues in more detail and develop existing hypotheses [39]. This research was conducted in special schools. The research samples in this study were extraordinary school principals (Murniati) and school supervisors (PS 1), vice principals (Waka 1), and junior teachers (GR 1). The data collection techniques used are interviews, observations, and documents, including facts and stored data that can be used as a source of data obtained in the field. This research was planned from December 2019 to 2022, when researchers went through complex and different stages because the Covid-19 virus hit the world in 2019. This study also used data analysis techniques that described circulation occurring between data collection, data presentation, data reduction, and conclusions [40]. There are four reasons why this case study was chosen. First, this research aims to understand the phenomenon of leadership in external schools deeply. Second, this study was submitted to meet the criteria that case studies are used to explore in-depth issues. Third, this study is expected to capture "close-up reality" and provide a solid description of the principal's role experience, such as thoughts about roles, functional strategies, and policies or decisions of the principal toward improving teacher quality. This research was built with qualitative case studies to gather comprehensive information about the phenomenon of the role of the school principal.

3. Results and Discussion

The Southwest Aceh Public Special School has 18 teachers and five administrative staff. 18 teachers consist of 9 teachers with special education backgrounds and nine teachers with general education backgrounds, see Table 1. The table presents the number of teachers in special and non-special education schools in Southwest Aceh, categorized by educational background and gender.

Table 1. Number of Teachers

No	Educational background	Sex		Amount	Educational stage				Amount
		Male	Female		Diploma	Bachelor	Master	Doctor	
1	Special Education	1	8	9	-	8	1	-	9
2	Not special education	2	7	9	-	9	-	-	9
Amount		3	15	18	-	17	1	-	18

Source: Data for special schools in Southwest Aceh

In the special education sector, there is a total of 15 teachers, with 1 male and 14 female teachers. Among them, 8 have a diploma, 1 holds a bachelor's degree, and 6 have a master's degree. No special education teachers in this dataset have a doctorate. On the other hand, in non-special education, there are 18 teachers in total, with 2 male and 16 female teachers. Among them, 9 have a diploma, 9 hold a bachelor's degree, and none possess a master's or doctorate degree. This table provides valuable insights into the distribution of teachers in these schools, which can be useful for educational planning and resource allocation in Southwest Aceh. In general, the research findings can be seen in Fig 1. The roles and details of their duties are systematically explained to comprehensively understand how the role of the school principal in an ideal school.

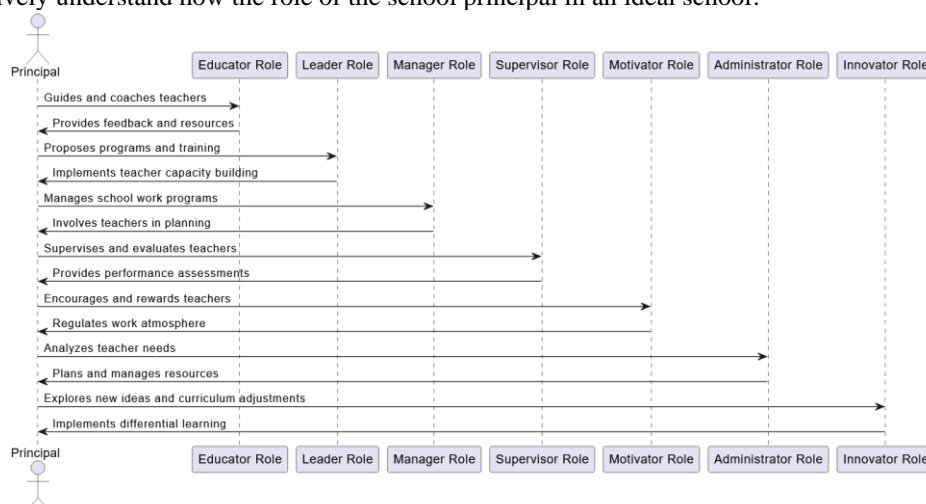


Fig. 1. Ccomprehensively depicts the role of the principal in the school.

Muhammad Sahuddin et.al (Exploring the roles of special schools' principals...)

3.1. The role of the principal in improving teacher quality

1) Role as Educator

Principals, as educators, must be able to master various forms of approaches, techniques, methods, and learning strategies in creating learning activities that are more creative, active, effective, and fun. From the results of the researcher's interview with Murniati as the school principal in improving the quality of teachers as educators, she has the following views.

"... guiding and coaching teachers and especially teachers who do not have a special educational background teach here and are also good at providing feedback when supervising in class... I also encourage teachers to read by providing reading corners in the classroom and the library. Moreover, one day every week, we have a sign day program to study together to improve teachers' sign language".

Excerpts of the interview above the head of Southwest Aceh, a special public school in carrying out his role as an educator to improve the quality of teachers in schools by carrying out several activities at schools that can improve teacher competence, such as guiding and fostering teachers regarding the competencies that teachers must have when teaching the way that the principal does by monitoring teaching in the classroom and then providing feedback on future teaching improvements and other methods carried out by the principal by providing reading material for teachers at school by presenting a reading corner in class in addition to the book facilities in the library.

GR 1 also stated that:

"Many teachers here come from general education backgrounds, not from special education backgrounds, so the principal and senior teachers here are very diligent in fostering teachers who do not have a special education background so that they have the competence to teach children with special needs and the school climate is made very supportive for learning by making them cue day program." (interview with GR 1)

Furthermore, Murniati stated:

"In the beginning, teachers who did not have a special educational background were very rigid in teaching at school, but because we accompanied and guided them, now they are able to handle children with special needs. They need to do independent learning again and also practice to add teaching experience them."

Principals pay special attention to teachers who do not have a special educational background teaching in schools because, on average, these teachers need more knowledge about children with special needs. Then the principal accompanies them and makes the principal himself a resource center for sharing good experiences in dealing with children. Teachers with special needs and those who do not have a special educational background are usually given more opportunities to attend training organized by schools, the Ministry of Education, and other external parties that aim to increase the competence of these teachers.

2) Role as a leader

From the research findings of the head of the Aceh Barat Daya public special school in his role as a leader to improve teacher quality, Murniati said:

"I see that many teachers in the school I lead have problems in teaching due to a lack of competency in their hands because we only have eight teachers who have an extraordinary educational background, while ten teachers do not come from an extraordinary educational background."

The school principal expressed his opinion that many of the teachers who teach in the schools he leads need better teaching competence because they are graduates of general education who teach in special schools.

Furthermore, Murniati stated:

"...Proposed a second undergraduate program to the education office for non-special education teachers to be re-schooled using the state budget and creating teacher capacity building programs such as training, workshops, In House Training at the school level and sending teachers to training organized by the ministry."

The school principal performs his role as a leader in improving teacher quality by carrying out several programs that can improve teacher quality by proposing programs to the education office for the second undergraduate program for teachers who do not have a special educational background, creating teacher capacity building programs such as training, workshops, in-house training at school level and sending teachers to ministry-sponsored training. From the results of observations and interviews with the school principal, it was also found that the principal carried out excessive workloads on teachers due to a lack of teaching staff. This is an excerpt from the researcher's interview with the school principal.

"Teachers at this school are lacking. We need 35 teachers. If you look at the needs of children with special needs, we only have 18 teachers, so the average teacher's workload is 38 hours per week. Apart from teaching hours, there are additional hours, such as the deputy head, head of the library, and the head of the workshop... if you look at the national standard, teachers' teaching hours are at least 24 and a maximum of 40 hours per week, but for us, the teachers are very tired because they are dealing with children with special needs."

Waka 1 1 stated:

"In addition to being the vice principal, I also have the main task of being a teacher, and my total teaching hours are 36 hours per week, plus 12 hours per week as deputy principal. just." (interview with Waka 1)

Principals are still unable to understand the concept of being a learning leader; this can be seen from the provision of additional workload and authority to teachers so that there is a lack of opportunities that allow teacher collaboration in studying, analyzing, and finding joint solutions to a learning case.

3) Role As a manager

Murniati carried out the role of the school principal as a manager to improve teacher quality by implementing several strategies for managing good school programs and managing human resources. *Management of School Work Programs in Improving Teacher Quality*, school principals carry out work plans and formulate work programs on an ongoing basis from year to year by involving all teachers, school supervisors, parents, and students. From the results of interviews, Murniati stated: in managing work programs to improve teacher quality by carrying out effective strategies through planning (planning), organizing (organizing), actuating (actuating), and controlling (controlling).

"When I was appointed school principal, I had to have a clear work program including improving teacher quality... teacher assets for me so I had to manage them well to achieve a good school vision... to improve teacher quality, I made a record of my work program as a whole measurable and on target through the design, implementation, and monitoring of the results achieved."

Murniati further said:

"...Our challenge here in formulating school programs or activities is interrelated between teacher programs and student programs. For example, the learning atmosphere is disrupted in teacher training activities because no other teachers enter the class, students are not accompanied, and our student skills activities still use much personnel from outside the school, unable to empower teachers and school members."

The principal's statement from the results of the interview above shows that there was a time conflict in the implementation of teacher quality improvement activities carried out at schools because when training or workshops were held for teachers at schools, there were no teachers in class. After all, all teachers took part in the training. In this case, it is necessary to adjust the implementation of teacher quality improvement activities, whether it is carried out in the afternoon or it can also be done during school holidays. However, if it is carried out on school holidays, all teachers must understand the use of holidays to learn to improve teacher self-development. *Management of School Resources in Improving Teacher Quality* In managing school resources to improve teacher quality, the principal of the Southwest Aceh public special school carries out several activities such as regular meetings, making teaching materials, granting permission for learning opportunities to a higher level, developing a community of practitioners or teacher work groups, supervise teacher performance, evaluate and follow up on the results of the evaluation. The principal also rewards teachers who excel and punishes teachers who violate the teacher's code of ethics or rules.

"As a school principal, I see the potential of teachers in developing their competencies. I support teachers in returning to school. I also maximize my role as a school principal by holding regular meetings, forming teacher work groups, and providing rewards and punishments for teachers who violate the rules. Or the teacher's code of ethics."

4) Role as supervisor

The role of supervisor was carried out by the head of the Southwest Aceh public special school in improving quality. The results of interviews with the researcher and the school principal found that the principal carried out guidance, coaching, adjustment of giving additional assignments, and providing performance assessments and supervision.

"We continue to guide teachers, and we monitor their performance by supervising and evaluating teacher performance which I must assess every year... many of our teachers are still weak in competence both in making teaching devices and teaching, so I created a coaching program for them".

In addition PS I also said:

"The principal in supervising teachers also involved me as a supervisor to ensure that the teaching program was running well according to the results of the academic supervision that I carried out on teachers." (interview with PS I)."

Furthermore, Murniati said:

"After supervising the teacher, I invited the teacher to discuss and reflect on the process of teaching and learning activities and also provide appreciation and suggestions... what is already good, what needs to be improved and further improved in the future."

5) Role as a motivator

The principal of the Southwest Aceh special public school in carrying out his role as a motivator to improve teacher quality through effective regulation of the working atmosphere, discipline, encouragement, and rewards, and the provision of various learning resources through existing facilities. The results of the researcher's brief interview with Murniati in the field in carrying out her role as a motivator are:

Researcher: How is your strategy in motivating teachers to improve their performance?

Murniati: I encourage all teachers at this school to work well and be disciplined, whether I convey it directly individually or at official meetings. I also firmly urge all teachers to comply with school rules and regulations... I give teachers who have achievements appreciation... those who violate me give a warning both in writing and verbally.

Researcher: What form of motivation do you use to improve teacher quality?

Murniati: There are several ways I can motivate teachers; there are direct individuals in meeting forums and ceremonies every Monday at school and also giving prizes to teachers who excel in their performance achievements.

From the results of the brief interview above, the school principal, in carrying out his role as a motivator for the head of the Aceh Barat Daya special school, provides encouragement or motivation to teachers in improving school performance and reminds all teachers to be disciplined in carrying out their duties, starting with school teacher attendance, class entry and exit hours, and dress according to the rules. Setting up the physical environment to raise the spirit of the teacher, Murniati said:

"Yes... I am susceptible to the work environment, so I have adapted to the school environment well."

Setting a working atmosphere for teachers, Murniati said:

"Yes. I ensure the classroom and school environment support the teacher's work atmosphere."

The principal as a motivator for regulating the work atmosphere can be done, among others, by; (1) creating a harmonious work climate between fellow teachers and school members; (2) creating a

sense of security in the school environment, and; (3) creating a sense of respect among fellow school members.

The principle of reward and punishment

Awarding Murniati says:

"Yes, I, as the school's principal, really appreciate the achievement and success of the performance. I gave gifts and praise, including the teacher, who often came quickly to school. I complimented him."

Punishment or discipline Murniati says:

"Yes. Of course, I carry out all the rules that apply to all school members because, as a school principal, I have to set a good example for teachers and other school members to be disciplined towards the school rules and regulations that have been made."

Role As an administrator

Murniati says:

"Firstly, I analyze teacher needs, then make short- and medium-term school plans, especially those that accommodate teacher needs, such as creating teaching programs, required infrastructure, preparing lesson schedules, holding regular meetings with teachers, and managing teacher data."

The principal, in carrying out his role as an administrator, takes several steps to achieve the expected goals of improving teacher quality by conducting a teacher needs analysis by involving all teachers in conducting a needs analysis. The principal of the Southwest Aceh public special school also designed short-term and medium-term programs to accommodate teacher needs.

6) Role as an innovator

Based on the field findings that researchers have conducted regarding the role of the principal as an innovator in teacher improvement, there are several important points made by the principal, including exploring new ideas from teachers that are following the times in education, creating harmonious relationships, openness, curriculum adjustments, division of teaching tasks or additional assignments, differential learning, and discipline. Murniati says:

"We must first know how our teachers are, create a harmonious relationship between the teachers and me first, then we will explore and get the latest ideas that are suitable for us to apply at school.. including giving main and additional assignments we must first see what the teacher's character is. Then I adjusted the school curriculum to suit students with special needs. Of course, I encourage differential learning for teachers... the most important thing is that our teachers are disciplined because this is the key to the success of these teachers."

Further, GR 1 says:

"Teachers here are guided to have masterpieces; all school facilities, such as budget laptops, will be facilitated by the principal in increasing teacher competence; the principal is very concerned that teachers practice new knowledge in schools both in the teaching and learning process and also in student skills activities." (interview with GR 1)

In giving main and additional assignments to teachers, Murniati states:

"As for the main task of teaching, all teachers are according to their fields, but for additional assignments, I will first look at the teacher's capacity." In giving additional assignments such as deputy head, head of the lab, and other program development, the principal considers several things, including educational qualifications, abilities, teacher activities, and spirit at work."

Furthermore, Murniati said:

"The important thing is the adjustment of the curriculum, both in the modification of the curriculum, which the teacher must know to achieve student learning goals."

The principal gives teachers understanding and guidance in addressing the curriculum implemented in schools. There needs to be a strategy from the teacher in learning in the classroom concerning curriculum adjustments because students with special needs are unique and different from

one another. The results of observation and analysis of teacher teaching tools documents also found that teachers had implemented them.

3.2. The role of the Principal in improving the quality of teachers

The principal of the Southwest Aceh Public Special School carries out his duties as a leader in the school in improving the quality of teachers. From the findings of research at the Southwest Aceh Public Special School regarding the role of the principal in improving teachers including:

- *In the role of educator*, the school principal guides and fosters teachers regarding the competencies that must be possessed by teachers and becomes a resource center in sharing experiences both in dealing with children with special needs and teachers who do not have a special educational background are given more opportunities to attend training and implementing a sign day program to train teachers' sign language skills. The principal as an educator has seven important aspects: teaching in class, guiding teachers, guiding staff, guiding students, following technological developments, and setting a good example [41]. The role of the education principal includes providing input and suggestions to teachers regarding preparing teaching materials; this follows the role of a functional teacher tasked with leading a school [42]. The role of the school principal is classified as successful in improving teacher quality in developing personality competencies by guiding and fostering, pedagogic competence being a center for sharing experiences, and social competence carrying out day cues so that they are friendly in interacting with students with disabilities.
- *In the manager role*, the principal manages the school's work program to improve teacher quality using design, implementation, and supervision flows such as training activities and learning programs. From the research findings, there are also school programs carried out by school principals that are still independent, not interrelated between one program another in improving teacher quality, such as clashes in the implementation of teacher quality improvement activities carried out at schools because when training or workshops are held for teachers at school, then the class does not have a teacher because the teachers all take part in the training. The school principal needs another way to minimize the emergence of other problems from the activities carried out, such as the need for adjustments to the implementation of teacher quality improvement activities either carried out in the afternoon or can also be carried out during school holidays and can also be carried out virtually.

The school principal also manages school resources in improving teacher quality by carrying out several activities such as regular meetings, making teaching materials, giving permission for learning opportunities to a higher level, developing a community of practitioners or teacher work groups, supervising teacher performance, evaluating and taking action. The role played by the school principal is constructive for teachers in facilitating and providing broad opportunities for teachers to carry out self-development [43]. The principal understands the teacher because, through good leadership, it is hoped that quality teachers will be born to produce quality schools [44]. In the administrator's role, the principal designs short and medium-term programs that accommodate teachers' needs in creating learning programs, including giving additional tasks to teachers in carrying out tasks at school other than teaching assignments and compiling lesson schedules, as well as managing teacher data properly. There is another role that the principal must carry out with the provision, organization, maintenance, and completeness of material facilities and school personnel. The role of school principals in improving the quality of teachers in administration can also be carried out: (1) Teaching management, (2) Personnel management, (3) Teacher administration management, and (4) Salary and financial management [45]. In the role of supervisor: the principal carries out guidance, coaching, adjustment of additional assignments, and provides performance appraisal and supervision. Supervision is carried out by the school principal using the flow of designing a supervision program, carrying out supervision, evaluating, and following up on improvements. Supervision activities carried out by the principal greatly assist teachers in improving teachers [46].

In the role as a leader, the school principal makes several efforts to improve teacher quality by proposing a program to the education office for the second undergraduate program for teachers who do not have a special educational background, creating teacher capacity-building programs such as training, workshops, In-House Training at the national level. Teachers needed to be involved as often as possible in various teacher improvement education and training, which referred to the needs of teachers in carrying out their roles [47]. Teacher development can be carried out through several

activities, including (1) increasing qualifications through formal education levels, (2) increasing competence through education and training, (3) increasing competence through activities designed by professional organizations, and (4) independent learning [48]. The principal in this role as a leader also found the research results on giving teachers excessive workload. Judging from his role, here the principal is still unable to understand the concept of being a learning leader, as seen from the provision of additional workload and authority to teachers so that there is a lack of opportunities that allow teacher collaboration in studying, analyzing, and finding joint solutions to a learning case. A professional leader is a leader who understands his duties and obligations and can establish good cooperative relationships with subordinates to create a working atmosphere that makes subordinates feel safe and secure and have the freedom to develop their ideas in order to achieve common goals that have been set [49].

As an innovator, the principal explores new ideas from teachers according to the times in the world of education and creates harmonious relationships, openness, adjustments to the curriculum, division of teaching tasks or additional assignments, and differential learning. The quotation of the research findings above, in terms of the principal's personality, is very open in accepting teachers' opinions in improving teacher quality. Support a comfortable school climate. The school principal also adjusts the curriculum to the actual conditions, and the teacher is involved so that learning is centered on students following the nature and nature of the times [50]. In the distribution of leading tasks and additional tasks, the average teacher gets a high workload, and the principal does this due to the limited number of teachers at school. The principal also encourages teachers to carry out differentiation learning for students in class, learning that accommodates student learning needs. As a motivator, the school principal provides encouragement or motivation to teachers to improve performance, reminding all teachers to be disciplined, giving rewards, and giving sanctions or punishments. In giving motivation to teachers, make adjustments to (1) setting the work environment (physical), (2) setting the work atmosphere, and (3) applying the principle of reward and punishment. The principal, as a motivator, can create a good working climate and increase teacher morale. The principal must also encourage teachers and other education personnel to work in a healthy atmosphere [51]. The role of the principal as a motivator, the principal is able to create harmonious working relationships among teachers, able to create harmonious relationships among employees able to apply the principle of reward (reward), able to apply the principle of punishment (punishment), able to implement and develop internal and external motivation for school members [52].

4. Conclusion

The principal at the Southwest Aceh Public Special School plays a multifaceted role in improving teacher quality. They act as educators, guiding and coaching teachers from diverse educational backgrounds, while also fostering a culture of continuous learning and creativity. In their leadership capacity, the principal advocates for re-education programs and capacity-building activities to bridge the gap between teachers with and without special education backgrounds. Effective management of school programs and resources ensures that teacher development initiatives are well-coordinated and do not disrupt regular teaching activities. The principal also serves as a dedicated supervisor, providing guidance and performance evaluations to support ongoing teacher improvement. Their role as a motivator involves creating a positive work environment, enforcing discipline, and offering rewards for outstanding performance. Additionally, the principal serves as an administrator, analyzing teacher needs and designing tailored programs to accommodate these needs, including curriculum adjustments. Finally, they act as innovators, encouraging open communication, curriculum adaptation, and innovative teaching strategies, fostering a dynamic and responsive learning environment. These roles collectively contribute to the enhancement of teacher quality and the overall success of the school's mission.

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