School Principal Management in Implementing a Student Centered Educational Vision at SDN Dayeuhkolot

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Abstract. This study aims to analyze the management of school principals in implementing a student centered school vision at SDN Sayuran 02 and SDN Pasawahan 09, Dayeuhkolot District, Bandung Regency, focusing on strategic planning, human resource organization, resource mobilization, and program control and evaluation. The study employed a qualitative approach with a case study design, collecting data through observation, interviews, and documentation, which were then analyzed qualitatively through data reduction, presentation, and conclusion drawing. The findings indicate that school principals conduct collaborative planning, systematically organize resources, and mobilize teachers and staff to implement innovative learning that supports students' character development. Control and evaluation are carried out through data based supervision and monitoring, although documentation consistency still requires improvement. This study reinforces the understanding of applying the POAC (Planning, Organizing, Actuating, Controlling) principles in elementary education and highlights the role of school principals as both managers and motivators in fostering a collaborative and innovative work culture, providing an adaptive model for the sustainable implementation of a student centered school vision.

Keywords: Management, School Principal, Student Centered School Vision, POAC, Educational Leadership

1   Introduction

1.1   Background

An educational institution, as an organization, has direction and objectives that are realized through its vision and mission, serving as strategic guidelines for improving the quality of education. The vision and mission not only reflect the identity of the school but also serve as the basis for decision making and the development of educational programs [1]. In this context, visionary leadership plays a crucial role, as school principals with a clear vision are able to mobilize and motivate all members of the school community to achieve the established goals [2], [3]. Previous studies have shown that visionary leadership has a significant impact on improving school quality

by fostering a collaborative and innovative culture [4], [5]. School principals who involve stakeholders in the formulation of the vision and mission are able to foster a sense of shared ownership and strengthen the direction of educational strategy development [6], [7].

The implementation of the vision and mission needs to be realized through policies and strategic programs that are relevant to the school's needs, such as the application of the Merdeka Curriculum, which requires school principals to translate national policy directions into strategies that align with the context of their educational institutions [8]. In this regard, enhancing the capacity of school principals and teachers becomes crucial to ensure that the educational vision can be effectively internalized and implemented [9], [10]. In addition to leadership, the effectiveness of managing human resources, finances, as well as facilities and infrastructure also determines the success of the school's vision [6], [11]. The integration of the vision, mission, and efficient resource management will create an educational environment that is conducive to learning and the development of students' character [12].

As managerial leaders, school principals have a strategic responsibility to direct and optimize all the school's potential to achieve student centered educational goals. The concept of a student centered school vision emphasizes that all policies, culture, and educational activities should prioritize the needs, potential, and holistic development of individual students. Effective leadership has been shown to enhance teacher performance and the quality of learning through the implementation of the Merdeka Belajar concept, which emphasizes collaboration among teachers, parents, and the community [13], [14]. In carrying out their role, school principals must possess conceptual skills to design the school's strategic direction, technical skills to implement educational policies effectively, and interpersonal skills to foster collaboration and harmony within the work environment [15], [16]. The transformational leadership model is relevant in this context because it emphasizes the importance of inspiration, motivation, and individual attention in driving teacher performance and improving the quality of education [17], [18].

In the context of educational management, the POAC theory (Planning, Organizing, Actuating, and Controlling) provides a conceptual framework for understanding the principal's primary functions as an educational manager. The planning stage plays a role in formulating the school's vision, mission, and strategic direction to ensure alignment with educational policies and the needs of students [19]. The organizing function involves structuring human resources, allocating tasks, and strengthening the organizational framework to create effective work coordination [20]. Next, the actuating function focuses on mobilizing all school resources to achieve educational goals through learning activities and the development of students' character [21]. The final function, controlling, focuses on monitoring, evaluating, and ensuring the quality of all educational activities to ensure they run in accordance with the school's plans and objectives [22].

In line with the spirit of transformational leadership, the Ministry of Education, Culture, Research, and Technology developed the Merdeka Curriculum, which places students at the center of learning by providing space for them to develop their potential and interests. This policy is supported by the Guru Penggerak Program, which focuses

on enhancing teachers' competence and professionalism through continuous training and mentoring [23], [24]. The Merdeka Curriculum also provides schools with the flexibility to adapt learning to the local context and encourages collaboration among teachers, students, and the community to create a learning process that is relevant to contemporary needs [25], [26]. However, the implementation of these national policies at the school level still faces various challenges, particularly in managerial aspects and human resource management.

The gap between the formulation and implementation of the school vision is clearly evident in Dayeuhkolot District. Based on interviews with several teachers, most have not fully understood their school's vision and mission. Vision and mission documents often serve merely as formal symbols without tangible implementation in the field. School activities tend to focus more on administrative routines rather than on the development of student centered learning. This condition indicates weak internalization of the vision and suggests challenges in human resource management and leadership at the school level. Using the POAC (Planning, Organizing, Actuating, and Controlling) management framework, it is important to examine how principals carry out strategic planning, resource organization, program implementation, and the control of learning processes to implement a student centered school vision. Dayeuhkolot District was selected as the research site because it represents elementary schools that have a student oriented vision but still face gaps in managerial and practical implementation. Therefore, this study focuses on a case study of SDN Sayuran 02 and SDN Pasawahan 09, Dayeuhkolot District, Bandung Regency, to gain an in depth understanding of how school principals manage and implement a vision that genuinely prioritizes students.

1.2 Previous Research and Rationale

Various previous studies have highlighted the strategic role of school principals in realizing a student centered school vision. Riftandi et al. (2024) found that the leadership of principals in the Sekolah Penggerak (Driving School) Program has a significant influence on human resource management and the coordination of learning programs, thereby supporting the comprehensive achievement of educational goals [27]. In line with these findings, Nurlaela (2023) showed that principals who apply visionary leadership and involve stakeholders are able to build collective commitment and create a collaborative and innovative learning culture through the implementation of the school's vision and mission based on educational report data [28]. Meanwhile, Anas et al. (2025) emphasized that Sekolah Penggerak principals with effective instructional leadership, supported by managerial and academic supervision skills, are able to internalize the Merdeka Curriculum so that the learning process truly places students at the center of attention [29]. These findings point in a similar direction, yet leave room for further exploration of how principal management is applied contextually in the primary school environment.

Building upon these conditions, this study seeks deepening understanding by presenting a novelty through a case study analysis conducted at SDN Sayuran 02 and SDN Pasawahan 09, Dayeuhkolot Subdistrict, Bandung Regency. This approach is designed

to provide a contextual and comprehensive depiction of the management mechanisms and implementation of a student-centered school vision by principals, particularly in educational institutions that still face gaps between the formulation and implementation of their vision and mission. In doing so, this research not only complements previous studies but also highlights the managerial aspects of school principals in the real context of primary education administration.

Furthermore, this study assumes that the effectiveness of human resource management carried out by school principals plays a crucial role in the process of internalizing the school's vision and mission as well as in implementing programs focused on students. Within this framework, the principal's leadership is viewed as a central factor that enables the resolution of various managerial challenges while optimizing the potential of all school members. Therefore, the principal is understood not merely as an administrative manager but as a strategic leader who integrates the functions of planning, organizing, implementing, and supervising all school resources.

Grounded in this framework, the study aims to analyze in depth the management of school principals in implementing a student-centered school vision at SDN Sayuran 02 and SDN Pasawahan 09, Dayeuhkolot Subdistrict, Bandung Regency. The focus of the study includes four main management functions: (1) strategic planning of the principal in formulating and internalizing the school's vision and mission; (2) organizing human resources through proportional task distribution and strengthening collaboration among teachers; (3) implementing and mobilizing resources to realize learning that prioritizes students; and (4) controlling and evaluating school programs to ensure the achievement of educational goals. Through this approach, the study is expected to provide a deeper understanding of the managerial strategies employed by principals in achieving the effectiveness of student centered, vision based educational management.

2 Method

2.1 Research Approaches and Methods

This study employed a qualitative approach with a case study design to obtain a contextual and in depth understanding of school principals' management in implementing a student-centered school vision. This approach provides a comprehensive analytical framework for examining human resource management practices within the primary school environment [30]. Through this approach, the study seeks to present a thorough depiction of the managerial processes undertaken by principals in planning, implementing, and evaluating educational policies that prioritize students.

2.2 Research Subject

This study was conducted at SDN Sayuran 02 and SDN Pasawahan 09, located in Dayeuhkolot Subdistrict, Bandung Regency. These two schools were selected

purposively because they have formulated a student centered vision and are actively involved in the implementation of the Sekolah Penggerak (Driving School) Program. The selection of these sites was based on the existence of a gap between the formulation and implementation of the schools' vision and mission, which became the focus of this research. The research subjects included principals, teachers, and relevant stakeholders to obtain a comprehensive understanding of the managerial strategies used to realize an educational vision that prioritizes students.

2.3 Data Collection Techniques and Instruments

The research data were collected using triangulation techniques, which included in depth interviews, participatory observations, and documentation studies [31].

1. In depth interviews were conducted in a semi structured manner to explore information regarding the principal's leadership practices and strategies for improving teacher competencies.
2. Participatory observation was employed to obtain a factual picture of the principal's leadership behavior and practices within the real school context, where the researcher was involved in activities such as academic supervision, work meetings, and teacher training sessions.
3. Documentation study was carried out to complement and verify the data through the analysis of school documents such as School Work Plans, academic supervision reports, and the results of Teacher Performance Assessments.

In conducting the study, the researcher acted as the main instrument, supported by a set of auxiliary instruments, including semi structured interview guidelines, systematic observation sheets, and documentation checklists developed based on the research focus.

2.4 Data Analysis Techniques

Data were analyzed qualitatively using the interactive analysis model of Miles et al. (2020), which consists of three main stages [31].

1. Data reduction was carried out by selecting and simplifying the results of observations, interviews, and documentation to align with the research focus on principals' management in implementing a student centered vision.
2. Data presentation was conducted by organizing the reduced information into narrative descriptions that explain the principals' strategies for planning, organizing, implementing, controlling, as well as the challenges and supports identified in both schools.
3. Conclusion drawing and verification were conducted by examining emerging data patterns to obtain valid, systematic, and accountable understandings.

3 Results

3.1 Strategic Planning of School Principals in Implementing a Student Centered School Vision

The results of the study indicate that strategic planning at SDN Sayuran 02 and SDN Pasawahan 09 was carried out collaboratively, involving the principals, teachers, supervisory staff, and the school committees. The process of formulating the vision and mission began with an analysis of student characteristics and the learning environment to align the school's development direction. Both schools also collected input from the school community through meetings and questionnaires distributed to students to understand their aspirations. Additionally, data from student report cards were used as a basis for determining the priorities of learning programs and annual budgeting. SDN Sayuran 02 established the vision "**Realizing Students who are CAKEPP (Intelligent, Religious, Creative, Educative, and Aligned with the Pancasila Profile)**," which is translated into various programs emphasizing the integration of religious values, creativity, and character development. Meanwhile, SDN Pasawahan 09 has the vision "Realizing students who are virtuous, high achieving, creative, and environmentally aware," which is actualized through the development of positive habits and learning activities that support students' potential.

3.2 Organization of Human Resources in Supporting a Student Centered School Vision

In terms of organization, both schools have established clear task allocations and work structures. The principals issued official decrees assigning responsibilities to teachers and staff, detailing each person's duties. Classroom management is well executed, indicated by duty rosters, class organizational structures, student portfolios, and well arranged, comfortable learning spaces. Supporting facilities such as sinks, trash bins, and orderly classrooms further enhance student learning comfort. At SDN Sayuran 02, task distribution is equitable and transparent, whereas at SDN Pasawahan 09, team coordination still faces challenges due to differences in understanding and insufficient routine communication. Overall, the organizational arrangements effectively support the implementation of learning activities and the development of school programs.

3.3 Implementation and Mobilization of School Resources to Realize Student Centered Learning

In the implementation stage, the principals at both schools actively mobilized all members of the school community to engage in achieving the student centered vision. At SDN Pasawahan 09, the principal encouraged teachers to implement character building programs such as the "Seven Habits of Excellent Indonesian Children," as well as intracurricular, co-curricular, and extracurricular activities that foster responsibility

and teamwork. Teachers at this school taught creatively by integrating games, songs, and technology based learning media, although some still employed conventional methods. At SDN Sayuran 02, IT based innovative learning was also implemented, accompanied by routine activities such as dhuha prayer, maintaining cleanliness, and other character building exercises. However, the consistency of program implementation among teachers varied. Overall, teacher motivation increased when the principals provided support and attention to their welfare and professional development.

3.4 Control and Evaluation of School Programs in Achieving a Student Centered Vision

The control function in both schools was carried out through regular monitoring, supervision, and evaluation activities. The principals monitored the implementation of learning, student behavior, and learning outcomes by utilizing data from student report cards and classroom observations. Teacher performance evaluations were typically conducted at the end of each semester through performance assessments and joint reflection during school meetings. However, monitoring and supervision activities were not always consistently executed, particularly regarding documentation and follow up on evaluation results. Both schools also used the analysis of report card data as a basis for establishing quality improvement programs for the following year. At SDN Pasawahan 09, for example, character development aspects such as bullying prevention became a focus due to relatively low achievement results. Follow up efforts were carried out through reflection meetings, team discussions, and strengthening the shared commitment among the principal, teachers, and parents.

4 Discussion

4.1 Strategic Planning of School Principals in Implementing a Student Centered School Vision

The research findings indicate that both school principals carried out planning in a systematic and collaborative manner, involving teachers, the school committee, and students in the formulation of the school's vision, mission, and annual work programs. This approach reflects George R. Terry's concept of planning, which emphasizes setting goals and strategies based on real conditions to achieve future objectives [32]. Moreover, this participatory practice aligns with the principles of School Based Management (SBM), where the involvement of all school members is a key determinant of successful vision implementation. Nurlaela (2023) It emphasizes that visionary and inclusive leadership strengthens a collaborative learning culture and enhances the alignment between the school's vision and its programs. Thus, although the principals have demonstrated data driven and student centered managerial direction, there remains a need to harmonize team perceptions to ensure more consistent vision implementation at the operational level.

4.2 Organization of Human Resources in Supporting a Student Centered School Vision

In terms of organizing, both schools have clear work structures and proportional task allocations. The principals facilitate coordination, establish authority, and ensure that each member fulfills their responsibilities. This aligns with the organizing theory, which involves structuring work relationships so that resources move harmoniously toward shared goals [32]. Although the organizational structure supports management effectiveness, the study found that team coordination at SDN Pasawahan 09 still needs improvement through regular communication. Riftandi et al. (2024) It emphasizes that the principal's leadership in the School Driving Program significantly influences the effectiveness of human resource management and cross team collaboration. Thus, successful organization is determined not only by formal structures but also by the principal's ability to foster a collaborative work culture and open communication.

4.3 Implementation and Mobilization of School Resources to Realize Student Centered Learning

The findings indicate that the principals act as motivators and facilitators in encouraging teachers to implement student centered learning. This concept aligns with the actuating function, where leaders mobilize all organizational members to execute plans with high commitment [32]. The principals promote innovation through character building activities, the use of technology based media, and teacher collaboration in both intramural and extracurricular programs. Anas et al. (2025) It emphasizes that driving school principals who apply instructional leadership can position students as the central focus of learning activities. However, limited training and teachers' dual workloads pose challenges to the consistent implementation of innovative learning. Therefore, strategies to strengthen motivation, provide academic supervision, and support teachers' professional development are essential to ensure the sustainability of a student centered school vision.

4.4 Control and Evaluation of School Programs in Achieving a Student Centered Vision

Control and evaluation activities in both schools are conducted through academic supervision, learning monitoring, and analysis of Education Report data to assess the achievement of the school vision. This practice reflects the controlling function, which involves measuring and evaluating performance to ensure alignment with planned objectives [32]. The use of evaluative data demonstrates efforts to implement a continuous improvement cycle, although the documentation of monitoring and follow up actions remains inconsistent. Riftandi et al. (2024) It emphasizes that integrating data driven evaluation with the principal's strategic planning is key to the success of student centered educational management. Thus, effective controlling not only assesses outcomes but also fosters a culture of reflection and continuous improvement to support the implementation of the school's vision.

5   Conclusion

The results of this study indicate that the successful implementation of a student centered school vision at SDN Sayuran 02 and SDN Pasawahan 09 heavily depends on the effectiveness of the principals' management. School management was comprehensively applied through the functions of planning, organizing, actuating, and controlling, involving all stakeholders, including teachers, educational staff, school committees, and students. Participatory strategic and operational decisions ensured that educational programs were aligned with students' learning needs. Effective coordination and communication among parties proved to be crucial in supporting successful implementation, while teacher competence remained a key prerequisite for optimal student centered learning. Challenges, such as limited teacher awareness regarding professional development, prompted principals to continuously guide and facilitate staff competency enhancement, ensuring that all managerial processes aligned with educational goals.

From a scholarly perspective, this study reinforces the understanding of the application of George R. Terry's management principles within the context of primary education. Principals act not only as administrators but also as motivators who foster a collaborative work culture, enhance teacher participation, and maximize resource utilization. The findings highlight the importance of integrating human resource management, team coordination, and program supervision, providing empirical evidence for the development of educational management theory and student centered school leadership practices.

The novelty of this research lies in its specific focus on the implementation of a student centered vision in Dayeuhkolot, Bandung, an area that has been relatively underexplored. The applied approach, including teacher development through principal guidance, continuous training, and learning community development, presents an innovative and adaptive school management model. The study emphasizes the necessity of integrating strategic planning, organizing, motivation, and data driven evaluation, creating a relevant, sustainable framework that can serve as a reference for other schools in consistently and effectively implementing a student centered vision.

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