

COLLABORATIVE LEADERSHIP OF SCHOOL PRINCIPALS IN DEVELOPING STUDENTS ACHIEVEMENT

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ABSTRAK

Keprofesionalitas kepala sekolah tidak hanya sebatas kemampuan memberikan pengarahan kepada segenap pegawai dan guru melainkan juga memastikan efektivitas kinerja dan terlebih menghantarkan siswa berprestasi. Tujuan dalam penelitian ini mengungkap pola kepemimpinan kepala sekolah yang dibangun dalam mewujudkan siswa berprestasi. Metode yang digunakan adalah kualitatif dengan pendekatan deskriptif analitik. Hasil penelitian menemukan pola kepemimpinan kolaborasi kepala sekolah dengan model “*share-id leadership*” dalam optimalisasi kinerja pegawai dan guru. Mengembangkan dan menggali potensi serta membina siswa dengan pola “*performance partnership*” untuk beragam kecakapan dan keterampilan. Menafikan kesenjangan sosial kinerja dengan membangun “asosiasi ikatan kekeluargaan”.

Kata kunci : Kinerja, Kepemimpinan Kepala Sekolah, Kolaborasi, Siswa Berprestasi

ABSTRACT

The professionalism of a school principal is not only limited to the ability to provide direction to all employees and teachers but also ensures the effectiveness of performance and, above all, delivering outstanding students. This research aims to reveal the leadership patterns of school principals that are built to create exceptional students. The method used is qualitative with a descriptive-analytical approach. The research results found a collaborative leadership pattern of school principals using the "share-id leadership" model in optimizing employee and teacher performance and developing and exploring potential and nurturing students with a "performance partnership" pattern for various abilities and skills and negating social gaps in performance by building "family ties".

Keywords: *Performance, Principal Leadership, Collaboration, Student Achievement*

INTRODUCTION

Managing the performance of employees and teachers is the duty of the Principal as a leader (Amani, 2017). Teachers' intensity in providing learning services to students and resolving administrative complexities cannot be separated from the school principal in building a conducive environment (Cosner et al., 2015). School principals need appropriate actions to build teacher ties to improve the quality of learning (Arnun, 2023). The principal as the leader provides psychological security regarding the rules and work programs (Firth, 2021).

However, in reality, there is quite a bit of tension between school principals, teachers, and all school employees, and there is even dysfunction and disorganization in carrying out their roles. As student achievement is less than optimal, both of them blame each other. The relationship with student achievement is characterized by good teacher character and principal astuteness (Wang et al., 2024). Other things related to the small number of student input, inadequate infrastructure, unsatisfactory school accreditation, and the school principal's commitment are needed. The presence of the school principal as a leader influences teacher performance motivation and builds school organizational culture (Usriyah et al., 2017).

Collaborative leadership offers a solution to the complexity of school problems. Collaborative leadership reflects challenges, obstacles, and opportunities by jointly exploring potential and aligning with policies, values, and current situations (Nadeem, 2024). Collaboration builds cooperation between teachers with the principle of equality of tasks and roles, eliminating social comparisons of performance to optimize school resilience (Waltré et al., 2023).

The leadership of the school principal at MTs SS Proto, Kedungwuni District, Pekalongan Regency showed significant results. Starting from the number of students reaching 1240 students with input of new students reaching 360, equivalent to 10 local classes above the school average, there are many student achievements in various fields from sub-district to provincial level, such as 1st place winner in the provincial choir, 1st place in chess at POPDA Pekalongan Regency, 1st place in *tahfid*, *tartil* and *tilawah*, overall champion in PORSEMA Pekalongan Regency, category A school accreditation, adequate

infrastructure from sports venues to computer labs and others, (interview, 3 May 2024).

The existence of schools with private status and located in rural areas is not an obstacle, even dispelling the assumption as Bottiani stated that the professionalism of teacher performance is directly related to the welfare of life (Bottiani et al., 2019). In reality, the collaboration between the principal at MTs SS Proto and all the teachers can build performance productivity. This proves the principal's expertise in leading school management.

There is some empirical research related to school principal leadership but the focus on collaborative models is still rarely carried out. Muliando (Agus Muliando & Yudin Citriadin, 2024). researched the transformational leadership of school principals by building motivation encouraging teacher creativity and focusing on long-term missions. This is an effort to improve the quality of schools, but dependence on school principals is more dominant, resulting in less responsiveness in optimizing performance culture, especially because the focus on major changes has resulted in the loss of main tasks and created resistance among some teachers. Another research is the Spiritual Leadership of School Principals by Prananosa (Prananosa & Tamri, 2023) with patterns of establishing emotional relationships in the school environment. This spiritual model is realized to foster an inclusive school environment, however, at the value level, the tendency for subjectivity accompanies the spiritual leadership model so that it has an impact on decision-making, especially about the administration which has limitations in dealing with pragmatic problems.

Meanwhile, specifically reviewing collaborative leadership research carried out by Aryani (Aryani & Haryadi, 2023)) with her literature studies, it explains that collaborative leadership is where the school principal is positioned as a facilitator so that all teachers are actively involved in planning, decision making and implementing activities. The results of his research reveal theoretical arguments for the importance of collaborative leadership. However, methodologically, the depth of research achievements has not been fully revealed so identifying the implementation of collaborative leadership still requires further

research. However, the results of this volunteer research serve as a basic framework that strengthens researchers in conducting research.

For this reason, this research aims to reveal the collaborative leadership model of school principals at MTs SS Proto Kedungwuni. The investigation was carried out regarding how collaborative patterns were displayed in building teacher performance. Researchers use qualitative methods by going directly into the field to observe symptoms, not to reject hypotheses (Subana, 2001). An analytical descriptive approach is carried out which dialogues several data in the field through interviews, observation, and documentation with theoretical data which is then analyzed for data verification through data presentation, data reduction, and drawing data conclusions (Moleong, 2017).

DISCUSSION

Identifying the Principal's Collaborative Leadership

Abdul Jamil as the principal at MTs SS Proto is aware of his position as a transition to previous leadership. He has a background in Islamic boarding schools, in maintaining the quality of graduates with various achievements and good management, taking more roles together through mutual consultation of ideas and insight with all teachers and staff to arrange MTs SS Proto. Even increasing achievement gives field teachers breadth in developing students, as in the choral arts competition, it gives field teachers breadth of creativity in exploring actions so that they get satisfactory results, 1st place at the Central Java Province level (interview 5 May 2024) (<https://jatengprov.go.id/beritadaerah/bupati-berikan-beasiswa-dan-penghargaan-kepada-atlet-berprestasi/>).

In implementing activity programs, both administrative and exploring student potential through the training and coaching process, the collaboration of school principals with staff and teachers is based on placing high trust in the implementation of actions. According to Abdul Jamil, this is important, and key actors who feel respected are appreciated, triggering a strong spirit in carrying out activities by feeling like they belong to each other rather than ambition, thereby

enabling optimization in the implementation of activity programs (interview 5 May 2024).

Likewise, the participation and involvement of parents and the community in school development strategy efforts, both in making decisions and analyzing the accuracy of school management strategies as well as in recruiting student input, school administration, and improving the quality of learning. Another thing is that Abdul Jamil saw the opportunity for Proto Village, which has many Islamic boarding schools, to take performance partnership steps to develop the quality of education. Likewise, to provide learning support services, partnerships are carried out in completing facilities and infrastructure starting from computer labs and educational tools as well as arts to produce a conducive learning process (interview 7 May 2024).

As for carrying out the complexity of teacher performance tasks, including semester work programs, and maintaining the quality of school graduates, even though human resources have been adapted to areas of competency, school principals are aware that psychological aspects influence performance, especially the level of awareness of teacher discipline and habits which is different, so the way which is achieved by holding meeting agendas outside of class hours, either in the form of spiritual strengthening packaged with joint prayer or meetings to discuss problems at school with the pattern of alternating the teacher's residence as a place for joint discussions. In a situation like this, a sense of kinship, and togetherness between teachers is formed and the climate in the school becomes healthy and cheerful (interview, 9 May 2024).

As stated by Rifqi MTs SS Proto Teacher, to discuss school problems, there is a weekly and monthly agenda for meetings between teachers and school principals, which are packed with various activities (Interview 6 May 2024). Every week on Monday the MTs SS Proto school takes turns holding activities involving all school parties, including ceremonies, ziarah tahlil, and internal coordination meetings, this fosters a sense of togetherness as well as a commitment to serve and contribute to the school (Interview 8 May 2024).

Collaborative Leadership Patterns of School Principals

Based on the researchers' findings in data mining in the field, three patterns of collaborative leadership are shown by the Principal of MTs SS Proto. The first is collaborative leadership with the "share-id leadership" pattern. Aryani said that education is measured by the quality of learning, quality learning requires collaboration between school principals and teachers (Aryani & Haryadi, 2023). Formally appointed leadership cannot possibly have all the skills and knowledge, leading to effective performance, and requires sharing leadership duties within the team (Abson et al., 2024).

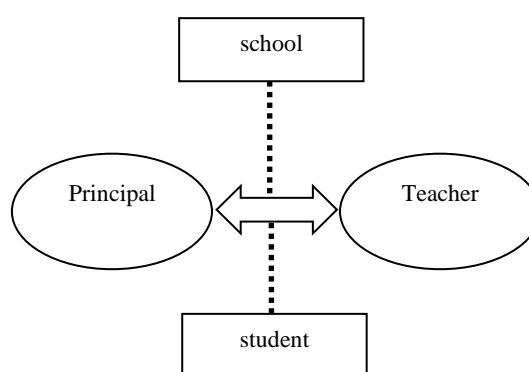


Figure 1. Collaborative "Share-id leadership"

The chart above shows how the leadership of the MTs SS Proto principal in carrying out school management and teacher performance applies the collaborative leadership model share-id leadership which means sharing ideas, ideas and actions. Blanco's research results reveal that in an academic context, a shared leadership approach is more appropriate than formal leadership because each competency with a variety of experiences shares to participate in the process and build mutual interactions that support the achievement of common targets (Fidalgo-Blanco et al., 2023). The connection with shared targets, vision, mission, and goals is a solid foundation, only collaboration brings shared responsibility (Keränen et al., 2023).

The world of education is faced with various challenges, including the policy of independent learning, curriculum transformation, the phenomenon of innovation disruption, plus social changes in society, giving rise to increasingly high demands on school quality standards (Mufid & Asnalia, 2020). Responding

to this, Abson explained that traditional leadership has not provided a clear route to achieving success, therefore joint leadership is an alternative that will strengthen mutual success by sharing knowledge and insights which are actualized together and shared in the implementation of performance (Abson et al., 2024).

The next collaborative step relates to student input on school administration issues, the principal pays close attention to opportunities and threats considering the school's existence in a rural area. With an environment surrounded by partnering Islamic boarding schools, it is a strategic route for school progress. Islamic boarding school caregivers are kiai figures where kiai gain community trust in the dynamics of social change in society as well as spiritual guides (Yani et al., 2022). The kiai wisdom places authority in the community's view so that the community places trust in him as a place for consultation, both about religion and other fields, even about traditions and customs (Wahid, 2001).

Other partnerships in terms of developing student potential, both in academic and non-academic fields, such as in the fields of arts, and sports, skills in operating internet-based technology, and various student development are pursued through partnership channels. This is in line with Andreasen's statement that to face the challenges of the complexity of educational problems, build collaborative partnerships to develop more effective education with less hierarchy where teachers, human resources, and expert practitioners are shared for common goals (Andreasen, 2023).

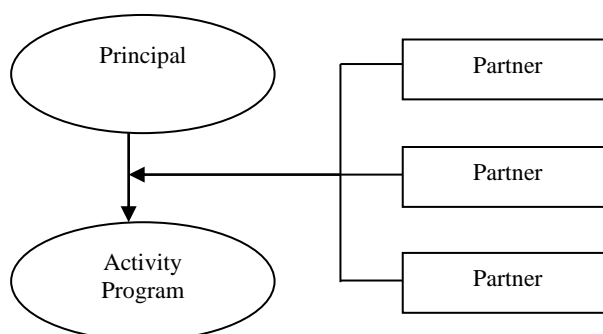


Figure 2. Performance Partnership

The chart above explains the steps taken by the principal of MTs SS Proto in providing educational services using a partnership pattern. Haider revealed that partnerships show positive results, about maintaining social stability in society

and institutions, a strategic foundation is needed, none other than through partnerships (Haider et al., 2022). Partnership is an institution's efficiency by providing the roles and benefits of each partner together to influence the institution's success (Harala et al., 2023).

After the Principal organizes the performance of all employees and lecturers, they collaboratively plan the strategy and implementation of the activity program. The next question is how employees and teachers accept the principal's leadership pattern. The Principal displays a family pattern in building mutual commitment and integrity, two-way communication is well established so that all obstacles, problems, and opportunities can be discussed and addressed together. The family pattern shows that there are no barriers to social strata, but rather displays care and affection. Yue said that effective leadership can manage emotions, empathetic language, and caring, thereby giving birth to harmonious relationships (Yue et al., 2023).

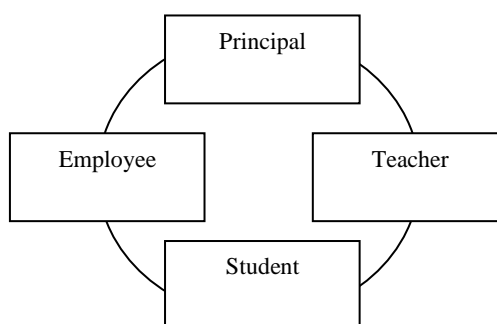


Figure 3. Building family ties

The next step in the principal's collaborative leadership is to build family ties within the school environment. Where families can be understood to have a tendency to help each other and have emotional ties with one another. In line with this, Elgoibar in his research revealed that family leadership has a caring character and greater interest in building social ties(Elgoibar et al., 2024). Cultivating a strong sense of family is an important part of leadership, with good communication, respecting others, and providing exemplary examples improving a good organizational culture (Syukur & Wicaksono, 2024).

Salam said that the success of contemporary leadership is none other than a family approach, with a basic framework of openness, building cooperation, and

initiating an attitude of service which is then followed by all elements of the school which will create good quality and management (Salam, 2017). The school principal maintains good relations with all parties, by prioritizing mutual respect, respecting opinions, accepting input, friendly communication, having empathy, social sensitivity, and being flexible and not rigid, so that all elements are easy to direct and participate in all activities for the progress of the school.

CONCLUSION

By involving all teachers, parents, the community, and work partners, in the process of planning, implementing, and making decisions, creating a conducive learning environment, being motivated to provide services, sharing ideas and experiences, triggering creative ideas, making each other feel like they are part of the school and carry out responsible tasks to encourage the development of student achievement holistically and sustainably. This shows that the collaborative leadership of the principal has a positive impact on increasing student achievement.

About advances in digitalization technology, demands of the dynamics of social development in society, market needs based on skills and expertise, standardization of school quality, collaborative leadership of school principals providing a new color, offering solutions in the form of synergy in various fields of expertise and experience to expand human resources that share Sto improve quality. school and student achievement.

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