



## PRINCIPALS' IMPLEMENTATION OF COLLABORATIVE LEADERSHIP TO IMPROVE LEARNING QUALITY

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### Abstract :

This study aims to analyze the application of collaborative leadership by school principals in improving school learning quality. The research method used is a literature study by collecting data from reliable sources such as scientific journals, books, and official publications. The results show that collaborative leadership can improve the quality of learning by strengthening cooperation and communication between principals, teachers, and students. In collaborative leadership, the principal is a facilitator who encourages active participation from all parties in the decision-making process and program implementation. In addition, principals can also create a school culture that supports collaboration and facilitates teachers' professional development. Recommendations include the importance of collaborative leadership training for principals, the development of a school culture that supports collaboration, and rewards for active participation in the collaborative process.

Keywords: Collaborative; Leadership; Learning

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## INTRODUCTION

Education is one of the most important areas in a country's development. The quality of education is measured by the quality of learning in schools. Good learning requires collaboration between principals, teachers and students (Astalini et al, 2022; Fitriani et al, 2023; Prambanan et al, 2023). Therefore, collaborative leadership can be an important factor in improving the quality of learning in schools. Collaborative leadership is a leadership approach that places the principal as a leader who works together with teachers, staff and other stakeholders in making decisions and planning strategies to improve learning quality. Through the implementation of collaborative leadership, principals can increase teachers' participation and involvement in decision-making and strategy planning, thus motivating teachers to work better and improve the quality of learning in schools. However, further research is needed to identify the key factors that influence the effectiveness of collaborative leadership implementation in schools. This article aims to discuss the background and importance of principals' collaborative leadership implementation in improving the quality of learning in schools, as well as to explain the research results related to the key factors that influence the effectiveness of collaborative leadership implementation in schools.

Research on the application of collaborative leadership of school principals to improve the quality of learning has a very important urgency. This is because the quality of learning in schools is a very important factor in determining the success of education in Indonesia. Good learning quality will have a positive impact on student learning achievement, improving student abilities, and improving the quality of human resources in Indonesia. On the other hand, principals have a very important role in improving the quality of learning in schools. Principals as leaders in schools have the task of developing effective strategies to improve the quality of learning. One of the strategies that can be done is the implementation of collaborative leadership. However, there are still many principals who do not fully understand the concept and application of collaborative leadership, so there are still many schools that are not optimal in improving the quality of learning. Therefore, research on the application of collaborative leadership of school principals to improve the quality of learning is very important to provide a broader and deeper understanding of the ways of implementing collaborative leadership in schools, as well as its impact on improving the quality of learning. This research is expected to provide input and recommendations for school principals and related parties to improve the quality of learning in Indonesia.

Kasmadi in (Robinson 2008), that society's demand for schools to perform better and excel in learning has drawn attention to the important role of leadership. An effective school leader will create an environment that promotes effective teaching and learning and builds learning capacity (Kasmawati, 2021), leadership can even be used as a catalyst for future school improvement (Hallinger and Heck, 2010a). As a determinant of academic achievement, Heck and Hallinger's (2005) study concluded that leadership contributes to school progress, especially in student learning. Also Leithwood et al. (2019) claimed that school leaders have a secondary influence after student learning and teaching activities. In addition, management has a greater impact on schools and students if it is widely distributed. Therefore, principals should strive to engage all school staff, confront, carry out pedagogical tasks and mobilize the necessary resources to support teaching-learning transformation (Spillane et al., 2007; Hadi et al, 2021; Yusra et al, 2023). In other words, the need for leadership in schools is vital for two purposes: for team cohesion and for improving teacher performance.

Several previous studies have been conducted related to the application of collaborative leadership of school principals in improving the quality of learning in schools. One of the relevant studies is a study conducted by Lin and Wu (2014) which aims to analyze the effect of collaborative leadership on teacher performance and learning quality in elementary schools in Taiwan. The results of this study indicate that effective collaborative leadership can improve teacher performance and learning quality in schools. However, this study did not specifically analyze effective collaborative leadership strategies and practices and did not involve direct observation of collaborative leadership practices conducted by school principals.

Another relevant research is a study conducted by Chia (2018) which aims to analyze the challenges and barriers in the implementation of collaborative leadership of school principals in Malaysia. The results of this study show that there are still some challenges and barriers that hinder the implementation of collaborative leadership in schools, such as lack of awareness and understanding of collaborative leadership, resistance to change, and communication problems between staff and principals. However, this study did not specifically analyze the impact of the implementation of collaborative leadership on learning quality.

Another relevant study is the research conducted by Hanifah et al. (2020) which aims to analyze the effect of principals' collaborative leadership implementation on learning quality in primary schools in Indonesia. The results of this study indicate that the implementation of effective collaborative leadership can improve the quality of learning in schools. However, this study did not specifically analyze effective collaborative leadership strategies and practices and did not involve direct observation of collaborative leadership practices by principals.

## **RESEARCH METHOD**

This research uses a literature study type of research. Literature study is a type of research that collects data from various literature sources such as books, journals, articles, and other documents. In this study, researchers collected published data to analyze the issues discussed. The time and place of the research are not bound because this research is a literature study. This research can be conducted in

different places and at different times, depending on the literature sources taken. The goal/objective of this study is to evaluate the effectiveness of the principal's collaborative leadership implementation in improving the quality of learning at school. The research procedure in the literature study includes the stages of searching and selecting literature sources relevant to the research topic, reading and analyzing the content of literature sources, preparing a synthesis of the data found, and preparing conclusions. The instruments used in this research are literature materials related to the research topic. The data collection technique used in this research is to collect literature references related to the topic under study. The literature used as data are 2 journals with the titles of collaborative leadership of school principals in building teacher performance teams in the era of society 5.0, and collaborative leadership: a form of leadership for schools. The other references listed in the bibliography are only used as explanatory and supporting theories.

The data analysis technique used is content analysis, which is an analysis technique used to analyze the content of literary materials. In this research, the procedures and steps used in data collection are not through the process of sampling, observation, or interviews, but through searching and analyzing sources relevant to the research topic. The steps taken in data analysis in literature study research include: 1) Identification of data sources: Researchers identify and select data sources relevant to the research topic, such as journal articles, books, theses, and research reports; 2) Data source selection: The researcher selects data sources that are relevant to the research topic and sorts the data according to the inclusion and exclusion criteria; 3) Data source quality evaluation: The researcher evaluated the quality of the selected data sources by looking at the credibility, validity, and reliability of the data sources; 4) Data collection: The researcher collected data from the selected sources by using critical reading and abstraction techniques; 5) Data analysis: After the data was collected, the researcher analyzed the data using content analysis techniques, namely identifying patterns, themes, and concepts that appeared in the selected data sources; 6) Data interpretation: After data analysis, researchers interpreted the data by explaining the findings, synthesizing the data, and comparing with previous research findings.

## **RESULTS AND DISCUSSION**

### ***Collaborative Leadership Theory***

Leadership is defined as "the ability to influence a group to achieve a vision or set of goals" (Stephen P. Robbins & Timothy A. Judge, 2014 in Aswandi, 2020). Grenny, Patterson, Maxfield, McMillan and Switzler in the book "influencer" cited by (Aswandi, 2020), say that leadership is influence, namely the ability or ability to influence others to change their behavior to achieve more important results. So, leadership is a person's ability to influence others to do the will of the leader. Achieving goals or objectives is an integral part of being a leader. To achieve this, a leader must be able to influence his or her group so that the goals or objectives can be achieved. The relevant groups are subordinates who are also work teams that work together to achieve predetermined goals. Leadership is the ability to influence the behavior of others in certain situations so that they want to work together to achieve goals that have been set together. Davis Krench says the function of a leader is to be a planner, executor, policy maker, and other specialists in representing the group. The leadership function also includes the governance function which is defined as a form of policy formulation. In addition, the leader's function as a senior manager means that the leader can act as a manager in planning, organizing, staffing, directing, commanding, controlling, etc. (Rusman, 2017). According to Hadari Nawawi, leadership has two dimensions, namely (a) related to the extent to which the leader's ability to direct actions and activities is reflected in the reactions of those he leads, (b) aspects that are closely related to the degree of leadership. The support and involvement of leaders in carrying out the main tasks of groups in the organization are described and implemented through decisions and policies. From these two aspects, in general, leadership functions are divided into four, including: first: The guiding function, defined as a communicator to determine what (the content of the order), how (how to fulfill the order), when (start time, execution, and reporting) report the results, where (where to carry out the order) so that decision making can be done efficiently. It is used when the leader in his endeavor to make a decision requires review and consultation from the people he leads. Second: Participatory function, which is the leader trying to activate the individuals he leads both in decision making and implementation. Where group members are able to participate in the implementation of activities outlined in their functions according to their respective parts. Third: Delegation function, defined by the *Principals' Implementation of...* (Refi Meilia Aryani & Rudi Haryadi) pp:6-15

fact that the leader gives delegation authority to make and decide decisions. Delegation is essentially the trust of a leader to those responsible for delegating authority by doing so properly and responsibly. This delegation function is intended to be achieved by the progress and development of the team which is difficult to achieve by a leader. Fourth: the control function, it is assumed that effective leadership must be able to direct the activities of its members in a directed and coordinated manner, thus enabling the achievement of maximum goals. In carrying out these functions and control, leaders can achieve this through guiding, directing, coordinating and monitoring activities (Sharma, 2018). Related to the description above, the instructional leadership function can be understood as a strategic function that has full power to influence and direct the school community it leads to achieve organizational goals. Therefore, we can understand that leadership is not only in the position of the organization but in the way in which the leadership function is experienced and felt by the organization. Thus, collaborative leadership is the ability to influence others by building interdependence, shared responsibility, respect, empathy, ambiguity, effective communication and synergy in order to achieve a common vision or goal. Collaborative leadership of school principals is the ability of school principals to influence the teachers they lead by providing the widest possible space for teachers to be interdependent, work and joint responsibility, mutual empathy and synergy, in order to improve teacher performance according to national education goals.

Quoted from indeed.com, collaboration is a form of working together with one or more people to complete a project or task or develop a particular idea or process. In the workplace, collaboration occurs when two or more people work together towards a common goal that benefits the team or company. Workplace collaboration requires interpersonal skills, communication skills, knowledge sharing and strategies, and can occur in an offline office as well as among virtual team members. According to Hammick, (2007), collaboration is an active and ongoing partnership, between two or more professions, who work together to solve problems or provide services. Collaborative leadership is a practical and effective way to address complex problems and challenges (Wilson, 2013). The complexity that occurs will encourage cooperation to achieve common goals. More complicated matters, such as ever-changing requirements based on market demand, make collaborative leadership a fundamental figure to deal with change, including changes and program implementation (Edwards and Smit, 2008). The need for change encourages all parties to innovate. In this case, collaborative leadership is an important element in the co-creation process to drive change and manage problems (Jäppinen, 2013), even collaborative leadership plays an important role in academic success (Edwards and Smit, 2008). Collaborative leadership is leadership that engages many people's thinking and combines proportion, emotion and enthusiasm in the problem-solving process. It is one of the changes taking place in management science, a radical change in the mindset of leaders.

Collaborative leadership is described as leading as a friend, not a boss. Collaborative leadership can bring together people with different views and perspectives, put self-interest aside, discuss issues openly, support efforts to find ways to help others, and solve larger problems. Collaborative leadership refers to an inclusive culture that seeks to maximize the talents and abilities of subordinates. If done for the right reasons and in the right way, it can open up possibilities and breakthroughs that traditional leadership models do not produce (Wilson, 2013). Collaborative leadership is leadership that is effective in overcoming change, which requires collaboration, listening, influencing and adaptation (Meyer, 2009). Thus, future leadership, including the leadership of a school, requires leaders who are able to encourage dialogue for mutual development, able to utilize the knowledge and practical understanding of all members, able to be fair by providing space and time for collaborative processes, able to be fair in the distribution of power and able to encourage innovative learning conditions (Jäppinen and Ciussi, 2016).

### ***Implementation of Collaborative Leadership in Schools***

Leading an organization is an influencing process related to the art of making people want to work together to achieve a common goal. For that, a leader must be able to motivate, inspire and guide organizational members to create a supportive environment to support the common goal (Lazaridou & Jordanides, 2011; Junaidi & Fadillah, 2023; Ramadhanti & Simamora, 2023). Collaboration occurs when a person works with others both within the organization and with organizations outside the organization with the aim of reaching a clear understanding and mutual benefit, to achieve goals and

results that they cannot achieve by working alone. Collaboration involves shared decision-making and involves a transparent and trustworthy communication process where all parties feel informed and able to provide feedback and ideas to those involved (Sanaghan & Lohndorf, 2015). Collaboration is necessary to address the challenges faced by organizations, including schools, for example, to manage change and complexity caused by globalization. At the same time, leadership is an important variable in the success or failure of an organization's cooperative governance (Ansell and Gash, 2008). Therefore, leaders must have seamless relationships, be able to create the opportunities and organizational mechanisms necessary to share ideas, work, and actions more broadly and seamlessly (Sanaghan & Lohndorf, 2015) to enable collaboration. Collaborative leadership is described as leading like a friend, not like a boss. Collaborative leadership can put aside people with different views and perspectives, put aside personal interests, discuss problems openly, support efforts to find ways to help others, and solve problems, bigger problems. Collaborative leadership refers to an inclusive culture that seeks to maximize the talents and abilities of subordinates. If done for the right reasons and in the right way, it can open up possibilities and breakthroughs that traditional leadership models do not create (Wilson, 2013). Collaborative leadership is effective leadership to overcome change, whose approach requires collaboration, listening, influencing and adapting (Meyer, 2009). Therefore, future leadership includes: School leadership requires leaders who are able to encourage dialogue for mutual development, are able to utilize the knowledge and practical understanding of all members, and have the capacity to equitably provide space and time for collaborative processes, tend to be fair in the distribution of power, and are able to foster innovative learning conditions (Jäppinen and Ciusi, 2016). The application of collaborative leadership is indicated by the principal's high involvement and interest in school activities, where the characteristics of the school are the availability of appropriate rules, the existence of continuous cooperation and support, the availability of support for professional development and constructive professional solidarity, the existence of careful and systematic follow-up and support for students, openness to new practices, the establishment of positive school community relationships, the creation of a joint decision-making process (school administrators, teachers, and parents) for all school activities (Burgaz and Turan, 2015). Collaborative leadership is a type of leadership that is needed to get results across organizational boundaries both internally and externally. Leaders are required to be able to manage differences in culture, experience and skills that exist in the organization. Therefore, leaders need to invest time to manage them.

The application of collaborative leadership is indicated by the principal's high involvement and interest in school activities, where the characteristics of the school are the availability of appropriate rules, the existence of continuous cooperation and support, the availability of support for professional development and constructive professional solidarity, the existence of careful and systematic follow-up and support for students, openness to new practices, the establishment of positive school community relationships, the creation of a joint decision-making process (school administrators, teachers, and parents) on all school activities (Burgaz and Turan, 2015). The implementation of collaborative leadership in reality has barriers. Therefore, it is important for organizational leaders to understand and find solutions to the barriers that occur. These barriers include collaboration processes that can take a long time and often conflict with traditional organizational structures. Other barriers include disagreement on goals among leaders. Poor internal organizational communication due to being limited by organizational hierarchy can also be a barrier. On the individual side, barriers are related to beliefs, values and behaviors such as arrogance, fear and power (Wilson, 2013).

Research related to collaborative leadership in schools has been conducted by Samriangjit et al. (2016) and concluded that collaborative leadership is beneficial in improving student learning and achievement, creating a culture of good working relationships, caring for students more strongly, exchanging information, knowledge and insights. While research by Mccarthy et al. (2011) concluded that leadership that encourages collaboration is able to overcome existing obstacles and even beneficial to the creation of a positive school culture. The impact of collaborative leadership at the employee level is shown by research results. Maalouf (2018) that collaborative leadership can benefit employees and can encourage innovation and overall affect organizational learning. In the school environment, collaborative leadership can increase teacher productivity and shared commitment (Keiser et al., 2011). Veale's research (2010) concluded that the application of collaborative leadership in schools causes employees/staff to be more motivated to serve students well, this is possible because employees feel

satisfied with the work environment and supportive relationships between employees. Research by Crum et al. (2010) and Chance and Segura (2009) related to the application of collaborative leadership by involving staff and teachers in decision-making steps for learning development concluded that the application contributed to increased student achievement. Another study related to the effect of collaborative leadership was conducted by Hallinger and Heck (2010b), which concluded that collaborative leadership has a significant effect on student achievement and school capacity. The improvement is greater when the principal involves staff and stakeholders to work together in school improvement. The results of this study are in line with previous research conducted by (Saragih, 2011) which suggests that there is a direct influence of the work team with teacher job satisfaction, the better the work team, the better the teacher job satisfaction. Teacher job satisfaction depends on the condition of the workplace environment, especially comfortable coworkers. According to (Ginting, 2019) Teamwork has a direct effect on teacher job satisfaction, the better the teamwork the higher the teacher's job satisfaction.

### ***Impact of Collaborative Leadership on Learning Quality***

The results showed that the application of collaborative leadership is indicated by the principal's high involvement and interest in school activities, which is characterized by the availability of appropriate rules, the existence of continuous cooperation and support, the availability of support for professional development and constructive professional solidarity, careful and systematic follow-up and support for students, openness to new practices, the establishment of positive school community relationships, the creation of a joint decision-making process (school administrators, teachers, and parents) for all school activities (Burgaz and Turan, 2015). Findings from empirical studies have shown that principals' leadership impacts teachers' individual and collective (self-)efficacy on the one hand and their collaborative behavior on the other (e.g., C, alik et al., 2012; Hoy and Woolfolk, 1993; Ross and Gray, 2006; Supovitz et al., 2010; Waters et al., 2003). Collaborative leadership applied by principals plays an important role in helping teachers identify needs for professional development and find and distribute resources to support teaching and learning (Schlebusch, 2020). The results of Hsieh and Liou's research (2018) show that the dimensions of collaborative leadership consisting of activating resource assistance, framing the work environment and synthesizing collaborative processes can affect organizational performance. The same results are also shown by Maalouf's research (2019) that collaborative leadership can encourage organizational performance in order to remain competitive and survive and have an impact on the entire organization. Likewise, Sulaiman's research (2020) concluded that collaborative leadership contributes positively to organizational cohesiveness.

### ***The Principal's Role in Collaborative Leadership that Can Improve Learning Quality***

#### **1. Principal as Educator**

As an educator, the principal must constantly strive to improve the quality of learning by teachers. In this case, the experience factor will greatly affect the professionalism of the principal, especially in supporting the formation of an understanding of the education staff towards the implementation of their duties. Experience while being a teacher, being a vice principal, or being a member of a community organization greatly influences the principal's ability to carry out his work as well as the training and upgrading he has attended.

The efforts that can be made by school principals in improving their performance as educators, especially in improving the performance of education personnel and the learning achievement of students can be described as follows:

- a. Involving teachers in upgrading, to broaden the teachers' knowledge. Principals must also provide opportunities for teachers to improve their knowledge and skills by studying at a higher education level. For example, providing opportunities for teachers who have not yet reached the bachelor's level to attend lectures that do not interfere with learning activities. Principals should try to find scholarships for teachers who continue their education, through cooperation with the community, with the business world or other non-binding cooperation.
- b. Principals should try to mobilize the learner evaluation team to work harder, and the results should be announced publicly and displayed on the notice board. This is useful to motivate students to study harder and improve their achievements.

- c. Use learning time effectively at school by encouraging teachers to start and end learning according to the predetermined time, and utilize it effectively and efficiently for learning purposes.
2. Principal as Motivator  
As a motivator, the principal must have the right strategy to motivate education personnel in carrying out their various tasks and functions. This motivation can be grown through managing the physical environment, setting the work atmosphere, discipline, encouragement, effective rewards and providing various learning resources through the development of a learning resource center (PSB).
  3. Principal as Educator  
In connection with the principal as an educator, he must be able to instill, promote and improve at least four kinds of values, namely:
    - a. Mental, matters relating to inner attitudes and human character.
    - b. Moral, matters relating to the teachings of good and bad regarding actions, attitudes and obligations or morals which are defined as morals, character and decency.
    - c. Physical, matters relating to physical condition or body, health and outward human appearance.
    - d. Artistic, matters relating to human sensitivity to art and beauty.

In addition, what is no less important to note is that the principal in carrying out his function and role as an educator includes two main things, namely: the target or to whom the behavior as an educator is directed and how the role as an educator is carried out. There are 3 (three) main target groups, namely: teachers or other functional staff, administrative staff (staff) and groups of students or learners. The three main targets are humans who have psychological and physical elements that vary from one human to another. In addition to the three main targets of the implementation of the role of the principal as an educator, there are also other target groups that are no less important in their contribution to the development of school life, namely the parents' organization, the students' organization and the teachers' organization. The success of the three organizations in realizing their functions cannot be separated from the role of the principal, especially the role of the principal as an educator. Mental attitude, morale, healthy and energetic physical condition, as well as appreciation and positive persuasion of various artistic creations. The principal is very instrumental and a strong source of motivation for the success of the three organizations.

Based on the results of previous research, there is a gap in research related to the application of collaborative leadership of school principals in improving the quality of learning in schools. Although there are several studies that have been conducted, there is still a need to conduct more detailed and specific research related to effective collaborative leadership implementation strategies, challenges and obstacles in implementing collaborative leadership, and the impact of collaborative leadership implementation on learning quality. Therefore, this study aims to fill the gap by analyzing the implementation of collaborative leadership of school principals in depth and detail and providing recommendations for the development of collaborative leadership that is more effective in improving the quality of learning in schools.

This research has some novelty that can be used as a contribution in the development of knowledge about collaborative leadership and learning quality in schools, namely:

1. The literature study approach used in this research contributes to the collection of information and synthesis of knowledge from various literature sources about the implementation of collaborative leadership by school principals and its influence on the quality of learning in schools.
2. This research focuses on the application of collaborative leadership by school principals, which is a relatively new leadership approach and has not been researched in depth in the Indonesian context.
3. This research can provide a broader view of the importance of collaboration and active participation of all education stakeholders in improving the quality of learning in schools, through the application of collaborative leadership by school principals.

The results of this study provide information about effective strategies and practices in implementing collaborative leadership by school principals to improve the quality of learning in schools, which can be used as a reference for school principals and related parties in developing more effective and efficient leadership policies and strategies.

## CONCLUSION

Collaborative leadership of school principals is the ability of school principals to influence the teachers they lead by providing the widest possible space for teachers to be interdependent, joint work and responsibility, mutual empathy and synergy, in order to improve teacher performance according to national education goals. Collaborative leadership is described as leading as a friend, not a boss. Collaborative leadership can bring together people with different views and perspectives, put aside personal interests, discuss problems openly, support efforts to find ways to help others and solve bigger problems. The application of collaborative leadership is shown by the principal's high involvement and interest in school activities, where the characteristics of the school are the availability of appropriate rules, the existence of ongoing cooperation and support, the availability of support for professional development and constructive professional solidarity, the existence of careful and systematic follow-up and support for students, openness to new practices, the establishment of positive school community relationships, the creation of a joint decision-making process (school administrators, teachers and parents) for all school activities. Collaborative leadership is beneficial in improving student learning and achievement, creating a culture of good working relationships, stronger concern for students, exchange of information, knowledge and insights.

The implication of this study is that it provides a deeper understanding of the importance of implementing collaborative leadership by principals in improving the quality of learning in schools. By adopting collaborative leadership strategies, principals can create a more collaborative and supportive work environment, increase teachers' participation and motivation in planning and implementing learning, and improve the overall quality of learning.

The results of this study can provide input and references for principals, teachers, and related parties in developing leadership policies and strategies to improve the quality of learning in schools. In addition, the results of this study can also serve as a foundation for further research on the effect of the application of collaborative leadership by principals on various aspects of performance and learning outcomes in schools.

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