

Co-principal in the development of the educational institution at smp islam ngadirejo

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ABSTRACT

The aim of this research is to determine the implementation of the Co-principal leadership model in the development of educational institutions at Ngadirejo Islamic Middle School. This type of research is qualitative research using a case study approach through several stages, namely selecting themes, reading literature, problem formulation, data collection, data processing and analysis, theorizing, triangulation and drawing conclusions. The research subjects were 4 teaching and educational staff at Ngadirejo Islamic Middle School, namely the principal, deputy principal, administration coordinator and curriculum coordinator. Data collection techniques are carried out through observation, interviews and documentation. Data analysis was carried out through several stages, namely data reduction, data presentation and drawing conclusions. The research conducted shows that the implementation of the Co-principal leadership model at Ngadirejo Islamic Middle School is carried out by dividing the roles between the principal and deputy principal, both of whom collaborate with each other, especially in the development of educational institutions where the principal is responsible for the quality of education while the deputy principal is responsible for educational facilities. Overall, collaboration is carried out in curriculum development, teaching and education staff, infrastructure, finance, school administration and services, students and learning programs and community relations.

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Introduction

Significant changes have occurred in Indonesian education, especially since the COVID-19 pandemic. The epidemic forced a significant digital transformation and the broad use of educational technology. To the best of their abilities, educational institutions and the government have worked to maximize learning processes. In order to improve the quality of education in schools and to build educational institutions in line with contemporary demands and developments, principals play a crucial and strategic role.

Two major concerns on a national and international level are the increase of work and educational reform. The three main issues facing education today are entrepreneurship in educational institutions, new technologies and digitalization in education, and globalization and the proliferation of educational institutions (Olo et al., 2021). Global educational systems are undergoing change and transition as a result of these problems. Education safeguards national interests, supports economic development, and enables steady, progressive growth in this age of globalization (Zaitseva et al., 2016).

The Merdeka Belajar (Independent Learning) Curriculum, which was implemented through Circular Letter (SE) No. 1 of 2020 from the Ministry of Education and Culture regarding graduation and student admissions policies for the 2020–2021 academic year, marked the beginning of Indonesia's educational system transformation. The adoption of the Merdeka Curriculum began with this policy. The goal of this curriculum's creation and execution is to keep up with the quick and ongoing changes in communication, information, and technology. The government hopes that Indonesian students would acquire critical thinking skills, moral character, and the capacity to adjust to new technology through the Merdeka Curriculum.

Regulation No. 40 of 2021, which deals with the appointment of teachers as school principals, was released concurrently by the government through the Ministry of Education and Culture. This rule is founded on the idea that the principal can trust teachers to guide and oversee the school in order to enhance the standard of instruction in line with student-centered learning reforms and to develop teachers' leadership skills. Therefore, it is necessary to enhance school structures and the procedures for designating teachers as principals (Kebudayaan & Kebudayaan, 2022).

Principals now have more obligations, responsibilities, and a heavier workload as a result. The management and growth of educational institutions require highly skilled human resources in the contemporary globalized world of rapid scientific and technical breakthroughs. Concepts of effective management provide the fundamental framework for tackling today's educational issues. The function of leadership has come under increased scrutiny due to the public's growing expectations for greater academic success and school achievement. An effective educational leader is able to increase learning outcomes, provide a favorable teaching and learning environment, and serve as a driving force behind school reform (Kasmawati, 2021).

A leadership strategy that is only focused on the principal is no longer ideal in the dynamic world of today. Principals must instead take a more collaborative approach to leadership, involving students, teachers, and other stakeholders in the decision-making process. One useful and efficient strategy for dealing with these complex issues is collaborative management (Kasmawati, 2021, p. 198).

Given the increasing complexity of leadership requirements, a shift in governance is needed—from a centralized model to a decentralized management approach. This model entails the involvement of more individuals in organizational leadership and management, particularly in joint decision-making and implementation (Notman, 2020).

Jennifer Slater-Sanchez's dissertation, *The Efficacy of the Co-Principal Model of School Administration as Viewed Through the Lens of the California Professional Standards for Education Leaders* (Slater-Sanchez, 2020), from Brandman University is one example of prior study on collaborative leadership models. Through the California Professional Standards for Educational Leaders (CPSEL), this project investigates principals' involvement in co-principal models. Even though the co-principal model has been employed in different ways for more than 40 years, until this study, no particular research had been done on CPSEL. The purpose of the study was to evaluate the efficacy of this shared governance model as a substitute for school leadership. According to Slater-Sanchez (Slater-Sanchez, 2020), the results confirm that assistant principalships provide a successful alternative leadership model that facilitates job division and fortifies ties with important stakeholder groups, guaranteeing the efficient operation of school administration

The utilization of a school administrative team with two or more leaders who have equal power and the necessary administrative qualifications is known as the co-principal leadership model. Both principals serve concurrently in a full-time co-principalship, equally sharing roles, duties, power, and responsibilities (Slater-Sanchez, 2020, p. 20). According to this approach, two or more people with the necessary administrative qualifications work together to distribute roles, responsibilities, power, and tasks equally while serving as joint leaders of a single institution.

Five key elements are necessary for collaborative leadership to work well in accomplishing objectives and promoting change. According to Margaret Elizabeth (Margaret Elizabeth, 2017), p. 12, these elements include: (1) creating a shared vision for the future and guiding principles and practices; (2) creating effective networks of communication among stakeholders within the organization (Communication); (3) encouraging mutual respect and understanding among organizational personnel (Respect); (4) involving pertinent parties in decision-making and implementation (Stakeholder Involvement); and (5) sharing responsibility for task execution in pursuit of institutional goals (Shared Responsibility).

Adopting collaborative leadership, also known as the co-principal model, is one of the alternative options that are necessary given the complexity and intensity of principals' duties. Institutions must evolve themselves in order to respond to the demands and challenges of modern education and preserve their viability, caliber, and competitive advantage. This study centers on the co-principal leadership model that was employed in the establishment of the educational institution at Ngadirejo Islamic Junior High School, drawing from the previously described background and literature review. Curriculum, teaching and administrative personnel, infrastructure, financing, administration and services, students and learning programs, and community relations are just a few of the areas that are the focus of development initiatives.

Method

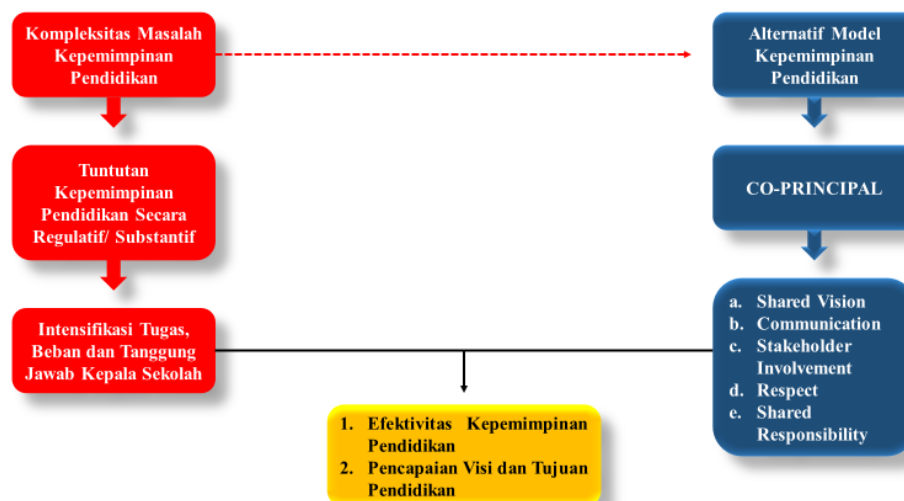
Qualitative research employing a case study approach is the research methodology used in this study. Selecting a theme, reviewing relevant literature, formulating the problem, gathering, processing, and analyzing data, as well as theorizing, triangulating data, and making conclusions are all steps in the case study

process. The study was carried out on December 16, 2023, at the research venue, Ngadirejo Islamic Junior High School. Four members of the teaching and administrative staff participated in the study: the curriculum coordinator, the head of administration, the vice principal, and the principal. Documentation, interviews, and observation were used to gather data. The collected data were then analyzed using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing (Sugiyono, 2020).

Result

Implementation of the Co-Principal Leadership Model at Ngadirejo Islamic Junior High School

Two school leaders who essentially share equal roles and responsibilities in running the educational institution are involved in the Co-Principal leadership model implementation at Ngadirejo Islamic Junior High School. They have different roles, though, from an administrative perspective: one is the principle, while the other is the vice principal. They collaborate in carrying out their responsibilities, with the vice principal being in charge of providing educational facilities and the principal being in charge of the quality of instruction. The following diagram provides a better understanding of the Co-Principal leadership approach.:



Compared to other schools, this is a unique discovery and leadership style; nonetheless, the implementation of such a model is only intended to accomplish educational goals in the best possible way. Cooperative leadership encourages leaders to take the initiative to apply organizational leadership, claim Karnan and Marimuthu. Leaders and their followers are inspired to cooperate and exchange ideas and experiences by collaborative leadership. According to (Abidin et al., 2022), collaborative management also increases interpersonal communication and social learning.

At least five essential requirements must be met in order to successfully apply the Co-Principal leadership paradigm. These five elements of co-principal leadership are explained as follows, based on the author's data and knowledge about the collaborative leadership model at Ngadirejo Islamic Junior High School:

a. Building Group Commitment through a Shared Vision

All members of the educational institution, including the principal, school committee, faculty, staff, and even students, are encouraged to develop a common commitment to realizing the goals of Ngadirejo Islamic Junior High School. Every activity and work program plan is focused on creating and achieving the school's vision, which is "Excellence in achievement, steadfast in faith and devotion."

To form a shared commitment within an organization or institution, several foundational aspects are required. These aspects include the clear formulation of organizational goals, proportional distribution of work tasks, coordination, delegation of authority, span of control, organizational hierarchy, flexibility, and sustainability (Azis, 2016).

b. Establishing Effective Communication Networks Among Various Organizational Stakeholders (Communication)

Formal, informal, and non-formal communication can all take place in educational institutions. The principal of Ngadirejo Islamic Junior High School uses two primary communication strategies to promote efficient communication among staff members.

The first is formal communication, which includes communicating policies and reaching medium- to long-term choices through formal forums that are regulated by organizational structures and protocols. Examples of these forums include parent-teacher conferences, committee meetings, teachers' council meetings, plenary sessions, and so on.

Informal communication, or communication that does not exactly follow formal regulations, comes in second. This includes events like the monthly Qur'anic recitation parties that are open to all staff members and educators after work hours with the goal of fostering closer relationships and reaffirming institutional staff members' shared commitment.

The principle regularly and extensively communicates with all organizational units, regardless of rank, in the third category, which is informal everyday communication. The principal of Ngadirejo Islamic Junior High School communicates extensively and consistently with every unit, without making a distinction between superiors and subordinates.

Effective leadership, according to Miles and Watkins (Miles, 2005), is based on four interconnected pillars: communication, trust, shared drive, and shared vision. One of the most important elements in developing good leadership is communication (Reynolds et al., 2017).

Relational interactions between individuals or groups are represented via communication. Whether intentionally or inadvertently, communication is a fundamental aspect of human life. According to (Erlangga, 2018), Leadership with

a Technopreneurial Spirit, it can also be described as an interaction or activity that is strongly related to the sharing of ideas or viewpoints.

c. Involving Various Relevant Stakeholders in Decision-Making and Implementation (Stakeholder Involvement)

At Ngadirejo Islamic Junior High School, all staff members participate in decision-making processes, which are based on the consensus deliberation (*musyawarah mufakat*) philosophy. Only decisions that directly affect particular regions are exempt, in which case only the pertinent work units are involved. However, in theory, all decisions are made and carried out by the staff of the entire educational institution as well as pertinent stakeholders.

Making decisions is the foundation of leadership. Making decisions means facing change, making sensible plans, and enhancing one's quality of life by weighing the options. To guarantee that judgments are done with the greatest degree of conceptual knowledge, leaders must concentrate on important topics when making decisions (Purwanto, 2020).

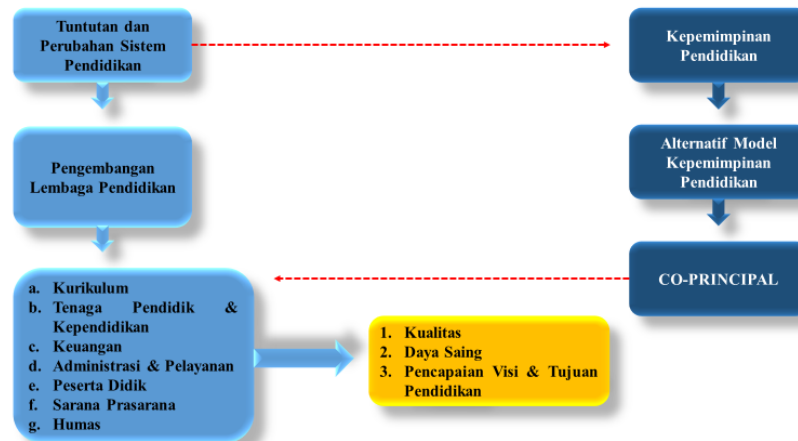
Making decisions is fundamental to leadership. Making choices involves facing change, making sensible plans, and enhancing one's quality of life by weighing the pros and cons of many options. In order to make judgments with the highest level of conceptual understanding, leaders must concentrate on important topics (Purwanto, 2020).

Development Strategies for Educational Institutions at SMP Islam Ngadirejo Through the Co-Principal Leadership Model in Responding to Educational Demands and Changes

Educational leaders are essential in addressing the needs and changes in the contemporary educational system. The advancement of educational institutions' development depends on effective leadership. To overcome these obstacles, educational leaders must be able to develop fresh approaches and innovations. There is an urgent need for leaders to implement and take diverse strategic actions to advance their institutions. To preserve the efficacy of instruction and raise educational standards, school principals need to be capable of using strategic management (Fatimah & Syahrani, 2022). The co-principal model is an alternative form of leadership for school principals. By employing this leadership model, the principal of SMP Islam Ngadirejo is expected to be able to develop various educational aspects that are anticipated to enhance educational quality, institutional competitiveness, and goal achievement.

The foundation of creating an educational organization is a common commitment to carry out roles as best as possible in accordance with individual tasks and responsibilities. Given the nature of education as a system impacted by a wide range of elements and other systems, managing educational institutions is one of the most complicated tasks (Purwanto, 2020, p. 47).

In order to enable the institution to adjust to changes that occur both internally and outside, it is important to develop an organization or institution. Since changes in the external environment are frequently unanticipated, institutions must be able to adapt and learn continuously (Hastuti, 2021). This is necessary for the organization or institution to continue to exist and to successfully compete in achieving its goals, mission, and vision. The following is a diagram regarding the development of educational institutions conducted through the Co-Principal leadership model:



a. Scope of Educational Institution Development at SMP Islam Ngadirejo

1. Curriculum Development

SMP Islam Ngadirejo has made the Merdeka Belajar (Freedom to Learn) curriculum the primary source of reference for the teaching and learning process as of the 2022–2023 school year. Implementing this curriculum has the benefit of requiring students to complete specific projects that promote active self-exploration. During the educational unit's implementation of the Merdeka curriculum, the principal's role is essential in mobilizing all school resources. The principal's leadership is crucial to the implementation of this curriculum, particularly when it comes to leading and supervising instructional activities (Rapang et al., 2022). With respect to the co-principal leadership model in curriculum development, specifically in the execution of the Merdeka Belajar curriculum at SMP Islam Ngadirejo, the principal works in tandem with the Curriculum Coordinator and staff, sharing duties with them. This collaboration is bolstered by all institutional components, particularly in the organization and preparation of the curriculum guidelines and foundational materials.

2. Professionalism Development for Educators and Education Personnel

Subject teachers must possess at least a Diploma IV or Bachelor's degree related to their topics in order to participate in professional development at SMP Islam Ngadirejo. In order to improve the caliber and proficiency of the teaching staff, the school also requires all teachers to take part in a variety of professional development activities, including Teacher Movement programs, PPG (Teacher Professional Education) programs, seminars, workshops, and others.

Teacher professionalism promotes not only academic success but also the growth of students' moral, social, and spiritual character. Professionalism development also aims to enhance students' character. Teachers are supposed to include character values into their lessons, encouraging moral, social, and spiritual growth in accordance with the subjects presented, given the school's religious base. As a result, teacher professionalism continues to improve in response to both internal and external challenges.

3. Development of School Facilities and Infrastructure

Providing sufficient infrastructure and educational facilities is a top goal for SMP Islam Ngadirejo. Without adequate facilities, it is impossible to achieve both educational quality and quantity. As the primary standards for school development, the three pillars—quality, quantity, and facilities—form an unbreakable union.

At SMP Islam Ngadirejo, facility development is a slow process that takes time and phases. When the school was opened in 1983, it had very few classrooms. SMP Islam Ngadirejo now has extensive facilities, including fully furnished classrooms with projectors and LCDs, administrative offices, teacher rooms, fully equipped science and computer labs, sports fields, an auditorium, and other amenities that support student learning, thanks to growing student enrollment and changing educational demands over time. School funding and facility development are closely related. Prioritized planning and efficient budget management are necessary to provide sufficient amenities.

4. Financial Management and Educational Funding

Transparency and the targeted use of funds, carried out by qualified educational staff, are the main tenets of SMP Islam Ngadirejo's financial management. In order to maximize financial development and funding for school needs, the school rents its buildings and facilities for community events at set rates, which helps to boost money from other sources.

There are three sub-sections of financial management at SMP Islam Ngadirejo: the Cash Treasurer, who oversees all school finances; the BOS Treasurer, who oversees government BOS funds; and the Collection Treasurer, who oversees other revenue streams like grants, donations, and other funds.

5. Development of Administration and School Services

Educational services at SMP Islam Ngadirejo focus on two main areas. First, providing maximum teaching and guidance services oriented toward improving academic achievement, character formation, and religious values internalization for students. Second, administrative services for students, such as facilitating tuition fee exemptions for underprivileged students, diploma processing, and other special services to ease educational matters for students and parents. The development of administration and educational services is a continuous

effort involving all school elements. Overall, administration and service management is led by the principal in collaboration with the administrative staff.

6. Student Development and Learning Programs

At SMP Islam Ngadirejo, extracurricular activities and academic intramural programs are both used to foster students' potential. Programs for extracurricular activities are separated into elective and required categories. Scouting, Girl's Activities, and Mujahadah are required activities for ninth graders. Students' organizations (OSIS), IPNU, IPPNU, Qur'an Reading and Writing (BTQ), Drum Band, Red Cross Youth (PMR), Rebana (Islamic music), competitive sports, School Security Patrol (PKS), the arts, School Literacy Movement (GLS), and English Club are options for elective programs.

The Pancasila Student Profile Strengthening Project (P5) also supports character development and student potential development in line with the Merdeka curriculum. Although the P5 curriculum at SMP Islam Ngadirejo adheres to basic themes set by the government, it incorporates spiritual principles to strengthen the school's religious foundation. For instance, in keeping with the school's mission to inspire pupils to carry out Islamic rites in accordance with Ahlussunnah Wal Jama'ah, local wisdom topics are conveyed through religious customs like Maulid celebrations, Tahlil prayers, and others.

7. Development of School-Community Relations

There are two primary areas of focus for SMP Islam Ngadirejo's public relations development. First, maximizing student recruitment through improved community outreach and school advertising, along with school branding that builds interest and confidence in the school. The branding of the school places a strong emphasis on fostering religious knowledge and practice as well as character development. SMP Islam Ngadirejo's annual student enrollment has continuously reached or beyond goals, demonstrating the public's strong regard for the school. Innovations and discoveries, particularly in the field of public relations, are necessary to sustain this success. Second, maximizing collaboration with outside stakeholders to promote efficient educational procedures and school growth.

b. Steps and Strategies for Educational Institution Development at SMP Islam Ngadirejo Through the Co-Principal Leadership Model

In particular, the following are the actions and tactics the principal of SMP Islam Ngadirejo has made to expand the school in a number of academic domains using the Co-Principal leadership model:

1. The principal works together and shares duties with the Curriculum Affairs Coordinator and staff in the area of curriculum development. All institutional components then follow suit, particularly when it comes to organizing and creating basic references and guidelines for curriculum implementation at the

educational unit. Curriculum norms and policies are developed and established together.

2. By including all staff members in various training and competency enhancement activities for teachers, such as Teacher Movement programs and PPG (Teacher Professional Education), the principal plays a direct role in the field of professionalism development for educators and education personnel.
3. The vice principal is particularly given tasks by the principal in the area of developing educational infrastructure and amenities. The vice principal is in charge of providing instructional infrastructure and amenities, while the principal is in charge of the institution's overall excellence.
4. Three financial staff members are designated to work closely together in the area of financial development and management: the Cash Treasurer oversees the school's overall finances; the BOS Treasurer is in charge of overseeing school funds obtained from the Government's BOS (School Operational Assistance) program; and the Collection Treasurer is in charge of overseeing funds from other sources, including grants, donations (infaq), and other funds.
5. All staff members work together and share responsibilities in the areas of administration and school service growth, with the administrative section serving as the primary coordinator. The two main focuses of educational services at SMP Islam Ngadirejo are: first, offering students the best possible instruction and guidance in order to improve their academic performance, character development, and internalization of religious values; second, providing administrative services for students, such as processing diplomas, facilitating tuition fee exemptions for disadvantaged students, and other special services intended to make educational matters easier for students and their parents.
6. The principal works with the student affairs and curriculum departments in the areas of student development and educational activities. This collaboration involves formulating educational regulations and policies in accordance with National Education Standards (SNP) and implementing student affairs programs, both intramural and extracurricular.
7. The Curriculum Affairs Coordinator and the principal collaborate in the area of public relations development, especially when it comes to identifying branding and marketing strategies for student admissions (PPDB) in order to optimize student enrollment. Additionally, by working together, we can resolve conflicts with the community and outside parties and enhance our partnerships.

Generally speaking, establishing an educational institution necessitates a clear plan in order to accomplish the desired results. An educational institution's development is focused on achieving its objectives. The following are SMP Islam Ngadirejo's strategic programs and implementation tactics for growing the organization and accomplishing its goals:

1. Improvement of school management.

2. Enhancement of readiness in the learning process.
3. Development of the school environment into a learning community.
4. Improvement of the performance of teachers and education personnel.
5. Enhancement and development of community participation.

Conclusion

The principal and the vice principal work together to divide responsibilities in order to implement the Co-Principal leadership model at SMP Islam Ngadirejo. The vice principal is in charge of providing facilities and instructional infrastructure, while the principal is in charge of the standard of instruction. In this instance, the principle serves as both a manager and a leader in the educational system. The principle is encouraged to use collaborative leadership in managing the institution in order to accomplish their obligations and responsibilities as well as to meet the demands and challenges posed by the current educational legislation. This strategy is used to efficiently accomplish educational objectives through excellent educational leadership.

The strategies for developing the educational institution at SMP Islam Ngadirejo through the Co-Principal leadership model in addressing educational demands and changes are implemented across several areas, including:

1. Curriculum Development: Conducting evaluations and adjustments collaboratively to implement the curriculum effectively.
2. Professionalism Development of Educators and Educational Personnel: The principal plays a direct role by collaborating with all personnel, involving them in various training programs and competency enhancement activities such as PPG (Teacher Professional Education), the Teacher Movement program, and others.
3. Facilities and Infrastructure Development: The principal delegates tasks to the vice principal to ensure the optimal provision of facilities and infrastructure, assisted by the coordinator for infrastructure affairs.
4. Financial Development and Management: Three financial personnel collaborate closely—Cash Treasurer, BOS Treasurer (handling government BOS funds), and Collection Treasurer (managing other funds such as donations and grants).
5. Administration and School Services Development: Collaboration and shared responsibility among all personnel, with the administrative section acting as the main coordinator. Educational services focus primarily on optimizing teaching and student guidance, alongside administrative services for students, parents, and external parties.
6. Student Development and Educational Programs: Collaboration with the student affairs and curriculum sections to formulate educational regulations and policies in accordance with National Education Standards (SNP) and to implement both intramural and extracurricular student programs.

7. Public Relations Development: The principal cooperates with the public relations coordinator, particularly in determining branding strategies for student admissions (PPDB) to maximize student intake, strengthen partnerships, and resolve issues involving the community or external parties.

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