



The Principal's Efforts in Building a Solid Work Team At SMA Negeri 3 Kota Jambi

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ABSTRACT

Education is currently a big challenge that cannot be ignored by any institution, including schools. SMA Negeri 3 Jambi City is one of the schools facing this challenge. In addition to ensuring sustainability, schools must also rethink their leadership approaches to align with national education goals and foster cohesive and unified teams of educators. Addressing these challenges requires thoughtful interventions from all angles. A leadership approach that encourages inclusiveness for all staff members is essential in fostering a strong sense of teamwork among teachers. Therefore, this research aims to explore the role of collaborative leadership in creating a cohesive team that can meet community expectations. Using a qualitative methodology with a focus on literature reviews, this research will examine how the collaborative leadership style of school principals contributes to the development of collaborative teams.



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INTRODUCTION

As educational leaders, especially school principals and teachers, it is important to overcome complex problems through various strategies. These strategies include educating students about the responsible use of technology, such as social media and the internet, as well as online privacy regulations. Additionally, providing instruction on digital literacy and data science can improve students' understanding of technology and the use of data. It is important to emphasize the importance of continuous learning and skill improvement to help students navigate challenges and change effectively. Teaching students to uphold individual rights and apply them in the digital realm is also important. Encouraging students to engage in social activities and foster empathy can foster an understanding of how their actions impact other people and the environment. By implementing these steps, we can equip students to tackle the complex problems that exist in the world today.

In the realm of education, the role of a school principal is not only limited to administrative aspects, but is also crucial in building a solid foundation for a solid work

team. At SMAN 3 Jambi City and other educational institutions, forming an effective and quality team is not just an option, but is a necessity to achieve noble educational goals. In this context, the principal acts as the main leader who is responsible for the management and development of the work team at the school. This article will explore various efforts that a school principal can make in building a solid work team at SMAN 3 Jambi City, as well as highlighting innovations and new approaches that need to be considered.

However, amidst the ever-developing dynamics of education, there is a paradigm shift that requires rapid response and adaptation from school principals. More than just carrying out administrative duties, modern school principals are required to be proactive agents of change, leading by example, and motivating team members to reach their best potential. Therefore, the novelty of this article lies in its emphasis on the innovative strategies needed to build a solid work team at SMAN 3 Jambi City in an era of education that continues to develop. From the use of technology to the development of adaptive leadership. According to (Irawan & Haryani, 2023) in growing student participation, teachers must make new innovations in giving new colors to the classroom, such as using technology in learning. This article will explore various aspects that are key to forming an effective work team in an educational environment.

The principal is not only responsible for the administrative aspects of the school, but also has an important role in establishing a work culture and climate that is conducive to the development of work teams. One aspect that is the main focus is the formation of a shared vision among team members. A clear and impactful vision provides direction and motivation for all school staff, directing their efforts towards achieving stated goals. By strengthening understanding of the school's vision and mission, the principal can bring all team members to work synergistically in realizing this shared vision.

Apart from that, effective communication is also a key element in building a solid work team. Principals need to ensure that there are open and transparent channels of communication between team members, allowing for the constructive exchange of ideas, information and feedback. Good communication not only strengthens collaboration among team members, but also helps in resolving conflicts and maintaining harmony in the school environment. Not only that, the principal must also be able to facilitate the development of team members' skills and knowledge. This can be done through providing relevant training and workshops, as well as encouraging participation in professional development programs. By strengthening individual capacity in the team, the principal also indirectly strengthens the ability of the team as a whole to achieve the set goals.

In the era of digitalization, the use of technology has also become an important aspect in strengthening collaboration between team members. Principals can leverage digital tools and platforms to facilitate collaboration, exchange of information, and coordination of tasks among team members. With the right technology, work teams can become more efficient and responsive to changes that occur in the educational environment.

In the context of leadership development, school principals also need to adopt an adaptive and responsive approach to change. A distributive leadership model, in which responsibility and power are divided between team members, can help strengthen team member engagement and motivation. In addition, inclusive leadership also allows school

principals to utilize the diverse skills and perspectives of team members to achieve common goals effectively.

Thus, this article will review various strategies and best practices that school principals can use to build a solid work team at SMAN 3 Jambi City. From developing a shared vision to leveraging technology, every step plays an important role in creating an inclusive, high-performance learning environment. It is hoped that this article can provide insight and practical guidance for school principals and other stakeholders in carrying out their duties to create an educational environment that supports and advances the potential of every individual at SMAN 3 Jambi City.

Literature Review

The principal's leadership is a crucial element because it plays an important role in overseeing overall school management, guiding various aspects of education from input to output. The principal holds the responsibility to ensure the successful implementation of educational initiatives through effective school administration. In addition, school principals are responsible for ensuring the quality and utilization of resources so that staff can fulfill their roles and responsibilities effectively (Julaiha, 2019) .

Being a school principal is a challenging and honorable role that requires compliance with rules and regulations. According to (Banamtuan & Baun, 2021) school principals play an important role in overseeing the development of school infrastructure and ensuring that it is in line with the school's goals and objectives. Their responsibilities are enormous and require collaboration with various stakeholders in the education sector to achieve the desired educational results. As a leader in the school community, the principal must have a clear vision and mission to provide direction and guidance in decision making and strategic planning. School principals must have a comprehensive understanding of management principles, including the ability to plan, organize, lead and control members of their school community. They are responsible for empowering the organization and conducting evaluations to ensure the achievement of school goals. Furthermore, the leadership of school principals is often perceived as the ability to motivate and guide their subordinates, when they are appointed or officially appointed to assume the position of principal. According to (Fitri et al., 2022) successful school principals participate in four important behaviors that are important for implementing impactful teaching activities, including evaluating and providing feedback to teachers, fostering a positive and productive school environment, encouraging collaboration and professional development among others staff, and managing personnel and resources effectively. These behaviors play an important role in improving overall school effectiveness and supporting student achievement.

According to (Angga & Iskandar, 2022) leadership is a multifaceted process that involves the ability to guide and inspire individuals and groups towards achieving predetermined goals. This is basically the use of influence aimed at directing people's actions and behavior in certain situations. The importance of leadership cannot be overstated, as leadership plays a vital role in ensuring the achievement of institutional goals.

In the context of educational institutions, for example, effective leadership is essential in directing them on the right path and facilitating progress. Educational leadership, in

particular, can be viewed from two different perspectives. First, it includes scientific and artistic aspects of prominent individuals or groups. This requires a combination of knowledge and skills to effectively navigate the complexities of leading and managing others. Second, leadership requires the ability to inspire and motivate others, thereby fostering a sense of collective purpose and pushing towards shared goals. By harnessing the power of influence, leaders are able to mobilize and unite individuals toward achieving common goals.

Collaborative leadership is more than just generating strategies to solve problems; the focus is on fostering a sense of unity and cooperation among stakeholders to produce fresh and inventive solutions. This differentiates collaborative governance from other collaborative platforms, because collaborative governance does not only aim to complete tasks, but also seeks new approaches and paths towards solving problems (Ella Lemanawati Wargadinata, 2017) .

Collaborative leadership requires the active involvement of various key stakeholders, including teachers, administrators, parents, and other interested parties, in the decision-making process aimed at determining the most effective steps in implementing the curriculum (Kasmawati, 2021). An exemplary example of this collaborative approach is the joint efforts of teachers and administrators to design comprehensive, technologically optimized learning programs. Likewise, continuous support and encouragement from the school principal in fostering collaboration between teachers, students and parents can contribute significantly to the smooth and successful implementation of the new curriculum being implemented.

Collaborative leadership is like being a friendly leader, not a bossy leader. This means bringing together people who have different ideas and discussing problems openly. It also means helping others and finding ways to solve big problems. Collaborative leadership is about involving everyone and using their skills to do great things. This can generate new ideas and solutions that traditional leadership would not be able to do.

According to (Daulay, 2023) collaborative leadership requires school principals to change the way they lead depending on the situation and what the teaching team needs. They should pay attention to the quality of team members, how good they are at their jobs, and how motivated they are. Then, the principal can provide them with the appropriate guidance and support they need.

Collaborative leadership is when a leader works together with his team to achieve goals. This means combining everyone's strengths to cover any weaknesses. By working together, teams can be more efficient, have better work morale, and build good relationships with others. Collaborative leaders listen to everyone's ideas and make decisions together.

METHODS

The research was carried out at SMA Negeri 3 Jambi City using a literature review analysis approach. This methodology is used with the aim of presenting, summarizing, perfecting and explaining the results of previous research. Additionally, literature reviews play an important role in establishing relationships between current and past research findings, facilitating comparisons and the formulation of overarching conclusions. The

process of conducting a literature review involves identifying a research topic, critically evaluating related literature, compiling a comprehensive review, and citing relevant sources.

The techniques used for data collection in this research draw on a variety of library techniques, especially those involving the comprehensive collection of findings from previous research in all their various formats. The concept of collaborative leadership applied in this research relates to a leadership style that includes the principles of justice and egalitarianism, the ability to understand and share the feelings of others, a willingness to accept ambiguity, skills in exchanging information, and fostering a harmonious and productive environment among team members, everything is aligned towards a common vision and mission.

FINDINGS AND DISCUSSION

Collaborative leadership is often equated with a friendly approach compared to the traditional authoritative approach. This leadership style involves accommodating diverse perspectives, prioritizing teamwork over personal interests, discussing challenges openly, offering support to others, and seeking solutions together. This fosters an inclusive environment where individuals can develop their talents and maximize their skills. When implemented effectively and with sincere intention, collaborative leadership can unlock opportunities and achievements that might otherwise be out of reach. This is a valuable leadership model for navigating change, emphasizing the importance of collaboration, active listening, influencing, and adaptability. School leaders must have the ability to facilitate dialogue and collaboration, leverage their knowledge and experience, ensure equitable participation in collaborative processes, and provide resources to foster innovative learning environments.

Collaborative leadership can be achieved through the active participation of a principal who is deeply involved in school affairs, accompanied by a set of school attributes including clear guidelines, ongoing assistance and collaboration, fostering a strong professional unity, and consistently providing guidance and assistance to students. . . In addition, schools that implement collaborative leadership demonstrate openness to new approaches, foster positive relationships with the school community, and maintain a supportive environment for making decisions.

Collaborative leadership plays a critical role in achieving extraordinary results that transcend organizational boundaries. Whether in the school setting or in the broader community, it is important for principals to have proficiency in dealing with diverse cultures, experiences and expertise. As a result, leaders must consistently strive to solve problems through a combination of logical thinking, efficient strategy, and careful monitoring. Additionally, as a leader, it is important to remain open to personal growth while cultivating an impartial and uncritical mindset.

Principals play a vital and important role in facilitating collaborative leadership in schools, thereby enabling teachers to enhance their professional development and ensuring the availability and distribution of resources that support effective teaching and learning. There are various fundamental characteristics associated with collaborative leadership in educational settings, which are widely agreed upon. This includes: (1) respecting teachers' input and perspectives, (2) trusting their professional abilities and expertise, (3) recognizing and appreciating teacher performance and achievements, (4) making joint decisions through collective deliberation, (5) fostering a culture of collaboration and teamwork in all matters related to school functions, (6) communicating transparently and overcoming any challenges or problems faced in the school environment, (7) recognizing and treating

teachers as valuable colleagues and having shared decision making responsibilities, (8) express appreciation for teachers' diligent efforts in implementing new initiatives or strategies, (9) provide support and encouragement for innovative approaches, even though these approaches involve certain risks, and (10) recognize and appreciate teachers' ideas and contributions in shaping and improving the overall educational experience for students.

Research findings from the results of an interview with the Head of SMAN 3 Jambi City, namely Mr. Suyadi, S, Pd., M.Si stated "the role of a solid work team is very important in achieving success in achieving goals in the organization" regarding the efforts made by Mr. Suyadi in building a solid team work at SMAN 3 Jambi City, namely (1) Collaboration and Contribution The entire work team must be active in collaborating and contributing. The Principal stressed to the entire work team to take turns in being on the school activities committee, for example, the committee members for this year's exams should not be the same as the committee members for the next year's exams. (2) Don't look at weaknesses but look at the strengths someone has, especially work team members. Because if you see the shortcomings you have, it will hinder work in the team. (3) Personal approach (Personal).

The principal's strategy at SMAN 3 is to overhaul the school's organizational structure, especially the deputy principal. Starting from the election of the deputy principal, namely by: appointment. The Deputy Principal at SMAN 3 consists of 4 people from the ethnic side representing everyone, namely Mr. Dasmensianturi is from Medan, Mr. SaringSantoso is from Java, Mr. The ferry is from Padang, and Mr. Hedi is from Kerinci. This was done by the school principal to reduce friction between groups. On the religious side, it is also worth noting that there is one Christian teacher, one Buddhist teacher and two Islamic teachers. Because uniting differences is not easy, art is needed to make unity come true. The obstacles faced are of course based on the backgrounds of different work teams, and the interests of individuals and groups are also different. Apart from that, there are also several members who have experienced shifts in positions.

Of these several obstacles, the solution made by the school principal seeks to minimize the obstacles that will occur. Then the principal also does not really respond to responses that people say other than responses that are directly conveyed to the principal. Furthermore, taking a personal approach to all team members is increasingly sought to foster a sense of school ownership among all teachers and school stakeholders. The findings of this study suggest that the introduction of collaborative leadership in educational settings begins with educators assessing their own professional development needs and sharing resources to improve teaching and learning. Furthermore, collaborative leadership has the potential to increase teachers' self-confidence and belief in their abilities, fostering a culture of teamwork that aims to improve the quality of education in schools as a whole.

Therefore, there is a clear correlation between work teams and the level of satisfaction that teachers experience in their work. It has been observed that when teams are more effective and cohesive, the results they achieve are also better. These results are greatly influenced by the overall atmosphere in the work environment, especially the interactions and dynamics between coworkers. In addition, the success of teamwork has a direct impact on the overall results achieved, as a higher level of collaboration and synergy among team members is directly proportional to the achievement of superior results.

CONCLUSION

The findings of the literature review indicate that collaborative leadership plays an important role in forming cohesive and effective teams. This is proven by the impact of collaborative leadership in improving teacher expertise, fostering strong team dynamics, improving effective problem solving skills, and fostering unity to overcome challenges.

Therefore, it is clear that collaborative leadership is essential in the development of strong teams.

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