



Collaborative Leadership as a Catalyst in Optimizing the Quality of Education at Elementary School

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Article History:

Received: Dec 28, 2024

Revised: Feb 25, 2025

Accepted: Apr 29, 2025

Online First: Jul 04, 2025

Keywords:

Collaborative,
Education,
Leadership,
Management,
Participative.

Kata Kunci:

Kepemimpinan,
Kolaboratif,
Manajemen,
Partisipatif,
Pendidikan.

How to cite:

Ridlo, W., Sofiana, A. N., & Sabarudin, S. (2025). Collaborative Leadership as a Catalyst in Optimizing the Quality of Education at Elementary School. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(3), 1346-1362.

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Abstract: This study explores the implementation of collaborative leadership as a catalyst component in optimizing educational quality at Ngrandulor State Elementary School in Jombang. The research focuses on investigating the mechanisms of collaborative leadership in constructing synergy between stakeholders and the community and analyzing its implications for improving educational standards. The research methodology applied is a qualitative approach with systematic observation, in-depth interviews, and comprehensive documentary analysis. The data analysis process was carried out through the condensation model developed by Miles, Huberman, and Saldana. Research findings indicate that implementing collaborative leadership contributes significantly to increasing the credibility of educational institutions from the community's perspective. This is manifested through a quantitative increase in students by 10% per year since 2021. This study's theoretical and practical implications affirm that collaborative leadership can be conceptualized as an efficient strategy for improving the quality of education. Its prerequisites are systemic support and active participation from all stakeholder elements. The research results provide a contemporary perspective on the complexity of implementing collaborative leadership models in the context of primary education institutions.

Abstrak: Studi ini mengeksplorasi implementasi kepemimpinan kolaboratif sebagai komponen katalisator dalam optimalisasi kualitas pendidikan di Sekolah Dasar Negeri Ngrandulor Jombang. Penelitian berfokus pada investigasi mekanisme kepemimpinan kolaboratif dalam mengonstruksi sinergi stakeholder dan masyarakat serta menganalisis implikasinya terhadap peningkatan standar pendidikan. Metodologi penelitian yang diaplikasikan adalah pendekatan kualitatif dengan observasi sistematis, wawancara mendalam, serta analisis dokumentasi komprehensif. Proses analisis data dilaksanakan melalui model kondensasi yang dikembangkan oleh Miles, Huberman, dan Saldana. Temuan penelitian mengindikasikan bahwa implementasi kepemimpinan kolaboratif berkontribusi signifikan terhadap peningkatan kredibilitas institusi pendidikan di mata masyarakat, yang termanifestasi melalui peningkatan kuantitatif peserta didik sebesar 10% per tahun sejak tahun 2021. Implikasi teoretis dan praktis dari studi ini menegaskan bahwa kepemimpinan kolaboratif dapat dikonseptualisasikan sebagai strategi yang efisien dalam meningkatkan kualitas pendidikan, dengan prasyarat adanya dukungan sistemik dan partisipasi aktif dari seluruh elemen pemangku kepentingan. Hasil penelitian memberikan perspektif kontemporer mengenai kompleksitas implementasi model kepemimpinan kolaboratif dalam konteks institusi pendidikan dasar.

A. Introduction

Education is a deliberate and essential process in shaping individuals to actualize their potential, gain a comprehensive understanding of various disciplines, strengthen spiritual aspects, and develop optimal self-control. The quality of education is a fundamental foundation in realizing a progressive and optimal educational system (Wahyudi et al., 2022). The latest results of the 2022 Program for International Student Assessment (PISA) show that Indonesia ranks 68th in the world regarding education quality. This indicates a stagnation that reflects fundamental problems within Indonesia's education system (Bilad et al., 2024). Realizing an adaptive and efficient education system necessitates comprehensive teacher training, curriculum reform, and the implementation of cost-effective educational policies (Ratnasari & Nugraheni, 2024). This phenomenon is influenced by the capacity for strategic leadership and the managerial competence of school principals in optimizing resources and initiating a dynamic, competitive educational ecosystem (Izzah et al., 2023).

Organizations can guide their members toward achieving goals more efficiently and harmoniously through effective leadership. The concept of leadership continues to evolve in line with the increasingly dynamic changes of the times (Izzati et al., 2023). A leader plays a crucial role in fostering unity, collaboration, and solidarity and must understand that leadership is about decision-making and building strong relationships among team members (Saputri & Andayani, 2018). Implementing collaborative and participatory leadership styles becomes a relevant approach to managing educational institutions (Kasmawati, 2021). The concept of collaborative leadership by school principals, the optimization of education quality can be achieved by creating a collaborative climate and building trust relationships among stakeholders. This, in turn, encourages innovation through the active participation of all school components (Kasmawati, 2021), as Mary Parker Follett introduced the concept of integration in management, which emphasizes aligning common goals. A collaborative leader acts as a facilitator who encourages the active involvement of all parties in the decision-making process, sharing information to achieve common goals in a more democratic and participatory manner (Mendenhall & Marsh, 2010).

The complexity of contemporary educational challenges, which includes aspects of human resource development, technology adaptation, and curriculum dynamics, drives the urgency of implementing collaborative leadership as a strategic approach to optimize the quality of education (Harris et al., 2023). This leadership model is not merely a trend in modern educational management but a fundamental necessity in creating an adaptive and responsive learning ecosystem, as it involves all stakeholders (Pratiwi & Santoso, 2023). Through the implementation of collaborative leadership, educational institutions can build platforms that support the creation of continuous learning innovations and produce educational outcomes that significantly impact society's advancement (Firdaus et al., 2023).

The study by Eklopas Dakabesi and Luhur Wicaksono titled "*Collaborative Leadership of School Principals in Building Teacher Performance Teams in the Era of Society 5.0*" shows that collaborative leadership is crucial in creating a solid education team (Dakabesi &

Wicaksono, 2022). In practice, a collaborative leader provides direction and listens and encourages contributions from each individual. As a result, an inclusive environment is created, fostering innovation in learning programs and increasing team members' motivation to achieve common goals (Dakabesi & Wicaksono, 2022).

Meanwhile, Yuni Kasmawati in her research, reveals that school principals tend to use influence rather than authority by building trust and sharing power to empower stakeholders' potential. The collaborative attitude of the school principal has a positive implication for teachers, students, and the school organization as a whole, including increased teacher productivity, student achievement, and the creation of a positive work culture within the school environment. This research also emphasizes the importance of creating time for collaboration and open dialogue as a strategy to strengthen collaborative leadership (Kasmawati, 2021).

This research examines two fundamental aspects related to the implementation of collaborative leadership as a catalyst for optimizing the quality of education. First, the research focuses on analyzing the implementation of collaborative leadership mechanisms as a driver to stimulate the improvement of education quality through a comprehensive approach at Ngrandulor Jombang Elementary School. Second, it explores the interrelation between active participation and stakeholder synergy in supporting collaborative leadership's effectiveness in optimizing education quality at Ngrandulor Jombang Elementary School. The factor behind the researchers' choice of Ngrandulor Jombang Elementary School as the research object is based on its success in implementing the collaborative leadership model, which is reflected in the improvement of academic achievements and the strengthening of a participatory school culture through the optimization of multi-stakeholder collaboration-based programs.

This context positions the collaborative leadership of the school principal as a catalyst in accelerating the transformation of education quality through resource management, strengthening the school culture, and enhancing stakeholder synergy (Siregar et al., 2022). The main objective of this research is to analyze the implementation of collaborative leadership mechanisms as a catalyst for optimizing the quality of education at Ngrandulor Elementary School, including resource management, strengthening organizational culture, and collaborative-based decision-making. Furthermore, it explores the pattern of interrelation between active participation and stakeholder synergy in supporting the effectiveness of collaborative and participatory leadership for developing education quality.

This research contributes in two ways. Theoretically, it enriches the body of knowledge on collaborative and participatory leadership models and their interrelation with improving education quality. Practically, it provides implementational guidance for educational institutions and stakeholders in developing collaborative leadership, enhancing active participation, and optimizing education quality through a collaborative approach.

B. Method

This research is designed with a qualitative-descriptive analytical approach (Sugiyono, 2019), it places the researcher as the primary instrument in exploring and interpreting the phenomena being studied (Nartin et al., 2024). Data is collected through triangulation, involving systematic observation, in-depth interviews, and document analysis (Patton, 2014). The data sources consist of key informants, including the school principal, two teachers, two parents, and two students as primary data, and a literature review as secondary data, conducted at Ngrandulor State Elementary School in Ngrandulor Village, Jombang Regency. The research instruments used in this study include semi-structured interviews, standardized observation sheets, and document analysis to validate the research findings. The data analysis technique adopted is the Miles, Huberman, and Saldana condensation model, which transforms raw data into meaningful findings through selection, abstraction, and systematic interpretation (Miles et al., 2014).

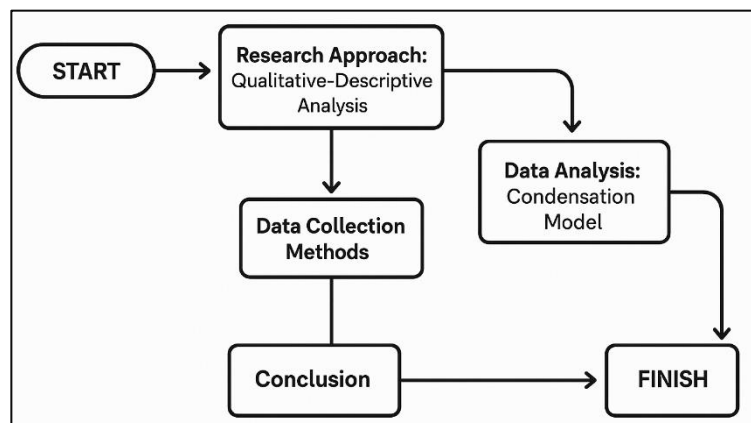


Figure 1. Research Flow

C. Result

Ngrandulor Elementary School in Jombang, located at Jalan Pemuda No. 3, Ngrandulor, Peterongan District, Jombang Regency, East Java, has demonstrated a strong commitment to improving the quality of education. As a public school under the administration of the Jombang Regency Education Office, Ngrandulor Elementary School in Jombang strives to create a conducive learning environment and encourage the active participation of all stakeholders. One of the main strategies implemented is the collaborative leadership model, where the principal is a facilitator who bridges and harmonizes various interests to achieve common goals.

Based on the research documentation on the implementation of collaborative leadership at Ngrandulor Elementary School in Jombang, the research results are presented following the data analysis technique of Miles and Huberman. This research adopts a qualitative approach by applying methodological triangulation, which includes three data collection techniques. The first technique is systematic observation, conducted with a

structured protocol to monitor the interactions between the school principal, educators, students, and parents in various school activities at Ngrandulor Elementary School, located at Jalan Pemuda No. 3, Ngrandulor, Peterongan District, Jombang Regency, East Java.

The second technique is in-depth interviews, conducted using a semi-structured approach with a purposive sample consisting of the school principal as the key holder of collaborative leadership, two educators with different teaching experiences, two students with heterogeneous academic characteristics, and two parents with varying levels of involvement in the school community.

The third technique is document analysis, which involves systematically evaluating institutional documents such as school policy documents, strategic work plans, annual evaluation reports, and meeting minutes that reflect the patterns of collaborative leadership in the educational institution.

Table 1. Data Collection Model

Data Collection		
Systematic Observation	In-Depth Interviews	Document Analysis
1. Interaction of the School Principal with Stakeholders	1. The School Principal	1. Policy Documents
2. Implementation of Meetings and Discussions	2. Teachers/Educational Staff	2. Work Program Plan
3. Collaborative Activities in the School	3. Students	3. Evaluation Report
	4. Parents	4. Meeting Minutes

The data condensation process was carried out by categorizing key findings based on aspects of collaborative leadership at Ngrandulor Elementary School, Jombang. The following table explains the research data:

Table 2. Data Condensation

No	Collaborative Leadership Aspect	Sub-Aspect	Data Source	Key Findings
1	Decision-Making Mechanism	Program Planning Meeting	Observations & Documents	The principal involves teachers, staff, and committees in planning literacy improvement programs
2	Decision-Making Mechanism	Multi-stakeholder Discussion Forum	Interviews & Documents	Every month, a discussion forum is held involving the leadership, educators, administration, and the school committee
3	Decision-Making Mechanism	Student Survey and Forum	Observations & Interviews	The school conducts a parent satisfaction survey and a discussion forum with students
4	Program Planning	Development of Collaborative Lesson Plans	Observations & Interviews	Teachers regularly hold discussion forums for the development of teaching methods

No	Collaborative Leadership Aspect	Sub-Aspect	Data Source	Key Findings
5	Program Planning	Student Deliberation	Observations & Interviews	Students are allowed to express their opinions regarding the learning process
6	Implementation of Activities	Parent Teaching Program	Observations & Interviews	Parents share their knowledge and professional experiences with the students
7	Implementation of Activities	Jum'at Legi-an Program (Special Friday based on the Javanese Calendar)	Observations & Interviews	A program to enhance the camaraderie and solidarity among the school community
8	Implementation of Activities	Partnership-Based Entrepreneurship Program	Observations & Interviews	Involving parents and the local community in the management of a healthy canteen
9	Stakeholder Synergy	Formal and Informal Communication	Observations & Interviews	The principal actively communicates through WhatsApp groups, circular letters, and parent meetings
10	Stakeholder Synergy	External Cooperation	Observations & Documents	Collaboration with alums and community leaders in seminar and religious activities
11	Stakeholder Synergy	Infrastructure Development	Observations & Documents	Acquisition of grants and donations for the construction of a hall and supporting facilities

The main collaborative programs that are routinely implemented and optimized by the Principal of Ngrandulor Elementary School include:

Table 3. Collaborative Programs of the School Principal

Program	Description	Stakeholder	Frequency
Parent Teaching	Partnership Entrepreneurship	Parents, Students	Monthly
Friday Legi	Activities for Togetherness	The entire school community	Every 35 days
Partnership Entrepreneurship	Healthy Canteen Management	Parents, Local community	Daily
Teacher Discussion Forum	Development of Lesson Plans	Teacher, Principal	Weekly

The implementation of the collaborative program has had an impact on the overall number of students at Ngrandulor Elementary School in Jombang as follows:

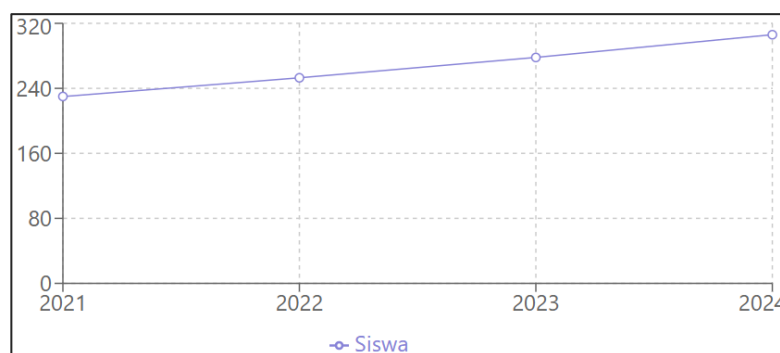


Figure 2. Graph of Student Enrollment Increase at Ngrandulor Public Elementary School

Data verification and conclusion drawing show that implementing collaborative leadership at Ngrandulor Elementary School in Jombang has resulted in significant positive impacts. Solidarity among stakeholders in implementing the school program has been well established, accompanied by the formation of close relationships with the community through the partnership entrepreneurship program and Jum'at Legi-an activities. The increase in public trust towards this educational institution is evident from the growth in student enrollment by 10% per year since 2021.

D. Discussion

Implementation of Collaborative Leadership at Ngrandulor Elementary School in Jombang: The collaborative leadership style can help teachers perform their tasks more productively and improve teacher job satisfaction (Karnan & Marimuthu, 2021). Ngrandulor Elementary School in Jombang, located at Jalan Pemuda No. 3, Ngrandulor, Peterongan District, Jombang Regency, East Java, has demonstrated a strong commitment to improving the quality of education. One of the strategies to create collaborative leadership is establishing a structure and roles that are beneficial for stakeholders to maintain participation and develop leadership (Kasmawati, 2021).

As a public school under the auspices of the Jombang Regency Education Office, Ngrandulor Elementary School in Jombang strives to create a conducive learning environment and encourage active participation from all stakeholders. One of the main strategies implemented is the collaborative leadership model, where the principal acts as a facilitator who bridges and harmonizes various interests to achieve common goals. In line with the theory proposed by Ansell & Gash (2012), the role of a leader in collaborative leadership is as a servant, meaning the leader facilitates collaboration by building and protecting the integrity of the collaborative process, and as a mediator, meaning the leader facilitates relationships with stakeholders (Kasmawati, 2021).

Collaborative leadership at Ngrandulor Elementary School in Jombang is realized through various mechanisms. The principal actively involves teachers, staff, students, parents, and the school committee in decision-making. This complements the theory that effective collaboration between the principal and teaching team members, effective

communication, empowerment of team members, and participation in decision-making have significantly contributed to improving the quality of teaching and team member motivation (Daulay, 2023). Regular meetings are held to discuss strategic issues, such as the preparation of school programs, budget allocation, and curriculum development. In these meetings, each stakeholder can express their aspirations, ideas, and input. According to the collaboration theory proposed by Sanaghan and Lohndorf, collaboration involves joint decision-making and a process of transparent and trustworthy communication, where all parties feel they receive information and can provide feedback and ideas to others (Kasmawati, 2021). The principal of Ngrandulor Elementary School in Jombang creates an open and democratic atmosphere so that every individual feels valued and motivated to contribute. Moreover, this leadership style fosters an environment of honest and open communication through teamwork to increase motivation and productivity (Ambarwati & Gunawan, 2024).

Collaborative decision-making is one clear example of the implementation of collaborative leadership at Ngrandulor Elementary School in Jombang, particularly in the decision-making process related to school programs. Principal, Sir/Madam [SR], always involves teachers, staff, and the school committee in every meeting that discusses program planning. As explained by Kacung Wahyudi, the role of a leader in Islamic educational institutions is as an educator, which means having a role in planning, implementing, and assessing learning, as well as being a mentor and trainer (Wahyudi, 2021). He realizes that each stakeholder has different perspectives and needs, so involving them in decision-making is crucial to achieving mutual agreement and support in line with the principles of collaborative leadership, which involve holding consultations to reach a consensus in every decision-making process and strategic policy (Wahyudi, 2021).

As outlined in the theory of implementing collaborative leadership through several steps, including: 1) creating an environment that supports collaboration, 2) encouraging active participation, 3) sharing responsibility, 4) building trust and transparency, 5) acknowledging and appreciating contributions, 6) facilitating the development of collaborative skills (Khabibullah, 2024). In practice, this is reflected in the results of this study, which show that when the school plans a student literacy improvement program, the principal invites teachers, staff, and the school committee to discuss it together. Each participant can present their ideas and suggestions in the discussion. Teachers can provide input based on their classroom experiences; administrative staff can provide information related to the budget and administration, and the school committee can express the hopes and needs of parents. Through an open and transparent discussion process, the school ultimately agreed on a comprehensive literacy improvement program and received full support from all stakeholders.

The concept of collaborative leadership by the principal, the optimization of educational quality can be achieved by creating a collaborative climate and building trust relationships among stakeholders, which encourages the creation of innovation through the active participation of all school components (Kasmawati, 2021). This theory aligns with the

research findings, which show that in addition to decision-making, program planning involves all stakeholders and is carried out collaboratively at Ngrandulor Elementary School in Jombang. Teachers and staff collaborate to design learning activities, develop teaching materials, and evaluate student learning outcomes. This planning process also considers aspirations and input from students and parents. For example, the school conducts parent satisfaction surveys and discussion forums with students to identify their needs and expectations regarding the school program.

In preparing the Lesson Plan (RPP), the teachers at Ngrandulor Elementary School in Jombang do not work alone. They regularly hold discussion forums to share ideas, experiences, and effective teaching methods. These discussion forums also serve as a space for teachers to develop innovative and engaging teaching materials. The results of this study are closely related to the research by [Murod & Shohib \(2022\)](#), which states that the role of collaborative leadership will build knowledge among teachers, add value, and enhance the educational value received by students, thereby improving the effectiveness of teachers' teaching. The school also involves students in program planning through student meetings (Musyawarah Siswa). In the forum, students are allowed to express their opinions and feedback regarding the learning process in the classroom.

The role of the principal, the presence of a competent teacher, and the alignment of students' perceptions with their school will result in a collaboration that supports each other ([Ramdani et al., 2019](#)). This aligns with the implementation of school activities at Ngrandulor Elementary School in Jombang, which certainly involves the active participation of all educational elements. Teachers and staff are responsible for carrying out classroom learning activities, guiding students in extracurricular activities, and creating a pleasant learning environment.

Students are encouraged to actively participate in learning activities, express their opinions, and develop their potential. Parents play a role in supporting their child's learning process at home, communicating with teachers, and participating in school activities such as parent meetings and community service work. One example of parental involvement in school activities is the 'Parents as Teachers' program. This program invites parents with expertise in a specific field to share their knowledge and experiences with students. For example, parents who work as doctors can provide health education, parents who work as police officers can offer traffic safety education, and so on. This program introduces students to various professions and strengthens parental involvement in school activities.

The results of this study align with the theory of collaborative leadership of the principal as a catalyst in accelerating the transformation of educational quality through resource management, strengthening school culture, and enhancing stakeholder synergy ([Siregar et al., 2022](#)). Collaborative leadership is a leadership style that can influence individuals to direct their behaviour to achieve the vision and mission and use collaboration among members to achieve optimal results ([Murod & Shohib, 2022](#)).

A strong synergy between the principal and stakeholders is well established at Ngrandulor Elementary School in Jombang. The principal fosters effective communication

through both formal and informal meetings. He also proactively builds good relationships with parents, the school committee, and the surrounding community. This positive synergy fosters trust and a sense of ownership toward the school, motivating all parties to work together to achieve educational goals. The success of Ngrandulor Elementary School in implementing collaborative leadership cannot be separated from the active role of the principal in establishing effective communication with all stakeholders. He regularly holds meetings with teachers and staff to listen to their concerns, feedback, and suggestions. He also actively communicates with parents through various media, such as WhatsApp groups, circular letters, and parent-teacher meetings. This open and transparent communication fosters mutual trust and helps prevent stakeholder misunderstandings. In line with collaborative leadership, it greatly supports educational institutions by providing opportunities for educator involvement and increasing commitment, thereby enabling the school to achieve its goals (Murod & Shohib, 2022).

The implementation of collaborative leadership needs to be managed by mobilizing stakeholder support through the involvement of both internal and external stakeholders to ensure the program's success (Kasmawati, 2021). Ngrandulor Elementary School Jombang has also developed flagship programs to strengthen the synergy between the school and its stakeholders. As previously described, the 'Jum'at Legi-an program is one example of an effective initiative in fostering togetherness and solidarity among the school community. Another program that contributes positively is the 'Partnership Entrepreneurship' program, which involves parents and local residents in managing the school's healthy canteen.

In addition, Ngrandulor Elementary School Jombang is also actively building partnerships with external parties, such as the alum association and community leaders. The alum association is involved in various school activities, such as motivational seminars and student skills training. The community leaders are also invited to deliver sermons and advice to the students during religious activities at the school. This collaboration with external parties not only expands the network and support for the school but also enhances the school's positive image in the eyes of the community. The findings of this study align with the research by Hsieh & Liou (2018), which shows that the dimensions of collaborative leadership, consisting of activating resource assistance, framing the work environment, and synthesizing collaborative processes, can influence organizational performance (Kasmawati, 2021).

The implication of implementing collaborative leadership on the quality of education is that collaborative leadership offers strategic solutions by prioritizing the collectivity and synergy of education stakeholders. This involves encouraging each stakeholder to play an active role in designing, developing, and optimizing the education ecosystem, thereby enabling sustainable transformation in improving the quality of learning. The results of this study are consistent with the findings of Kasmawati (2021), which revealed that school principals tend to use the power of influence rather than authority by building trust and sharing power to empower stakeholder potential.

The collaborative attitude of the school principal has a positive implication for teachers, students, and the school organization as a whole, namely the increase in teacher productivity, student achievement, and the creation of a good work culture within the school environment. In line with this study, the inclusive implementation of collaborative leadership at Ngrandulor Elementary School in Jombang positively impacts the creation of a participatory and comprehensive educational ecosystem. The discussion mechanism developed by the school demonstrates comprehensive deliberation practices. Every month, a multi-stakeholder discussion forum is held systematically, involving leadership, educators, administrative staff, and representatives from the school committee. The decision-making process is carried out through a participatory mechanism emphasizing constructive dialogue and consensus building.

Based on the theory of collaborative leadership, its characteristics are as follows: 1) Recognizing and respecting individuals as unique beings with different abilities, 2) encouraging the creation of harmonious community life through mutual respect, recognition, and honouring the strengths and weaknesses of each individual within the organization, 3) providing equal rights and opportunities for every member to actualize themselves according to their abilities and achievements, 4) treating each individual fairly to allow for growth and healthy competition, 5) leaders are capable of involving members actively based on their respective authority and responsibilities, 6) bearing shared obligations and responsibilities to utilize rights to create a harmonious life fairly, 7) the success of leaders with this style can be measured by the tangible actions they take with their subordinates (Sari et al., 2023).

Pedagogical innovation becomes a significant product of intensive collaboration among educators. Sharing knowledge and experiences among teachers catalyzes the development of progressive teaching methods. Cross-institutional educational observations and reflective discussions serve as instruments for enriching pedagogical capacity. The involvement of students and parents is a fundamental component in the architecture of education. The mechanism of regular feedback with students and active communication with parents is realized through various communication channels. This approach aims to construct an educational ecosystem that is responsive and adaptive.

The connection between the theory of collaborative leadership and the research findings can be seen from the application of its principles in creating innovation and collaboration in the field of education, including: 1) Recognizing and respecting individuals with different abilities, this study on the practice of knowledge and experience sharing among teachers reflects an acknowledgement of individual differences in abilities and strengths. This collaboration serves as the foundation for generating pedagogical innovation. 2) Encouraging a harmonious communal life, reflective discussions across educational institutions and the involvement of various parties, including students and parents, demonstrate efforts to build harmonious relationships through mutual respect and recognition of each party's role. 3) Providing equal rights and opportunities, the approach that involves students and parents as fundamental components in the architecture of

education, demonstrates the implementation of equal rights and opportunities to contribute to the educational process. 4) Treating individuals fairly in their development, cross-institutional observations serve as a mechanism that enables teachers to develop their capacities equitably, based on their potential and needs. 5) Active involvement based on authority and responsibility: In this study, the involvement of teachers, students, and parents in the education system reflects how each individual is actively engaged according to their respective roles and responsibilities. 6) Shared obligations and responsibilities, periodic feedback mechanisms and active communication reflect a collective responsibility to create a responsive and adaptive educational ecosystem. 7) Concrete actions measure success; the research findings indicate that pedagogical innovation and the enrichment of progressive learning methods indicate the effectiveness of the collaborative leadership approach implemented by educational leaders.

In this context, collaborative leadership theory proves to be relevant in the educational setting applied at Ngrandulor Elementary School in Jombang, where intensive collaboration among educators, students, and parents becomes the key to success in creating a progressive educational ecosystem as Mary Parker Follett introduced the concept of integration in management, which emphasizes the alignment of common goals. Collaborative leaders are facilitators who encourage active involvement from all parties in the decision-making process, fostering information sharing to achieve common goals in a more democratic and participatory manner. In line with the research by [Kasmawati \(2021\)](#), the implementation of collaborative leadership needs to be managed through strategies such as mobilizing stakeholder support by involving internal and external stakeholders for the program's success. The external partnership network built by the school expands the contextual dimensions of education.

Collaboration with alum, community leaders, and related institutions results in innovative programs that support academics and empower the community. The development of school infrastructure has shown significant progress through the acquisition of grant funds and voluntary contributions from external partners to construct the school hall and several supporting facilities for student learning. The collaborative leadership model developed at Ngrandulor Elementary School in Jombang has fundamentally transformed the paradigm of educational management. By integrating the comprehensive participation of all stakeholders in every stage of the educational process, the school has successfully created a dynamic, inclusive, and sustainable educational system.

Research findings ([Kasmawati, 2021](#)) demonstrate the relevance of the collaborative leadership theory formulated by Follett and Mendenhall. The implementation of this model at Ngrandulor Elementary School in Jombang demonstrates how the integration, participation, and mobilization of support from various stakeholders can create an innovative and inclusive educational ecosystem. The success in managing resources and building partnership networks reflects the positive impact of collaborative leadership in the transformation of educational management. This study proves that the implementation of

collaborative leadership at Ngrandulor Elementary School in Jombang has a positive impact, although not significantly. The evidence is shown in several key aspects, including establishing solidarity among stakeholders in implementing the school's programs. Second, strengthening ties with the surrounding community and parents through the initiation of partnership entrepreneurship programs and the Friday Legi activities.

The tangible impact of this collaborative leadership can be proven through the increased trust of the community, as evidenced by their enthusiasm in sending their children to Ngrandulor Elementary School in Jombang. This fact is reflected in the consistent growth rate of student enrollment, which has increased by 10% annually since 2021. This is in line with the research by (Ramdani et al., 2019), which explains that the role of the principal is crucial in shaping the character and performance of the school, particularly their leadership style and creativity.

The role of the principal, the presence of competent teachers, and the alignment of students' perceptions with their school will result in a collaboration that mutually supports one another. This contrasts the research findings (Murod & Shohib, 2022), which state that job satisfaction significantly impacts teacher performance, while the collaborative leadership style does not. Implementing the leadership concept at Ngrandulor Elementary School in Jombang supports the theory by (Ramdani et al., 2019) regarding the importance of the principal's role in building harmonious collaboration among stakeholders. However, the finding that its impact on teacher performance is insignificant reinforces the research by (Murod & Shohib, 2022), which suggests that collaborative leadership needs to be complemented by other factors, such as job satisfaction, to achieve optimal results. Overall, this study highlights that collaborative leadership's success depends on its implementation context and the systemic support surrounding it.

This study shows that the implementation of collaborative leadership at Ngrandulor Public Elementary School in Jombang has positively contributed to improving educational quality, as evidenced by a 10% annual increase in student enrollment since 2021. This result is consistent with the author's hypothesis and the findings of Kasmawati (2021) regarding the increased participation of stakeholders in school management (Kasmawati, 2021). However, in line with Murod & Shohib (2022), this study confirms that the impact on teacher performance is not always significant without supporting factors (Murod & Shohib, 2022). In line with Wilson's framework, this study emphasizes building stakeholder trust to foster educational innovation. Collaborative leadership can be an effective strategy for optimizing educational quality, with the prerequisites of systematic evaluation and active participation from all stakeholders.

E. Implication

This study provides several important implications for educational theory and practice. Theoretically, the study results enrich the body of knowledge in Islamic educational management, particularly in the application of collaborative leadership models in elementary education settings. The concept of collaborative leadership has proven

capable of creating a participatory climate and strengthening an inclusive organizational culture. Practically, schools and educational stakeholders can adopt collaborative principles in decision-making, program development, and active involvement of parents and the community. These results also recommend the need for collaborative leadership training for principals to become effective facilitators. Additionally, a structured evaluation system is needed to assess the effectiveness of collaborative programs in improving educational quality. This research also opens opportunities for developing adaptive leadership models based on local contexts. For broader implementation, cross-sector synergy between schools, local governments, and communities is necessary.

F. Limitation and Suggestion for Further Research

This research was conducted only at one public elementary school in Jombang, thus limiting the generalizability of the findings. The qualitative approach provided in-depth insights but lacked quantitative data support to strengthen validity. Participants were limited to internal school personnel without involving the education department as an external comparison. Data interpretation still contained researcher subjectivity. The study also had not evaluated the long-term impact of collaborative leadership on student learning outcomes. Therefore, further research is recommended to use a mixed-method approach across multiple schools with different leadership models. Such comparisons could enrich understanding of the effectiveness of various leadership models in improving elementary education quality.

G. Conclusion

The implementation of collaborative leadership at Ngrandulor Elementary School in Jombang has positively contributed to educational quality through synergy among stakeholders, close ties with the community, and increased active participation from various parties within the educational ecosystem. However, its impact has not yet been significant in some aspects. The partnership entrepreneurship program and Friday Legi activities have increased student enrollment by 10% annually since 2021. The collaborative leadership model can catalyze educational transformation, providing all stakeholders with systemic support and active participation. A comparative study between schools that implement the collaborative leadership model and those that use other leadership models is needed to understand the strengths and weaknesses of each model in the context of primary education.

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