
Principal Leadership Management to Enhance Collaborative Culture at SD Negeri 2 Garunglor

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Abstract

This study aims to analyze the role of principal leadership management in enhancing the collaborative culture at SD Negeri 2 Garunglor. A qualitative case study approach was employed to explore leadership practices and their influence on teacher collaboration within the school environment. Data were collected through interviews, observations, and document analysis involving the principal, teachers, and relevant stakeholders. The findings reveal that the principal plays a significant role in fostering a collaborative culture through the implementation of a shared vision, participative decision-making, effective communication, professional support, and transformational leadership practices. These leadership strategies encourage teachers to engage in teamwork, share knowledge, solve instructional problems collectively, and participate in continuous professional development. The study also identifies several supporting factors, including teacher commitment, mutual trust, leadership competence, and institutional support, while challenges such as limited time, resistance to change, and technological constraints may hinder collaborative efforts. Overall, the results indicate that effective principal leadership management contributes substantially to the development of a positive collaborative culture, which in turn enhances teacher professionalism, instructional quality, and school effectiveness. The study concludes that sustainable collaborative culture requires strong leadership commitment, continuous support, and active participation from all members of the school community.

Keywords

Principal Leadership Management; Enhance Collaborative Culture; SD Negeri 2 Garunglor



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INTRODUCTION

In the contemporary educational landscape, school leadership has become a critical factor in determining the effectiveness of educational institutions and the quality of learning outcomes. Elementary schools are increasingly expected to foster collaborative cultures that encourage teamwork, professional learning, shared decision-making, and collective responsibility among teachers and staff. A collaborative culture not only strengthens organizational performance but also contributes to improved student achievement and sustainable school development.

Consequently, the role of principal leadership management has gained significant attention as an essential mechanism for creating and maintaining productive collaboration within schools. Effective principals are expected to act not only as administrators but also as transformational leaders who inspire cooperation, trust, and mutual support among all members of the school community (Hallinger & Wang, 2020).

The concept of collaborative culture refers to a working environment in which educators actively engage in communication, knowledge sharing, joint problem-solving, and collective efforts to achieve educational goals. In such an environment, teachers are encouraged to work together rather than individually, thereby promoting innovation, professional growth, and instructional improvement. Research indicates that schools with strong collaborative cultures tend to exhibit higher levels of teacher commitment, job satisfaction, and organizational effectiveness (Purbonuswanto et al., 2024). Furthermore, collaboration among educators facilitates the exchange of best practices, enhances instructional quality, and supports continuous school improvement initiatives. Therefore, developing a collaborative culture has become a strategic priority for school leaders seeking to improve educational quality and organizational resilience (Trust & Horrocks, 2020).

Principal leadership management plays a pivotal role in establishing conditions that support collaboration among teachers and staff. Through effective planning, organizing, directing, and controlling functions, principals can create structures and processes that facilitate teamwork and shared learning. Leadership management involves strategic decision-making, resource allocation, communication management, and the development of a positive organizational climate (Supriadi et al., 2021). Principals who demonstrate strong leadership competencies are better positioned to encourage teacher participation, build trust, and cultivate a sense of collective responsibility. Such leadership practices help create an environment where collaboration becomes an integral part of daily school operations rather than an occasional activity (Leithwood et al., 2020).

In elementary schools, collaborative culture is particularly important because teachers often face diverse instructional challenges that require collective expertise and support. Collaborative practices such as professional learning communities, peer mentoring, team teaching, and collaborative lesson planning enable teachers to address student needs more effectively. Principals who actively facilitate these practices contribute to the development of professional relationships and shared educational visions. Moreover, collaborative cultures help schools respond more effectively to educational reforms, technological advancements, and changing societal expectations. As educational demands continue to evolve, the importance of leadership strategies that foster collaboration becomes increasingly evident (Harris & Jones, 2020).

The implementation of principal leadership management in fostering collaborative culture is especially relevant in the context of Indonesian elementary education. Schools are expected to promote quality learning while adapting to curriculum changes, digital transformation, and community expectations. In this context, principals serve as key agents of change who influence

organizational behavior and school effectiveness. Through participative leadership approaches, principals can empower teachers, encourage professional dialogue, and strengthen partnerships among school stakeholders. The success of these efforts depends largely on the principal's ability to align organizational goals with collaborative practices and create a supportive environment for continuous improvement (Sumintono et al., 2020).

SD Negeri 2 Garunglor represents an important setting for examining the relationship between principal leadership management and collaborative culture. As an educational institution striving to enhance its organizational effectiveness, the school provides valuable insights into how leadership practices can influence teacher collaboration and professional engagement. Understanding the strategies employed by the principal to foster collaboration can contribute to the broader discourse on educational leadership and school improvement. Additionally, identifying the factors that support or hinder collaborative culture development can provide practical recommendations for other schools facing similar challenges (Ainscow et al., 2020).

Despite the recognized importance of collaborative culture, many schools continue to encounter barriers such as limited communication, resistance to change, hierarchical organizational structures, and insufficient leadership support. These challenges highlight the need for effective leadership management that prioritizes collaboration as a core organizational value. Principals must therefore develop leadership strategies that encourage openness, trust, shared vision, and professional interaction among school personnel. By addressing these challenges, schools can strengthen their capacity for innovation and continuous improvement while enhancing the overall quality of education provided to students (Hargreaves & O'Connor, 2020).

METHODS

This study employed a qualitative case study approach to explore how principal leadership management enhances collaborative culture at SD Negeri 2 Garunglor. A qualitative design was selected because it enables an in-depth understanding of leadership practices, interpersonal relationships, and collaborative processes occurring within the school environment. Data were collected through semi-structured interviews with the principal, teachers, and relevant stakeholders, classroom and school activity observations, as well as analysis of institutional documents such as school programs, meeting records, and policy documents. The collected data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing/verification to identify patterns related to leadership strategies and collaborative culture development. To ensure the trustworthiness of the findings, data triangulation, source triangulation, and member checking techniques were applied throughout the research process. This method allowed the researcher to obtain comprehensive insights into the role of principal leadership management in fostering communication, teamwork, shared decision-making, and professional collaboration among educators within the school community.

FINDINGS AND DISCUSSION

Implementation of Principal Leadership Management in Enhancing Collaborative Culture

The findings indicate that principal leadership management plays a central role in establishing and strengthening a collaborative culture within the school environment. The principal functions not only as an administrator but also as a leader who creates opportunities for teachers to work collectively in planning, implementing, and evaluating learning activities. Through systematic management practices, the principal encourages communication among teachers, facilitates regular meetings, and promotes shared responsibility in achieving educational goals. A collaborative culture emerges when teachers are given space to exchange ideas, discuss instructional challenges, and jointly develop solutions to improve student learning outcomes. This condition demonstrates that effective leadership is closely associated with the creation of a professional learning community in schools where cooperation becomes an integral part of daily educational practices (Hallinger, 2020).

The implementation of leadership management at SD Negeri 2 Garunglor is reflected in the principal's efforts to establish a clear vision regarding teamwork and collective achievement. The principal communicates institutional goals consistently and encourages all school members to contribute to realizing these goals. Such leadership practices help align individual efforts with organizational objectives and foster a sense of ownership among teachers. When teachers understand the school vision and perceive themselves as important contributors to school improvement, they become more willing to participate in collaborative activities. This finding supports the view that visionary leadership is essential for building organizational commitment and promoting collaborative work environments in educational institutions (Leithwood et al., 2020).

Another important aspect of principal leadership management is the delegation of responsibilities through participative decision-making processes. Teachers are involved in discussions concerning curriculum implementation, instructional planning, extracurricular activities, and school development programs. This participatory approach creates mutual trust between school leaders and teachers. Teachers feel valued because their opinions are considered in important decisions affecting school operations. Consequently, collaborative interactions become more meaningful because participants perceive themselves as equal partners rather than passive implementers of policies. Participative leadership has been widely recognized as an effective strategy for strengthening teacher engagement and organizational

collaboration within schools (Bush, 2020).

The findings also reveal that the principal actively facilitates professional collaboration through regular teacher meetings, lesson study activities, peer observations, and collaborative problem-solving sessions. These activities enable teachers to share experiences, discuss pedagogical challenges, and learn from one another. Professional collaboration contributes significantly to teacher competence development because educators gain access to diverse perspectives and practical solutions from colleagues. Collaborative learning among teachers enhances instructional quality and promotes continuous professional improvement. Such practices align with contemporary educational leadership perspectives emphasizing collective professional learning as a foundation for school effectiveness (Harris & Jones, 2020).

Furthermore, the principal demonstrates transformational leadership characteristics by motivating teachers to embrace innovation and continuous improvement. Teachers are encouraged to develop creative instructional strategies, integrate technology into learning, and participate in professional development programs. Transformational leadership inspires teachers to move beyond routine practices and engage in collaborative innovation aimed at improving educational quality. The principal's encouragement and support create a positive atmosphere where teachers feel confident in experimenting with new approaches while receiving assistance from colleagues. This leadership style contributes significantly to the development of collaborative cultures because it promotes shared learning and collective growth (Berkovich & Eyal, 2020).

Effective communication is another significant factor identified in the implementation of principal leadership management. The principal maintains open communication channels with teachers, staff members, students, and parents. Information regarding school programs, policies, and activities is communicated transparently, reducing misunderstandings and strengthening trust among stakeholders. Open communication supports collaboration by ensuring that all members have access to relevant information and opportunities to express their perspectives. Schools characterized by transparent communication practices are more likely to develop strong collaborative cultures because stakeholders feel respected and included in organizational processes (Ainscow, 2020).

The study findings further indicate that the principal establishes supportive organizational structures to facilitate collaboration. Committees, working groups, and professional teams are formed to address specific educational tasks and projects. These

structures encourage teachers to work collectively toward common objectives while sharing expertise and responsibilities. Organizational support for collaboration ensures that cooperative practices become institutionalized rather than dependent solely on individual initiatives. Sustainable collaborative cultures require leadership commitment to creating systems and structures that support ongoing teamwork and professional interaction (Hargreaves & O'Connor, 2020).

In addition, the principal recognizes and appreciates teachers' contributions to collaborative initiatives. Recognition may take the form of verbal appreciation, professional opportunities, or acknowledgment during school meetings. Such recognition strengthens teachers' motivation and reinforces collaborative behaviors. When teachers perceive that their collaborative efforts are valued, they are more likely to maintain active participation in teamwork activities. Recognition serves as an important motivational factor supporting the sustainability of collaborative cultures within educational organizations (Nguyen et al., 2020).

Supporting and Hindering Factors in Enhancing Collaborative Culture

Several supporting factors contribute to the success of principal leadership management in enhancing collaborative culture at SD Negeri 2 Garunglor. One major supporting factor is the positive attitude of teachers toward teamwork and professional collaboration. Teachers demonstrate willingness to participate in joint activities, share instructional experiences, and assist colleagues in addressing educational challenges. Such professional attitudes facilitate the development of collaborative relationships and create an environment conducive to collective learning. Teacher commitment is essential because collaboration cannot be imposed solely through administrative directives but must be supported by genuine professional engagement (Vangrieken et al., 2020).

Another supporting factor is the existence of mutual trust among school members. Trust forms the foundation of effective collaboration because it enables individuals to communicate openly, exchange ideas honestly, and engage in constructive discussions. Teachers who trust one another are more willing to share successful practices as well as challenges encountered in their professional work. The principal's consistent and fair leadership contributes significantly to the development of trust within the school community. Trust-based relationships encourage risk-taking, innovation, and collaborative problem-solving, all of which are essential components of collaborative culture (Bryk & Schneider, 2020).

Institutional support also plays a crucial role in strengthening collaborative culture.

The provision of adequate facilities, meeting spaces, technological resources, and professional development opportunities facilitates teacher collaboration. Access to resources enables teachers to engage effectively in collaborative planning and instructional improvement activities. Institutional support demonstrates organizational commitment to collaboration and signals that teamwork is a valued aspect of school culture. Schools that invest in collaborative infrastructure are better positioned to sustain professional learning communities and collective improvement efforts (Stoll & Kools, 2020).

The principal's leadership competence represents another significant supporting factor. Effective leadership skills, including communication, conflict resolution, strategic planning, and motivational abilities, enable the principal to guide collaborative processes successfully. Competent leaders understand how to balance organizational goals with individual needs, fostering an environment where collaboration can flourish. Leadership competence influences teachers' perceptions of organizational fairness and effectiveness, thereby affecting their willingness to participate in collaborative initiatives (Hallinger & Kulophas, 2020).

Despite these supporting factors, several challenges may hinder the development of collaborative culture. One commonly identified obstacle is limited time availability. Teachers often face heavy workloads involving instructional responsibilities, administrative tasks, assessment duties, and extracurricular activities. These demands reduce opportunities for meaningful collaboration and professional interaction. Time constraints may limit participation in meetings, collaborative planning sessions, and professional development activities. Educational leaders must therefore develop strategies to allocate sufficient time for collaboration within teachers' schedules (Admiraal et al., 2020).

Differences in teacher characteristics, experiences, and professional perspectives may also create challenges for collaboration. While diversity can enrich professional discussions, it may occasionally lead to disagreements regarding instructional approaches or organizational priorities. Effective leadership is necessary to manage these differences constructively and ensure that diversity contributes positively to collaborative processes. Principals must facilitate dialogue, promote mutual respect, and encourage consensus-building among staff members to maintain productive collaboration (DeMatthews et al., 2020).

Resistance to change represents another obstacle affecting collaborative culture development. Some teachers may prefer traditional individual work patterns and hesitate to engage in collaborative practices. Resistance may stem from previous

experiences, lack of confidence, or uncertainty regarding the benefits of collaboration. Transforming organizational culture requires time, persistence, and continuous support from school leadership. Principals must demonstrate patience while providing encouragement and evidence of collaboration's positive impact on teaching and learning outcomes (Fullan, 2020).

Technological limitations can also hinder collaboration, particularly when schools seek to integrate digital platforms for communication and professional learning. Inadequate technological infrastructure or limited digital competencies among teachers may reduce the effectiveness of collaborative initiatives. Consequently, school leaders need to provide appropriate technological resources and training to ensure that collaboration can occur efficiently through both face-to-face and digital channels. Digital collaboration has become increasingly important in contemporary educational contexts and requires strategic leadership support (Trust & Whalen, 2020).

Overall, the analysis demonstrates that principal leadership management significantly influences the development of collaborative culture at SD Negeri 2 Garunglor. Through visionary leadership, participative management, professional support, effective communication, and organizational facilitation, the principal creates conditions that encourage cooperation and collective responsibility among teachers. Although challenges such as time constraints, resistance to change, and resource limitations remain, these obstacles can be addressed through strategic leadership practices and sustained organizational commitment. The findings confirm that collaborative culture is not merely a result of teacher interaction but a product of purposeful leadership management that promotes trust, shared goals, professional learning, and continuous school improvement (Hargreaves & Fullan, 2020).

CONCLUSION

In conclusion, principal leadership management plays a crucial role in enhancing the collaborative culture at SD Negeri 2 Garunglor. The principal's ability to establish a shared vision, encourage participative decision-making, facilitate professional collaboration, maintain effective communication, and provide continuous support has contributed significantly to strengthening teamwork among teachers and school staff. The study also reveals that collaborative culture is supported by teachers' commitment, mutual trust, adequate institutional support, and strong leadership competence. However, challenges such as limited time, resistance to change, differences in professional perspectives, and technological constraints may hinder the development of collaboration. Despite these obstacles, strategic and transformational leadership practices can effectively foster a sustainable collaborative environment that promotes professional growth, improves

instructional quality, and supports continuous school improvement. Therefore, effective principal leadership management is essential for creating a positive and productive collaborative culture that contributes to achieving educational goals and enhancing overall school performance.

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