

Participatory Pattern of Leading Teachers in Leading School Development at SMAN 2 Teluk Jambe Timur, Karawang Regency

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Abstract

Participatory leadership is a key factor in the success of school development. This study aims to describe the participatory patterns of leading teachers in leading school development at SMAN 2 Teluk Jambe Timur. This study used a descriptive qualitative approach with a case study design, involving in-depth interviews, direct observation, and documentation. The results of the study indicate that the school development program through the participatory patterns of leading teachers took place systematically through the stages of planning, implementation, and evaluation involving all school stakeholders, including the principal, fellow teachers, education staff, students, and parents. In the planning stage, all parties contributed to developing a strategic agenda according to the school's needs by conducting needs analysis, setting priorities, and developing innovative and relevant work programs. In implementation, activities were carried out through workshops, training, and program implementation, such as the application of innovative learning models, improving teacher competency, and developing a culture of literacy and student character, which was implemented collaboratively and sustainably. During the evaluation phase, stakeholders assess the successes and challenges of the program through various assessment instruments, reflective discussions, and feedback gathering, and make improvements for continuous development. The impact of the active participation of these driving teachers is the creation of a synergistic atmosphere of cooperation, an increased sense of ownership, and a shared commitment to the program's success, ultimately supporting the success of overall school development. Factors contributing to success include the principal's support, teacher motivation, and the active participation of all stakeholders. Inhibiting factors include limited resources, lack of training and understanding, and resistance to change

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1. INTRODUCTION

The development of a participatory model in school leadership is an approach that positions all stakeholders as key actors in the decision-making process and implementation of school development programs. This approach is believed to strengthen ownership and increase the commitment of all school elements to the success of the program (Prasetyo & Wibowo, 2020). In the school context, the driving teacher acts as an agent of change, serving not only as a teacher but also as a facilitator and motivator, able to mobilize the entire school community to actively participate in innovation and improve educational quality (D. Kusuma & Hartono, 2021). This participatory model

is characterized by open communication, collective decision-making, and close collaboration between the principal, teachers, students, parents, and the surrounding community. This approach fundamentally differs from the autocratic model, which tends to prioritize sole authority, thus creating a more democratic and inclusive work environment.

Regulation of the Director General of Teachers and Education Personnel Number 6565/B/GT/2020, Article 5, paragraph 3, states that the school leadership model includes developing oneself and others, learning leadership, school management leadership, and leadership of school development programs. By mastering these competencies, driving teachers can carry out their role effectively in improving the quality of education in schools. Thus, the competency of driving teachers is very important in supporting the success of school development programs, which consist of various aspects, including self-development and others, learning leadership, as well as school management leadership and school development.

School development leadership by the driving teacher plays a crucial role in improving the quality of education through various competencies, one of which is the ability to effectively lead school development programs to optimize student learning and support the needs of the surrounding community. The driving teacher must be able to design and implement innovative programs that can improve student learning outcomes comprehensively, while ensuring that each learning process is effective and relevant to student needs (Ariyanto & Prasetyo, 2021). This competency requires the driving teacher to be a visionary and innovative leader in managing school resources and to motivate the entire school community to commit to achieving quality learning goals (Fauzi & Rahman, 2022). Furthermore, the driving teacher must be able to adapt the school development program to the needs and characteristics of the surrounding community, so that the sustainability and relevance of the program can be guaranteed and can provide direct benefits to the surrounding environment (Y. Sari & Utami, 2023).

In this context, involving parents and the community in school development is a crucial competency for leading teachers. They must be able to build strong partnerships with parents/guardians and the local community through open and participatory communication. By involving the community, leading teachers can gain support, strengthen their participation, and ensure that school development programs are not only internal but also address the aspirations and needs of the surrounding community (Yuliana & Hartono, 2020). Through this collaboration, student learning can become more meaningful and relevant, and they can build positive synergy between the school and its social environment. This competency requires leading teachers to be able to act as facilitators, mediators, and motivators in fostering active participation from all stakeholders, so that school development becomes an inclusive and sustainable process (D. Kusuma & Suryadi, 2024).

The ability to lead school development programs and involve all elements of the community is an integral part of the strategic leadership teacher competency in creating an innovative and relevant learning environment. Through this competency, leadership teachers are not only able to improve the quality of learning but also to build a conducive, collaborative school climate oriented toward sustainable educational development that is highly competitive and able to address social challenges surrounding the school (Putra & Lestari, 2023).

Strengthening a participatory culture within the school environment is also a primary focus, with Leader Teachers instilling the values of open communication, mutual respect, and a sense of

community in all interactions within the school to ensure natural and sustainable participation (Andriani & Suryanto, 2021). They not only involve educators but also encourage parents and the community to actively participate in school development through various participatory activities. These activities serve not only as a form of support but also as an effort to build a sense of ownership and strengthen mutually beneficial partnerships. The implementation of this participatory model has been shown to increase stakeholder motivation and commitment, as reflected in the high level of participation and success of collectively designed development programs (Nurhayati & Sari, 2022). Leader Teachers who adopt a transformational leadership style are able to motivate and inspire all parties to work together optimally to achieve a shared vision.

Continuous evaluation and monitoring are essential to this model to ensure effective participation and objectively measurable results. All stakeholders are involved in this process, providing constructive feedback as a basis for future program improvements (Setiawan & Amalia, 2023). However, implementing a participatory model is not without challenges. Resistance from some parties accustomed to hierarchical and authoritarian patterns often hinders the collaboration process. Furthermore, time constraints and a conservative school culture also hinder the full adoption of this model (Mahendra & Dewi, 2022). Overcoming these challenges requires collaborative leadership training, improved communication, and the creation of an atmosphere conducive to active participation by all parties. This approach helps reduce resistance and strengthens shared commitment to the development process.

As the primary leader, the principal must fully support the implementation of participatory learning models, serving as a role model and facilitator capable of mobilizing the entire school community. A school culture that fosters open discussion and democracy strongly supports the success of participatory learning models. Therefore, driving teachers need to develop this culture so that participation can occur naturally and sustainably, thus creating a conducive and innovative learning environment. Participatory learning models contribute to improving teacher professionalism, as they are directly involved in decision-making, planning, and learning innovation, encouraging them to become reflective and innovative practitioners. Furthermore, this model strengthens the school's capacity to formulate solutions based on collaboration and participation, thereby making the school more adaptive to the various changes and challenges that arise in the educational environment (Dikti, 2020).

SMAN 2 Telukjambe Timur, as one of the educational institutions in Karawang Regency, has demonstrated its commitment to developing educational quality, supported by the potential of superior human resources. One such supporting human resource is the role of the driving teacher in various school development programs. Initial observations indicate that the driving teacher at SMAN 2 Teluk Jambe Timur is very active in holding regular discussion forums, coordination meetings, and various other collaborative activities that invite all parties to be directly involved in formulating and developing school programs. The driving teacher acts as a facilitator, able to mediate various aspirations and ideas from stakeholders through an open dialogue and deliberation approach, thus creating honest and respectful communication (Putra & Lestari, 2023). This strategy is effective in building trust and strengthening the cohesiveness of the entire school community, as well as increasing a sense of ownership in the programs being developed. Furthermore, empowering educators and staff is a crucial aspect of this model. The driving teacher provides training and mentoring to enable

educators to contribute actively and innovatively, thus making them feel valued and motivated to continue developing (Fadhliyah et al., 2022).

Based on this, this study focuses on a deeper examination of the participatory patterns implemented by leading teachers in leading the school development program at SMAN 2 Telukjambe Timur. Understanding the strategies and impacts of this participatory leadership is expected to provide insight into the effectiveness of leading teacher participation in improving the quality of education.

2. METHOD

This study was conducted to examine the participatory patterns of driving teachers in leading school development programs at SMAN 2 Teluk Jambe Timur, Karawang Regency. This study used a qualitative approach with a case study design. This approach was chosen because it can provide an in-depth understanding of the dynamics, processes, and experiences related to the implementation of participatory patterns in a specific school context (Yin, 2018). Case studies allow researchers to focus intensively on a single school as the primary unit of analysis, thus obtaining rich and comprehensive data on leadership and participation practices occurring in the field (Creswell & Poth, 2018).

Data collection was conducted using three main techniques, namely in-depth interviews, direct observation, and documentation. In-depth interviews were conducted with leading teachers, principals, peer teachers, and parents were interviewed to gain subjective perspectives and firsthand experience regarding the participatory patterns being implemented. Direct observations were conducted during the school development program implementation process to capture firsthand interactions, communication dynamics, and stakeholder involvement in daily school activities (Mole & Mole, 2019). Documentation included official school documents such as development plans, activity reports, meeting minutes, and other relevant notes that could enrich the data and provide a contextual overview of the ongoing process. This research took place from August 2024 to December 2025.

The research informants consisted of graduates of the Teacher Leader program who subsequently applied the experiences they had gained from participating in the Teacher Leader education program at their assigned schools, principals, fellow teachers, students, and school committees, so that the data obtained reflected various perspectives and experiences that were interrelated in the context of participatory-based school development. The selection of participants was carried out purposively to ensure that they had direct and active experience in the development process (Patton, 2015). The collected data were then analyzed inductively, namely through a process of categorizing and grouping data to identify patterns, themes, and meanings that emerged from experiences and practices in the field (Braun & Clarke, 2006). This analysis aimed to reveal in detail how the participatory pattern was implemented by the Teacher Leader and what factors influenced its success in the school context.

The data analysis process was carried out iteratively, starting with the transcription of interview and observation data, then open coding of the data to find initial categories. Next, the data were analyzed in depth to identify patterns that were consistent and relevant to the research focus, especially related to the strategies, challenges, and impacts of the participatory pattern (Miles et al., 2014). The results of the analysis are expected to provide a comprehensive picture of how the participatory pattern of the leading teacher is implemented, as well as what factors support or hinder

the success of the pattern and the impact of the leading teacher's participation on the success of the school development program at SMAN 2 Teluk Jambe Timur.

To ensure data validity, this study employed triangulation as the primary validation method. Triangulation was conducted in two forms: source triangulation and technical triangulation. Source triangulation was conducted by comparing information obtained from various informants, such as Leading Teachers, principals, fellow teachers, students, and school committees, resulting in more objective and comprehensive data. Meanwhile, technical triangulation was conducted by comparing data from interviews, observations, and documentation to ensure the consistency and suitability of the information obtained. Through the application of triangulation, researchers were able to minimize bias and increase confidence in the collected data. Thus, the resulting data is expected to have a high level of credibility and be able to accurately represent real conditions in the field.

3. RESULTS AND DISCUSSION

3.1 Participatory Pattern of Leading Teachers in Leading School Programs

The results of the study indicate that the participatory pattern of the driving teacher in leading the school development program at SMAN 2 Teluk Jambe Timur applies the concept of independent learning. In this context, the driving teacher of SMAN 2 Teluk Jambe Timur emphasizes awareness of building initiatives by starting from oneself, exploring ideas, collaborating, and taking concrete actions. In this case, the driving teacher always takes the initiative to start new things that are considered taboo by other teachers, then strives to build effective communication to be realized in concrete actions collaboratively with various stakeholders through school programs. This spirit is in line with research findings (Iskandar et al., 2020) that collaborative and participatory leadership can increase the success of education programs.

The participatory model implemented by the leading teacher in actualizing the competency to lead school development programs takes place in stages through three main stages: planning, implementation, and evaluation. In the planning stage, the leading teacher emphasizes that the process is carried out collaboratively by involving various key stakeholders, including educators, parents/guardians, students, and the surrounding community. The leading teacher functions as an initiator and facilitator who coordinates deliberations to formulate strategic steps according to local needs and school development goals. This strategic role as a facilitator is in line with the opinion (L. Sari & Lestari, 2019) that the leading teacher acts as a facilitator in developing and implementing training programs for teachers to improve pedagogical competence and teacher professionalism. Furthermore, the school program planning process is not merely a formality, but rather an open forum that provides an opportunity for each teacher to voice ideas and thoughts. The school program meeting held at the beginning of the year serves as a forum for teachers to propose various programs and activities deemed important for school progress. In the forum, each teacher had the opportunity to express their views and suggestions, which were then analyzed and prioritized based on budget availability and the urgency of the school's needs. Among the program priorities was the analysis and evaluation of declining learning quality, making the pedagogical competency training program a priority program (Observation Data; 06/01/2025). These research findings align with the opinion of Dewi & Rahayu (2020) that

identifying key needs through open discussions is crucial for designing programs that are relevant and sustainability-oriented, and able to address real needs in the field. Meanwhile, Ahmad (2020) emphasized the importance of active teacher participation in program planning to create a learning environment that is responsive to student needs.

Furthermore, in the implementation stage, the driving teacher applies a participatory approach by inviting stakeholders to actively contribute to realizing various school programs. Several innovative programs, including the extracurricular band program, proposed by the driving teacher and supported by the school, have successfully developed students' talents and interests, and have brought honor to the school through various events. Furthermore, the Joint Waste Business (USB) program, which involves students in collecting recyclable waste, is a concrete action in this program that not only provides financial benefits to the school but also instills values of environmental awareness and social responsibility in students (School Document Data, cited October 15, 2025; Results of Interviews with Driving Teachers and Students, October 15, 2024). These findings align with research (Budi, 2021) that shows that environmental-based programs can increase students' awareness of social and environmental issues. By involving students in these activities, they not only learn about the importance of protecting the environment but also develop invaluable collaboration and leadership skills. A similar sentiment was expressed by Fitriani (2021) that close collaboration between schools and communities through social programs and community service not only strengthens relationships with external stakeholders but also enhances the school's positive image in the eyes of the public.

Another program implemented at the initiative of the driving teacher is the acceleration of the use of digital technology-based learning platforms by building teacher capacity through learning communities. In the context of digital technology, the driving teacher leads the initiative to use social media and digital technology-based learning platforms to expand the reach and participation of stakeholders in learning activities and the socialization of school programs, thereby making the school program development process more inclusive and adaptive to the demands of modern learning. This begins with providing capacity building assistance through technical guidance on the use of digital technology-based learning applications within the learning community. In addition, the driving teacher initiates concrete actions to strengthen the school climate by building a healthy school ecosystem that involves the active participation of students, parents, and the surrounding community. This is realized through a thematic-based Pancasila Student Profile (P5) strengthening program. In an effort to accelerate improvements in educational report card scores, the driving teacher facilitates workshops involving stakeholders, including community leaders and education practitioners, to broaden insights and strengthen the synergy of data-driven school programs (Interview with the Driving Teacher and School Committee, January 15, 2025).

During the program evaluation phase, the driving teacher catalyzes building a shared commitment to realizing the program. Considering that the driving teacher is the program initiator, feedback and criticism from fellow teachers and the community are collected and analyzed for further improvement. Therefore, the plan, do, check, and action (PDCA) concept becomes an essential part of achieving goals, identifying facts and issues, seeking improvement opportunities, and facing challenges. The driving teacher strengthens himself by strengthening the "Grow Me" spirit (Interview with the Driving Teacher, December 19, 2024). This is in line

with research (Dwi, 2022), which emphasizes the importance of evaluation and feedback in improving the effectiveness of educational programs.

Although SMAN 2 Telukjambe Timur, Karawang Regency, only has one leading teacher, the spirit of collaboration and cooperation between leading teachers and non-leading teachers is very high. The teachers support and assist each other in implementing school programs through a learning community, supporting each other in creating a positive and productive work atmosphere. This shows that even though the number of leading teachers is limited, the collective spirit among teachers can be a significant force in achieving common goals. However, the presence of leading teachers in large quantities will certainly have a greater impact, because each leading teacher brings fresh ideas and different perspectives (Interview with Leading Teacher and peer teachers, 02/23/2025). Research by L. Sari & Lestari (2019) that the presence of more teachers trained in participatory leadership can strengthen innovation and collaboration in schools.

3. 2 Impact of Participatory Patterns on Schools

Based on peer teacher recognition, the participatory pattern played by the driving teacher has had a positive impact on improving the quality of education in schools. In addition to producing quality school programs, it also creates a more positive work environment for teachers. This is the impact of the collaborative touch and concrete actions of the driving teacher as a pioneer in driving the school ecosystem innovatively, carrying out collaborative empowerment, and accelerating the achievement of school targets. Furthermore, the success of the school development program is reflected in the increase in teacher competence and student learning motivation, which directly impacts academic outcomes and the learning atmosphere at school. In other words, the pattern of participation of the driving teacher in leading the school development program at SMAN 2 Teluk Jambe Timur has proven effective in achieving the vision of continuously improving the quality of education. This is reflected in the improved teacher performance. Teachers feel more motivated and enthusiastic in teaching because they feel their ideas and opinions are valued (Peer Teacher Interview; 10/09/2025). These findings align with research (Joko, 2021) showing that teachers who feel listened to tend to be more committed to teaching and student development.

The principal acknowledged that the strategic role of the driving teacher in leading the school development program greatly assisted in accelerating the school program. Their presence could be a trigger for other teachers in transformation and innovation efforts, as they were able to become active agents of change who encouraged improvements in the quality of learning and a collaborative atmosphere among educators. Furthermore, the driving teacher's participation was not only limited to carrying out routine tasks, but more than that, they were able to act with full willingness, reflected in their servant leadership attitude and visible aura of future leadership that was expected by the world of education. Their presence also participated in pioneering efforts to implement development programs that were appropriate to the needs of the school and students (Interview with the Principal, 07/09/2025).

The success of participatory patterns is strongly influenced by interrelated internal and external factors. Internally, the leadership competency of the leading teacher, including communication skills, facilitation skills, and building harmonious relationships with all

stakeholders, is key to encouraging active participation from teachers, parents, and the community. The leading teacher emphasized that trust built through an open, friendly attitude and consistency in engaging and educating all parties can foster a sense of ownership and shared responsibility for the success of school programs. Furthermore, support from the principal and school policies that support participatory patterns are highly influential, as policies that provide space for initiative and appreciate collaborative efforts can motivate the entire school community and community to play an active role. The principal revealed several challenges faced, particularly related to workload and time constraints that make it difficult for the leading teacher to participate optimally (Interview with Leading Teacher, November 20, 2025; and Principal, December 5, 2025). This condition aligns with research findings (Suryani & Rachman, 2021), which state that the main obstacles to active participation by leading teachers often stem from workload and a lack of adequate facilities. To address these challenges, the principal plans to increase training and incentives for leading teachers to help them feel more confident and motivated in carrying out their leadership roles at school. Moving forward, the participation of leading teachers can be further enhanced through capacity building and recognition for their contributions, thereby bringing about sustainable positive change. In this context, the principal views the role of leading teachers as vital to the school's development process and is committed to supporting them so they can play a maximal role in advancing education at SMAN 2 Teluk Jambe Timur, Karawang Regency.

3.3 Supporting Factors and Barriers

Furthermore, the availability of sufficient resources, such as funding, time, and facilities, is also a crucial factor, as limited resources often hinder the optimal implementation of collaborative activities. The surrounding community, especially parents, plays a crucial role because their high level of participation and awareness can strengthen the program's success. However, obstacles encountered include a lack of time, limited collaborative leadership training, and uneven levels of participation from parents and the community, which require specific strategies to overcome for effective and sustainable participatory patterns. Therefore, the success of participatory patterns depends heavily on the competence and attitude of the driving teacher in building strong relationships and support from a conducive external environment, so that existing challenges can be minimized and the school development program can run optimally. This is in line with the opinion of (R. Kusuma et al., 2024) that the success of school development programs that have been implemented is greatly influenced by the leadership and active participation of driving teachers in leading, motivating, and coordinating various activities that involve all stakeholders sustainably and synergistically.

Externally, student and parent involvement is also key to the success of school development programs. Through class committees, parents are involved in the decision-making process and provided with information about school programs. Socialization held at the beginning of the school year helps students and parents understand and support the programs being implemented (Interview with the Leading Teacher, 12/4/2024). This finding aligns with research by Rina (2020), which states that parental involvement in children's education can increase student motivation and achievement. By involving parents, schools can create strong home-school partnerships, which are crucial for supporting holistic student development. Parental

involvement can also provide the moral and material support necessary for the success of school programs. The Leading Teacher initiates parent and community involvement through various activities that foster a sense of ownership and shared responsibility for the development of the school and its students. They also actively involve parents/guardians in discussions about students' academic progress and non-academic activities, as an effort to support the learning process and character development according to local needs (Yuliana & Sari, 2021). This approach not only motivates students to learn optimally but also strengthens harmonious relationships between the school and the surrounding community. The research findings mentioned above can be seen in the following table:

Table 1
Participation Pattern of Leading Teachers in Leading School Development at SMAN 2 Teluk Jambe Timur, Karawang Regency

No	Aspect	Description of Findings
1	Basic Concepts	The participatory pattern refers to the concept of independent learning with self-initiative, exploration of ideas, collaboration, and real action.
2	Participation Stages	Planning, implementation, and evaluation of school programs.
3	Program Planning	Involving teachers, students, parents, and the community collaboratively.
4	Planning Character	Open, participatory, needs and priority-based.
5	Program Implementation	Programs: band extracurriculars, USB, digital learning, learning communities, P5.
6	Innovation and Collaboration	Utilization of digital technology and social media.
7	Program Evaluation	Using the PDCA approach and feedback.
8	Collaborative Culture	Cooperation between teachers, even though the number of driving teachers is limited.
9	Impact on Schools	Improving the quality of education, student motivation, and the work environment.
10	Strategic Role	As an agent of change and a leader with servant leadership.
11	Supporting Factors	Competence, communication, principal support, and resources.
12	Inhibiting Factors	Limited time, workload, facilities, and participation vary.
13	The Role of Parents	Get involved in class committees and school programs.
14	Strengthening Efforts	Training, incentives, and additional driving teachers.

4. CONCLUSION

This study shows that the participatory approach adopted by the Leading Teacher in leading the school development program at SMAN 2 Teluk Jambe Timur is systematically implemented through planning, implementation, and evaluation stages involving all school stakeholders in various program formats. During the planning stage, the Leading Teacher invites all school members, including the principal, teachers, education staff, students, and parents, to contribute to developing agendas and strategic steps according to the school's needs and potential. During the implementation process, all stakeholders are actively involved through collaborative activities, such as workshops,

discussions, and program implementation tailored to their respective roles and competencies, thus creating a sense of ownership and shared commitment. During the evaluation stage, the Leading Teacher involves various parties in assessing successes and obstacles encountered, and making continuous improvements based on the results obtained. This approach ensures that the school development program is structured and participatory, and is able to adapt effectively to the dynamics and needs of the school. Consequently, all stakeholders feel valued and have a responsibility for the program's success, which ultimately improves the overall quality of school development. Despite challenges such as limited time and resources, this participatory approach still has a positive impact in strengthening the synergy and sustainability of school development programs. In conclusion, a participatory approach implemented systematically through planning, implementation, and evaluation involving all stakeholders in various program formats is key to the success of leading and improving the quality of education at SMAN 2 Teluk Jambe Timur, Karawang Regency.

5. SUGGESTION

Based on the results of research on the participatory pattern of the Leading Teacher in leading the school development program at SMAN 2 Teluk Jambe Timur, several recommendations need to be considered so that the school development process can run effectively and sustainably, namely (1) Although the leading teacher program organized by the Ministry of Education and Culture has been completed, the school needs to follow up on the best practices developed by the leading teacher by increasing the role of teachers as members of the learning community in designing a sustainable school development program, because the more teachers who play a role, the more fresh ideas can be implemented; (2) the role of the school committee involving parents and students needs to be optimized. This committee can be a bridge between the school and the community; (3) programs that are already running need to be evaluated regularly. Input from all parties, including teachers and students, must be heard; (4) schools and local governments are expected to increase training and mentoring for teachers through learning communities so that they can apply participatory patterns more optimally, including in aspects of communication, discussion facilitation, and change management. In addition, it is also important to increase the awareness of all school stakeholders, such as teachers, education staff, students, and parents, regarding the importance of active participation in school development through regular socialization, discussion forums, and activities that can motivate them to feel ownership and responsibility for the success of the program.

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