

THE SCHOOL MANAGEMENT LEADERSHIP MODEL IN CREATING A POSITIVE LEARNING ENVIRONMENT AT SMPS CAHAYA MERAL

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Abstract

This study aims to analyze the school management leadership model implemented at SMPS Cahaya Meral in creating a positive learning environment. A positive learning environment significantly influences students' academic and character development, as well as enhances their motivation and participation in the learning process. The research adopts a qualitative approach with a case study design, involving in-depth interviews with the school principal, teachers, and staff, as well as observations of daily practices at the school. The findings reveal that the principal of SMPS Cahaya Meral applies a transformational leadership model, focusing on empowering and developing the professionalism of teachers. This leadership style also emphasizes the importance of open communication, collaborative decision-making, and the creation of an inclusive and supportive school climate. Additionally, effective resource management, integration of technology in learning, and parental involvement in school activities play key roles in fostering a conducive learning environment. This study contributes to the development of a deeper understanding of the importance of visionary and collaborative leadership in creating schools that support the holistic development of students.

Keywords: School management leadership, positive learning environment, transformational leadership, SMPS Cahaya Meral, education.

INTRODUCTION

Education plays a crucial role in shaping the future of a nation. One of the key factors influencing the quality of education is the creation of a positive learning environment, which can motivate students to reach their full potential. A positive learning environment is not only determined by adequate facilities and resources but also by effective leadership in school management. In this context, the role of school management becomes vital, as school leaders are responsible for fostering an atmosphere that supports the academic, social, and emotional development of students.

Cahaya Meral Junior High School (SMPS Cahaya Meral), as an educational institution, is expected to produce graduates who are not only excelling academically but also possessing strong social skills and good character. To achieve this goal, effective leadership management is key. Strong leadership in schools can create an environment that is safe, inclusive, and encourages students to engage in learning enthusiastically.

The school management leadership model applied at SMPS Cahaya Meral plays a significant role in creating a positive learning environment. Therefore, it is important to explore and analyze how the leadership model implemented at this school contributes to the development of an environment that supports effective learning. By identifying the key elements of the leadership

model, this journal aims to provide a deeper understanding of how school management can establish a conducive learning environment for student development.

This research focuses on the application of the school management leadership model at SMPS Cahaya Meral and its impact on creating a positive learning environment. Through this study, it is expected to identify strategies that other schools can adopt to foster an environment that supports quality learning.

METHODOLOGY

This study employs a qualitative research design to explore and analyze the school management leadership model applied at SMPS Cahaya Meral in creating a positive learning environment. The research focuses on understanding the key components of leadership practices, their impact on school culture, and how they influence the learning environment. The qualitative approach is chosen to provide a deeper understanding of the phenomena being studied, as it allows for detailed exploration of the perceptions and experiences of those directly involved in the school management process.

Materials

1. **Participants:** The study involves key stakeholders in the school community, including school principals, teachers, students, and administrative staff at SMPS Cahaya Meral. The principal and a group of 5 teachers were selected for in-depth interviews to understand their leadership practices. Additionally, 30 students were surveyed to gather their perceptions of the learning environment created by the leadership practices. The sample was chosen using purposive sampling to ensure that participants with direct experience and involvement in the school management process were included.
2. **Data Collection Instruments:**
 - **Interviews:** Semi-structured interviews were conducted with the principal and selected teachers. The interviews focused on understanding leadership practices, decision-making processes, and strategies implemented to create a positive learning environment. The questions aimed to identify specific actions taken to improve student engagement, teacher collaboration, and overall school culture.
 - **Surveys:** A structured survey was distributed to students to gather feedback on their perceptions of the learning environment. The survey contained Likert-scale questions, as well as open-ended questions, to allow students to express their views on leadership effectiveness and the impact on their learning experience.

- Document Analysis: School policies, leadership reports, and documents related to the school's vision, mission, and strategies for fostering a positive learning environment were reviewed to triangulate the data gathered from interviews and surveys.
3. Data Analysis: Data from the interviews and surveys were analyzed using thematic analysis. This method allowed for the identification of recurring themes and patterns in leadership practices and their influence on the learning environment. The survey responses were analyzed quantitatively, while the interview transcripts were analyzed qualitatively to gain insights into the leadership model at SMPS Cahaya Meral.

The study is guided by the framework of transformational leadership theory, which emphasizes the role of school leaders in inspiring and motivating teachers and students to achieve higher levels of academic performance and personal growth (Bass & Avolio, 1994). Transformational leadership involves practices such as fostering collaboration, encouraging innovation, and supporting personal development, all of which are essential in creating a positive learning environment. Additionally, the study considers the models of instructional leadership (Hallinger, 2005) and participatory leadership (Leithwood & Jantzi, 2005) as complementary theories that inform the practices observed at SMPS Cahaya Meral.

RESULT AND DISCUSSION

The findings of this study reveal significant insights into how the school management leadership model at SMPS Cahaya Meral contributes to creating a positive learning environment. The data collected from interviews with school leaders (the principal and teachers) and surveys conducted with students show that several key leadership practices play a vital role in shaping the school culture and learning environment.

1. Leadership Practices and School Culture: The principal at SMPS Cahaya Meral practices transformational leadership, emphasizing collaboration, empowerment, and continuous professional development for teachers. The principal encourages teachers to take leadership roles within their subject areas, which fosters a sense of ownership and responsibility among the teaching staff. Teachers reported that they feel supported and motivated by the principal's guidance, which enhances their ability to create a positive and engaging learning atmosphere.
2. Teacher Collaboration: A strong culture of collaboration among teachers was noted as one of the most impactful aspects of the leadership model. Teachers at SMPS Cahaya Meral

meet regularly in professional learning communities (PLCs) to discuss instructional strategies and share best practices. These collaborative efforts are seen as essential in promoting a positive learning environment where students are engaged and supported in their academic journey.

3. Student Perceptions of the Learning Environment: Survey results from students indicate a high level of satisfaction with the school environment. Students feel safe, respected, and motivated to learn. The majority of students (85%) reported that the leadership practices of the principal and teachers contribute significantly to their enthusiasm and academic performance. The survey also highlighted that students appreciate the efforts made by the leadership in addressing both academic and social-emotional aspects of their development.
4. Supportive Environment for Learning: SMPS Cahaya Meral's leadership model includes creating a supportive environment that focuses on the holistic development of students. This is evident in the establishment of extracurricular activities, counseling services, and a system of regular feedback from both teachers and students. Teachers mentioned that the principal regularly gathers input from them on school initiatives, allowing them to feel heard and involved in decision-making processes.

Discussion

The findings of this study align with existing research that emphasizes the importance of leadership in fostering a positive learning environment. The transformational leadership style practiced at SMPS Cahaya Meral is consistent with studies that show how transformational leadership can inspire and motivate teachers to improve their instructional practices and create supportive environments for students (Bass & Avolio, 1994). The principal's focus on teacher empowerment and professional development encourages a culture of innovation and continuous improvement, which is critical for sustaining a positive school culture.

Furthermore, the strong collaboration between teachers observed at SMPS Cahaya Meral supports previous research on the positive impact of collaborative practices on teaching effectiveness and student outcomes (Hargreaves & Fullan, 2012). When teachers work together, they are more likely to adopt best practices and support each other in creating engaging and effective learning experiences for students.

The positive perceptions of students regarding the school environment reflect the importance of addressing both academic and socio-emotional needs. As noted by Robinson, Lloyd, and Rowe (2008), effective school leadership impacts not only academic achievement but also students' well-being, which is crucial for their overall development. The school's commitment to creating a safe,

inclusive, and supportive environment where students feel valued and respected is in line with best practices identified in the literature on school leadership.

Lastly, the leadership model at SMPS Cahaya Meral demonstrates the importance of involving all stakeholders in the decision-making process. The principal's practice of seeking regular feedback from both teachers and students helps to create a sense of ownership and shared responsibility, which is key to maintaining a positive learning environment (Leithwood & Jantzi, 2005). This participatory approach empowers the school community to work together toward common goals, enhancing the overall effectiveness of the school.

In conclusion, the leadership model at SMPS Cahaya Meral plays a significant role in fostering a positive learning environment. By adopting transformational leadership practices, promoting teacher collaboration, and addressing both academic and socio-emotional needs, the school has created a supportive and engaging atmosphere that enhances student outcomes. These findings support the broader literature on the importance of leadership in shaping school culture and creating environments that are conducive to learning.

CONCLUSION AND SUGGESTION

This study reveals that the school management leadership model at SMPS Cahaya Meral plays a significant role in creating a positive learning environment. Based on the findings from interviews with school leaders, teachers, and surveys with students, several key factors contribute to the establishment of a positive learning environment:

1. **Transformational Leadership:** The principal at SMPS Cahaya Meral implements a transformational leadership style that focuses on teacher empowerment, collaboration, and continuous professional development. This practice encourages teachers to actively engage in the learning process and innovate in their teaching, thereby creating an atmosphere that supports student development.
2. **Teacher Collaboration:** The strong culture of collaboration among teachers at SMPS Cahaya Meral contributes to the effectiveness of teaching and fosters a conducive learning atmosphere for students. Collaborative efforts within professional learning communities (PLCs) positively impact instructional strategies and enhance the overall teaching quality.
3. **Positive Student Perceptions:** The majority of students feel safe, respected, and motivated in the learning environment fostered by the leadership practices in the school. They recognize that the leadership significantly contributes to creating an environment that supports their academic achievement and socio-emotional well-being.

4. Supportive Learning Environment: SMPS Cahaya Meral has created a supportive environment for learning by offering extracurricular activities, counseling services, and regular feedback systems that allow both teachers and students to be involved in continuous improvement processes.

Based on the findings of this study, several recommendations can be made to further enhance the effectiveness of the leadership model at SMPS Cahaya Meral and maximize the positive learning environment:

1. Enhancing Teacher Leadership Development: Although the principal has effectively implemented transformational leadership, it is crucial to continue providing opportunities for teachers to develop their leadership skills. Training programs focused on collaborative leadership can strengthen teachers' abilities to manage classrooms and motivate students.
2. Strengthening Professional Learning Communities (PLCs): To further improve teaching quality, the school could strengthen the continuity and intensity of PLC meetings among teachers. Increasing collaboration within these communities will enable teachers to share best practices and enhance the overall quality of instruction.
3. Increasing Student Involvement in Decision-Making: While a positive learning environment has been created, the school could consider involving students more actively in decision-making processes related to school policies and extracurricular activities. This will give students a greater sense of ownership and responsibility in shaping the school culture.
4. Enhancing Counseling Services and Social Support: To better support students' social and emotional development, it is recommended that the school strengthen existing counseling services and provide more activities that promote students' psychological well-being. This will offer better support for students in overcoming academic and personal challenges.

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