



Principals' Leadership Model Through Fun and Effective Way at Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta

Nurtanio Agus Purwanto^(✉), Lia Yuliana, and Lantip Diat Prasajo

Faculty of Education, Universitas Negeri Yogyakarta, Colombo No. 1 Sleman, Yogyakarta, Indonesia

nurtanio@uny.ac.id

Abstract. This study aims to determine how the principals' leadership model is fun and effective at Vocational High School 5 Yogyakarta; how is the principals' leadership model fun and effective at Vocational High School 6 Yogyakarta so far; and how the comparison of the principals' leadership model is fun and effective at Vocational High School 5 and Vocational High School 6 Yogyakarta. The method used was qualitative research. Data collection techniques used were FGD, questionnaires, documents, observations, and interviews. The validity and reliability of the questionnaire instrument conducted by expert validation. The validity of the qualitative data was validated by an informant review model, and data triangulation. Analysis of quantitative data conducted through descriptive analysis techniques and qualitative data conducted through interactive analysis models. The results show that the implementation of fun school at Vocational High School 5 and Vocational High School 6 Yogyakarta focus on substantive matters, including the leadership of the principals have shown their performance well as a leader, manager, servant, and as a servant for all school members. Besides, teachers at both schools have good didactic-methodical abilities.

Keywords: leadership model · fun and effective way · vocational education

1 Introduction

Law of the Republic of Indonesia Number 20 Year 2003 concerning the National Education System article 3 explains that national education aims to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. One of the determinants of the success of achieving educational goals is the existence of effective principal leadership.

In order to improve the quality of national education, the government has made various efforts such as developing and improving curriculum, developing learning materials,

improving the evaluation system, procuring books and learning tools, improving educational infrastructure, increasing teacher competence, and improving the leadership quality of school principals. The main purpose of curriculum development is to improve the quality of education and not only to produce teaching materials [1]. The curriculum is not only focused on ongoing development but also curriculum development in the future. In this case, the principal is the leader of the curriculum development effort in the concept of being a learning leader.

However, these efforts have not shown the expected results. The quality of education is influenced by several factors, including teachers, students, school administrators (principals, employees, and the school board/committee), the environment (parents, communities, and schools), quality of learning, and curriculum. In this conception, the principal plays a central role in improving the quality of education. The principal as an instructional leader is one of the determining factors that can involve schools in realizing the vision, mission, and goals through various school programs. One of the principal roles is to improve teacher performance in schools. Improving school quality depends on efforts to develop the quality and professionalism of principals' leadership and teacher professionalism in a planned manner [2].

In educational activities at the school level, the principal is the captain who brings the entire school community to a success or failure in the implementation of education. Meanwhile, at the class level, the teacher is in charge of student learning progress. The success of student learning is strongly influenced by the performance of teachers in learning. While, the good and bad performance of teachers is also influenced by the leadership of the principal in carrying out school management and learning. The better the teachers' performance in learning, the better the students' learning achievement. This is in line with the better the principals' leadership in carrying out school management and learning, the better the teacher's performance in carrying out learning [2].

One of the characteristics of education in Indonesia is that teachers have not been able to show adequate work performance caused by the lack of good leadership and management. The principal pays less attention to the progress of teacher performance because the ability of the learning model still does not pay attention to substantive aspects. This phenomenon cannot be denied considering that there is still a need for improvements in the national education system involving various components systemically [3, 4].

A meta-analysis of 12 of 13 studies on principals' leadership and the results show that the effect size of principals' leadership had a significant effect on improving teacher performance and learning quality [5]. The effect size of principals' leadership on teacher performance and learning quality is three times greater than the effect size of transformational leadership. These findings indicate that the principals' leadership has a major influence on the success of educational programs through improving teacher performance and improving the quality of learning. This shows that the principals' leadership is very influential on teacher performance [6–8].

There are 40 research results on the influence of principals' leadership on student achievement and concluded that the indirect effect was more consistent than the direct effect [9]. This is where the principal needs to concentrate on the formation of teacher behaviour in achieving high student achievement. The principals' efforts to improve student achievement cannot be directly but through improving teacher performance.

Principals must have knowledge of learning theory, instructional, and curriculum. Principal leadership is directly related to the learning process in which teachers, students, and curriculum interact [10].

Thus, the principal as a leader at the school level must have good leadership for teachers, employees, students and other school members. Leadership comes from the word exemplary which means to be imitated or good to be imitated [11]. Principal leadership in discipline, neatness in dress, building intimacy with teachers and employees, attitude in making decisions, assertiveness, learning leadership, and so on. The example of the principal can be an example for teachers to act so that it affects their performance. The success of the organization in achieving the goals that have been set will depend on the important role of the leader [12].

The principals' leadership have important roles in encouraging teachers to improve their performance. For this purpose, school principals should be able to mobilize or empower all the potential and resources they have, related to various programs, processes, evaluations, curriculum development, learning in schools, processing education staff, infrastructure, services to students, community relations, and so on. Those purpose can be conducted when the principal has an example to influence all parties involved in educational activities in schools to work together in realizing school goals [13–15].

The principals' pleasant leadership is leadership for teachers who have shown performance in terms of formulating and articulating learning objectives; directing and guiding curriculum development; guiding the development and improvement of the teaching and learning process (PBM); evaluate teacher performance and develop it; build a learning community; apply visionary and situational leadership; serve students with excellence; carry out continuous improvement; apply the characteristics of effective principals; build School Citizens to be Pro-Change; build a cohesive teamwork; and set an example and inspire school members [12]. A fun and effective principals' leadership model will also have an impact on the implementation of superior and effective schools. Based on the pre-survey of Vocational High School 5 and Vocational High School 6 Yogyakarta show a pattern of quality leadership. The views of some teachers that the principals' leadership is quite cool and pleasant. Therefore, this research will focus on exploring fun and effective leadership models in Vocational High School 5 and Vocational High School 6 Yogyakarta.

2 Method

Methodology is a theoretical concept that discusses various methods or science methods used in research. While, the method is part of the methodology, which is interpreted as an instrument and method in research, for example, an observation instrument, a source collection method (instrument), an interview method, a questionnaire technique, content analysis, and so on. The type of research in this research was qualitative research. The method used was qualitative research through strategies, including determining the focus of the study, determining the accuracy of the paradigm in focus, determining the application of the study paradigm to the selected substantive theory, determining where and from whom the data will be collected, determining successive phases of research, using of "human instrumentation", collecting data and recording, analyzing, planning

logistics, and planning confidence level. This research was carried out with a research case at Vocational High School 5 and Vocational High School 6 Yogyakarta with consideration of subject quality. Data collection techniques used were FGD, questionnaires, documents, observations, and interviews. The validity and reliability of the questionnaire instrument were expert validation. The validity of the qualitative data was validated by an informant review model, and data triangulation. Analysis of quantitative data with descriptive analysis techniques and qualitative data with interactive analysis model.

3 Finding and Discussion

3.1 Fun School Leadership

In organizing a fun school, Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta already have the atmosphere and conditions as explained in the following points.

3.2 Principal Leadership

At Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta, the principals have played a role as a leader, manager, servant, and a servant for all school members. Those are the importing points of the principal leadership at Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta are explained as follows: The principals have good holistic abilities, so he is able to move all school components as a system; Developing quality and future-oriented school development programs; Have good personality, managerial, entrepreneurial, supervisory, and social competencies to make the principals as role model for all school members; The principals protect the entire school community to create a good spiritual atmosphere and a good academic atmosphere; and The principal is able to set an example, enthusiasm, and motivation for teachers, education staff, and students.

3.3 Educators and Education Personnel

Educators and education staff at Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta are quite good. It is not only regarding qualifications as suggested, but also covering adequate competencies. The competencies owned by teachers include having good professional competence, not only because of the teacher's background in accordance with their teaching duties, but also there are always efforts to improve academic competence through various forums, such as seminars, training, discussions, and forums. Other relevant forums so that the competence of the teachers' field of study is not in doubt; having good pedagogic competence which is shown in the implementation of learning activities that are able to plan, implement methodologies, and carry out evaluations well as well. Teachers always make efforts to improve the quality of learning through various efforts such as the implementation of Classroom Action Research; having good social competence as evidenced by the ability to position oneself appropriately in establishing communication with school principals, colleagues,

education staff, and students. Learning activities reflect a good social atmosphere that makes students comfortable, safe, and protected from intellectual and social violence; having good personality competencies as reflected in professional behavior and ethics that show their professional duties as teachers, educators, trainers, mentors, and servants for students; and having educational staff, both qualifications and competencies, also support educational activities, and have a good spirit of excellent service so that they are able to create a healthy, comfortable, fun, and dignified academic atmosphere. It seems that the mystical atmosphere is very good and synergizes with various components.

3.4 School Environment

Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta are in a good and conducive school environment that supports learning activities as well as other academic and social activities. The location of the school is quite strategic, and the air is quite cool for learning activities. Schools with good principal leadership abilities also create a clean, healthy, and comfortable image for schools for educational activities (Observation, 12 September 2021). The environment as the basis for teaching is a situational factor that influences individual behavior, and it is considered as an important factor. The learning/educational environment consists of some aspects, such as the social environment is the community environment, whether large groups or small groups; the personal environment includes individuals as a person who influences other private individuals; the natural (physical) environment includes all natural resources that can be empowered as learning resources; the cultural environment includes the results of culture and technology that can be used as a source of learning and can be a supporting factor for teaching. In this context, it includes a system of values, norms, and customs. Utilization of the surrounding environment allows a more meaningful learning process because children are faced with actual circumstances and situations. This can fulfill the principle of contextual learning, as intended in the principle of learning. In addition, the use of the environment as a learning media will encourage the appreciation of values or aspects of life in the environment.

3.5 Facilities and Infrastructure

Schools have adequate facilities and infrastructure to support learning activities. The school building is quite representative, both in terms of classrooms, laboratories, libraries, principals' offices, teachers' offices, mosques, UKS rooms, and a field that is wide enough to support learning activities. Schools also have adequate tools, media, and learning resources. The library collection is quite complete for the benefit of student learning, as well as learning tools such as LCDs, laptops, maps, charts, films, laboratory equipment, and complete learning resource books. The school also has an internet network that is easy for children to access. With input support in the form of adequate facilities and infrastructure, complete learning tools, sufficient media available, as well as complete learning resources both printed and electronic books, this has an impact on the high academic culture of teachers and students and ultimately good achievement can be achieved (Observation, 18 July 2015).

Learning tools and media have the main function as teaching aids, influencing the creation of an atmosphere, condition, culture, and learning environment managed by teachers. The use of learning media in the learning process can arouse desire and interest, generate motivation and stimulate students learning activities. Optimizing the use of learning media can enhance the quality of the process and students learning outcomes. This happens because the use of media in learning activities attracts more students' attention to foster learning motivation; learning materials are clearer in meaning so they can be better understood by students; more varied teaching methods, but also verbal communication through the words of the teacher, so the students do not get bored; students do more learning activities, because they do not only listen to the teachers' description, but also other activities such as observing, doing, demonstrating and others (G-1, G-2, Interview July 18, 2021).

3.6 Learning Activities

In learning activities at Senior High School 1 Pakem Sleman, teachers have good didactic-methodical skills. Teachers are able to plan, implement, and evaluate in a coherent-integrative manner so that they have good performance and have an impact on good student achievement as well. In this conception, the method is a way which in its function is a tool to achieve a goal. This applies to teachers as teachers and to students as learners. The better the method used, the more effective the achievement of learning objectives will be. The method is distinguished from the technique, which is procedural in nature, while the technique is implemented. Learning methods and techniques are part of the learning strategy. In the selection of learning methods, the criteria must be considered, namely efficiency, effectiveness, and the level of student involvement. Teachers at Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta show good performance in managing learning methodologies (Observation, 18 July 2021).

Learning activities must be able to create a dialogical teaching and learning process, so it can provide opportunities for children to carry out an active teaching and learning process. In this way, students will be able to understand the material and concepts more correctly. Such an understanding of the concept of learning requires a more varied approach and learning method, so that students can really benefit from the lesson. The learning outcomes in question are changes and differences in the way of thinking, feeling, and the ability to gain experience in the teaching and learning process. The assessment system affects the patterns and ways of student learning. Therefore, the assessment system must be carefully planned by the teacher. Assessments such as school final tests are very important that can be used as the main measuring tool for the success of a policy in schools.

3.7 Excellent Service

Excellent service is service to customers that reflects customer satisfaction. Excellent service providers are principals, teachers, and education personnel. While students are customers in the school organization. In this case, the school has proven that so far it has provided excellent service to students. Students are served their intellectual, emotional, skill and spiritual development. This is evidenced that from year to year this school

is increasingly in demand by registrants with increasing registrant interest. On several correspondence occasions, students also said that the schools at Vocational High School 5 and Vocational High School 6 Yogyakarta were very fun, and had good academic culture (S-1, S-2, and S-3 Interview July 18, 2021).

3.8 Class Climate

The classroom climate in learning at Vocational High School 5 and Vocational High School 6 Yogyakarta is quite conducive and supports learning activities. Class climate is one of the important indicators that affect the improvement of the quality of learning, in addition to other supporting factors. A conducive and pleasant learning climate can, among other things, support: beneficial interactions among students; clarifying the experiences of teachers and students; fostering a spirit that allows classroom activities to take place well; and supporting mutual understanding between teachers and students. A conducive classroom climate affects the satisfaction of students in learning and can foster personal development. Thus, the classroom climate is very influential on the quality of learning, and in turn also affects the learning outcomes.

An orderly and conducive classroom climate for learning has a strong relationship with students' achievement. More than 45 studies have proven a positive relationship between classroom climate and students' achievement [3]. These studies used various classroom climate measurement tools such as Learning Environment Inventory (LEI), Classroom Environment Scales (CES), Individualized Classroom Environment Questionnaire (ICEQ), and other instruments used in several developed and developing countries.

The teachers teach warmly, communicatively, and friendly, respects every question and differences in student characteristics. Those make the students more confidence; therefore, the lessons become more interesting, and students feel enjoy with these learning activities. Such learning can improve students' achievement. There is a positive and significant correlation between students' achievement in a class with the inner atmosphere or psychosocial environment created in the class. Class climate characterized by warmth, democracy, and hospitality can be used as a tool to predict students' learning achievement. Class climate includes aspects of students' cohesiveness in the classroom, students' involvement in the teaching and learning process), student satisfaction during learning activities, and teacher support in the learning process in the classroom [3]. This ideal condition is shown in the creation of a classroom climate in Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta.

Schools considered as a forum for the formation and growth of students' character, a comfortable, clean, tidy, and safe school atmosphere and conditions are very important in supporting the realization of a pleasant school. The atmosphere and conditions are the duties and responsibilities of all components in the school environment. At a time when there is a lot of concern in the community regarding some assumptions that stated that "schools are no longer a safe place for children", as well as corrections by some education observers that schools are "prisons" for children are not true. School is a place for children to take refuge from ignorance, a place for children to hone their intellect, and a place for children to socialize well in the context of personality development. School is the second place as a place to socialize normally in order to develop themselves. School

is a fortress of civilization not a “prison”, and that is why school is actually the most fun place for children to get along with others, learning to respect teachers, learning to obey the rules, and learning about the intricacies of life.

Vocational High School 5 Yogyakarta and S Vocational High School 6 Yogyakarta based on a holistic study show that this school is included in the fun school category because almost all school instruments support educational and learning activities in harmony, placing students not only as objects of learning, but as subjects of learning. Educational activities in this school place students as customers who must be given excellent service by the school. The principal is the servant, the teacher is the servant, and the education staff is the servant who must be able to create a pleasant situation for students, so that students feel “at home” living in school. The school is the second home for students after the house where they live, and the teacher is a second parent who must be respected and become a family in the context of the school community. For this reason, the creation of a school culture is important for the continuity of the implementation of a pleasant education. This is reinforced with the application of a positive school culture inside and outside the classroom is very important, especially to familiarize students with interacting with other people [4]. Students can choose friends who can motivate them to learn and avoid friends who can have a negative impact on themselves.

Improving a good school culture is necessary to cooperate with the school with people who care about education, and it takes quite a long time [16]. From this opinion, school culture is very important to be considered and developed. The physical condition and behavior of school members are based on assumptions, values, and beliefs. It is very clear that the unity of the sub-system is very important in constructing a good culture regarding the leadership of the principal, support for educators and education staff, school environment, facilities, and infrastructure, learning activities, excellent service, and classroom climate.

There are many extracurricular activities managed by the school and student council which are mandatory, semi-compulsory, and optional for grades X and XI. The extracurricular include Scouts, Materials Exploration, Core Platoon, Vocal Arts, Instrumental Arts, Javanese Cultural Arts, Journalism, Youth Scientific Work (KIR), Agribusiness, Entrepreneurship/Student Cooperatives, Olympics, Dance Arts, Debates, Graphic Design Arts, Sewing, Futsal, Youth Red Cross (PMR), Basketball, and Photography. Extracurricular activities are carried out on Monday-Saturday after teaching and learning activities end. Through this extracurricular, the potential of students can be channeled, this is evidenced by the various championships that have been achieved by the students. The championships came from various fields of competition that were actively participated by Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta such as religious competitions (MTQ, Calligraphy), sound arts, Tonti competitions, scouts, basketball, and English debates. In general, OSIS activities run well. OSIS is an active organization in routine school activities such as MOPDB, recruitment of new members, social services at school. OSIS members hold regular meetings in the library or use the classroom after school (KS, Interview 18 July 2021).

Excellent and fun schools are shown through cultivating and habituation activities in schools as described in the following habits.

General habits, including greeting, smiling, and greeting; cleaning the school environment; be polite in behavior; dress modestly and appropriately; prepare trash cans and dispose of in the places provided; and cleaning sanitation such as toilets, sinks, bathrooms, and drains.

Daily habits, including students kiss their hands or hug their parents/guardians before leaving for school; educators and education staff arrive early to welcome students by shaking hands; students line up before entering the class led by one student in turn; students say hello when entering class; students read prayers before and after learning; students carry out class cleanliness pickets in turn; school residents perform Dzuhur Prayer in congregation; and each student can be a leader in every joint activity, such as lining up before going to class, reading prayers before and after studying, class pickets, and community service.

Thus, the fun school management model, such as Vocational High School 5 and Vocational High School 6 Yogyakarta, gives an answer that the term school is "prison" for children is not true, but school is a home that gives him all the warmth, comfort, and a dignified educational process. Fun schools have a role to keep away from the perception of schools as "prisons" for children.

One of the principal tasks of school principals is to improve teacher performance. The success of school improvement efforts depends on professional development efforts within schools, and most importantly on the professional development of teachers [17]. In other words, almost all of the principals' energy is used to improve the quality of learning through continuous professional development of teachers. Therefore, the principals' leadership becomes very important because of the activities at the school's core, namely learning activities in the classroom. Improvement of learning in education units can take place continuously and optimally if the performance of teachers as the main actor is continuously improved [2].

Therefore, to improve teachers' performance, it can be done by increasing the leadership of the principals, the principals' leadership in learning, teacher competence, and also how environment works [18]. The work environment is one of the factors that influence teacher performance. With a conducive working atmosphere at school. It is expected that students will achieve satisfactory academic achievements. Therefore, the example of the principal becomes very important for teachers to improve their performance.

The principal as a leader at the school level has the main role in managing the implementation of educational and learning activities in schools. More operationally, the principals' main roles include activities to explore and utilize all school resources in an integrated manner within the framework of achieving school goals effectively and efficiently [19]. Managers or leaders, in one way or another, must influence others to do what managers want them to do. It can be interpreted that the principal as a manager in the school plays the most important role to achieve the school's goals that have been outlined in the school's vision and mission. There are two kinds of leadership models of leaders, including leaders who deliberately act to be consciously imitated by the community and leaders who behave in accordance with the values and norms that will be instilled in the community so that they accidentally become role models for the community [20].

4 Conclusion

The results show that the implementation of fun schools at Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta focused on substantive matters concerning: the leadership of the principal has shown its role well as a leader, manager, servant, and as a servant for all school members. The principal with this ability has been able to empower the potential of the school so that the implementation of the school is in a pleasant atmosphere; educators and education staff at Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta are quite good, not only regarding the qualifications of educational background, but also includes adequate teacher competence. In learning activities, teachers of Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta have good didactic-methodical abilities. Teachers are able to design planning, implementation, and evaluation in a coherent-integrative manner so that they have good performance and have an impact on good student achievement as well. The impact of teacher performance is that Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta are the leading Vocational High Schools in the city of Yogyakarta; a good and conducive school environment is very supportive of learning activities as well as other academic and social activities. The location of the school is quite strategic beside the air which is quite cool for learning activities; schools have adequate facilities and infrastructure to support learning activities. The school buildings are adequate, namely classrooms, laboratories, libraries, principals' offices, teachers' offices, mosques, UKS rooms, and a field that is large enough to support learning activities. Schools also have adequate tools, media, and learning resources; excellent service is service to customers that reflects customer satisfaction. This excellent service has been carried out by school principals, teachers, and other education personnel to students so that students become comfortable in participating in the student learning process; and classroom climate is one of the important indicators that affect the improvement of the quality of learning, in addition to other supporting factors. The principals' leadership focuses on substantive matters that condition the schools of Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta to become favorite, superior, and fun schools. The classroom climate in learning at Vocational High School 5 Yogyakarta and Vocational High School 6 Yogyakarta is quite conducive and supports learning activities.

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