Implementation of Shared Leadership in Elementary Schools in Decision Making

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Abstract. *This study aims to analyze the implementation of shared leadership in decision-making at SDN 94/III Kerinci, which is implemented to improve the quality of decision-making involving all school members. The subjects of the study consisted of the principal, teachers, and administrative staff at SDN 94/III Kerinci, located in Kerinci Regency, Jambi Province. The data collection techniques used were structured interviews and source triangulation to obtain valid and comprehensive data on the implementation of shared leadership. The collected data were then analyzed using descriptive qualitative data analysis methods. The results of the study indicate that SDN 94/III Kerinci consistently applies shared leadership in decision-making that is always adjusted to the school's vision and mission. Teachers and staff feel more appreciated and treated fairly when involved in the decision-making process, in contrast to the more authoritarian traditional leadership model. The interaction between the principal, teachers, and staff is also characterized by high respect, with equal opportunities to voice opinions. Despite challenges, such as differences of opinion among teachers and staff, the principal is able to manage this conflict wisely so that the decisions taken can reach a mutual agreement. Evaluation conducted after decision making also plays an important role in improving the quality and effectiveness of decisions. In conclusion, the implementation of shared leadership at SDN 94/III Kerinci has succeeded in improving the quality of decision making, building a sense of togetherness, and strengthening commitment and respect among all members of the school. This approach allows the school to achieve goals that are in line with the vision and mission that have been set together.*

Keywords: *collaborative, decision making, shared leadership*

Abstrak. Penelitian ini bertujuan untuk menganalisis implementasi kepemimpinan bersama (*shared leadership*) dalam pengambilan keputusan di SDN 94/III Kerinci, yang dilaksanakan untuk meningkatkan kualitas pengambilan keputusan yang melibatkan semua anggota sekolah. Subjek penelitian terdiri dari kepala sekolah, guru, dan staf administrasi di SDN 94/III Kerinci, yang terletak di Kabupaten Kerinci, Provinsi Jambi. Teknik pengumpulan data yang digunakan adalah wawancara terstruktur dan triangulasi sumber untuk memperoleh data yang valid dan komprehensif mengenai penerapan kepemimpinan bersama. Data yang terkumpul kemudian dianalisis dengan menggunakan metode analisis data kualitatif deskriptif. Hasil penelitian menunjukkan bahwa SDN 94/III Kerinci secara konsisten menerapkan kepemimpinan bersama dalam pengambilan keputusan yang selalu disesuaikan dengan visi dan misi sekolah. Guru dan staf merasa lebih dihargai dan diperlakukan secara adil ketika dilibatkan dalam proses pengambilan keputusan, berbeda dengan model kepemimpinan tradisional yang lebih otoriter. Interaksi antara kepala sekolah, guru, dan staf juga ditandai dengan rasa hormat yang tinggi, dengan kesempatan yang setara untuk menyuarakan pendapat. Meskipun terdapat tantangan, seperti perbedaan pendapat di antara guru dan staf, kepala sekolah mampu mengelola konflik ini dengan bijaksana sehingga keputusan yang diambil dapat mencapai kesepakatan bersama. Evaluasi yang dilakukan setelah pengambilan keputusan juga berperan penting dalam meningkatkan kualitas dan efektivitas keputusan. Kesimpulannya, implementasi kepemimpinan bersama di SDN 94/III Kerinci telah berhasil meningkatkan kualitas pengambilan keputusan, membangun rasa kebersamaan, serta memperkuat komitmen dan rasa hormat di antara seluruh anggota

sekolah. Pendekatan ini memungkinkan sekolah untuk mencapai tujuan yang selaras dengan visi dan misi yang telah ditetapkan bersama.

Kata Kunci:, *kepemimpinan besama, kolaboratif pengambilan keputusan*

INTRODUCTION

Leadership in the context of education is often seen as critical to school success, as it influences academic outcomes, innovation, and recognition of school outcomes (González-Falcón et al., 2020), included in this case is joint leadership. Traditional leadership models and single leadership that tend to be hierarchical (Saiti & Stefou, 2020), and centered on one individual, its effectiveness in managing the complexity and dynamics of the current school environment is increasingly questionable. In this context, the concept of shared leadership emerges as an alternative that offers a more collaborative and participatory approach to decision-making. Among different fields or industries, the definition and conception of co-leadership differs somewhat. In this context, the concept of shared leadership emerges as an alternative that offers a more collaborative and participatory approach to decision-making. Among different fields or industries, the definition and conception of co-leadership differs somewhat (Holcombe et al., 2023).

The theory of empowerment must be briefly explored as a basic component of shared leadership, even if leadership empowerment or empowerment is clearly an act of sharing leadership, this is also not equivalent to joint leadership created by a group. In order for Joint leadership to exist properly in a group, members must be actively involved and participatory in the Joint leadership process (Wassenaar & Pearce, 2018). As a process of distributing responsibilities and authority among various members of the organization, including teachers, administrative staff, and even students. This approach allows for a wide range of perspectives and expertise to contribute to the decision-making process, which is believed to improve the quality of decisions taken as well as strengthen the commitment and involvement of all school members (Aryani & Haryadi, 2023). Decision-making is best understood as a continuous, cascading, and distributed process that best resolves behaviorally relevant choices ranging from percentage to friction resolution, with implications for understanding complex behaviors such as social communication (Wispinski et al., 2020). The implementation of joint leadership in elementary schools (SD) has great potential to improve organizational effectiveness and student learning outcomes. At this level, teachers often have more direct and intensive interactions with students, so their participation in decision-making can provide valuable insights that school leaders alone may not have. Additionally, implementing co-leadership can strengthen a culture of collaboration and mutual support among staff, which in turn can increase job satisfaction and reduce turnover rates (Li, 2023).

The implementation of joint leadership in elementary schools also faces its own challenges. One of them is the need to change the mindset and culture of long-established organizations, where leadership is often associated with a single authority. This transformation requires commitment and consistency from all school members, especially from school leaders who must be ready to share authority and responsibility. In addition, the uneven distribution of responsibilities and authority can create conflicts and uncertainties, which, if not managed properly, can actually hinder the decision-making process (Sniazhko, 2019).

According (Wassenaar & Pearce, 2018) explained that co-leadership includes several key indicators that are the foundation for its management. First, collaborative decision-making, which emphasizes the importance of a decision-making process that involves all members, so that the results reflect a collective perspective and not just a decision from one party. Second, the influence of mutual benefit, namely the relationship between leaders and members that benefits each other, increases mutual motivation and commitment. Third, a common goal, where all parties in the organization have the same vision and mission, which will guide each step in the desired direction. Fourth, empowerment, which gives members autonomy to make decisions and act independently, which can increase a sense of responsibility and innovation. Fifth, trust, which is the main foundation of shared leadership, where each party trusts each other in carrying out his or her roles and responsibilities. Lastly, respect, which emphasizes the importance of mutual respect for each other, creates a harmonious and productive working atmosphere. Shared leadership can develop into a useful model for improving the performance and quality of education in schools, as long as it is combined with appropriate management of existing problems.

Understanding the local context and everyone's role in it is necessary for effective school decision-making. A collaborative approach to shared leadership encourages agreement, greater sense of responsibility, and a fairer decision-making process. In addition, every member of the organization feels valued when working together in decision-making. This can increase their commitment and participation in implementing policies.

This study aims to analyze the implementation of joint leadership in elementary school in the context of decision-making at SDN 94/III KERINCI. The main question that we want to answer through this research is how shared leadership is applied in elementary schools. And also this research will examine various aspects, including the perception of teachers and staff towards joint leadership. Research on co-leadership is particularly important because most previous studies tend to focus on single or traditional leadership. This causes research on co-leadership to be relatively rare, even less so in elementary school environments. because joint leadership is applied at SDN 94/III Kerinci and wants to know how joint leadership is at

SDN 94/III Kerinci. In this case, the school at SDN 94/III Kerinci does not only apply traditional leadership styles (Vusvitha et al., 2020).

This research presents a new perspective by exploring the implementation of shared leadership in elementary schools, which has not been widely applied before. The novelty of this research includes several main aspects. First, this study provides new insights into the adaptation of shared leadership in the context of basic education. Second, this study emphasizes satisfaction, motivation, and skill development of teachers and staff, in contrast to previous studies that focused more on student learning outcomes. Third, this research involves many perspectives from teachers and staff to understand how better decisions can be made through collective participation. The results of this research are expected to make a significant contribution to the development of more inclusive and effective educational leadership theories and practices. The findings of this study can be a reference for education policymakers and practitioners to develop leadership models that are able to face the challenges and dynamics of the ever-evolving world of education. In addition, this research is also expected to provide insights for academics in further studying co-leadership in various educational contexts.

RESEARCH METHODS

This research is a descriptive qualitative research, Qualitative research is an investigation that aims to describe and clarify human experience as it appears in life (Ulfatin, 2022). This study uses a descriptive qualitative approach, which aims to describe and analyze shared leadership in decision-making at SDN 94/III Kerinci. This type of research is descriptive, with a focus on describing the topic being researched without statistical generalizations. The population of this study includes school principals, teachers, and staff, who are directly involved in the decision-making process in schools. The sample was selected using the purposive sampling technique, considering that the Principal has a leading role in decision-making, while teachers and school staff provided additional perspectives on the application of shared leadership.

The data used in this study, namely from the school principal, was used as the main informant in this study, while teachers and school staff were selected to ensure the relevance of the information obtained. Data collection techniques through interviews, observations, and documentation, the interview guide is developed in a structured manner based on literature on shared leadership, including questions about the application of shared leadership, decision-making processes, and teachers' and staff's perceptions of shared leadership at SDN 94/III Kerinci. Each interview was recorded with the consent of the participants and transcribed for further analysis. The data collected was analyzed using an analysis that included reduction, presentation, and verification. To ensure that the validity of the data collected

is correct, triangulation is carried out by triangulation of sources and data collection techniques.

RESULTS AND DISCUSSION

Joint Leadership is very helpful in improving the quality of schools with collaborative relationships between principals and teachers and school staff. By holding a Joint Decision making, the decision making involves the school community. Where at SDN 94/III Kerinci it can be said that it has implemented shared leadership in making Joint Decisions, at SDN 94/III Kerinci the principal always involves teachers and school staff in decision-making and the principal always deliberates together with teachers and staff for decisions to be taken. Based on the results of the study, it can be seen that Implementing joint leadership in educational institutions, especially in elementary schools, is very transparent, fair, and collaborative that is effective for teachers and school staff.

The principal's leadership influences various aspects of the school's operations and education, including improving the quality of education, creating a positive learning environment, and ensuring the academic success and well-being of the school community. Therefore, building principal leadership skills is essential for the overall success of the school(Butarbutar & Nasution, 2024).

In the implementation of joint leadership at SDN 94/III Kerinci, several indicators proposed by (Wassenaar & Pearce, 2018) can be found clearly. Collaborative decision-making is reflected in a deliberative process that involves all parties, including principals, teachers, and staff, in every decision taken. This process supports mutually beneficial influence, as the resulting decisions benefit all parties involved, both in the short and long term. Furthermore, this joint decision encourages the achievement of common goals, where all school members work towards the same vision and mission, strengthening the unity of goals. In addition, the implementation of joint leadership also strengthens trust and respect between school members, because there is a sense of mutual respect and trust in every decision-making process. Finally, the involvement of all parties in the process provides empowerment to every school member, who feels responsible for the results of the decision and is committed to realizing the decision to the maximum.

In the perception of teachers and staff towards shared leadership, teachers and staff have a very positive perception of the application of shared leadership in decision-making in elementary schools (Cobanoglu, 2020). At SDN94/III Kerinci, teachers and staff feel that the decisions taken are fair, and also carried out in a transparent manner, which allows all parties to see the process and the reasons behind each decision. So, this transparency provides a sense of trust and satisfaction for teachers and school staff, as they feel that their views and contributions are truly valued and considered in every stage of decision-making.

Shared leadership which is concerned with collective participation in decision-making. Co-leadership is identified as an approach that can improve organizational effectiveness by involving various perspectives in the decision-making process (Carvalho et al., 2020). This is evident in SDN 94/III Kerinci, where deliberation is the main means of ensuring every decision. In addition, decisions taken through deliberation tend to be more comprehensive and reflect the needs and aspirations of all school members. The co-leadership implemented in this school not only increases the involvement of teachers and staff, but also strengthens the sense of shared responsibility for the results of the decisions taken. This is in line with the findings of (Wispinski et al., 2020), which shows that participation in decision-making can strengthen an individual's commitment to the decision.

Adapun contoh keputusan yang diambil secara bersama-sama di SDN 94/III Examples of decisions taken jointly at SDN 94/III Kerinci include the regulation of student discipline policies and the management of extracurricular programs. In both cases, the principal did not make decisions unilaterally, but always invited teachers and staff to discuss and reach a mutual agreement. In the implementation of joint leadership in the context of discipline and extracurriculars, it also shows that the principal at SDN 94/III Kerinci understands the importance of collective involvement in creating a conducive learning environment. Extracurricular programs, for example, can be more effective when they are designed and managed through collaboration between principals, teachers, and staff, as they allow for a variety of ideas and initiatives that are more innovative and tailored to the needs of students. Co-leadership involves the distribution of leadership roles among team members, which allows for a diversity of perspectives in decision-making. In the context of SDN 94/III Kerinci, the implementation of shared leadership can be seen how the principal involves teachers and staff in the deliberation process, ensuring that every decision is taken collectively and consensually. It also highlights the importance of mutual trust and respect in the team, which is evident in the interaction between the principal, teachers, and staff at SDN 94/III Kerinci. With respect and the opportunity to voice their opinions, teachers and staff feel valued and more eager to contribute to the decision-making process. This shows how co-leadership can increase team member engagement and commitment (Wahyuni & Zuraida, 2023), which in turn results in better and acceptable decisions for all parties. In addition, it is also emphasized that joint leadership can reduce dependence on one individual as a leader, which is proven in practice at SDN 94/III Kerinci. Although the principal still plays the role of the final decision-maker, the decision-making process is carried out by considering input from all team members. This reflects the principle of leadership distribution, where leadership responsibilities are shared among all parties involved, thereby improving the quality of decisions taken(Sagala & Sos, 2018).

Thus, this study confirms that the implementation of co-leadership at SDN 94/III Kerinci has created an environment that supports collaboration

and active participation, Decisions taken jointly are not only considered fair, but also increase the involvement of the entire school community, creating a more inclusive and Cooperation-oriented organizational culture. In this case, what I found is the same as the skills of each team member and formal leader empowerment leadership facilitates the application of the role of leader and follower in Co-leadership (Tillmann et al., 2022).

The development of ideas that occur in the context of joint leadership has a direct impact on the effectiveness of decision-making. This study found that the deliberative process involving all parties at SDN 94/III Kerinci resulted in a more inclusive and widely accepted decision. This shows that when ideas are developed through open discussion, the results are more in line with the school's vision and mission and more responsive to the needs of the entire school community.

At SDN 94/III Kerinci, the vision and mission are not only slogans, but are actually implemented in every step taken by the school. Shared leadership, which involves teachers and staff in decision-making, ensures that the vision and mission are understood and translated into concrete action. It is seen that the involvement of all members of the organization in decision-making based on vision and mission can increase alignment and commitment to common goals.

In addition, the implementation of vision and mission in decision-making also ensures that the decisions taken are not only pragmatic, but also strategic and long-term oriented. By involving teachers and staff in deliberations that emphasize alignment with the school's vision and mission (Waziroh et al., 2022), The principal succeeded in creating a synergy between daily policies and the school's strategic goals. It can also increase a sense of ownership among teachers and staff towards the school's vision and mission, which in turn can encourage them to be more committed in carrying out their duties and responsibilities. Thus, this study confirms that the integration of the school's vision and mission in every decision taken through co-leadership can contribute significantly to the success of the school in achieving its goals.

Joint leadership at SDN 94/III Kerinci demonstrates the implementation of participatory decision-making, in which every school member, both teachers, staff, and principals, is actively involved in deliberations to produce decisions that reflect shared views and aspirations. The principal acts as a facilitator who ensures that every voice is heard, creating a sense of fairness and ownership of the decisions taken. This involvement increases commitment to decisions, as school members feel valued and have responsibility for the implementation of those decisions. In addition, by involving various perspectives, the resulting decisions also encourage creativity and innovation, creating solutions that are more adaptive and relevant to the challenges facing schools. Effective decision-making mechanisms allow differences of opinion to be addressed constructively, without hindering the decision-making process or policy implementation.

Shared leadership is often associated with inclusive participation, where each member of the organization is encouraged to take an active role in decision-making. At SDN 94/III Kerinci, the principal not only facilitates participation, but also ensures that the interaction between team members is based on high respect. This is in line with the concept of shared leadership that prioritizes collaboration and mutual respect. The respect shown in deliberation, such as the habit of raising one's hand before speaking, reflects the existence of a structure that favors fair participation. This is important in an educational environment, where the opinions of different individuals with different backgrounds and experiences can enrich the decision-making process. The principal acts as a facilitator who not only supports the expression of opinions but also keeps the discussion productive and focused on a common goal.

The differences of opinion that often arise also show that there are challenges in joint leadership. While differences of opinion can enrich discussions, they can also slow down the decision-making process and create tension if not managed properly. Principals need to have strong mediation skills to navigate these differences and ensure that any discussion ultimately leads to an agreement that satisfies all parties. Disagreements can be seen as a sign that teachers and staff feel comfortable enough to voice their views, which is a positive indicator of an open and democratic work climate.

It is also important to develop effective mechanisms to address these differences, so as not to hinder the decision-making process and the implementation of school policies. Shared leadership is considered more effective in creating a fair and participatory work environment, where each individual feels valued and has a voice in the decision-making process. At SDN 94/III Kerinci, joint leadership is applied consistently in every aspect of decision-making, from deliberation to policy evaluation. The principal also acts as a facilitator who ensures that every decision taken is truly the result of mutual agreement. This is not just a formality, but a real commitment to listen and consider the views of all members of the school. Thus, teachers and staff feel that the decisions taken are fairer and better reflect their needs, which in turn increases their support and commitment to the implementation of those decisions.

In the context of education, this approach not only improves the quality of decision-making, but also creates a more harmonious and conducive environment for learning and working (Waluyo et al., 2023). By involving all school members in every stage of the decision-making process, SDN 94/III Kerinci has succeeded in building an inclusive organizational culture, where each individual feels valued and responsible for the success of the school. And after the implementation of a Decision taken at SDN 94/III Kerinci conducting a joint evaluation which is carried out after each Decision taken, implemented is also a good practice in joint leadership.

While there are many benefits to be gained from co-leadership, there are also challenges faced. One of the main challenges is the frequent

differences of opinion between teachers and staff. This disagreement can slow down the decision-making process. However, the principal at SDN 94/III Kerinci was able to handle this challenge by taking a middle ground and ensuring that all parties felt valued in the process. This reflects the importance of good conflict management in shared leadership, where every opinion is heard and considered without any party feeling ignored. This evaluation not only serves to assess the success of the decisions taken, but also serves as an opportunity for reflection and continuous improvement. This process ensures that any policies adopted by the school can continue to be adapted to changing needs and conditions, and strengthens a collaborative and responsive work culture.

Teachers' and staff's views on Joint Leadership in Decision Making at SDN 94/III Kerinci

The teachers' positive view of the joint decision taken at SDN 94/III Kerinci shows that the deliberation process carried out collectively is able to create a sense of mutual trust, fairness and togetherness among all school members. This is in accordance with the principle of shared leadership which emphasizes the importance of the involvement of all parties in every decision-making process that trusts each other with team members (Imam & Zaheer, 2021). The principal in creating an environment where every decision is discussed openly and involves all interested parties. By involving teachers in the preparation of the school's vision and mission, the principal demonstrates a commitment to transparency and collaboration, as well as appreciates the contribution that teachers can make in determining the direction and goals of the school.

The active participation of teachers and staff in deliberations creates space for the development of diverse new ideas (Efendi & Sholeh, 2023). Although not all teachers always voice their opinions, an open discussion process allows for the exchange of ideas and ideas. When there is a difference of opinion, teachers and staff are encouraged to come up with better alternatives, which ultimately results in more innovative and comprehensive solutions. Because various perspectives and experiences are combined to achieve optimal results.

This approach not only increases a sense of ownership among teachers and staff, but also strengthens their commitment to the implementation of school policies and programs. Teachers feel that their voices are heard and considered, which in turn increases their motivation to work towards achieving the school's vision and mission. In addition, by always holding deliberations before making decisions, SDN 94/III Kerinci has succeeded in creating a democratic and participatory organizational culture. This not only improves the quality of decisions taken, but also strengthens social cohesion among teachers and staff. Deliberation is an important means of overcoming differences of opinion and ensuring that every decision is

based on a strong consensus. Providing space for staff to express their ideas and opinions not only increases a sense of ownership towards the decisions taken (Afifah et al., 2024), but also ensure that various perspectives are considered in seeking the best solution. This approach reflects the effective implementation of shared leadership, where every member of the organization has an equal opportunity to contribute to the decision-making process. Transparency in decision-making is also a key factor that increases the sense of fairness among teachers and staff. When decisions are made openly and involve all stakeholders, the results are more likely to be well received by the entire school community. In this case, it is in line with the principles of participatory leadership, where openness and inclusivity in the decision-making process are the basis for the creation of strong trust and cooperation (Wang et al., 2022). The Joint Decision taken according to the staff is very fair because the same decision taken is transparent and it is also known that the school community such as teachers and staff is fair, the staff also supports teachers in decision-making, for example, the application of different teacher teaching methods, such as teachers who teach visually and teachers who teach with audio, the staff shows flexibility and adaptability in teaching practices at SDN 94/III Kerinci. Discussions and reflections conducted together allow teachers and staff to continuously evaluate and improve the most effective teaching methods for students. Thus, the decisions taken are not just a formality, but are the result of deep deliberation and continuous reflection, which ultimately improves the quality of education provided.

CONCLUSIONS

This study shows that the application of shared leadership in decision-making at SDN 94/III Kerinci has a significant impact on the effectiveness of the decision-making process. The principal consistently engages teachers and staff in every stage of deliberation, ensuring that decisions are made that reflect the school's vision and mission. The active participation of all members of the school community creates an environment open to the development of new ideas, which ultimately results in more innovative and targeted solutions. This process reflects the meaning of shared leadership, which is the creation of comprehensive and sustainable decisions, involving various perspectives from all school members. A high sense of trust and respect among members, as well as solid teamwork, further strengthens the quality of the decisions taken and their implementation. Challenges in the form of disagreements did arise, but the principal managed to manage these conflicts wisely, ensuring that no one felt left out. Managing these differences shows how important inclusive decision-making is in shared leadership. Joint evaluations conducted after decisions have been made also strengthen the process of continuous reflection and improvement, which supports the improvement of the quality of future decision-making. The implications of this study show that the implementation of co-leadership not only improves

the quality of decisions, but also strengthens the sense of togetherness, commitment, and respect among all school members. With this approach, SDN 94/III Kerinci can better face challenges, achieve goals that are in line with the vision and mission that has been mutually agreed, and create a more open, collaborative, and responsive school culture.

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