



Principal Leadership Planning in the Development of Learning Innovations at Kongbeng State Elementary School, East Kutai Regency

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ABSTRACT

This study aims to 1) describe the principal's leadership plan in the development of learning innovations 2) describe the implementation of the principal's leadership plan in the development of learning innovations 3) monitor and evaluate the implementation of the principal's leadership plan in the development of learning innovations at the 002 Kongbeng Elementary School. This research uses a qualitative approach with a case study method. The informants used were school principals, vice principals, and teachers. Data collection techniques (1) observation, (2) in-depth interviews, and (3) documentation. The collected data is checked for the validity of the data using triangulation of sources and techniques. The research results show that (1) the innovation planning carried out by the school principal involves innovation in strategies, methods, and learning media by integrating developing technology. (2) In the implementation of innovations, the principal carries out two innovative leadership strategies, namely the facilitative strategy and the persuasion strategy. Facilitative strategies at 002 Kongbeng Public Elementary School, such as the use of IT equipment. IT tools are used to develop relevant learning strategies, methods, and media. In contrast, the persuasion strategy at 002 Kongbeng Public Elementary School seems to change the way teachers and all employees work. Those who initially cannot apply and manage IT equipment are required to be able to apply it. (3) The evaluation and results of the implementation of the school principal's innovative leadership are very effective, running according to what was planned by the school. Achieving very satisfying results. Satisfying results can be seen from the success of the learning process through strategies, methods, and learning media that are attractive to students and have an impact on improving student abilities.

INTRODUCTION

The principal is one of the important elements that plays the most significant role in improving teacher competence (M. Surgo Firdaus, 2020). Successful principals are those who understand the presence of a school as a complex, unique organization and can carry out its role to lead the school (Rohit, 2010). The leadership of the school principal as a central figure in achieving quality will have an impact on the quality of education in the school (Emiratna, 2016). This leadership will greatly support the achievement of effective and efficient school management. This means that the achievement of education in schools, namely teacher competence, is the responsibility of the school to continue to improve from time to time in accordance with the development of the times that continue to develop. With good leadership management of school principals, this will have an impact on improving teacher competence, which will lead to the quality of teachers when teaching.

Related to the government's decision about the need for various things that need to be considered by school principals. School principals are required to be creative in applying policies that are in accordance with the conditions of the school and the surrounding environment. Innovation is an idea, goods, event, or method that is perceived or observed as something new for a person or a group of people (society) that is held to achieve a certain goal or to solve a certain problem (Asep, 2018). Innovation is felt to be necessary for every school to improve, develop, and improve the quality and quantity of its education. The principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held or where there is interaction between the teacher who gives the lesson and the student who receives the lesson (WahdjoSumijo:2015).

Based on the results of observations at SD Kutai Timur, it is known that there are several obstacles to learning innovation related to technological advancements. The obstacles faced by school principals include limitations in developing creative, simple, and interesting technology-based learning media, and teachers are still the center of learning, and students do not play an active role. Researchers found several factors that may be behind the difficulty of school principals in making technology-related learning innovations. These factors include: (1) the assumption of the use of technology that is not useful for daily life, (2) the lack of use of technological media by teachers in learning, (3) teachers' interest in learning innovation is low, and (4) there is a lack of support for facilities and infrastructure from schools.

Based on the above background, researchers need to try to delve further into how the Principal at SD Negeri Kongbeng can innovate in the context of learning development. Therefore, the author is interested in conducting further research on the title of school principal planning in the development of learning innovations in Kongbeng public elementary schools, East Kutai Regency.

LITERATURE REVIEW

Educational planning is a process that prepares alternative decisions for future activities that are directed to achieve goals with optimal effort (Yusuf Enoch, 2010). Development is an effort to improve technical, theoretical,

conceptual, and moral abilities according to needs through education and training. Development is a process of designing learning logically and systematically in order to determine everything that will be carried out in the process of learning activities by paying attention to the potential and competence of students (Majid, 2011).

Therefore, the development of learning is more realistic, not just an educational idealism that is difficult to apply in life. Learning development is an effort to improve the quality of the learning process, both materially and methodically, and its substitution. Materially, it means from the aspect of teaching materials that are adjusted to the development of knowledge, while methodologically and substance it is related to the development of learning strategies, both theoretically and practically. (Hamid, 2013:125)

Leadership is someone who influences and moves people to achieve desired goals (Ekosiswoyo, 2016). The leadership of a school principal is the ability of a functional teacher who is given the task of leading a school to mobilize all the resources that exist in a school so that they can be used optimally to achieve the goals that have been set (Rachmawati, 2013). A school principal, in general, can be interpreted as a school leader or an institution where the place to receive and give lessons is accepted. A school principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where there is interaction between the teacher who gives the lesson and the student who receives the lesson (Wahjosumidjo, 2012).

The duties of the principal that support the professionalism of the principal's leadership include: (a) being responsible and accountable. (b) be able to face various problems (c) must think analytically and conceptually. (d) as a mediator or mediator. (e) as a politician. (f) as a diplomat. (g) make difficult decisions. Two-way learning innovation is a term that must be understood in order to explain the purpose of this research being held. In order to fully understand, the first thing that must be done is to understand the parts of the term in question, among others, what is meant by innovation, what is meant by learning, and what is two-way learning.

From the above description, it can be concluded that in the world of education today, there is a need for innovation in learning. So that with better innovation, students can learn well, and educational goals can be achieved. Therefore, an educator must know the concept of good learning and learning, so that in the learning process, students can develop their potential well. Wina Sanjaya (2010:317) defines learning innovation as an idea, or certain actions in the field of curriculum and learning that are considered new to solve educational problems.

METHODOLOGY

The approach taken in this study is qualitative research with a case study method. Research on school principal leadership planning in the development of learning innovations at 002 Kongbeng State Elementary School, East Kutai Regency, East Kalimantan Province. The research was carried out from May to

June 2023 until the end of the year. In this study, the researcher uses a semi-structured interview technique, namely, the interviewer sets his own problems and questions to be asked, but at the same time, the researcher invites the informant to explore his opinion with open-ended questions from the researcher.

The data analysis technique used in this study is the interactive analysis of the Miles and Michael Huberman model. To test the validity of the data in this study, the researcher used several techniques, namely: (1) Participation Extension technique, (2) Observation Diligence, (3) Triangulation.

RESULTS AND DISCUSSION

Based on the results of the interview based on the results of observations made by researchers in the field, I see the state or situation of the innovative leadership strategy implemented at the 002 Kongbeng State Elementary School, for the facilitative strategy, the facilities used to support the running of innovations, such as computer laboratories, are very adequate to support learning media innovation. And for the persuasion strategy, namely changing the way teachers work, and from the results of my observations, teachers are motivated, and teachers have been innovated by the principal and themselves. Teachers are very attentive, responsible for their duties, and follow the innovations implemented by the principal.

It can be said that Sekolah Elementary 002 Kongbeng always plans to innovate, starting from the initiative of the principal to spur educators and education staff to improve their ability to plan and carry out learning activities to achieve the quality of education in accordance with expectations, so that it can improve the best graduate results. strategies in implementing innovative leadership using facilitative strategies and persuasion strategies. In the implementation of innovative leadership strategies, there are 3 things that need to be prepared, namely: support from school management, identification of needed equipment, schools, and education personnel who support, and finally training or training for 2 weeks.

Supporting factors in innovative leadership strategies are the availability of adequate internet networks, teachers as learning implementers, school management as monitoring and evaluation, and school policies are mandatory in learning innovation. Furthermore, the inhibiting factor of innovative leadership strategies is that not all teachers have the ability to manage computers, and not all teachers have a strong commitment to using equipment to innovate in learning. However, the solution is to increase teacher commitment, support, and motivation to carry out IT activity training. SD Negeri 002 Kongbeng conducted 2 forms of evaluation carried out in the implementation of learning innovations. These evaluations are internal evaluations and external evaluations.

Planning Leadership Head School in the Development of Learning Innovations at SD Negeri 002 Kongbeng

Principal leadership planning in the development of learning innovations basically includes 5 components, including: First, Initiation (initiation), which is information gathering activities, conceptualization, and

planning to receive innovations, all of which are directed to make decisions to accept innovations. Second, Implementation, namely, all events, activities, and decisions are involved in the use of innovation. Third, Redefinition/structuring, namely innovation, is modified, and relevance is adjusted to the situation and organizational problems. The organizational structure is adjusted to innovations that have been modified to support innovation. Fourth, the clarification of the relationship between innovation and the organization is formulated as clearly as possible so that innovation can really be applied as expected. Fifth, Innovation routineization may have lost some of its identity and become part of the organization's routine activities.

The results of research in the field show that the principal's leadership planning in the development of learning innovations at Sekolah Elementary Negeri 002 Kongbeng can increase teacher morale, with rewards including promotion for teachers who are disciplined and responsible for their duties, namely in the form of appointment as homeroom teachers and deputy principals. One of the important things that must be considered in providing innovation to teachers is the existence of facilities that can increase the enthusiasm of teachers in carrying out their duties in learning, with supporting facilities will make teachers more excited, when the desired facilities are available, teachers will not be lazy in carrying out their duties, discipline will also increase if the school gives positions to teachers who are already motivated and there is a change in them with proof shows a disciplined attitude.

So, it can be concluded that the principal's leadership planning in the development of learning innovations to increase teachers' morale at Sekolah Elementary Negeri 002 Kongbeng is going well, even though there are some limitations in the problem of inadequate school facilities. Implementation Leadership head school in the development of learning innovations at SD Negeri 002 Kongbeng. Furthermore, in implementing innovations, what must be done is to evaluate the results of implementation. Assessment or measurement of the results of an activity is the result of implementation. The results of the implementation can also be said to be a benchmark for the success and smoothness of an activity or business that has been implemented. A leader in an organization will not succeed in achieving goals without having the ability to implement the activities that have been decided.

The results of the implementation at SD Negeri 002 Kongbeng must be carried out to find out the extent to which all teachers, students, and school employees understand the innovations that have been implemented by the principal and to find out the extent of the principal's ability to lead his school in the process towards the changes that have been implemented.

The results of the implementation also depend on how the principal is able to work with subordinates. The results of the implementation can be used as a determinant of direction, in the sense that the leader directs his followers towards achieving the goals of the activity. It is true that a leader cannot work alone but needs a group of others known as subordinates. The results of the implementation of leadership in the implementation of learning innovations programmed by the principal at SD Negeri 002 Kongbeng are in accordance

with what the school expects. The results of the implementation for schools and students are very good and very satisfactory. Because teachers and students were also ready to follow the innovations that had been carried out by the principal. The smoothness in carrying out the results of the implementation so that the results of the implementation run smoothly comes from the support of all parties, from the school committee, teachers, students, principals, employees, and school management. The results of a good implementation can make all school residents support the leadership carried out by the principal. Because the principal's policy is very good, and his orientation towards students is in accordance with expectations and goals. Furthermore, for follow-up after the results of implementation, namely the principal and teachers, there is minimal coordination at the Deputy Principal level to convey the advantages and disadvantages of learning innovations, and follow-up can be carried out periodically.

Evaluation Implementation Leadership Head School in the Development of Learning Innovations at SD Negeri 002 Kongbeng

In the evaluation and results of the implementation of innovative leadership, the principal is very effective, running according to what the school planned. Achieve very satisfactory results. Satisfactory results can be seen from the success of the learning process through learning strategies, methods, and media that are attractive to students and have an impact on improving students' abilities. The evaluation carried out in the planning of the learning innovation program at the 002 Kongbeng State Elementary School is carried out at the end of each semester to see what percentage of the planned program achievement. In addition to planning evaluation, an evaluation of facilities and infrastructure to support the implementation of learning innovation programs that use adequate facilities and infrastructure is also carried out.

What is no less important in the evaluation of the implementation of this learning innovation planning is the evaluation of the strategies used in encouraging teachers to implement learning innovations that have been programmed by the Principal, because quality education is seen in terms of inputs, processes, and outputs. Input from quality education starts from qualified teaching staff, qualified students, an appropriate curriculum, supporting facilities and infrastructure, and several areas of quality education providers. The quality education process is reflected in quality learning activities. While quality outputs are graduates who have the ability to meet standards and quality educational outcomes are graduates who continue their education to a higher level, or graduates who are accepted to work in a superior workplace.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research described in Chapter IV, several conclusions can be drawn as follows:

1. Principal leadership planning activities in the development of learning innovations at Sekolah Elementery Negeri 002 Kongbeng include innovations in learning strategies, learning method innovations, and learning media innovations by integrating developing technology.

2. Implementation activities of the principal's leadership planning in the development of learning innovations at 002 Kongbeng State Elementary School; in this case, the principal carried out a strategy
3. There are two innovative leadership styles used, namely the facilitative strategy and the persuasion strategy. Facilitative strategies at 002 Kongbeng State Elementary School, such as the use of IT equipment. IT equipment is used for the development of relevant learning strategies, methods, and media, while persuasion strategies at 002 Kongbeng State Elementary School, such as changing the way teachers and all employees work. Those who initially could not apply or operate IT equipment were required to be able to apply it.
4. Evaluation activities in the implementation of the principal's leadership planning in the development of learning innovations at Sekolah Elementary Negeri 002 Kongbeng, which were obtained in the evaluation and results of the implementation of innovative leadership by the principal, were very effective, running according to what was planned by the school. Achieve very satisfactory results. Satisfactory results can be seen from the success of the learning process through learning strategies, methods, and media that are attractive to students and have an impact on improving students' abilities

FURTHER STUDY

This research has limitations, so further research on this topic is still needed.

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