

Shared Leadership in Schools: Strategies for Improving Teacher Performance

Kelly Rozalinda, Ali Marzuki Zebua
Institut Agama Islam Negeri Kerinci
kellyrozalinda@gmail.com

Abstract: *This study explores the implementation of shared leadership in schools: Strategies for improving teacher performance. This qualitative case study found that shared leadership in this school was applied through several key indicators, including effective communication, trust given to teachers, staff involvement in decision-making, and the principal's flexibility in responding to change. The principal regularly engaged teachers through meetings to clarify the school's vision and programs, entrusted them with classroom management, and supported online learning during the pandemic. The results show a significant improvement in teacher performance, with key performance indicators such as planning, implementation, and assessment of learning increasing from 57% in 2021 to over 90% in 2023. In 2022, the teacher performance percentage reached 68%-80%, indicating adaptation and improvement in task execution. The peak of performance improvement was achieved in 2023, with over 90% for most indicators. The implementation of shared leadership has proven to support teachers in creating a productive and inclusive learning environment, contributing to the achievement of better educational outcomes in this school.*

Keywords: *Shared Leadership, Schools, Teacher Performance*

Introduction

Shared leadership in schools is an approach that emphasizes collaboration between principals, teachers, and other staff in decision-making and implementing school programs. The concept aims to create an inclusive and participatory work environment. According to Liu, shared leadership increases teacher autonomy, collaboration, and job satisfaction. In this context, principals who encourage collaboration between teachers and distribute responsibilities equally can improve overall teacher performance.¹. Liu's statement is supported by Lin's research findings which also state that shared leadership has a positive direct effect on teacher professional

¹ S. Liu, Y., Bellibas, M. S., & Printy, "How School Context and Educator Characteristics Predict Distributed Leadership: A Hierarchical Linear Model," *School Effectiveness and School Improvement* 32, no. 1 (2021): 41-60, <https://doi.org/10.1080/09243453.2020.1778499>.

innovation and collaboration². In addition, research conducted by Brownell shows that shared leadership in schools not only improves the quality of teaching but also helps teachers cope with complex challenges in the school environment. In a collaborative environment, teachers can share knowledge, perspectives, and teaching strategies, which ultimately contribute to improving their performance and student learning outcomes³.

Liu, Lin and Brwnel's research provides empirical evidence that shared leadership not only influences teachers but also improves student achievement, confirming the importance of shared leadership in achieving educational goals. Overall, these studies enrich the literature on shared leadership by providing a strong theoretical and empirical foundation, which can be used as a reference for further research on improving teacher performance and student learning outcomes. Thus, the implementation of shared leadership in schools not only improves teacher performance through increased collaboration and autonomy but also creates a more inclusive and productive work culture, which is essential for the success of education reform.

Shared leadership is an approach to management that emphasizes collaboration and active participation of all team or organization members in the decision-making process. It assumes that leadership is not centered on a single individual, but is the result of collective interactions and contributions. In this context, the leader serves as a facilitator who encourages open communication and mutual respect among team members.⁴ As such, shared leadership creates an inclusive work environment, where each individual feels they have a role and responsibility in achieving a common goal.

The main goal of shared leadership is to increase organizational effectiveness through better collaboration. By involving all members in the decision-making process, the organization can tap into diverse perspectives and expertise, which in turn can increase innovation and creativity. In addition, shared leadership also aims to build a sense of ownership and commitment among team members, so that they are more motivated to contribute maximally to the achievement of organizational goals. This is in

² C. H. Lin, "The Impact of Shared Leadership on Teachers' Professional Innovation and Collaboration," *Educational Administration Quarterly* 58, no. 2 (2022): 223-51, <https://doi.org/10.1177/0013161X211046229>.

³ K. L. Brownell, M. T., Dingle, M. P., Boardman, A., & McMaster, "The Influence of Shared Leadership and Team Teaching on Instructional Quality and Student Outcomes," *Exceptional Children* 88, no. 2 (2022): 159-78, <https://doi.org/10.1177/00144029211027695>.

⁴ J. A. Carson, J. B., Tesluk, P. E., & Marrone, "Shared Leadership in Teams: An Investigation of Antecedent Conditions and Performance," *Academy of Management Journal* 50, no. 5 (2007): 1217-34.

line with the view that effective leadership should be able to create a positive and productive work climate, where each individual feels valued and heard.⁵

The characteristics of ideal shared leadership include several important aspects. First, the leader must have good communication skills, so as to convey the vision and goals of the organization clearly to all team members. Second, leaders must be able to build trust among team members, which is the foundation for effective collaboration. Third, leaders must be inclusive, value each individual's contribution, and encourage active participation in decision-making. Fourth, leaders must be flexible and adaptive, able to adjust their approach according to the dynamics of the team and the situation at hand. Finally, leaders must have a clear vision and be able to inspire team members to work towards a common goal.⁶

Some previous researchers have explored shared leadership as an object of research, this was done by several researchers from various countries from around the world. In America, research related to shared leadership was conducted by Spillane discussing the practice of shared leadership in general without specifically highlighting its impact on improving teacher performance. This study provides important theoretical insights into the concept of shared leadership that can be used as a basis for my research, but it does not directly explore strategies for improving teacher performance. Her research highlights how shared leadership can be implemented in a variety of school settings, addresses common misconceptions, and opens up new possibilities for its application.⁷ Furthermore, Scribner, examines the practice of shared leadership in teacher teams, highlighting the dynamics of discussion and collaboration in such teams. This research provides valuable insights into how teams of teachers interact and work together within a shared leadership framework, which is an important aspect of understanding the implementation of this leadership in schools. Leithwood and Mascal examined the impact of shared leadership on student achievement.⁸

Ghasemy's research focused on the practice of shared leadership in high-achieving schools in Malaysia. While this study provides a valuable picture of how shared leadership is implemented in these schools, it does not specifically examine teacher performance improvement, but rather the overall

⁵ Z. Wang, D., Waldman, D. A., & Zhang, "A Meta-Analysis of Shared Leadership and Team Effectiveness," *Journal of Applied Psychology* 99, no. 2 (2014): 181-98.

⁶ J. E. Hoch, "Shared Leadership and Innovation: The Role of Vertical Leadership and Employee Integrity," *Journal of Business and Psychology* 28, no. 2 (2013): 159-74.

⁷ J. P. Spillane, "Distributed Leadership in Practice: Evidence, Misconceptions and Possibilities," *Management in Education* 34, no. 30 (2020): 103-9.

⁸ B. Leithwood, K., & Mascal, "Collective Leadership Effects on Student Achievement. *Educational Administration Quarterly*," *Educational Administration Quarterly* 44, no. 4 (2008): 529-61, <https://doi.org/10.1177/0013161X08321221>.

performance of the school.⁹ In Europe, research related to shared leadership was examined by Hulpia, examining the relationship between shared leadership and teachers' organizational commitment.¹⁰ In Tiongkok, shared leadership research conducted by Hallinger, P., & Huang, R. examined the relationship between shared leadership and learning quality. In Indonesia, the research conducted by Aditya focused on shared leadership in improving teacher performance in general.¹¹

Although research on shared leadership has been conducted by several researchers from various countries in the world, it is still very limited. Most of these studies did not specifically examine strategies for improving teacher performance. Previous research such as that conducted by Spillane (2020), Ghasemy et al. (2020), Hallinger and Huang (2023), and others provide valuable theoretical insights and discuss various aspects of shared leadership, but generally do not provide specific and practical guidance on how shared leadership can be used to improve teacher performance.

My current research seeks to fill this gap with a more specific focus on developing strategies that can be applied to improve teacher performance in primary schools in Indonesia, especially in SD N 70/III Sungai Bendung Air. This research not only examines the concept of shared leadership theoretically but also provides practical solutions that can be directly implemented in the field. Thus, this research has the potential to make a significant contribution to improving the quality of education through improving teacher performance, according to the local context and specific needs of primary schools in Indonesia, especially at SD N 70/III Sungai Bendung Air.

Based on the researcher's initial observation on July 15, 2024 at SD N 70/III Sungai Bendung Air, it shows that this school has successfully implemented a shared leadership system under the direction of the principal. The implementation of this system can be seen from the active collaboration between the principal, teachers, and school staff in planning and implementing school activities. The principal does not only give instructions but also involves the whole team in the decision-making process, encouraging participation and shared responsibility. This can be seen from the teacher assignment meeting and the transparency of the BOS budget for the 2024/2025 school year. In the weekly meetings held, all teachers are given the

⁹ M. Ghasemy et al., "Leading Together: A Qualitative Study on Shared Leadership Practices in Malaysian High-Performing Schools.," *Educational Management Administration & Leadership* 48, no. 3 (2020): 447-66, <https://doi.org/10.1177/1741143218822778>.

¹⁰ H. Hulpia, H., Devos, G., & Van Keer, "The Influence of Distributed Leadership on Teachers' Organizational Commitment: A Multilevel Approach," *He Journal of Educational Research* 105, no. 4 (2021): 228-39.

¹¹ Aditya Wahyu Permana and Karwanto Karwanto, "Gaya Kepemimpinan Partisipatif Dalam Upaya Meningkatkan Profesional Guru," *Jurnal Dinamika Manajemen Pendidikan* 5, no. 1 (2020): 58, <https://doi.org/10.26740/jdmp.v5n1.p58-67>.

opportunity to share their views and ideas, creating an inclusive and democratic working environment.

This not only increases the spirit of cooperation among teachers but also has a positive impact on their performance. Teachers feel more empowered and motivated to innovate in the learning process. In addition, students also benefit from this approach through the improved quality of learning they receive. Thus, the implementation of shared leadership at SD N 70/III Sungai Bendung Air proved effective in creating a better educational environment and improving the performance of the entire school community.

This study aims to explore shared leadership in schools as a strategy for improving teacher performance at SD N 70/III Sungai Bendung Air. Through a qualitative research approach, this study is expected to produce findings that provide new insights into effective leadership practices in schools with similar contexts. Furthermore, Leithwood & Mascal show that when leadership is distributed among various primary school stakeholders, including principals, teachers, and other staff, it is associated with improved student achievement.¹²

In addition, this research is expected to provide practical benefits for principals, teachers, and other stakeholders in improving teacher performance and education quality. Harris & DeFlaminis also revealed similar findings, finding that distributed leadership among school leadership teams can improve decision-making effectiveness and encourage better collaboration.¹³ As such, this study is expected to provide valuable insights into shared leadership strategies that can be applied to improve teacher performance in schools with similar contexts.

Methods

This research uses qualitative and quantitative approaches. Creswell and Gay stated that qualitative and quantitative research is combined research that aims to understand complex and contextual phenomena by collecting qualitative and quantitative data.¹⁴ So this combined qualitative and quantitative method is very suitable for research such as shared leadership practices in schools and teacher performance. Data collection was done through in-depth interviews for qualitative data and questionnaires for quantitative looking at shared leadership. The shared leadership indicators

¹² & Mascal Leithwood, K., *Distributed Leadership: The What and How of Shared Responsibility*, ed. Routledge. (New York, 2023).

¹³ J Harris, A., & DeFlaminis, "Distributed Leadership in Practice: Evidence, Misconceptions, and Possibilities," *Management in Education* 29, no. 4 (2024): 147-55.

¹⁴ John W. Creswell and Timothy C. Guetterman, *Educational Research, Jurnal Sains Dan Seni ITS*, Tenth Edit, vol. 6 (New York: Pearson, 2019), <http://repositorio.unan.edu.ni/2986/1/5624.pdf>; L. R. Gay and Geoffrey E. Mills, *Educational Research Competencies for Analysis and Application*, *Educational Research*, 12 th Edit (USA: Pearson, 2019).

used are adapted from J. E. Hoch (2013), namely good communication skills, trust among team members, being inclusive, flexible and adaptive, a clear vision, and being able to inspire team members to work towards a common goal.¹⁵

Furthermore, the researcher's teacher performance uses secondary data, namely data from the teacher's SKP for the 2021-2023 period. The collected data were analyzed descriptively to identify shared leadership strategies and teacher performance at SD N 70/III Sungai Bendung Air. Data validity was guaranteed through data triangulation, a step suggested by L.R. Gay to increase the credibility and validity of findings in qualitative research.¹⁶ Data triangulation in this study was carried out by comparing or confronting data from each informant and then drawing a red thread in the form of informant consensus related to shared leadership strategies at SD N 70/III Sungai Bendung Air.

Results and Discussion

1. Shared leadership at SD N 70/III Sungai Bendung Air

Shared leadership is an approach to management that emphasizes collaboration and active participation of all team or organization members in the decision-making process. Ideal shared leadership can be seen in the presence of good communication between school members, the building of trust, being inclusive, flexible, and adaptive and the organization has a clear and inspiring vision. The main purpose of shared leadership itself is to achieve the goals that the school has set.

The results of research at SD N 70/III Sungai Bendung Air shared leadership can be seen in the indicators of good communication between school members, building trust, being inclusive, flexible, and adaptive and the organization has a clear and inspiring vision.

Table 1 Shared leadership at SD N 70/III Sungai Bendung Air

No	Shared Leadership Indicators	SS		S		TS		STS		Criteria
		n	%	n	%	n	%	n	%	
1	Good Communication Skills	2	50%	2	50%	0	0%	0	0%	Very good
2	Building Trust	3	75%	1	25%	0	0%	0	0%	Very good
3	Be Inclusive	2	50%	1	25%	1	25%	0	0%	Good

¹⁵ J. E. Hoch, "Shared Leadership and Innovation: The Role of Vertical Leadership and Employee Integrity," *Journal of Business and Psychology* 28, no. 2 (2013): 159-74.

¹⁶ Gay and Mills, *Educational Research Competencies for Analysis and Application*.

4	Flexible and Adaptive	1	25%	3	75%	0	0%	0	0%	Good
5	Clear and Inspiring Vision	3	75%	1	25%	0	0%	0	0%	Very good

Source: Analisis 2024.

Ket: SS= Strongly agree, S=agree, TS= Disagree, STS= Strongly disagree

Table 1 shows perceptions of shared leadership at SD N 70/III Sungai Bendung Air, with five key indicators describing the quality and effectiveness of leadership at SD N 70/III Sungai Bendung Air.

a. Good Communication Skills Among Teachers

In the indicator of good communication skills, 50% of respondents rated "Strongly Agree" and 50% "Agree," so this indicator received very good criteria. This shows that the school principal as a leader is able to convey the vision and objectives of SD N 70/III Sungai Bendung Air clearly. This means that the principal's work program is clearly conveyed to teachers through meetings with the teachers' council. These results are in line with the statement of the Principal of SD N 70/III Sungai Bendung Air who stated: *"The best decision-making starts with understanding the problem or need through thorough analysis. Involve teachers, staff, parents, school committees and students to get a range of views."* (Ka.SD)

This statement emphasizes the importance of a deliberative process involving all stakeholders in determining school direction and policies. By involving various parties in the decision-making process, the principal ensures that decisions are based on various perspectives and needs, which in turn creates a sense of ownership and shared responsibility for policy implementation at SD N 70/III Sungai Bendung Air.

A teacher at SD N 70/III Sungai Bendung Air stated:

"We are always involved in every decision, both for big and small things. This makes us feel ownership and responsibility for every decision made at school."

This deliberative approach to decision-making is in line with shared leadership theory, which emphasizes the importance of collaborative decision-making through good communication between organizational elements where all team members play an active role.¹⁷ In this context, the principal at SD N 70/III Sungai Bendung Air facilitated the discussion and encouraged each stakeholder to express their views. This ensures that decisions taken do not reflect the views of only one party, but are the result of consensus gained through the exchange of ideas and in-depth discussions among teachers and principals at SD N 70/III Sungai Bendung Air.

The grade 3 teacher of SD N 70/III Sungai Bendung Air stated:

"By being involved in the decision-making process, we feel more responsible for ensuring that decisions are carried out properly."

¹⁷ Wassenaar and Pearce, "Shared Leadership."

This statement confirms that decisions through deliberation also reflect the strong values of togetherness and democracy at SD N 70/III. This is in line with the view, which states that decisions taken collectively and based on various perspectives will be easier to accept and implement due to the full support of all parties involved. Thus, this approach not only strengthens collaboration among school members but also ensures that every decision taken is in the best interest of all.

b. Building Trust

On the indicator of building trust, 75% of respondents "Strongly Agree" and 25% "Agree," so this indicator is also rated Very Good. This reflects that the leadership of SD N 70/III Sungai Bendung Air succeeded in creating an environment that supports collaboration and mutual trust, which is critical to team success in education. These results are in line with the results of an interview with the Grade 1 teacher of SD N 70/III Sungai Bendung Air who stated:

"The principal gives us full trust to manage the class as creatively as possible in order to create a comfortable class and a good learning atmosphere for the children."

Furthermore, the interview with the Principal of SD N 70/III Sungai Bendung Air stated that:

"Involving teachers in the decision-making process not only gives them a sense of responsibility but also gives them full confidence to manage the classroom, increasing their motivation to contribute to educational improvement."

According to Covey (2006), trust is the "currency" of leadership that encourages teamwork and enables an organization to achieve its goals more effectively, primarily because of the mutual reliance and respect among its members. This trust, in the context of education, creates a conducive environment for teachers to perform their duties more creatively and responsibly. According to Tschannen-Moran (2004), leaders who give freedom in professional roles demonstrate "competency-based trust," which is the belief that team members have the abilities needed to perform their tasks well. This also reduces micromanagement tendencies, which often limit innovation and creativity. Robbins and Judge (2017) add that by trusting teachers to manage their classrooms, principals strengthen teachers' "self-efficacy" or belief in their abilities, which in turn improves their performance and commitment.

Furthermore, the principal at SD N 70/III Sungai Bendung Air stated that involving teachers in the decision-making process not only gives them a sense of responsibility but also increases their motivation to contribute to educational improvement. Yukl (2013) states that trust and involvement in decision-making are the hallmarks of transformational leadership, where the leader focuses not only on the task but also on the development of each team member. When teachers feel included in important decisions, it triggers their sense of belonging and commitment to achieving a common goal, as described

by Edmondson (1999) who states that trust and a sense of belonging in a team encourage its members to actively engage and innovate.

In addition, according to Mayer, Davis, and Schoorman (1995), building trust involves three main components: ability, goodwill, and integrity. Principals who give full trust to teachers, as stated in the interview, show confidence in the competence (ability) of teachers in creating a comfortable and effective learning environment. The benevolence component is also reflected in the principal's openness to teachers' input, which shows that the leadership in this school is concerned with teachers' welfare and professional needs. Meanwhile, integrity is demonstrated by the consistency between the principals' actions and their commitment to trust and involving teachers in the decision-making process.

Overall, this trust-first leadership approach is in line with relevant leadership theories, where trust plays a central role in building effective teams and contributing to the achievement of common goals. This trust at SD N 70/III Sungai Bendung Air also shows that the leadership at the school supports innovation, collaboration, and a sense of ownership among teachers.

c. Be Inclusive

On the indicator of being inclusive, the results show that 50% of respondents "Strongly Agree" while 25% gave a rating of "Disagree." This criterion is overall in the Good category, but these results also highlight that there is room for improvement in efforts to create a more inclusive environment, particularly in terms of appreciating the contribution of each individual in the decision-making process. Inclusiveness is one aspect of leadership that is essential for building stronger engagement, motivation, and collaboration within teams, especially in educational settings.

According to the inclusive leadership theory by Nembhard and Edmondson (2006), an inclusive leader is one who actively engages every team member, recognizes their input, and ensures that every voice is heard in the decision-making process. This leadership that values each individual's contribution plays an important role in building a sense of belonging among team members. In the context of SD N 70/III Sungai Bendung Air, some respondents may have felt that their contributions were undervalued, leading to differences in perceptions of inclusivity in the school.

The results of interviews with several teachers at SD N 70/III Sungai Bendung Air corroborate the findings on the indicators of inclusiveness that need to be strengthened. The Grade 4 teacher stated, "Sometimes we want to be more involved in decisions directly related to learning methods in the classroom, but we are not always given the opportunity to have an opinion. We felt that it would be better if each teacher had the space to provide input based on their teaching experience." This statement shows a strong desire from teachers to contribute more deeply to the decision-making process, especially those that affect learning methods and classroom practices.

Meanwhile, the Grade 6 Teacher also expressed similar views, saying, "I feel heard on some occasions, but there are also times when decisions are made without involving those of us who teach in the classroom directly. I wish our involvement could be more consistent, especially in matters that directly affect students." This statement reinforces the perception that despite the inclusive efforts of school leaders, consistency in involving teachers in decision-making that impacts teaching and learning activities still needs improvement.

Furthermore, Shore et al. (2011) emphasized that inclusiveness requires open communication skills and a genuine appreciation of different perspectives within the team. When teachers feel that their contributions are undervalued or not listened to, this can hinder collaboration and weaken team bonds. Therefore, school leaders need to emphasize openness to different opinions and create a culture of mutual respect that allows teachers to feel safe in expressing their ideas.

In addition, these results indicate that principals can improve inclusiveness by involving teachers more consistently in decision-making, especially in aspects that directly impact teaching and learning. Yukl (2013) suggests that inclusive and participatory leadership, where leaders make room for the active participation of all team members, is likely to result in more effective decisions and increased motivation and loyalty among staff. In this case, strategies such as holding open discussions and involving all teachers in school program planning will help create a more inclusive atmosphere.

d. Fleksibel and Adaptif

The flexible and adaptive indicators of leadership at SD N 70/III Sungai Bendung Air scored Good, with 25% of respondents stating "Strongly Agree" and 75% "Agree." These results show that principals have shown sufficient flexibility in carrying out their roles, although there is room to strengthen adaptability to better suit the team dynamics and the ever-evolving situation.

The results of interviews with Grade 5 teachers and the principal at SD N 70/III Sungai Bendung Air support the findings on the flexibility and adaptability indicators. The Year 5 teacher stated, "*The principal is quite open to new ideas and is not rigid in her approach. However, when there are sudden changes, we still need more guidance in order to adjust the teaching-learning process quickly.*" This reflects good flexibility, but there is still a need to improve adaptation in the face of more detailed dynamics. The Principal adds, "*I try to be flexible in supporting teachers, but sometimes time constraints mean that I have to focus on the main things, so not all small changes can be handled immediately.*" This statement shows that although the principal has been quite flexible, the challenges of time and priorities often limit her ability to adapt quickly to any small changes that occur in the school.

Flexibility and adaptability are important qualities in leadership that allow leaders to adjust their approach in response to the changing needs of

the team. According to Yukl and Mahsud (2010), co-leaders are able to respond appropriately to the demands of the situation and have the capacity to change leadership styles based on the needs of team members and external conditions. In a school context, a co-leader who is flexible and adaptive can create an environment that is responsive to various situations, such as changes in education policy, challenges in the teaching-learning process, and the unique needs of individual teachers and students.

e. Clear and Inspiring Vision Indicators

The results of the research at SD N 70/III Sungai Bendung Air showed that the indicator "clear and inspiring vision" received a very good assessment, with the majority of respondents "Strongly Agree" (75%) and the rest "Agree" (25%). This shows that the principal has successfully motivated the team with a clear and inspiring vision that creates a unified direction and purpose for all members. Northouse (2018) emphasizes that shared leadership aims to create collective participation, where all team members share responsibility, which in an educational context means involving teachers in shaping and implementing the school's vision. The interview with the principal also supports this finding, where he stated the importance of involving teachers in decision-making, which in turn provides motivation and ownership of the school's vision.

Furthermore, Pearce and Conger (2003) emphasize that in shared leadership, the leader is not only a guide, but also facilitates dialogue and team engagement in setting and implementing the vision. This can be seen at SD N 70/III, where the vision that focuses on students' morals and faith is realized in various activities such as weekly yasinan and awarding. Grade 6 teacher Hadi Eka Putra stated that regular meetings every semester revisit the school's vision and mission, which is in line with the principle of shared leadership to ensure all members understand and commit to the common goal. This reflects Yukl's (2013) theory, which states that effective vision communication creates collective understanding among team members, encouraging greater contributions from each individual in achieving common goals.

The active involvement of teachers in discussions about the school's vision and mission also supports the concept of participative leadership in the shared leadership model, which according to Katzenbach and Smith (1993) encourages team members to contribute maximally by increasing their sense of responsibility and ownership. This is reflected in Grade 1 teacher Rozal Kaisaria's statement that the meeting was a part of the shared leadership model. "an important moment to share views and how best to implement the vision in your classroom." This sense of belonging, according to Harris (2009), is essential in creating a collaborative and inclusive environment. This active participation shows how leaders at SD N 70/III have created an atmosphere where every individual has a voice in decision-making.

Furthermore, the interview with Grade 3 teacher, Utari Intan Pramudita, who stated that the school's vision is very relevant in shaping students' character, reinforces Yukl's (2013) theory on the importance of vision clarity in maintaining team focus. Clarity of vision understood by all school members helps to create open communication and resolve conflicts effectively, in accordance with the shared leadership model that supports the development of a cohesive and trusting work environment.

Overall, the implementation of the vision and mission at SD N 70/III Sungai Bendung Air shows that shared leadership successfully integrates all members into the same vision, encourages active involvement, and builds collective commitment. Thus, the shared leadership approach in this school not only strengthens commitment to a common vision but also plays an important role in achieving the desired educational goals, especially in the formation of moral and faithful student characters.

2. Teacher Performance of SD N 70/III Sungai Bendung Air

The performance of SD N 70/III Sungai Bendung Air teachers is seen from the Teacher SKP for the period 2022-2023. The indicators used in the measurement are guided by Article 6 of the Regulation of the Director General of Teachers and Education Personnel Number 7607 / B.B1 / Hk.03 / 2023 concerning Technical Guidelines for Performance Management of Teachers and Principals which states that teacher performance is measured by the implementation of tasks which include:

a) planning learning, b) implementing learning, c) assessing learning outcomes, d) mentoring and training students, e) carrying out additional tasks.

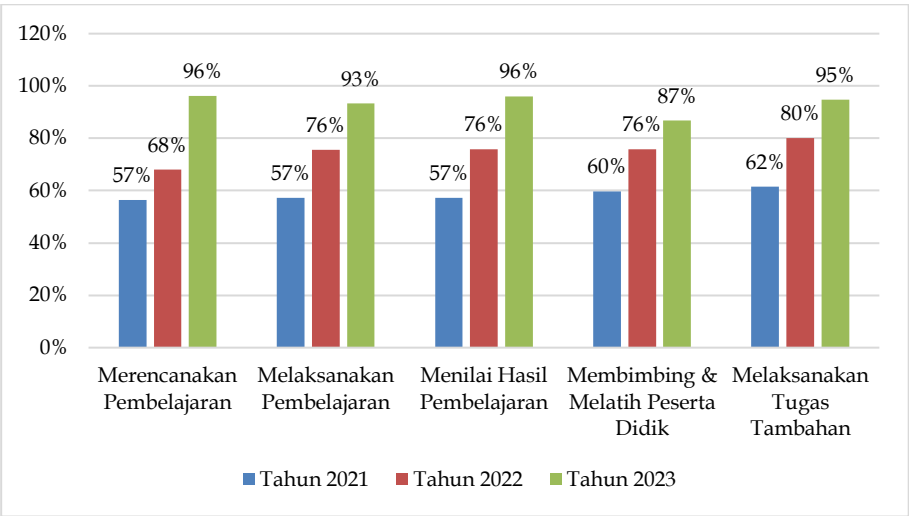


Diagram 1. Average Teacher Performance of SD N 70/III Sungai Bendung Air in 2021-2023 Based on SKP Performance Indicators

Based on Diagram 1, the performance of SD N 70/III Sungai Bendung Air teachers showed a significant increase from 2021 to 2023 based on the indicators listed. In 2021, the percentages for the indicators of planning learning, implementing learning, and assessing learning outcomes were 57%, indicating that teacher performance in these aspects is still relatively low. However, in 2022, there was an increase in performance on all indicators, with percentages reaching 68% to 80%, reflecting efforts to improve and adapt to the implementation of teacher duties.

In 2023, teacher performance peaked at over 90% on most indicators. Teachers' ability to plan lessons increased rapidly to 96%, indicating more thorough and effective planning. Performance in implementing learning also rose to 93%, reflecting the improved quality of classroom teaching. In addition, performance in assessing learning outcomes reached 96%, indicating an improvement in learning evaluation skills. Indicators for guiding and training students and carrying out additional tasks have also increased significantly, reaching 87% and 95% by 2023. This indicates that teachers are not only focused on teaching in the classroom but are also active in mentoring and carrying out additional tasks that support a better learning environment.

Overall, this data shows that the performance of SD N 70/III Sungai Bendung Air teachers in the last three years has experienced consistent and significant development. This improvement cannot be separated from the shared leadership strategy implemented by SD N 70/III Sungai Bendung Air.

Conclusion

At SD N 70/III Sungai Bendung Air, the implementation of shared leadership is done through several key indicators. The principal builds good communication with teachers through regular meetings to ensure that the school's vision and programs are uniformly understood. Trust is given to teachers in classroom management and the development of creative learning methods, so teachers feel empowered. In the decision-making process, the principal's inclusive attitude is seen by involving all staff to provide input. Principals are also flexible and adaptive to change, such as supporting online learning during the pandemic. In addition, a clear and inspiring vision continues to guide the entire school community, ensuring that every step taken is always aligned with the educational goals to be achieved together. Teacher performance at SD N 70/III Sungai Bendung Air showed significant improvement from 2021 to 2023, with the percentage of key performance indicators, such as planning, implementing, and assessing learning, increasing from 57% in 2021 to above 90% in 2023. By 2022, performance increased to 68%-80%, reflecting adaptation and improvement in task execution. The year 2023 shows the peak of performance, with lesson planning and assessment reaching 96%, and other indicators such as

mentoring students and additional tasks also reaching high percentages, signaling teachers' active involvement in creating a better learning environment. This improvement is supported by the shared leadership strategy implemented in the school.

Bibliography

- Bergman, J. Z., Rentsch, J. R., Small, E. E., Davenport, S. W., & Bergman, S. M. "The Shared Leadership Process in Decision-Making Teams." *The Journal of Social Psychology* 152, no. 1 (2012): 17–42.
- Brownell, M. T., Dingle, M. P., Boardman, A., & McMaster, K. L. "The Influence of Shared Leadership and Team Teaching on Instructional Quality and Student Outcomes." *Exceptional Children* 88, no. 2 (2022): 159–78. <https://doi.org/10.1177/00144029211027695>.
- Carson, J. B., Tesluk, P. E., & Marrone, J. A. "Shared Leadership in Teams: An Investigation of Antecedent Conditions and Performance." *Academy of Management Journal* 50, no. 5 (2007): 1217–34.
- Creswell, John W., and Timothy C. Guetterman. *Educational Research. Jurnal Sains Dan Seni ITS*. Tenth Edit. Vol. 6. New York: Pearson, 2019. <http://repositorio.unan.edu.ni/2986/1/5624.pdf>.
- Gay, L. R., and Geoffrey E. Mills. *Educational Research Competencies for Analysis and Application*. Educational Research. 12 th Edit. USA: Pearson, 2019.
- Ghasemy, M., S. Hussin, S. K. Daud, N. Md Nordin, and S. Ghavifekr. "Leading Together: A Qualitative Study on Shared Leadership Practices in Malaysian High-Performing Schools." *Educational Management Administration & Leadership* 48, no. 3 (2020): 447–66. <https://doi.org/10.1177/1741143218822778>.
- Harris, A., & DeFlaminis, J. "Distributed Leadership in Practice: Evidence, Misconceptions, and Possibilities." *Management in Education* 29, no. 4 (2024): 147–55.
- Hoch, J. E. "Shared Leadership and Innovation: The Role of Vertical Leadership and Employee Integrity." *Journal of Business and Psychology* 28, no. 2 (2013): 159–74.
- Hulpia, H., Devos, G., & Van Keer, H. "The Influence of Distributed Leadership on Teachers' Organizational Commitment: A Multilevel Approach." *The Journal of Educational Research* 105, no. 4 (2021): 228–39.
- Koesworo, Isdiyanto, Supriyono, and Sutono. "Analisis Pengaruh Kepemimpinan Etis Dan Budaya Organisasi Terhadap Kinerja Pegawai Dengan Komitmen Organisasi Sebagai Variabel Intervening Studi Pada Sekretariat Daerah Kabupaten Jepara." *Jurnal Ekonomi Dan Bisnis Digital* 1, no. 3 (2022): 183–92. <https://doi.org/10.55927/ministal.v1i3.1144>.
- Leithwood, K., & Mascall, B. "Collective Leadership Effects on Student Achievement. Educational Administration Quarterly." *Educational Administration Quarterly* 44, no. 4 (2008): 529–61. <https://doi.org/10.1177/0013161X08321221>.

- Leithwood, K., & Mascall. *Distributed Leadership: The What and How of Shared Responsibility*. Edited by Routledge. New York, 2023.
- Lin, C. H. "The Impact of Shared Leadership on Teachers' Professional Innovation and Collaboration." *Educational Administration Quarterly* 58, no. 2 (2022): 223–51. <https://doi.org/10.1177/0013161X211046229>.
- Liu, Y., Bellibas, M. S., & Printy, S. "How School Context and Educator Characteristics Predict Distributed Leadership: A Hierarchical Linear Model." *School Effectiveness and School Improvement* 32, no. 1 (2021): 41–60. <https://doi.org/10.1080/09243453.2020.1778499>.
- Meyshera, Vironica Andesta, and Stephani Raihana Hamdan. "Pengaruh Motivasi Akademik Terhadap Kematangan Karir." *Bandung Conference Series: Psychology Science*. Universitas Islam Bandung (Unisba), 2023. <https://doi.org/10.29313/bcsps.v3i1.5780>.
- Miao, Q., Newman, A., & Schwarz, G. "Transformational Leadership and Employee Well-Being: A Meta-Analytic Review." *Journal of Applied Psychology* 106, no. 3 (2021): 433–62.
- Nasfi, Nasfi. "Pengaruh Diklat Kepemimpinan Dan Pengembangan Karir Terhadap Kinerja Pegawai Dinas Koperasi UMKM Provinsi Sumatra Barat." *Al-Fikrah: Jurnal Manajemen Pendidikan*. Iain Batusangkar, 2020. <https://doi.org/10.31958/jaf.v8i1.2025>.
- Ngadimin, Ngadimin, and Wuradji Wuradji. "Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Motivasi Kerja, Dan Kedisiplinan Terhadap Pengembangan Karir Guru SD." *Pedagogi: Jurnal Ilmu Pendidikan*. Universitas Negeri Padang, 2023. <https://doi.org/10.24036/pedagogi.v23i1.1467>.
- Permana, Aditya Wahyu, and Karwanto Karwanto. "Gaya Kepemimpinan Partisipatif Dalam Upaya Meningkatkan Profesional Guru." *Jurnal Dinamika Manajemen Pendidikan* 5, no. 1 (2020): 58. <https://doi.org/10.26740/jdmp.v5n1.p58-67>.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. "The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types." *Educational Administration Quarterly* 44, no. 5 (2008): 635–74.
- Spillane, J. P. *Distributed Leadership*. San Francisco: CA: Jossey-Bass, 2006.
- — —. "Distributed Leadership in Practice: Evidence, Misconceptions and Possibilities." *Management in Education* 34, no. 30 (2020): 103–9.
- Tian, M., & Huhtala, A. "Distributed Leadership in Schools: A Systematic Literature Review." *Educational Management Administration & Leadership* 50, no. 1 (2022): 53–75.
- Wang, D., Waldman, D. A., & Zhang, Z. "A Meta-Analysis of Shared Leadership and Team Effectiveness." *Journal of Applied Psychology* 99, no. 2 (2014): 181–98.
- Wassenaar, Christina L., and Craig I. Pearce. "Shared Leadership." In *The Nature of Leadership*, edited by John Atonakis and David V. Day, Third Edit., 167–88. UK: SAGE Publications, Inc., 2018.

- Wassenaar, Christina L, and Craig L Pearce. "The Nature of Leadership." Thousand Oaks: SAGE Publications, Inc, 2018. <https://doi.org/10.4135/9781506395029>.
- Zepeda, S. J., Parylo, O., & Bengtson, E. "Principals' Roles in Teacher Professional Development: Preparing, Developing, and Growing Teachers." *Professional Development in Education* 47, no. 1 (2021): 32-53.