

# SCHOOL LEADERSHIP LEADERSHIP IN EMPOWERING SCHOOL CITIZENS IN SLEMAN DISTRICT

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## ABSTRACT

This study aims to find out: 1) the model of school community empowerment carried out by the school principal 2) the factors that support success in empowering school residents, 3) the factors that hinder the success in empowering school residents, and 4) indicators of elementary school principals as manager and leader in empowering school residents.

This type of research is qualitative. Informants in this study were school supervisors, principals, teachers, and education personnel. Data collection techniques using interviews, documents, and observations. The validity of qualitative data was validated with the informant review model, and data triangulation. Analysis of qualitative data with an interactive analysis model.

The results of the study are as follows: 1). Empowerment of school residents by elementary school principals is carried out formally and informally. Empowerment is done formally through routine and incidental coordination. The empowerment process further illustrates the pattern of the principal as manager and leader. 2). Elementary school principal indicators as managers, namely: (a) able to manage schools properly according to applicable regulations, (b) maximize the potential of resources (human and non-human) owned by the school, (c) able to coordinate and communicate with school residents, and (d) correct and fast in solving problems. 3). Elementary school principal indicators as leaders, namely: able to be entrepreneurs and role models in learning leadership (supervisors), have a clear vision; (c) Able to motivate school residents to advance the school; (d) Being able to make informed decisions; (e) Able to manage change and develop school culture in accordance with the development of the environment; (f) Want to learn for self-development and communicate well (effectively).

Kata Kunci: *Leadership, Empowerment*