

**PRINCIPAL'S LEADERSHIP STYLES IN
IMPLEMENTING NON-ACADEMIC PROGRAMS: A
CASE STUDY OF A PRIVATE SENIOR HIGH SCHOOL
IN INDONESIA**

Thesis

Submitted to meet the Graduation Requirements of
Master's Degree MA in Education



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Student ID: 04242110006

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ABSTRACT

Education field has shown great interest in the scope of school leadership. Many education stakeholders begin to see the figure of the school principals as a determinant of the success of a school. However, school success is not easy due to the multilayered roles and challenges that principals face daily. One of the principals' priorities is to fulfill the students' needs. In practice, academic achievement is not the only thing that students concern. Particularly at the senior high level, completing school is not the only thing in students' minds. Students begin to think about their future after graduation. Numerous life choices have the potential to be a heavier burden such as thinking about what to do after school, worrying about university, and wondering about career. In this regard, non-academic programs that emphasize self-potential development at school play an important role. In Indonesia, the non-academic programs provided for self-potential development purposes at all levels of education are stated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia* (Permendikbud) No. 62 Year 2014 for extracurricular and No. 111 Year 2014 for *Bimbingan Konseling* (BK). The way principals implement the school programs can be seen in how they adopt leadership styles. Even though leadership styles sound familiar as principals' daily practice, a deep understanding of this topic is still lacking. Moreover, not much research has been shed on the topic of school non-academic programs. This study aims to (1) Find out the non-academic programs provided by the school to support students' needs (2) Explore the leadership style practiced by the principal to running the non-academic programs provided by the school to support students' non-academic needs. (3) Explain the principal's strategies in overcoming the challenges faced by the school in implementing the non-academic programs, and (4) Elaborate the efforts that can be carried out by the principal to improve the ongoing leadership style for the non-academic school programs' improvement in the future. This study employed a Qualitative case study approach. The participants in this study were one school principal, one curriculum assistant, one *Bimbingan Konseling* (BK) teacher, one extracurricular coordinator, one student, and one parent from one selected private senior high school in Depok, Indonesia. Semi-structured interviews, school activity observations, and school document analysis were conducted to collect data. The data was analyzed thematically through several steps such as getting familiar with the data, generating the codes, constructing the themes, reviewing for any possible themes, naming the themes, and producing the reports. The findings from this study showed: (1) Extracurricular and BK are non-academic programs provided in the school which consist of programs that are held outside the classroom learning hours, programs that highlight non-cognitive outcomes, and programs that uphold Multiple Intelligence (MI), (2) The principal at the selected school adopted the Participative leadership style in running the extracurricular program and the Laissez-faire (Delegative) leadership style in running the BK program, (3) The principal applied a tiered support system to overcome the constraints and weaknesses of the extracurricular and BK programs at the selected school, and (4) The principal's initiative to enrich knowledge regarding the two non-academic programs emerged as the theme for improving the current leadership style in the selected school of this study. Based on the above findings, this study recommends further exploration of principals' leadership styles in implementing non-academic programs at varied levels of education since students at different levels of education have different needs.

Keywords: *counselling service, participative style, extracurricular, laissez-faire style, non-academic programs, principal's leadership styles, private senior high school*

ACKNOWLEDGEMENT

All praises and thanks are due to Allah SWT, the Most Merciful and the Most Knowledgeable. Peace and all respects are upon Prophet Muhammad SAW, his family, and his companions. I would like to acknowledge and thank the people who have accompanied and helped me on this incredible journey.

I would like to acknowledge and thank Dr. Charyna Ayu Rizkyanti. Thank you for being my everything at UIII. You are an empowering academic advisor/supervisor who always shows me the way whenever I feel lost in this academic journey. You are a beloved friend with whom I talk about life, with a cup of iced coffee in our hands. You are an inspiring sister whom I always look up to. You are a lovely mother who is always there for me.

I would also like to thank Prof. Nina Nurmila for all the input and suggestions given during the process of my thesis. At the beginning of the third semester, I changed my mind on such short notice regarding my second thesis supervisor. I went to your office and stated my intention to have you as my second thesis supervisor. Unexpectedly, you said yes and accepted me to be one of your supervisees. That was one of the best decisions I made. Thank you, Prof. Nina, for the high-quality supervision and guidance of my thesis.

My sincere thanks also go to all the participants in this research. Without their willingness and involvement, this thesis could not be produced. After approaching several schools previously and receiving rejections, the selected school in this study opened its doors wide for me to conduct research. I highly appreciate and sincerely thank the school principal, teachers, students, and parents, who were all very kind. They gave me easiness in collecting data.

The people I must not forget to thank next are my lecturers and classmates whom I truly love. With you all, this Master's Degree has been an epiphanic and joyful ride. Special thanks to the great women who spend time with me the most: Murni, Difa and Dwi. You are the best sisters from different mothers that I got here. Thank you also to Fikar for all the laughs, the tears, the songs, and the coffee that we have had together. Guys, it is time to open a new chapter of our life!

Last but not least, I would like to thank my family. My dad Djapar Soetedjo, thank you for making me a fighter like you. My husband Ayrul Basri, thank you for supporting me to be a woman with many life choices. My daughter Azkadina Shaista Insani, thank you for your love and endless patience. Mommy has not really been around for two years but Mommy has finally put the final piece of the puzzle. Mommy is home now, let's create more beautiful memories! Of course, I am saving the best for last. My mom Etty Angganita (deceased), Allah gave us a quite brief meeting but you will always be there for the rest of my life. Thank you, Mah...until we meet again (*Al-Fatihah*).

ABBREVIATION PAGE

BK	Counselling Service (<i>Bimbingan Konseling</i>)
EMASLIM	Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator
KBM	Teaching and Learning Activities (<i>Kegiatan Belajar Mengajar</i>)
LOQ	Leadership Orientation Questionnaire
MI	Multiple Intelligence
MTA	Manual Thematic Analysis
NEA	National Education Association
Paskibra	Flag raisers (<i>Pasukan Pengibar Bendera</i>)
PIC	Person in Charge
Permendikbud	Regulation of the Minister of Education and Culture (<i>Peraturan Menteri Pendidikan dan Kebudayaan</i>)
PTA	Parent Teacher Association
SBM	School-Based Management

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CHAPTER I

INTRODUCTION

This thesis is about a principal's leadership styles in running non-academic programs. at a private senior high school. The research location is in a private senior high school in Depok, West Java, Indonesia. This study explores the leadership style of a school principal in running non-academic programs to meet students needs. In particular, this research seeks to explore the leadership styles adopted by school principals and elaborate the existing leadership styles associated with the implementation of non-academic programs in the selected school. This study is important because more empirical studies need to pay attention on discussing the principal's leadership styles in implementing non-academic programs in Indonesia.

This chapter contains four aspects: research background, research questions, research objectives, and the significance of the research. The research background covers several matters related to the context of the study, the problems of the study, and previous studies on the issue. There are four research questions stated in this part. In addition, four research objectives are also written to emphasize the purpose of this research. Lastly, the significance of the research shows how this research can give benefit education fields by filling a gap in the existing literature.

1.1. Research Background

The education field has shown a great interest in the scope of school leadership (Bush & Middlewood, 2005). A school leader is believed to be pivotal in making significant changes and improvements to education (Bryk, 2010). By definition, there is no absolute explanation of what leadership is. Pardey (2007) viewed leadership as an individual's seen behavior. Meanwhile, Howell and Costley (2006) defined leadership as a way to reach a goal by influencing people. Lastly, Arnold et al. (2007)

highlighted leadership as somebody's ability to alter people's credence for better well-being. From some of the mentioned scholars' statements, it can be concluded that leadership is a form of one's actions to achieve a target which in the process sometimes requires the ability to convince people or change others' thoughts.

The success of a school truly depends on how the principal manages and leads the educational institution effectively (Bush, 2008). One of the strategies to help the principal in running an effective school is by distinguishing these main elements: mission, philosophy, and vision (Kowalski, 2010). In detail, mission refers to the current school's purpose. Meanwhile, philosophy is defined as the values and beliefs that the school holds. Lastly, vision is meant to be the school's desired future state. Among all the three elements, Kowalski (2010) views visioning as crucial because it is the grand plan for what the principal must do to lead the school to become a better institution in the future.

There are several different roles of leadership at school yet the principal remains at the vertex of the structure (Tee et al., 2010). Ibukun et al. (2011) claimed that the quality of education highly relies on how the principal does their roles well. According to Mulyasa (2003), principals have seven roles: educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). Principals are expected to act as educators to guide teachers, staff, along with students to optimize the teaching and learning process. Principals also act as managers to design school programs and monitor infrastructure. Along with the designing and monitoring, evaluating programs and all decisions made at school is also the principals' management role. As administrators, principals focus on the administrative systems related to personnel and students, even finance. Principals' ability in directing and assisting any school members when they encounter difficulties can be seen when the principals act as supervisors. Besides

problem solvers, principals are also innovators who come up with new ideas so that schools and all members can enhance their quality. In the end, principals are motivators who create a good environment where the school members feel supported and can achieve their goals optimally.

Obviously, doing all those roles above are challenging. Therefore, there are many obstacles faced by the principal to keep up with different circumstances and demands, particularly regarding students' academic improvement (Heystek & Terhoven, 2015). Bayar's (2016) study found that principals face several difficulties in school especially in their first year such as unwanted behaviors in classrooms, negative attitudes from parents, and negative behaviors from teachers. The first challenge experienced by the principal is mostly related to the unwanted behavior of students in class such as smoking, fighting, and using drugs. For the second challenge, principals face difficulties in cooperating well with parents. The biggest obstacle is when the principal expects parental involvement in the learning process and student activities but parents tend not to respond. Parents only start interactions when they are dissatisfied with their child's grades and tend to blame the principal or teachers without wanting to know the root of the problem. The third challenge that is often faced by principals is the unfriendly attitude of teachers. This study found that many teachers often compare the current principal figure with the past. As a result, teachers tend to undervalue principal figures who are appointed from the position of fellow teachers (colleagues).

Apart from the multiple roles and multilayers of challenges, quality leadership from a principal is in fact very important for schools. As educational institutions, principals are always seen from everything related to students because the quality of the school is mostly judged from its students, both academically and non-academically. Leithwood et al. (2008) confirmed that there is no case of a school with amazing student

achievements without the intervention of a great principal. Although the scale of its influence is still debated, findings show that principals have a strong indirect influence in maintaining schools as an organization and improving students' achievement as a testament to quality (Leithwood et al., 2008). However, leadership of principal in schools is often questioned. This happens because in practice, principals do juggle many things at one time while working. Undoubtedly, this practice affects the professionalism of the principals themselves as well as the quality and improvement of the schools they lead. That is why studies related to principals and leadership in schools setting are important to be explored continuously.

Unfortunately, the topic of leadership in the world of education in Indonesia has not been given much attention (Jalal & Supriadi, 2001). Raihani (2008) stated that the lack of scientific study regarding this matter also caused the understanding of the worldview of leadership for Asian coverage to be limited. The leadership of school principals in Indonesia is still falling behind compared to other countries in the scope of Asia (Sumintono et al., 2015). There are many reasons behind the issue of principals' leadership in Indonesia, however, the study findings of Sumintono et al. (2015) showed that political power still often overshadows the process of principals' selection. Jalal and Supriadi's (2001) findings even show that some secondary-level graduates can become principals in primary schools. The political selection process and these tenuous requirements will certainly greatly affect the success of the school.

Apart from political interference, the context of educational leadership is also often misinterpreted by the context of non-educational leadership. Even if there are similar principles, the nature of non-education is certainly different from the educational setting. It is evident that being a leader in the education sphere is much more challenging than in the business world because of the more complex stakeholders

involved such as the school staff, parents, and learners (Siddique et al., 2011). In addition, Bucic et al. (2010) emphasized that academic and business leadership are completely two different things because academics demands specific experience and competencies. Eacott (2011) stated that evidence still shows that many educational leaders are lack of experience, let alone quality. As leaders in education, they tend to act for academic values as the core instead of organizational values (Gregory Marshall, 2012).

In school, the principal is the pivotal figure who must establish the institution as a place where every member's satisfaction is fulfilled and every student's need is supported (Shava & Heystek, 2019). Together with other school members, the principal can work well in making changes and improvements. To achieve this, the principal must be able to pay attention to every member of the school such as staff and teachers personally. As for students, the principal is the main figure who ensures that the school meets the needs of students. These needs are surely diverse, therefore, this role provides its own emotional and psychological burden for school principals (Shava & Heystek, 2019). The member's satisfaction and student's need are crucial foundations to be met by the principal for the success and failure of the school as a whole.

In practice, what students need at school is not always related to academic achievement. Allen et al. (2016) ranked five main things that support students in the educational process and academic achievement is not number one. The first is basic needs such as food, clothing and shelter. The second is referred to as enrichment where this includes school trips, public lectures, and activities outside classes or after school hours. Academic achievement is number three which includes learning access and grades improvement. These are followed by life skills at number four with social-

emotional abilities, character education, and ability to resolve conflicts. The last is behavior that includes coping strategies and anger management.

From the rank above, being a top achiever is not the only thing that matters in a student's educational journey. Moreover, in senior high schools, students begin to think about their future after graduation. Numerous life choices have the potential to be a heavier burden on students such as thinking about what to do after school, worrying about university, and distressing family's financial issue (Smith, 2022). If the students decide to pursue higher education, they need to consider the major to take in university based on their passion. In this case, finance is part of the issue since going to university costs a lot. Otherwise, if students decide to work after graduating from school, they need to consider the type of profession they can do based on their skills.

To face the numerous life challenges mentioned above, relying on academic achievement alone will not help students solve their problems. Non-academic programs that emphasize self-potential development at school play an important role in this regard. It is this non-academic aspect that will help students understand their potential in determining things, such as what majors are suitable for university or what professions are worth pursuing which is under guidance teachers/school counsellors' responsibility. In Indonesia, two of the non-academic programs provided at high schools for self-potential development purposes as stated in the *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia* (Permendikbud) are extracurricular activities in Permendikbud No. 62 Year 2014 and *Bimbingan Konseling* (BK) in Permendikbud No. 111 Year 2014.

According to Permendikbud No. 62 Year 2014 (2014a), extracurricular is defined as activities for students to take after school hours in order to optimally develop their potential talents, interests, abilities, personality, cooperation and independence

(Permendikbud, 2014b). As for practice, extracurricular is a space for students to develop their interests and talents in areas of sports, religious, both scientific and creative works, etc. Meanwhile, Permendikbud No. 111 Year 2014 defines BK as an integral program of systematic, objective, logical and continuous education carried out by guidance teachers / counsellors to facilitate the development of students / counselees. In practice, BK acts as a platform for students to have consultations with school counsellors related to personal, study, social, and career affairs.

Initially, non-academic programs in high school were still often underestimated because they were regarded not as important as academic achievement. For extracurriculars, Amir's study (2020) found that students often did not take extracurricular seriously. Students decided to participate in an activity merely based on their friends' influence, not because of awareness of their own potential. Likewise with BK, this condition was even exacerbated by the assumption that BK was the division that takes care of troubled students at school (Basuki, n.d.).

Over time, extracurricular activities and BK in Indonesia have gained attention and are now seen as important for students because of its perceived benefits. Allen et al. (2016) emphasized the crucial services that schools should provide, including individual counselling, college access programs, career fairs, and home visits. Meanwhile, according to Goerge et al. (2007), extracurricular activities play a significant role in promoting positive adolescent development.

This stresses out the necessity of giving self-potential development provisions to students so they can take the next steps in life after graduating school confidently. Today, there are still many Indonesian high school students who do not know what to do and what decisions to make after graduation because of a lack of guidance in high school. One of the latest news from the Bangka Belitung Archipelago Province,

Indonesia, stated that the reason students are unable to make good future plans is due to a lack of guidance and counselling from schools (Casmat, 2022).

Given the position, the principal is responsible for the success of the school programs both academically and non-academically (Arzadi et al., 2020). Whether or not extracurricular and BK programs are running well is one of the principal's duties as the school leader. All can be seen from how the principal plans and supervises the implementation of these programs in schools. Ideally, the way a principal view of a goal in the institution will be seen from how one adapts the leadership style (Howell & Costley, 2006).

Several studies such as Chandan and Devi (2014), Amanchukwu et al. (2015), and Preeti (2015) have offered their definitions of leadership style. Chandan and Devi (2014) stated that leadership style is a certain way taken by a principal to contribute an impact on school performance and effectiveness. Amanchukwu et al. (2015) defined leadership style as a principal's chosen strategy in making decisions and taking actions based on what the school and its members need. Lastly, Preeti (2015) viewed leadership style as a principal's approach to giving direction, executing plans, and encouraging school members. To conclude the definitions that have been mentioned, it can be said that leadership styles are different manners done by principals in running the schools.

There are numerous articles explaining leadership style but as far as I have read, Bush and Sargsyan's (2020) article provides a comprehensive and systematic explanation that focuses on the theories and styles of leadership and management in education and examines each model along with its strengths and weaknesses. Bush (1986, 1995, 2008) as one of the management and leadership scholar has created the typology of the management and leadership model over the years. I am aware that using the source from Bush alone will only present a one-dimensional explanation and will

not trigger critical analysis. Therefore, I will use Bush's systematic list only as a guide in the following section (Chapter 2) to explain each leadership style one by one: Managerial style, Transformational style, and Transactional style. Meanwhile, in terms of content, I will continue to use various sources from other scholars.

With attention highlighted to the scope of school leadership in Indonesia and its relation to the students' non-academic needs, this study generally focuses on exploring the principals' leadership style at private senior high schools in implementing non-academic programs in accordance with student's needs so students are able to reach their potential for what they might do in the future.

1.2. Research Questions

This study explores the leadership style adopted by the principal in running non-academic programs in an Indonesian private senior high school. The study is intended to discuss the principal's leadership style in the implementation of non-academic programs to meet the students needs, particularly in the context of a private senior high school in Indonesia. The research questions of this study are:

1. What are the non-academic programs provided by the school to support students' needs?
2. What leadership style is practiced by the principal to running the non-academic programs provided by the school?
3. What leadership strategies are done used to tackle the challenges faced by the school in implementing the non-academic programs?
4. How does the principal improve the current leadership style for the betterment of non-academic programs at school?

1.3. Research Objectives

This research sets out to:

1. Find out the non-academic programs provided by the school to support students' needs.
2. Explore the leadership style practiced by the principal to running the non-academic programs provided by the school to support students' non-academic needs.
3. Explain the principal's strategies in overcoming the challenges faced by the school in implementing the non-academic programs.
4. Elaborate the efforts that can be carried out by the principal to improve the ongoing leadership style for the non-academic school programs' improvement in the future.

1.4. Significance of the Research

In general, this study provides insights about principals' leadership style at private senior high schools in Indonesia. Even though leadership style sounds familiar as principals' daily practice, a deep understanding of this topic is still lacking. As an emphasis, this study does not highlight principals' leadership styles to students' academic achievement but students' self-potential development through extracurricular activities and BK as non-academic programs. Through this study, all parties involved in education especially on the secondary level are expected to become aware of the importance of principals' leadership styles in implementing the extracurricular and BK as school's non-academic programs. This study attempts to seek how principals lead the non-academic programs to truly support the needs of students, especially in terms of the students' nature as adolescents. The results of this study can give new insights into how

the principals' leadership styles contribute to the students' needs to reach their potential for what they might do in the future.

CHAPTER II THEORETICAL FOUNDATION

This section is divided into several parts. In the first part, I will begin by discussing the various definitions of leadership. Then, discussions related to I will discuss the importance of educational leadership in general. I will also write the school leadership in Indonesian context are also written as a reflection of previous research and their findings. This acts as an emphasis that my study is authentic and not a repetition of other studies. As for the theoretical framework, I will elaborate the leadership theories from time to time. This part is a collection of schools of thoughts related to the development of leadership from the past to the present. After that, I will describe various types of leadership styles which are the results and practical descriptions of existing theories. Lastly, I will write a brief section explaining different nature of adolescent students included with and the importance of extracurricular and BK as non-academic programs at senior high schools. All of these parts are written based on discussions among scholars who have contributed and committed to the realm of leadership in educational settings.

2.1. The Definitions of Leadership

According to the dictionary, *Oxford Learner's Dictionaries* define a leader is defined as “a person who leads a group of people, especially the head of a country, an organization, etc.” and leadership is defined as “the ability to be a leader or the qualities a good leader should have” (Oxford Learner’s Dictionaries, 2022: 761)). Meanwhile, in my native language, Bahasa Indonesia, the word leader is *pemimpin* and it is simply interpreted as “a person who leads” and *kepemimpinan* or leadership is interpreted as “how to lead” (KBBI Daring, 2016).

Based on the perspectives of scholars, I noticed that the definitions of leadership are well-developed from old literature to recent ones and connected in various fields. In this paragraph, I managed to collect some scholarly definitions from old literature that reflect my leadership understanding. Leadership is the ability of a person to direct a group to achieve a common goal (Stogdill, 1973). Cuban (1988) stated that leadership is all about being influential, inspirational, and innovative because a leader is the center of guidance. Bennis (1989) defined leadership as something more abstract; hard to decipher but you know it when you witness it. Another different scholar defined leadership as a process of bringing people together, giving them a clear understanding so that they are willing to commit to doing something (Drath & Palus, 1994). Lastly, leadership is defined as a person's ability to influence, motivate and enable others so that they contribute to the success of an organization (House et al., 1999).

From the recent literature, the following are some scholars who stated their definitions related to leadership: Spillane et al. (2004), Bush (2008), Adeyemi (2010), Hoy et al., (2012), Hersey et al., (2013), and Leithwood (2016). Spillane et al. (2004) stated that leadership is a collection of behaviors that result in different styles of leading. Leadership means guiding people to achieve their targeted goals by influencing the aims, aspirations, and activities of the people (Bush, 2007). Adeyemi (2010) viewed leadership as the practice of encouraging others to achieve their goals, more like a coach encouraging the team to do their best. Meanwhile, Hoy et al. (2012) defined leadership as a social process to influence the behavior of other parties for the sake of a common goal. In addition, the foundation of leadership can be formal and informal in organizations and has three important bases: rational, social, and emotional. Hersey et al., (2013) stated that leadership is the ability to persuade other people to achieve

something based on a context. From Leithwood (2016), leadership is defined as a practice of two things: directing and influencing.

Since I found many scholars defined leadership differently, I ended up feeling hesitant about which definition of leadership is the most suitable as the basis of understanding in this study. A few decades earlier, Stogdill and Bass (1981) stated that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept." Similarly, Yukl (2013) commented that every scholar defines leadership according to their perspectives and their expertise. Realizing that leadership is needed in every sector of human life from the broadest context like the leader of a country and an organization to the smallest unit like a family, it is therefore important for me to state which understanding of leadership is the most adequate as the discussion in this study. From many references above, it can be said that leaders are people who are at the forefront and leadership is the way and the skills that each individual has in leading others.

Leadership is a flexible practice, there is no single best way to lead because several factors could affect how an individual leads differently (Hoy et al., 2012). In this study, the context of leadership that will be emphasized is the leader of an educational organization; the school principal. Based on my personal teaching experience, I see the school principal as someone who ensures the image and quality of a school, someone who supervises the teachers' work, and someone who maintains the satisfying performance of students. A principal juggles innumerable school tasks at once. To achieve the school's goals, a principal tends to apply a particular leadership practice based on the school's needs. Therefore, the definition of leadership from Spillane et al. (2004) above best describes leadership in educational settings in this study due to the

emphasis on the various ways of leading or what is commonly known as leadership styles.

As a flexible practice, leadership certainly has many styles in its implementation. Before exploring leadership deeply through its different styles, it is better to first understand the theories of leadership itself. These theories act as an umbrella that shapes all the initial ideas for the birth and development of leadership.

2.2. Literature Review

2.2.1. The Importance of Leadership in Educational Setting

In the 21st century, the interest in leadership in education is increasingly high due to the awareness that quality leaders cannot only contribute significant changes to schools but also provide the best educational process for students (Bush & Sargsyan, 2020). In this section, I try to present various empirical studies related to leadership styles that have been applied in various educational settings along with their findings to see the importance of exploring this realm of leadership. The weakness of this previous research compilation is that it still generally covers various levels of education instead of a focusing on secondary level. However, the dynamics between the leadership style of a principal in school and school operations including the performance of students and teachers is taken as a special emphasis in this part.

Leithwood et al. (2008) presented an overview of international literature discussing successful school leadership. This article aims to summarize the findings of empirical studies in the field of leadership into what they call 'strong claims'. The claims written in this article are the result of a summary of various empirical studies related to the scope of management and leadership. The seven-strong claims are (1) school leadership is the second crucial thing after classroom teaching as an influence on pupil learning, (2) almost all successful leaders draw on the same repertoire of basic

leadership practices, (3) the way leaders apply these basic leadership practices demonstrate responsiveness to the contexts in which they work, (4) school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, (5) distributed school leadership has a greater influence on schools and students, (6) some patterns of distribution are more effective than others, and (7) a small handful of personal traits explains a high proportion of the variation in leadership effectiveness. The authors stated that all claims have different study strengths. Claims are written based on studies with the strongest impact factors. Therefore, the first and the second claim can be said to be the results of the most evidence from the studies they summarize.

Twelve years later, Leithwood et al. (2020) revisited seven of their strong claims after the article was first published. They found that some points need to be revised. Therefore, the purpose of writing this article is to re-analyze the claims that have been written to be more relevant. Four claims are revised because they are not following the updated situation at the time. Revised claim 1 from school leadership is the second crucial thing after classroom teaching as an influence on pupil learning changed to school leadership has a significance on school improvement yet the effect is moderate in size. Claim 4 previously stated school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation. Then, it is revised into a wider scope that not only covers staff motivation but also reaches students and parents. The next revised claim is number 5 where it was said that distributed school leadership has a greater influence on schools and students. The revised version stated that school leadership has a positive influence both on school and student outcomes when it is distributed. The last claim is number 7 which previously said that a small handful of personal traits explains a high proportion of the variation in leadership

effectiveness, revised by adding a clear statement that future research along with deeper cognitive, social, and psychological results are needed. The factor that greatly influenced the revisiting of these claims was that Division A's exposure was no longer accurate. Division A is the American Educational Research Association, the largest association with many international members that has produced valid claims related to the field of school leadership.

One study in North-West, South Africa setting aims to acknowledge principals' contribution in the context of schools with poor performance (Shava & Heystek, 2019). This qualitative study is conducted through interviews with six principals to investigate the challenges faced by principals based on Archer's socialist theory of culture, structure, and agency. The findings of this study indicate that the principals have succeeded in improving the schools due to their strong agency factor. With high initiative and awareness of the heavy workload, these school principals are then able to tackle structural and cultural obstacles. This article helps me to understand how to sustain school improvement. In addition, the challenges faced by a school principal do not come from external only, but most importantly internal as well. Without a powerful agency factor, a principal will only be a boss instead of a leader.

Perera et al. (2016) reviewed school principals' duties and their leadership growth in the Malaysian context. The authors summarized the findings of several different studies. The results show that the scope of principals and leadership in Malaysia still needs a lot of improvement because one study stated that principal leadership competencies are still considered 'average' while another study argued that leadership does not directly affect the quality of school management. The authors also emphasized that a principal in a school is not solely who is in charge of the success and failure of education. However, a particular leadership style in the right place does make

significant changes. The authors believed that a combination of intelligence, expertise, character, and determination defines true effective leaders. This article is very insightful in providing an understanding of how Malaysia prepares and monitors its best school principal cadres to improve the quality of its education. The Malaysian setting is an added value because it can provide an overview of the Asian context regarding the role and function of school principals.

Chen's (2013) article attempted to explore political influence in the process of selecting school principals in Taiwan for primary levels. The author assumed that the basis for selecting school principals in Taiwan is 'policy borrowing' from Western countries and the election process is full of political elements where candidates tend to make approaches to meet the satisfaction of seniors and those in power to make decisions. From a policy perspective, the author stated that this is the first time Taiwan involving parents in the school principal selection process. In this case, parents play two roles: legalize the candidates' evaluation and act as schools' representatives in approving the selected candidates. From a political perspective, the author finds a personal approach outside of the official procedures in the form of visits and gatherings, even providing some money to make seniors and people in power happy. The author conducted a case study by using ethnographic approach and the findings predominantly reveal the negative side of the selection of principals in Northern Taiwan. The drawbacks of this article are the single author's perspectives and imbalanced findings due to the lack of exploration of why this political element is cyclical in Taiwan.

Alonderiene and Majauskaite's (2016) article aimed to understand how leadership style affects subordinates' job contentment. The study was conducted in Lithuania involving various participants from both public and private universities. The findings of this study are worthy of reference. University is the highest level of

education which has more opportunities and challenges. Greater opportunities come from working with people from many backgrounds as well as the heavier challenges of running a more complex education system. It is highly acceptable that Servant style becomes a more preferable leadership style in the study due to its openness, flexibility, and trust demand. Therefore, the findings of this study indicated that Servant leadership style was at the top-notch while the controlling autocratic leadership was the abominable style.

Teasley (2016) claimed that the fate of an educational institution in growing and maintaining a positive culture is in the hands of the principal. Then, what exactly should a principal do? This article offers a somewhat different topic in the sphere of management and leadership. Most studies emphasize the importance of the principal's contribution to student academic performance or overall school achievement. Even then, it is still debatable as to whether the figure of the principal has a direct or indirect impact on the two things mentioned earlier. Talking about culture in an educational institution is also as important as the achievements gained by students. Culture does not always have to be seen like 'No Littering' which is displayed on school walls. Culture can also be something that is invisible and has been integrated with all parties involved in the school such as a close relationship between teachers and students, even punctuality. Culture plays an important role in the operation of an educational institution and the principal is responsible to create it through the leadership style. The author concluded that one of the school principal's essential tasks is to promote a sense of belonging in all elements of the school and develop it through a collaborative enactment.

Lumaad's (2021) article tried to find out the school management and leadership style of public elementary schools in Palawan, Philippines. The author also wanted to

see whether or not there is an impact of this management and leadership on the School-Based Management (SBM) practice in the selected schools. The finding of this study showed that the majority of their educational leadership styles had a significant relationship with the educational management styles. Lumaad stated that majority of the educational leadership styles as perceived by public elementary school heads and teachers have a significant difference in terms of Laissez-faire, Autocratic, Democratic, and Transformational leadership. Educational management styles such as visionary management style and servant leadership management style are differently perceived by school heads and teachers. The finding from this study showed that Laissez-faire is the most practiced leadership style of the selected schools in this study. Lumaad's article shows that leadership styles have their strengths and weaknesses. The leadership styles' effectiveness depends on the context of the intended school. The most important thing is regular school evaluations to keep them open to possible changes and educational demands.

Chibani and Chibani's (2013) study aimed to explore the leadership styles of principals of public and private schools in Lebanon. Combining quantitative and qualitative methods, the data collection process occurred in 2009 and 2012. The Leadership Orientations Questionnaire (LOQ) measurement is used where the first form is rated by the principal and the second form is rated by the teachers. Bolman and Deal's theory (1991), the Four Framework Leadership Model, was chosen as a reference because it is commonly used in educational research; in particular, research is focused on higher education settings. The four frames are structural, human resource, political, and symbolic. The results of the two studies in different years show similar results. Both studies put the principals included in the structural frame, this is based on the considerations of the teachers. They see principals as strict, detailed, and responsible

when distributing tasks. Meanwhile, principals see themselves as human resources. The difference in perceptions of the principal's leadership style is always interesting to analyze. Once a principal feels that the leadership is being carried out well does not necessarily mean that it is also well received by the subordinates.

The relationship between teacher job satisfaction, leadership style, and the decision-making style of school principals is verified in another study (Hui et al., 2013). The data obtained is based on a random sample through a mail survey sent to primary, secondary, and high schools in China. The findings and implications of Hui et al. (2013) study are positive and significant results from the principal's leadership style and teachers' job satisfaction. In addition, the relationship between leadership style and decision-making also shows positive results. In this case, Transformational and Transactional tend to be related to certain decision-making styles, such as rational, avoidant, intuitive, dependent, and spontaneous. In addition, teachers' job satisfaction and principals' decision-making style also show a significant effect. Therefore, in general, teacher job satisfaction is influenced by the principal's leadership style, mediated through the principal's style in making decisions.

Discussions regarding the influence of the principal style in leading on the sustainability of the school are still being debated. Hui's study proves that the two are indeed closely related and have a significant impact on each other. This article aimed to examine the correlation between leadership style and school performance in improving the quality of education. The authors believe it is important to develop the professionalism of school leaders such as principals, head teachers, and head departments because they are the ones who are responsible for running the school.

Another qualitative study aimed to outline the various study findings related to Instructional leadership practices in Malaysia with primary education levels (Harris et

al., 2017). In essence, this study is a comparative study to identify the boundaries between theory and the understanding and practice of principals regarding Instructional leadership in several countries in Asia such as Hong Kong, China, Thailand, etc. Through semi-structured interviews, the authors discovered that the selected principals understood and could explain the Instructional leadership style, including expressing opinions on how this leadership style could be improved. In detail, the process of teaching and learning in schools is the main discussion material. Supervising teachers regarding teaching materials and student learning materials is the main responsibility of these principals because indeed the Instructional leadership style in Malaysia is concerned with the duties of the principals in monitoring teachers' professional development. Even though the practice has been running with a good understanding of the principal, several other aspects still need to be considered. One of the challenges of improving the Instructional leadership style in Malaysia is balancing demand from ministries and districts with the personal values and beliefs of the principals.

Last but not the least, Hallinger (2011) argued that the realm of leadership has experienced significant progress over the last 40 years. Through a review methodology, the authors focus on various findings from selected studies. In general, leadership has developed, but its application in multi-contexts still needs to be further explored. In general, the review results of this study show that leadership in schools has evolved in the last few decades. The findings obtained have great potential to be improved so that the application of leadership in educational settings can be even better.

The first finding in Hallinger's study showed that the principal's vision, and goals should be linked to the core values of the school's leadership team and the school community more broadly. Then, the impact of the principal's leadership is mediated by the culture, work processes, and people. Besides that, both education and school

improvement are about the development of human capacity. The most important of all is Hallinger concluded that there is no one best leadership style for fostering learning in schools. As for shared leadership style, there is always a certain time and place for it. Looking at studies like this show the development of the field of management and leadership. Unfortunately, one country has a different development rhythm. One country may have established implementation and ongoing empirical discussion while others are still trying to grab the concept and lack the support to grow.

2.2.2. The School Leadership in Indonesian Context

One study described the development of school leadership in Indonesia using a historical approach with a very clear timeline. What has happened in the past politically, socially, and culturally influences how school leadership in Indonesia is formed (Sumintono et al., 2019). It must be admitted that school leadership continues to follow the current era and that means leadership in the education sector is not stagnant. However, there is still much that needs to be fixed. Sumintono et al. (2019) highlighted the three biggest challenges in efforts to improve school leadership in Indonesia: recruiting procedures, competency requirements, and political influence. Principal recruitment procedures in Indonesia have changed a lot. Initially, recruitment depended solely on the inspector's report but now the prospective principal has to pass a series of competency tests. However, principals in their position do not have room for their careers. There are no further development and training because they are already burdened with many additional tasks. This is then related to the second challenge, namely principal competence where the emphasis on the principal's position is more managerial and administrative in nature rather than focusing on leadership and development. The last challenge is related to the power game where the election of school principals in Indonesia is still thick with political elements. Of course, this has a

negative impact because it affects the moral and professionalism of school leadership in Indonesia.

Another study also described the same issues related to school leadership in Indonesia. Gaol's (2021) study found three problems regarding school leadership in Indonesia: the inability to organize and lead schools, inadequate published empirical studies on leadership, and irregularities in the principal selection process. By finding problems, this study also offers possible solutions that can be done to improve leadership in Indonesia. The solution to the principal's incompetence in running and leading the school is by holding school principal training that is evenly distributed throughout all provinces. The lack of empirical study publications makes leadership in Indonesia slow to develop. Therefore, the author Gaol proposed to facilitate and increase access to collaboration with scholars from outside Indonesia. Finally, to reduce irregularities in the process of selecting school principals in Indonesia, the author Gaol proposed an improvement in regulations in this regard. What must be emphasized and distinctive from the previous one is the importance of neutrality and transparency in every procedure to minimize the possibility of political power play.

Although the number is not as large as in developed countries and neighboring countries, I noticed that there are several articles related to school leadership that has contributed to the understanding, development, and improvement of leadership in Indonesia. Gultom and Fibriasari's (2021) study in Medan found that good school performance is highly dependent on the quality of governance and leadership. In this case, leadership is not only focused on the principal, but also on the role and context of other school leaders, such as head teachers and head departments. Meanwhile, another study describes leadership more broadly through the adoption of Learning Leadership (Afandi et al., 2021). Learning Leadership focuses on improving school capacity which

is included in the systemic and systematic stages. This finding study recommends that principals adopt this Learning Leadership to improve teacher competence, learning effectiveness, and student achievement.

Jawas' (2017) study focuses on local leadership practices in Malang, Indonesia. The emphasis on the word local here is indeed a consideration for the author Jawas who realizes that leadership theory and practice are mostly dominated by the West. The findings of this study showed that socio-cultural factors in Indonesia are still highly influential. This makes leadership practice in Indonesia directly and indirectly still very dependent on the center (government). was sees that this lack of autonomy is a barrier for principals to take initiative in their work.

Hariri et al. (2014) study highlights the significance of leadership style on decision-making in educational institutions in Lampung, Indonesia. The findings showed that principals are expected to adopt a Transformational leadership style rather than a Laissez-faire. In making decisions, the Transformational style has proven to contribute a positive impact because principals who adopt this style build better relationships without gaps with other school members, especially teachers.

In contrast to the previous study, Suryadi and Budimansyah (2016) found that the Instructional leadership style contributes more to schools. The foundation is indeed not related to the decision-making process anymore, but rather focuses on the student learning process. This study is also related to the emergence of the 2013 Curriculum at that time which the implementation was indeed focused on the transition from teacher-centered learning into student-centered learning. By highlighting leadership practices, this study concluded that Instructional style plays a very important role in student learning achievement. In addition, principals also get space to become agents of change in their schools by applying this particular style.

In the Indonesian context, what should not be forgotten in this realm of leadership is the existence of Islamic educational institutions. There has not been much discussion of school leadership in the Asian context, let alone discussing school leadership in the realm of Islamic schools (Raihani, 2017). There are two studies that I use as references for this matter. The first one is Raihani's (2008) study which focused on principal leadership in successful schools in Yogyakarta, Indonesia. The findings from this study indicate that leadership practices are strongly influenced by Islamic values such as *Amanah* (trustworthiness) and cultural beliefs such as "*kekeluargaan*" (family-based). The second study is Kultsum and Wang's (2021) study which focused more on the leadership challenges faced in the context of Madrasah Aliyahs; the low-performing and the high-performing ones. This study concludes in the context of low and high-performing Madrasah Aliyah where money, infrastructure, facilities, leadership, and stakeholder involvement are the main aspects that affect the governance of the school.

From all the explanations written in the section, I can summarize it into several points. First, studies related to leadership are still dominated by the West with all the detailed theoretical and practical developments (Leithwood, 2008; Leithwood, 2020; Alonderiene and Majauskaite, 2016; Hallinger, 2011; Bush and Sargsyan, 2020, Gougas and Malinova, 2021). Second, even though studies related to leadership in the Asian context continue to develop, the focus of studies embraces more the primary level than secondary, let alone higher education (Shava & Heystek, 2019; Perera et al., 2016; Chen, 2013; Chibani & Chibani, 2013; Hui et al., 2013; Harris et al., 2017). Third, in terms of research methodology, both qualitative and quantitative contribute equally strongly, it all depends on the researchers' goals and the targets of the study being carried out.

The summary above shows that there are still gaps related to research that discusses school leadership in the Asian context, especially in Indonesia. Research that focuses on principal leadership style within the scope of private secondary schools, especially in the Depok area, Indonesia, is still very understudied. In addition, from the previous studies that have been discussed in this section, there have been no studies that discuss leadership styles and relate them to non-academic aspects in schools. Therefore, my study attempts to fill in the existing gap of knowledge in educational leadership research particularly in Indonesian context by exploring principal's leadership styles in running extracurricular programs at senior high school.

2.3. Theoretical Framework

2.3.1. The Theories of Leadership

Leadership theory has been studied for a long time (Stogdill & Bass, 1981). Chandan and Devi (2014) stated that the earliest concept of leadership came in the 1800s called the theory of the Great Man. This theory claims that the ability or inability of a person to become a leader depends on genes. Not everyone can be a leader, only those who are born gifted with superior qualities can lead and that is what differentiates them from other people who are destined to be followers. Since leaders are believed to be innate, the biggest weakness of this theory is that leadership is considered something that cannot be contested. Burns (2003) refuted the theory by stating that the Great Man theory is no longer relevant because it only relies on elements of hero and myth in the concept of leadership. This objection was then supported by Bass et al., (2008) who opined that leadership can be developed through a continuous process of education and experience.

The theory was slowly expanding with the Trait theory in which the leader debate is slightly similar to the previous theory. Trait theory which showed up in the

1930s believes that leaders differ from others because of their emergent and effective aspects (Ekvall & Arvonen, 1991). Emergent aspects include everything related to heredity such as height, attractive appearance, also intelligence, and self-confidence. Meanwhile, aspects of effectiveness include the learning process and experience. Even though the Trait theory's point of view in viewing seeing leadership is slightly broader than the Great Man theory, these two theories have the same strong basis that leaders are born (not made). This theory then began to be questioned because several studies found inconsistencies in the Trait theory's view of leadership (Amanchukwu et al., 2015). Scholars questioned what if someone is innately qualified but is not a leader and vice versa.

As if present to correct previous theories, Behavioral theory came up in the 1950s and it believes that leaders are made, not born (Amanchukwu et al., 2015). In this case, Behavioral theory sees that internal factors like genes do not affect the quality of a person to become a leader. To become a good leader, one can learn through training and observation. Leaders are no longer seen from birth and physical appearance alone but are focused on behavior or action when faced with certain conditions. The University of Michigan and Ohio State conducted major research related to this Behavioral theory and produced findings that later became many references in the development of leadership theory (Chandan & Devi, 2014). These two major studies obtain their findings from the perspective of subordinates in various organizations. The findings from the University of Michigan's study revealed that behavioral leadership is closely related to production-oriented and employee-oriented. Findings from Ohio State also revealed similar results which are named initiating structure and consideration. In essence, the production-oriented and initiating structure highlights the roles and responsibilities of a leader in completing the tasks assigned with the help of subordinates who are at first provided

with a clear understanding by the leader. Meanwhile, the employee-oriented and consideration center on the interpersonal skills of a leader towards the subordinates and also how mutual respect and trust can be built under the existing leadership.

Another school of thought called Contingency theory, emerged in the late 1960s with more modern thinking because this theory views that all internal and external factors can influence a leader (Khan, 2016). This theory is also called Situational theory because in practice, a leader must make a decision or act according to the circumstances. This theory believes that there is no single correct leadership. Unpredictable and changing situations tend to make a form of particular leadership more or less effective to implement. One study that criticizes this theory is Bass (1997) where he who emphasized that if the maturity of subordinates is inadequate, an individual's leadership could be affected negatively within this theory. In addition, this criticism deserves to be an evaluation by the Contingency theory because in practice leadership can change direction from task-oriented to relationship-oriented.

Two leadership theories emerged around the 1970s were Transactional and Transformational. In general, Cherry (2022) concluded that Transactional is a reward and punishment-based leadership theory. In detail, leaders according to Transactional theory are responsible for creating clear structures and standards for followers. Then, everything depends on the performance of the followers themselves, meeting expectations or not; rewards for success and punishment/consequences for failure. One criticism of this theory is the leader's ignorance of the motives and needs of followers so the relationship between leader and follower in an organization feels rigid (Chandan & Devi, 2014).

It can be said that Transformational is a theory that differentiates itself from previous theories because the interaction of leaders and the involvement of subordinates

is highly visible (Khan, 2016). In most social organization practices, Transformational theory upholds motivation and morality between leaders and subordinates. Interaction is built based on shared values, beliefs, and goals. In this case, close interaction does not necessarily mean that it includes closeness on a personal basis where many assume that the relationship between leaders and subordinates becomes unprofessional. The Transformational theory puts aside personal matters because this leadership practice empowers subordinates and elevates them to be able to transform into leaders as well (Burns, 2003). One thing that must be considered in this Transformational theory is the existence of Charismatic leadership which is more likely that the members in the organization act to be submissive because it is only based on loyalty (Gosnell-Lamb et al., 2013). This is because the most potent qualities for motivating subordinates rely on levels of self-confidence and extroversion to 'make people follow'. However, although this theory is often equated with charisma, Chandan and Devi's (2014) study emphasizes that Transformational theory tends to be visionary because a leader needs to have the ability to lift the subordinates to higher purposes.

After understanding various leadership theories, I will explain leadership styles from several sources that highlight the practical side of leaders in the following sections. In terms of terminology, there may be many words that are similar to the previous explanation in the theory section. According to my understanding, leadership theory is all the initial ideas related to the birth of leadership and its development from time to time. Leadership style is under the umbrella of this theory which more specifically explains the character and how an individual practices leadership.

2.3.2. The Leadership Styles

Many scholars have discussed various leadership styles. In this section, I will start elaborating three leadership styles such as Managerial style, Transactional style,

and Transformational style (Bush and Sargsyan, 2020). Afterwards, I will continue with other leadership styles from various scholars.

The first leadership style is Managerial. Some scholars agree that this style is centered on formal functions where the focus of a leader lies on tasks and behavior to facilitate organizational needs (Bush & Bush, 2003; Leithwood et al., 1999). From a power perspective, this Managerial style relies on an organizational hierarchy to determine a person's position based on their level of authority and influence. Bush and Sargsyan (2020) state that this Managerial style is suitable for implementation by leaders who work in centralized educational institutions because the leader's job is to ensure that schools operate according to instructions from a higher hierarchy (central government). Therefore, this style is quite contradictory to what Kowalski (2010) argued regarding the principal's responsibility in creating a mission, philosophy, and vision to run a school. In the Managerial style, vision does not play a role because the school's desired future state is under the auspices of a higher hierarchy. In this style, the principal focuses on current school operations rather than thinking of ways to make a better school in the future. In addition, this style is also needed in certain scopes of work which require leaders and subordinates to always comply with rules without complaint, jobs that are in serious safety risks, and jobs that involve using very large amounts of money (Amanchukwu et al., 2015).

As for leaders in educational institutions that adopt self-management (not relying on a centralized system), Caldwell (1992) emphasized that they can also apply Managerial style as long as seven Managerial functions are fulfilled: setting goals, making identification, setting priority, planning, budgeting, implementing, and evaluating. Bush and Bush (2003) highlighted the advantages and disadvantages of this Managerial style. As stated earlier, this style has advantages for leaders in bureaucratic

and centralized schools. However, this style will hurt teachers' professionalism because there is no room for innovation and creativity. In the long run, this Managerial style will affect the enthusiasm of the teachers because everything is implemented based on external influences.

The second leadership style is Transformational, also known as participative or interpersonal style. Transformational leadership focuses on the engagement of stakeholders in the achievement of educational objectives (Bush & Sargsyan, 2020). However, since this model requires many forms of action, there are limits to what principals can achieve in the absence of appropriate physical, human, and financial resources. Transformational style in nature is a form that bonds leaders with staff. There is a democratic element in it where the relationship between parties is established for the good of education. Participative decision-making is one of the successful forms of this style but in reality, it is still difficult to happen.

Several studies claim that Transformational style as the most suitable leadership style to apply in school settings. Kalunga (n.d.) stated that the Transformational style tends to involve all members in the decision-making process. In this type of leadership, the leader is also not seen as a gap but as an equal part of the group with other members. It is also concluded that Transformational style is a leadership style that fits to motivate teachers. This particular style is needed because it does not restrain the teachers. Freedom is given yet boundaries remain clear. Anderson (2022) specifically shows that the Transformational leadership style is the best style to apply in schools today. This is because the Transformational style places change as a guide for continuing to grow. Transformational leaders work closely with their subordinates in determining the vision of the organization by inspiring each other and then uniting to execute the changes that the organization needs. In the end, this Transformational leadership style prioritizes

improving the performance of business organizations, including the education sector. A study also found that the Transformational leadership style is applied in both public and private schools with the percentage showing that private schools are more dominant in applying this leadership style compared to public schools (Chandan, 2014).

In a different discussion regarding Transformational style, Gougas and Malinova (2021) explained that this style only works if a leader possesses four main aspects. School leaders must have a vision for their school and they also have to be able to monitor their subordinates' needs. In addition, leaders must be able to let their subordinates know there are many ways can be taken in solving problems. Lastly, leaders must build a workplace that is full of optimism and enthusiasm for everybody involved. The significance of Transformational style in creating a school vision is also discussed in another study. Khan (2016) confidently stated that the Transformational leadership style is the best choice because the principles of this style put forward clear and compelling school visions for the future. Four characteristics underlie the creation of a school vision through this Transformational style: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Khan also argues that the Transformational style does engage all relevant parties in the leadership process but it still manages to maintain professionalism. In the Transformational style, the distinction between leaders and non-leaders as well as leaders and followers is clear.

As for the criticism of this style, the Transformational leadership style was formed as a revision and correction of several elements of the previous style which was Instructional (Hallinger, 2003). Hallinger viewed both Instructional and Transformational styles position the principal as a person who works together with the team but Transformational does not focus on the teaching and learning process as the main outcome. On the other hand, Anderson (2022) stated that the Transformational

leadership style indeed has been shown to make positive contributions to the school environment for twenty years. However, Anderson emphasized that it is fair to state that Transformational is not the only cure. Rapid changes in education may require schools to adapt to other leadership styles due to many factors.

The third leadership style is Transactional. Bush and Sargsyan (2020) believe that conflict always exists, even in the educational setting. Therefore, a Transactional leadership style is needed to resolve disagreements with other parties through the exchange process. Exchange is a political strategy to meet the needs of two or more parties (Miller & Miller, 2001). Meanwhile, Gougas and Malinova (2021) claimed that rewards and punishments most likely happen in the Transactional style's implementation. A Transactional style does not need a leader to create any changes or innovations because the maintenance of the status quo is what truly matters in the leadership process. In simple words, Transactional mainly focuses on achieving results by enhancing motivation through external triggers.

In Transactional, Khan (2016) described that three details cover the performance of this leadership style, such as contingent reward, management by exception (active), and management by exception (passive). Contingent rewards are concerned with the leader's expectations of the subordinate's performance and rewards if the subordinate performs well. In addition, contingent rewards are closely related to the wants and needs of individuals as extrinsic triggers to do the job (Rowold, 2005). Management by exception (active) refers to reckoning trust with team members, having unclear communication, maintaining the status quo, and having a lack of confidence. All leads to the point to avoid the ship rocking (Khan, 2016). Lastly, Rowold (2005) stated that management by exception (passive) is the worst because leaders will only do something

when everything is falling apart. Leaders avoid making fair deals with subordinates and not giving clear directions about work standards or goals.

Bush (2003) offers a balance in viewing Transactional style from the perspective of strengths and weaknesses. In the school setting, the Transactional style has advantages in maintaining effective management. This is because there is no demand for innovation, change, or creativity. What has been designed, and executed as it should. Apart from that, the Transactional style focuses on the benefits for both parties in an agreement. This is related to the existence of a Transactional style to resolve conflicts.

As weaknesses, like any kind of transaction, in practice, not all parties can benefit. In the realm of education, the staff is usually the ones who are at a disadvantage because stakeholders are more important and power is in the hands of the leader (Bush, 2003). Miller and Miller (2001) also added that Transactional style does not have a long-term commitment to the values and vision promoted by school leaders. Transactional style is highly related to political strategy, it all depends on whose needs it has to be met.

The discussions of Managerial, Transformational, and Transactional styles previously can be said as the Top 3 styles because scholars stated that these styles are most commonly found in educational settings from their study findings (Anderson, 2022; Chandan and Devi, 2014; Hallinger, 2003; Khan, 2016). However, many other leadership styles deserve to be mentioned because even though their existence is not as dominant as the Top 3, some theories from scholars consider educational institutions to still adopt these leadership styles due to their effectiveness and efficiency under particular circumstances. In the following paragraphs, I will explain the big picture of how the other leadership styles work.

To begin with, I would like to explain the Post-Modern style. Bush and Sargsyan (2020) stated that the Post-Modern style reflects the diversity of stakeholders. Both as individuals and as a group, leaders must respect and take differences into account. Somewhat similar to the participative style with elements of democracy, this Post-Modern style does not uphold hierarchy. Similarly, Gougas and Malinova (2021) viewed Post-Modern leadership as a style that opens full access to speaking up for subordinates. This means the leaders are obliged to hear and respond to all the inputs delivered by the team regarding their concerns and interests in the working process.

In the article, Bush and Sargsyan (2020) mentioned Contingent and Moral leadership styles. Contingent leadership opens up alternative approaches. This style is very suitable for leaders in countries with diverse education systems where the differences between cities and villages are very large. Adopting this style, leaders have more than one choice in making decisions and there is no 'one size fits all' principle. Meanwhile, the Moral style emphasizes the beliefs, values, and ethics of the leader. One note for these styles is the references are mostly dominated by Bush's work. Therefore, the analysis of both styles feels one-dimensional. It results in the context highlighted being more on conditions in South Africa.

In his reflection, Hallinger (2003) described the early development of the Instructional style. Initially, this style was not born as a form of leadership style but a necessity from several educational issues: school change, school improvement, and school effectiveness. School leaders emphasize ways of working that are focused on the learning and teaching process to improve student academic performance. In practice, principals with this style are willing to work directly with teachers to find appropriate teaching strategies so that students can learn optimally. Hallinger (2003) then simplified the development of Instructional style. This style mainly implements the top-down

approach regarding school improvement. Instructional style also applies first-order targets when it comes to changes. Lastly, the relationship built with the staff is more like the Transactional type.

Instructional leadership focuses on how the leaders assist, support, and facilitate the process of teaching and learning for students (Gougas and Malinova, 2021). This style works well for leaders who have a clear definition of the school's mission, clear monitoring of student's progress for the teachers, and clear goals of the school climate along with teachers' professional development. Similarly, Bush and Sargsyan (2020) also stated that the Instructional style focuses on the direction of a leader's influence, rather than where the influence comes from. This style is very important in the scope of learning and teaching because the student's achievement is highly influenced by the principal through the teachers' work.

Kalunga (n.d.) explained that the Autocratic leadership style is adopted by leaders who tend to give orders and demands. Each subordinate has a responsibility that must be completed with minimal discussion and explanation from the leader. This style can be positive in maintaining good quality work from subordinates. However, this style is very dependent on the presence of a leader so without it, the subordinates are clueless. On the opposite, Kalunga (n.d.) stated that a decision can be made by anyone who wishes in the Laissez-faire style. Performance-wise, the teamwork does not go very well and each individual shows zero interest in what they are doing. This happens because the leader seems to allow everything without clear boundaries. This hurts the leader too because it seems like the leader has no confidence at all in leading and taking action.

Raza and Sikandar's (2018) article highlighted the Situational leadership style. Interestingly, this article does not discuss the leadership style adopted by the school principal, but rather the leadership style adopted by the teacher. In some cases,

leadership can be interpreted broadly. The center is indeed located in the school principal, but in practice, each division of the school including teachers must have a leadership spirit so that the school can run as expected. The article is based on the Situational leadership model pioneered by Hersey and Blanchard. This style is also known by another name; the life cycle approach. The author argued that Situational leadership is very useful in helping leaders in all forms of organizations achieve their targets. This happens because the Situational style believes that there is no single way in leading. Leaders must act according to two things: the existing conditions and the readiness of their subordinates. Gougas and Malinova (2021) also shared similar thought about Situational leadership in which leaders do not hold one certain model in the leading process because they would act differently, decide and solve the problem according to the existing circumstances. Leaders have to set the right doses of their character and temperament to convey values, ideals, and visions to their subordinates (Gougas and Malinova, 2021). That is why sympathy, trust, and acceptance matter for the leaders in this model to obtain before they work together with their subordinates in the decision-making process.

Khan (2016) discussed Process leadership theory in his article. By reading the details in the study, it turns out that Charismatic leadership style is taken as a part of this Process leadership theory with other styles such as Servant leadership, learning organizations, and Principals-centered leadership. The Process theory Khan (2016) proposed puts Servant leadership as the main leadership style of this theory. The point is that Servant style is based on the social responsibility carried out by the leader. This happens because, in practice, it places leaders as figures who must take care of the well-being of their subordinates. The same opinion was also stated by Gougas and Malinova (2021) in which Servant leadership is a style that puts leaders at the service of all

members. The authors believe that this leadership style is linked to other style elements such as transformational, distributed, and ethical. The point is Servant style puts the subordinates above the leaders themselves.

Harris (2014) stated that Distributed leadership is closely related to the dynamics and interactions in leadership practice. This leadership style is not based on formal roles, let alone the traditional demands of "who leads". In the school setting, Distributed leadership has two main principles. First, this leadership must align with teaching and learning targets so that students' outcomes are visible. Therefore, to make the previous principle come true, a clear model of professional collaboration and learning becomes the following principle. The author argued that if implemented properly within the scope of schools and districts, Distributed leadership can have a positive influence on the organization which ultimately also has an impact on better student outcomes. If we go back to other scholars with their understanding regarding the scope of management and leadership, the wisest opinion is that there is no best management and leadership style. Distributed leadership was born to improve previous theories. From a style of leadership that is full of formality and limited roles, Distributed leadership is present as a breath of fresh air in the organization. However, it is not certain that this theory can work effectively in all conditions of educational institutions.

2.4. The Different Nature of Adolescents in Education

After exploring leadership further both in global and local contexts of educational settings, the information related to senior high school students and their needs in schools is equally necessary to know. Based on the period of development, high school students fall into a category called adolescence or youth or teenagers, with an age range of 10 to 21 years (Santrock, 2002). The average age of high school students in Indonesia is 15-18 years old, according to the terms and conditions set by

the New Student Admissions in 2022 (Aisyah, 2022). In the following paragraphs, I try to provide an overview of adolescents and their different nature as students in education field. The importance of non-academic school programs for senior high school students will also be explained. This section is important to find out later whether or not the principals have accommodated what their students expect at school through their leadership styles.

Northern and Petrilli (2017) stated that the first thing that the school must understand about adolescents is their boredom. The authors' further explanation said that this is natural and not contrived by them because adolescents deal with more factors than before (in the middle and late childhood phase, age 6-11 years) that interfere with the process of understanding themselves and their surroundings. What the school should then pay attention to is the difference between when the students complain normally and when the students begin to withdraw to not be involved in their educational process. Similarly, Cook-Deegan (2016) also mentioned boredom as a big part of adolescent life. However, Cook-Deegan emphasized that one of the causes could be a school that does not provide a clear purpose to adolescents. It is said that the boredom that appears is a form of confusion because these adolescents cognitively have started to be able to do planning in their lives but the education side gives a lack of direction.

Cognitive development is closely related to Piaget's theory. According to Piaget, cognitive development from adolescence through adulthood is called Formal Operational (Mcleod, 2022). As children get older, they can process abstract things and state reasons regarding hypothetical matters (Cherry, 2022). In detail, teenagers can think deeply about things and give their opinions morally, ethically, socially, politically, etc. This will continue when teenagers turn to being adults, they will have the capability

of seeing multiple solutions to problems and thinking about the world more scientifically.

The cognitive context in education is basically not only focused on student achievement in the academic aspect. Gardner (1993) argued that intellectual meaning can be broad and each individual has different intellectual competencies. In his book *The Theory of Multiple Intelligences*, Gardner (1993) introduced eight different types of intelligence: Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Gardner also added that linguistic and logical-mathematical are the two types of intelligences that school and society mostly value. Other types of intelligence are less appreciated. The following paragraph is the brief explanation of intelligence proposed by Gardner:

First, Linguistic intelligence deals with the ability to learn languages. People with this type of intelligence are competent in analyzing information and creating products of oral and written languages like books. Second, people with Logical/Mathematical intelligence are competent in making calculations, solving abstract problems, anything related to mathematical operations. Third, people with Spatial intelligence are good with pattern recognition. This competency is mostly related to professions like pilots, sculptors, architects, etc. Fourth, Bodily-Kinesthetic is the type of intelligence that deals with the ability to create products, perform skills, or solve problems by using one's own body. Fifth, Musical intelligence is the ability to compose and perform musical patterns. People with musical intelligence can recognize and create musical rhythm and tone. Sixth, Naturalist intelligence shows ability to identify and differentiate the environment, especially the flora and fauna aspects. Seventh, Interpersonal intelligence deals with the ability to work and understand other people's intentions, motivations, and desires. Eighth, Intrapersonal intelligence is the

ability to understand oneself. People with intrapersonal intelligence understand the importance of their life goals and how to achieve them.

With my background as an English teacher for adolescents, I often see negative labels are given to adolescents with their rebellious character and full of critics. However, Santrock (2002) proposed several ideas to clarify that adolescent phase tends to be misinterpreted. First, Santrock viewed the adolescent phase as full of glorious times to evaluate, decide, commit, and set in the world. Even though they may appear negative from the outside, these adolescents need and expect much support and many opportunities from the adults around them, including the school. Second, the challenges faced by adolescents now are very different from those of the previous decade. Today, the stability of the environment around adolescents is worth questioning. The high rate of divorce from parents, the large number of pregnancies out of wedlock, and the high frequency of family mobility, not to mention the technology and lifestyle, all of these make teenage life more difficult now. Support and opportunities are very important because these two things are provisions for adolescents to become competent adults.

Lastly, the author Santrock criticized that many high schools still promote passivity rather than autonomy. The transition from Middle High School to Junior High School deals with reducing dependence on parents, increasing responsibility, and expanding the scope of social circles. It seems heavy to carry but these events can also be adolescents' great life experiences where when they can enjoy their independence, feel more grown up, find their true friends, and even explore their interest in academic work. Only because they are already independent, it does not mean the school can give freedom with no direction. What the school needs to do is to provide various channels for them to explore passion and find their identities.

The explanations regarding adolescents above are in line with the importance of the existence of counselling at the high school level. Gysbers (2010) explained in detail the journey of school counselling where it all begins with an understanding of adolescents and ends with three important life aspects of high school students. The three aspects are social/emotional needs, career preparation, and academic achievement expectations. Unfortunately, the mentioned crucial aspects are still being misunderstood by the assumption that academic achievement is everything in educational journey. Towards maturity, adolescents encounter many confusions in life that require the ability to understand themselves and to make good decisions. Again, adolescents need and expect much support and many opportunities from the adults around them including the school to deal with this confusing phase.

Apart from counselling, extracurriculars are also believed to be an important element at the high school level for several reasons. Extracurriculars provide many opportunities for adolescents in practicing social skills, contributing to the community, expanding networks, and learning to face real life challenges on a small scale (Rees, 2008). Similarly, Amir (2020) also stated that participating in extracurricular has a meaningful contribution to high school students because this program triggers students to develop their interests, fosters their independence, and inculcate a sense of responsibility which is very important in real-world settings.

Along with the growing attention of education towards the importance of counselling and extracurricular activities, school principals must pay more attention in preparing, implementing, and evaluating these two programs at school. The National Education Association (NEA) has concluded that the majority of pupils' mental health in schools is not in a good state okay and parents believe in the benefits of school counselling (Flannery, 2022). Likewise with extracurriculars, the study of Devi et al.

(2021) found that nowadays parents are starting to look at schools with various and well-run extracurricular programs as a better option for their children because they believe such programs will add certain valuable skills to their kids.

CHAPTER III RESEARCH METHODOLOGY

This chapter includes several things such as the research approach, methods of data collection, data analysis, research subjects, the place and the time of the research. For the research approach, I will begin by describing experiences as the source of knowledge. Then, I will explain Qualitative research as the methodology used in this study. Case study followed as the design I chose because it was suitable for my study which explored the principal's leadership style at a private senior high school. This section continues with methods of data collection where I will describe interviews and observations. For data analysis, I conducted Manual Thematic Analysis (MTA) and described the six stages of doing it. Lastly, I will provide information regarding the research subjects along with the place and the time of the research.

3.1. Experiences as the Sources of Knowledge

Leavy (2017) explained clearly how social research is formed in her book *Research Design*. It is stated that humans always deal with events in daily life. Events on a regular basis trigger humans to process and obtain knowledge. The knowledge is initially formed as points of view, judgment, comprehension but then these foundations are transformed into different sources of knowledge such as experts, cultural beliefs, personal experiences, and social research.

What experts and cultural beliefs have in common is that they are both ideas that are constructed as ways for humans to understand the world. Both are the perspectives of individuals or groups, therefore both of them also have a weak point named bias. The difference between expert and cultural beliefs lies more in their daily manifestations. Experts are people we may or may not know, who usually hold certain positions and are trusted by the public such as leaders, bureaus, authorities, etc. Meanwhile, cultural

beliefs are more visible as a form of norms, rules, agreements, and boundaries in a social context.

Different from the two previous sources of knowledge, personal experience is related to how humans understand the world through their own senses: see, hear, smell, taste, and touch. Social research appears as the last source of knowledge due to the urge to minimize bias from the sources mentioned earlier. In the book, it is stated that social research can counteract any limitations that exist on bias to make experts, cultural beliefs, and personal experiences become better sources of knowledge because of scientific procedures being conducted throughout the process.

With all the explanations above, I can conclude that my study highly depended on an individual's personal experience as a school principal. Expert category could also be included in this matter since principals are leaders but they are most likely to have different years of experience which make things less compatible from one to another. My goal in this study was to compile an individual's personal experiences into knowledge through a series of scientific procedures called social research to minimize bias and other limitations.

3.2. Qualitative Research

Continuing the explanation of sources of knowledge above and the terminology for social research, a question of what research is suitable as an opening for this section. Research is a series of steps conducted to collect and analyze information with objectives to enrich knowledge, improve practices, and even inform policy debates (Creswell & Gutterman, 2019). Creswell (2013) elaborated the research steps into: recognizing research problems, studying the related literature, framing the research purpose, gathering data, analyzing data, and reporting the research.

There are three different research approaches: qualitative, quantitative, and mixed methods. Creswell and Creswell (2018) simply explained that qualitative focuses on using words, quantitative focuses on using numbers, and mixed methods are in between qualitative and quantitative. With the main premise of wanting to explore the leadership style of principals in private secondary schools and explain it to readers with words rather than presenting it with numbers, qualitative is the most suitable approach for my study. Qualitative researchers do not seek for the absolute truths, but rather to ascribe, to understand, and to explain (Gay et al., 2012).

This study attempted to answer four research questions: (1) What are the non-academic programs provided by the school to support students' needs? (2) What leadership style is practiced by the principal to run the non-academic programs provided by the school? (3) What leadership strategies are used to tackle the challenges faced by the school in implementing the non-academic programs? (4) How does the principal improve the current leadership style for the betterment of non-academic programs at school?

Of all research purposes, my study focused on exploring the principal's leadership style. Leavy (2017) stated that exploration is how to learn about new topics or topics that have not been widely researched. Exploration can help researchers fill in gaps in knowledge of a new or currently researched topic, or topic approach from different perspectives to generate new and emerging insights. As stated in the previous section, the topic of leadership in the realm of education in Indonesia has not been given much attention and still lacks scientific study (Jalal & Supriadi, 2001).

3.2.1. Case Study

In qualitative, there are many designs that a researcher can choose according to the research purpose such as narrative, phenomenological, grounded theory,

ethnography, and case study (Creswell & Creswell, 2018). Since I chose a private educational institution as my research site and interacted directly with the school principal to explore the practice of leadership styles in the school, then the case study was the fit choice. Case study research deals with a real-life study of a case, in a particular context or setting (Yin, 2009). In addition, Creswell (2013) explained that case study is applied when a researcher explores a real life case in a thorough data collection process involving more than one source of information (e.g., observations, interviews, audiovisual material, and documents and reports).

Case studies have various types such as explanatory, exploratory, descriptive, multiple-case studies, intrinsic, instrumental, and collective studies (Baxter & Jack, 2015). It is obvious that I attempted to conduct an exploratory case study. It was exploratory because my research questions reflected that I would like to explore the kinds of non-academic programs being implemented in the school, what leadership style was being practiced by the principal, how the principal tackled daily challenges at school, and what actions the principal needed to take for a better leadership practice in the future. The research questions came from gaps I found in the literature, different research findings in the literature, a particular topic that has been lacking in the literature, and “real-life” issues found in institutions (Creswell and Creswell, 2018).

3.3. Methods of Data Collection

In this section, I would like to explain how and why my study is included in a qualitative methodology with a case study approach. I will also explain the backgrounds and reasons related to the selection of interviews and observations that I did in my study.

3.3.1. Interview

Interviews are one of the most common ways to process data collection in social research (Sarantakos, 2013). Sheppard (2020) defined interview as a data collection method from qualitative research involving two or more people to exchange information through questions and answers. There are three different ways of conducting interviews: structured, semi structured, and unstructured. Structured interviews are conducted by having questions prepared and asked to each interviewee with no changes in order and sentences at all. Unstructured interviews are basically like a regular conversation. Researchers may have or have not prepared the questions and the interviews are conducted freely (Hancock et al., 2009). Semi structured interviews were the ones I implemented in my study. These interviews were conducted by having questions ready based on the topic research but I could either change or modify the questions. It all depended on the interviewee's responses and the clarity of the expected data. I chose to conduct semi-structured interviews due to the balance of my preparation and flexibility that I could do during the process.

From one selected private senior high school, I had six people to be interviewed: one principal, one curriculum assistant, one person in charge (PIC) of BK, one PIC of extracurricular, one student, and one parent.

1. One principal, to find data about the non-academic programs offered by the school and the principal's leadership style in general. Then, I asked details on the principal's leadership style practice in carrying out the non-academic programs at school, dealing with existing challenges as well as efforts to improve the principal's leadership quality in the future.
2. One curriculum assistant, to find data about the ongoing implementation of non-academic programs at school under the current principal's leadership style. In addition, I asked regarding challenges during the non-academic programs and

efforts to improve the quality of the non-academic programs in the future through the principal's leadership style at school.

3. One person in charge (PIC) of BK, to find data about the ongoing implementation of the BK program at school under the current principal's leadership style. In addition, I asked regarding challenges during the BK program and efforts to improve the quality of the BK program in the future through the principal's leadership style at school.

4. One PIC of extracurricular, to find data about the ongoing implementation of extracurricular activities at school under the current principal's leadership style. In addition, I asked regarding challenges during the extracurricular activities and efforts to improve the quality of the extracurricular activities in the future through the principal's leadership style at school.

5. One student, to find data about the non-academic programs offered by the school, student's point of view on the principal's style in leading the non-academic programs at school, student's expectations regarding the implementation of the non-academic programs in the future, and student's opinion on the school's attention to student's self-potential development. In addition, student's thought about directions as well as options after graduation given by the school.

6. One parent, to find data about the non-academic programs offered by the school, parent's point of view on the principal's style in leading the non-academic programs at school, parent's expectations regarding the implementation of non-academic in the future, and parent's opinion on the school's attention to student's self-potential development. In addition, parent's thought about directions as well as options for students after graduation given by the school.

The interviews were conducted face to face with a time range of 45 to 60 minutes for each participant. All interviews were audio taped by phone and I also took notes during the interview to anticipate if there were technological errors in the recording process. As stated earlier, this study focused on the principal's leadership style but the participants were not only fixated on the school principal. A curriculum assistant, PICs of the non-academic programs, a student, and a parent were also interviewed to increase the trustworthiness of the study. In answering questions, researchers expect participants to share their knowledge, opinions, and experiences related to the topic of study (Mahat-Shamir et al., 2021).

Generally, I asked different questions for one participant and another. However, all of these questions were made in order to obtain information and conclude the understanding about the actual leadership style of the principal in the scope of non-academic school programs. Specifically to the principal and the curriculum assistant, I asked questions related to the non-academic programs that the principal leads at schools, what style the principal practices daily for running the programs, and why the principal does so. Topics and issues about the school situations, and leadership practices, along with obstacles regarding the values and socio-cultural contexts were attempted to be covered and outlined. To the PICs of extracurricular and BK programs, I ensured their years of experience working at the schools ranged at least from 3 years. This selection would represent fruitful perspectives in this study from people who understand how the school works and know the principal well professionally. For the PIC of extracurricular, there were several individuals who could be appointed as an interviewee, but I chose the Extracurricular Coordinator who understood and handled all matters related to extracurriculars from planning, implementation, and evaluation. As

for BK, there was only one individual who was responsible for teaching BK in class as well as taking care of students and parents counseling sessions.

Like most schools, there are also many types of extracurricular activities in the selected school of this study. In this case, I had my personal consideration in choosing which extracurricular activity that needed to be explored deeper. Since I could not cover all extracurricular activities provided by the schools, I prioritized the extracurricular activity which has been the main highlight of the school this academic year and which gave me more open access to observation. Related to observation, it will be explained in more detail in the next section. The last two groups (parents and students), their active participation in the school programs gave me rich information about the principal's leadership characteristics and practices particularly since they represented the stakeholder and student's point of view.

Creswell (2013) elaborated the things researchers need to consider while collecting data: respect the sites by not causing much disruption, ensure that all participants are treated equally, never deceive participants, and never gather harmful information. I did my best to use this as my guidance once the research process began. In addition, I truly considered the equal treatment I had to give to all participants during interviews. As a novice researcher, it was a challenge for me to interview people from different roles since they needed different approaches. The outline of interviews for each participant in this study can be seen in Appendix A (research instrument).

3.3.2. Observation

Observation was also part of my data collection process in which I spent seven working days in the school. Observation is one of the ways to gain data in which researchers participate in a social circumstance to understand and make a qualitative analysis from the observed setting (Patton, 2002). In addition, Patton (2002) also stated

that observation plays an important role because there are things that cannot be said in the interview which are then seen through observation. The focus of my observation was through school activities where the principal was present and other school activities where the principal was not around. The school activities that I observed with the principal around were lunch breaks and *Khataman Al-Qur'an* which was an internal event held by the school before the school exam week. The school activities that I observed without the principal around were BK sessions in class, extracurricular sessions, and school surroundings in general such as during lessons, during recess, and during afternoon prayers.

Creswell & Poth (2017) explained that the main purpose of observation is to gain a comprehensive understanding of the participants being studied in their daily environment. Therefore, besides interviewing the participants, I also spent time at the selected school to see how things and the people were regularly there. A daily journal was used for me to write down any interpretations gained when I was on the research site. In addition, the principal's behavior along with how the other school members reacted to their leader were also part of my attention in this process.

For novice researchers like me, observations are expected to strengthen the data in case my skills in interviewing participants are not optimal. With several considerations, I did overt non-participant observation. In this case, research participants gave their consent and were aware of my presence during observation. I was not involved in their activities such as teaching, interacting, etc. I was around during the school activities to take some notes based on what I witnessed. Observation demands certain energy and concentration in which researchers' eyes, ears, and observational senses have to be turned on (Patton, 2002). Therefore, I positioned myself as somebody who focused on the surroundings and took notes.

To reduce the feeling of awkwardness with the participants, I mingled with them for two days before actually making official observations. Initially, I planned to spend two weeks at the school. The first week was meant for informal observation and the second week was for official observation. Due to time constraints, school exam week and Ramadan, my expected time missed and I ended up only having seven days at school.

3.4. Methods of Data Analysis

Creswell (2013) described the things that researchers need to pay attention to during the process of analyzing data: maintain the anonymity of the participants and avoid only highlighting the positive results. In my study, I put the schools along with all of the participants in pseudonyms. I would refer to the selected schools as School X. As for the participants, I would refer Mr. Adi as the principal, Mr. Burhan as the curriculum assistant, Mrs. Caca as the PIC of BK, Mrs. Danti as the PIC of extracurricular, Fitri as the student, and Mrs. Eva as the parent. As for the research results, each participant had their own opinions regarding the school principal's leadership style in the implementation of non-academic programs. My task as a researcher in this study was to convey the facts based on existing data. Therefore, presenting only positive results more likely showed the inability of being critical in analyzing the data which I truly avoided.

Besides that, it was crucial for me to maintain my objectivity as well by being aware of my position in this study. Holmes (2020) viewed how positionality truly affects the whole research process in which it acknowledges and recognizes that researchers are part of the social world they are researching and that this world has already been interpreted by existing social actors. From the school leadership's perspective, I have zero experience of being a principal. However, I have been working

as an English teacher. Therefore, my positionality in this study is reflected as a teacher who has the experience of working and having a professional relationship with a school principal.

Analyzing data in qualitative research means to discover the big picture and communicate the important features to readers by keeping the records organized (Hancock et al., 2009). In this study, manual thematic analysis was conducted to analyze the data. Braun and Clarke (2021) defined Thematic Analysis (TA) as a systematic process of developing, analyzing, and interpreting qualitative data into themes. The word manual emphasizes that the whole analysis process was conducted by myself without using any software.

There are six stages of doing manual TA: get familiar with the data, generate the codes, construct the themes, review for any possible themes, name the themes, and produce the reports (Braun and Clarke, 2021). In this study, I began by typing my field notes and confirming the accuracy of the notes by listening and transcribing the interviews. After that, I tried to summarize the transcriptions and patterns gradually appeared by that time. By patterns, I mean that the responses from the participants led me to some connections. The next thing I did was preparing categories and putting different colors for each category. This was done both using a laptop (typing) and using papers (handwriting). Once the patterns were seen, I started grouping them and creating themes. Then, themes were named based on things like the same leadership style or maybe the same responses about principals' strategies. Based on these themes, I proceeded to the further analysis and interpretation of the study to answer the research questions..

3.5. Research Subjects, the Place and the Time of the Research

In this section, I would like to explain the information regarding the selected school as my research site, the participants who were involved in this study, and the timeline of my research.

The private school in this study is located in the city of Depok, West Java, Indonesia. The foundation of School X was formed in 1984 and established the Kindergarten level of education a year later. Over time and its development, this foundation eventually continued to establish Elementary, Junior High and Senior High school education levels. School X as the Senior High school was founded in 2007.

School X was established with the following objectives (1) Preparing students to have noble character, (2) Developing the potential of students so they can think creatively, innovatively, and independently, (3) Preparing students to be able to compete in facing future challenges, (4) Equipping students to master science, technology, social, culture and art to face the future life, (5) Improving the quality of education both academic and non-academic, and (6) Preparing students to face Olympic activities both locally, nationally and internationally.

The missions of this school are (1) Organizing education that applies Islamic values, (2) Organizing education that develops multiple intelligences, (3) Developing students in accordance with the times, (4) Developing a culture of being polite, honest, tolerant, tolerant and having high social awareness. Plenary education that breathes Islam is the vision of School X. The School X is well-known for its academic and non-academic achievements, therefore, many parties such as parents and teachers highly recommend this school.

Currently, I live in Depok and I intentionally chose a senior high school that is either nearby my house or my university due to having easy daily access during data collection. Sheppard (2020) stated that one thing to consider in choosing a research site

is the time limit. Depok was chosen to make it easier for me to reach the schools during the data collection process. Even if there was insufficient data in the future, it was very possible and easy for me to return to the school concerned. With a limited time in which this study must be completed before July 2023, it was not wise for me to choose a research site outside the Depok area.

Research is all about gaining data from people and about people, whatever the approach is (Punch, 2005). The first thing I needed to do was to gain permission from the school which basically was the approval of the school principal so I could conduct research there. For the matter of ethics, Creswell (2013) broke down the details of what researchers need to do in the beginning process of their study especially the ones related to the research participants: give participants time to think before signing the consent, tolerate the norms applied in a selected society, and be sensitive to vulnerable groups like children. I set these ethical issues as one of my guidance during the process of gaining consent from the participants. In the end, the process I took to obtain data in this study was entirely based on the ethical use.

Prior to this study, I had conducted a research and data collection process at School X for a course assignment but at the Junior High school level. Therefore, obtaining permission from the school was not that complicated because the principal of junior high school from my previous research helped introduce me to the principal of senior high school (Mr. Adi). I started my approach in early February 2023 by contacting Mr. Adi via WhatsApp. He responded and invited me to meet him at school. However, due to his busy schedule, the meeting was postponed and finally took place on February 15, 2023. On that day, I met Mr. Adi and gave my research permit letter from the university along with my summarized thesis proposal that I had translated into Bahasa Indonesia. I also managed to elaborate my research purpose, my plans of

conducting interviews and observations. Mr. Adi gave his consent right away because School X was already accustomed to opening access and accepting final semester students to conduct research there. From this meeting, Mr. Adi gave me consent to conduct research at School X. He also asked me to send a research instrument guide as an overview before I started the data collection process. After the meeting, I got permission from Mr. Adi to get familiar with the school and I took advantage of it to observe the school surroundings. Mostly, I spent this initial observation to know the location of classes, teachers' room, break time, and praying schedule.

My research instrument was approved by my thesis supervisors on March 2, 2023. I immediately asked the faculty for assistance in issuing a research permit letter with a research instrument guide attached. I sent the soft copy versions of the research permit letter and research instrument guide to Mr. Adi on March 3, 2023. Then, Mr. Adi responded that I could start data collection for my research as of March 6, 2023. This quick response happened for a good reason because Mr. Adi informed me that school activities could run normally from 6-10 March 2023. However, school activities would be much different in the following weeks because of the school exam week and Ramadan. The biggest impact on my study in this regard was that I had to finish collecting data before the school exam week and the month of Ramadan. After further discussion and consideration with Mr. Adi, I started collecting research data at School X from March 6 to March 10, 2023. The data collection process was in the form of interviewing six people, observing the extracurricular and BK programs. For extracurricular, I chose to observe foreign language activities due to the time availability, the high student interest, and the willingness of the language instructors.

In selecting participants, I believe that I interviewed the right people who were reliable sources to help me answer research questions in this study. The following is profile of each participant I interviewed (the names are pseudonyms):

1. Mr. Adi as the principal of the school.

He has been working at School X for more than five years. He started his career at this school as a Biology teacher. Along with time, Mr. Adi then served as Assistant for Administration for one year and Vice Principal for one year as well. After that, he was appointed to be the school principal. Before becoming the principal, Mr. Adi had attended a training in the form of School Principal Training for three months in Bandung. From this training, Mr. Adi was able to get an official registration number and continue to serve as a principal. His position as school principal began two years ago in the 2021-2022 school year.

2. Mr. Burhan as the curriculum assistant

Mr. Burhan has just served as curriculum assistant in the 2022-2023 school year. However, he has also been working for more than five years at School X. Initially, he started his career at this school as a Mathematics teacher and then was appointed as an assistant for student affairs for one period in 2017-2018. Regarding training, Mr. Burhan has attended training related to the curriculum several times both internally prepared by School X and held directly from the government.

3. Mrs. Caca as the PIC of BK.

Mrs. Caca has been working at School X as BK teacher since 2016. Since Mrs. Caca is the only BK teacher at this school, teaching BK in all classes from class X to class XII has become her responsibility. In addition, Mrs. Caca is also responsible for handling counselling for all students and parents outside her teaching hours.

4. Mrs. Danti as the PIC of extracurricular

This is the fifth year Mrs. Santi works at School X. However, she just served as extracurricular PIC in the 2022-2023 academic year. With a background in education, Mrs. Danti admits that she has a passion for student development in non-academic fields.

5. Fitri as the student.

Currently, Fitri is in class XI. This is Fitri's first time attending School X because previously from Kindergarten to Junior High school, she attended a different private educational institution. Apart from being a student, Fitri is the Head of School X Student Council for the January-December 2023 period.

6. Mrs. Eva as the parent.

Mrs. Eva is a mother of three children. All of her children attend School X. Her first child has graduated and is currently in university. Her two other children are currently in class IX and class XI at School X. Apart from being a parent, Mrs. Eva is also the Head of Parent and Teacher Association (PTA) at this school.

From the background of the participants above, it is undeniable that there are weaknesses. Especially on the principal figure, Mr. Adi has only held this position for the past two years. He started as a school principal when the Covid-19 pandemic still occurred. Therefore, his leadership in non-academic programs is still relatively new. However, the years of involvement of most of the participants above with School X cannot be questioned because they have known School X for a long time.

3.6. Reporting the Study

This was the final part of the research process. Even though it was only one step away from completion, there were many things that I had to keep in mind. Creswell (2013) stated several important things for the researchers on this last procedure:

falsifying data and evidence is undoubtedly wrong, plagiarizing is a crime, using clear and appropriate language, and keeping all your records as anticipation of any kinds of misuse.

Keeping the data as real as possible was one of the pivotal ethics for me when conducting a study. There should not be a feeling of sugar coating the study only to make it attractive or meet the expectations. Plagiarizing is something that is strictly monitored. Turnitin is one of the ways to check for plagiarism and the best solution to avoid this crime is by paraphrasing the statements. In fact, the key is to never claim any ideas if they are others' thoughts (American Psychological Association, 2020). After completing this study, it is recommended to keep every record at least for about five to ten years (Sieber, 1992).

Most importantly, member checking in this study played an essential part since the language used with the participants during data collection was completely in Bahasa Indonesia but the language used in writing the thesis was in English due to the university's requirement. There were two times for the member checking took place in this study. First, participants did member checking of the interview transcriptions during data collection. Second, participants did member checking of the whole manuscript once the study was completely finished. Both member checking was done to make sure that there was no misuse of the data in this study.

CHAPTER IV RESEARCH RESULTS AND DISCUSSIONS

This chapter presents the results of the analysis obtained from participants' interviews, school activities' observations, and the school's documents related to the principal's leadership styles in the implementation of non-academic programs at School X. The data analysis process produced several themes that answered the research questions in this study. The results section is the elaboration of answers to each research question through the themes obtained from the Manual Thematic Analysis (MTA). Meanwhile, the discussions section is the interpretation of the findings found in the study. The discussion also tries to elaborate on the significance of the findings in relation to the area of principal's leadership styles being investigated in the study.

4.1. Research Results

4.1.1. Participants' Understanding of Non-Academic Programs in School X

This section presents three themes that emerged in response to the first research question in this study: What are the non-academic programs provided by the school? The three themes refer to how all participants understand the essence of the non-academic programs at school. At School X, all participants emphasized extracurricular and BK as non-academic programs because they are not included as intracurricular activities. In addition, the priority on non-academic programs is not based on cognitive outcomes. Then, participants viewed non-academic programs as the reflection of the Multiple Intelligence (MI).

4.1.1.1. The Programs Held Outside the Classroom Learning Hours

In defining the school's non-academic programs, Mr. Adi as the principal of School X explained:

Non-academic programs in this school are designed as outside learning hour activities that are focused on students' potential/interests/talents. Therefore, the

non-academic programs available at School X are extracurricular and BK (Author's interview, March 6th, 2023).

Supporting the explanation above, Mr. Burhan as the curriculum assistant stated:

At School X, the learning process does not solely happen in the classrooms through school subjects. For our students, honing skills/talents becomes the main interest too. In this case, we consider extracurricular and BK as non-academic programs to facilitate students' needs (Author's interview, March 6th, 2023).

From the two statements above, it is clear that non-academic programs at School X are understood as activities that rely on students' interests and are implemented outside *Kegiatan Belajar Mengajar* (KBM). In other words, non-academic programs are activities that are carried out after school hours. However, BK in practice at School X is included as a class activity that is carried out with days and durations arranged equally for all classes. To explain why BK is included as a non-academic program at School X, Mrs. Caca as the PIC of BK said:

BK is a student consulting service in schools. To ensure that this service is spread evenly to all students at School X, BK is scheduled once a week for 45-minute session in all classes. BK focuses on consulting services, skills development, and character building. If students need further consultation, they are free to meet me in the BK office (Author's interview, March 7th, 2023).

As for extracurricular activities, they are available at School X after school hours from Monday to Friday with a wide variety of choices. Mrs. Danti as the PIC of extracurriculars stated:

The extracurricular activities at School X are very diverse. We divide them into three categories: official, language, and elective. Each student is required to choose at least one activity from these three categories. All different categories are held from Monday to Friday from 4 PM to 5 PM (Author's interview, March 6th, 2023).

Besides having interviews, I also conducted observations of extracurricular and BK. For BK, I was allowed by Mrs. Caca to participate in BK session for classes X and XI. For class X, the topic being discussed was 'Different Learning Styles'. Mrs. Caca explained the general ideas of the topic and then assigned students to discuss in pair

works regarding effective learning styles for them. After discussing, Mrs. Caca asked each pair to share the results of their discussion with the whole class. In this observation, I saw how students often asked about the learning style that would benefit them. Apart from that, I also saw how Mrs. Caca shared the importance of the topic with the school exams that were about to take place for a more effective learning process.

As for class XI, the topic being discussed was 'Emotional Control' with a socio-drama approach. In class, Mrs. Caca used a camera to record a short drama performance delivered by the students. Most students associated this emotional control with the concept of queuing in public places such as restaurants and ATMs. At the end of class, Mrs. Caca built discussions and shared experiences with students about the importance of controlling emotions, particularly in uncomfortable situations like dealing with long queues in public, and how to express those emotions through good communication.

The schedule information I gained from observations related to extracurricular activities was that the official category is held every Monday, the language category is held every Wednesday, and the elective category is held on Tuesday, Thursday, and Friday. With such limited time I had at School X for such a wide variety of activities, I decided to focus on the language category on Wednesday. After asking and getting permission from the school, I had the opportunity to visit several language classes: English, Korean, German, French, and Japanese. I spent approximately 10-15 minutes in each class. From my observations, I witnessed that every language class had at least one instructor, one coordinator, and 2-15 students. The instructor could be either an internal teacher from School X or an external teacher who was hired by School X and responsible for teaching the foreign language. The coordinator was an internal teacher

from School X who was responsible for accompanying the instructor, handling the attendance list, and taking pictures/videos as part of the documentation.

4.1.1.2. The Programs which Highlight the Non-Cognitive Outcomes

As non-academic programs, the participants stated that extracurricular and BK are programs that do not emphasize the students' cognitive outcomes. Mr. Adi as the principal stated:

So far, most people only define students' success from report cards. At School X, graduating from high school is not just about getting a certificate with good grades. We want to have graduates who are also skilled and experienced in other things like arts, sports, and more (Author's interview, March 6th, 2023).

Mrs. Eva as the parent stated her point of view regarding extracurriculars:

I think more people (parents and students) are looking into joining School X because the school is well-known for encouraging its students to maximize their capability outside the academic area. In fact, now universities are also opening many great opportunities for students who have passions in non-academic aspects like sports, film, design, etc. (Author's interview, March 10th, 2023).

As said by Mrs. Eva above, parents start looking at schools not only as educational institutions that prioritize the academic aspects of students but also appreciate non-academic aspects as equally important elements. Mrs. Eva's statement does not solely represent her personal voice as a parent. At School X, Mrs. Eva is also the Head of the Parent Teacher Association (PTA). From many discussions that Mrs. Eva had with other parents, Mrs. Eva noticed that many parents consider non-academic programs as an important influence in the future, especially at the university for their children.

Mrs. Eva gave an example, a student at School X who wishes to major in film-making has at least learned the basics of film from the extracurriculars provided by the school, which is very helpful as the basic learning before enrolling in the university. As a parent, Mrs. Eva sees that study programs at universities have grown rapidly. They are not only focused on studies like Math, Physics, Chemistry, and Biology. Majors such as

programming, film, and foreign languages like Korean are currently also attracting a lot of interest from the younger generations. Participating in extracurricular activities can be a provision for students for the next step when they enter university.

Fitri as the student added her perspective on BK program:

In class, BK does not have gradings like other school subjects so it is not about being smart. We are expected to understand who we are and what we need in life, especially after graduating high school. We find it very useful to consult with Mrs. Caca regarding our interests and next steps at university later (Author's interview, March 27th, 2023).

Fitri is the leader of the Student Council and often has discussions with her friends about the future after high school. Fitri and her friends take the consultation with BK very seriously. They feel that studying is an obligation as a student but being smart is not the main goal. As students, they feel that understanding their own potential is far more important. For Fitri, consultation regarding her interests and preparation for university is crucial so that she will not choose the wrong major at the university later or feel forced to work in the future that does not match her true potential.

In the process of observing the school environment, a large poster was put on for the public in the lobby area showing the goals, missions, and vision of School X. There are six points written in the goals of School X. In point number four, it is said that the purpose of establishing School X is to equip students to master science, technology, social, culture, and art to face future life. Then, it is written in point number five that improving the quality of education both academic and non-academic is one of the objectives of the establishment of School X.

Referring to the participants' statements above with the goals of School X, it becomes very understandable that as an educational institution, School X does not only make academic aspects the mainstay of the school. Pairing the importance of art and cultural knowledge as a provision for students in the future is evidence of School X's

efforts to appreciate the non-cognitive aspects of students and not only prioritize science and technology. More importantly, the goal of School X in appreciating the non-cognitive aspect was not only acknowledged by Mr. Adi as the principal but also by Mrs. Eva as a parent and Fitri as a student who experiences the educational process at School X.

4.1.1.3. The Programs that Uphold the Multiple Intelligence (MI)

The last theme that appeared in this section is related to Multiple Intelligence (MI) where the differences in each student deserve to be appreciated and developed according to their respective potentials. As the principal of School X, Mr. Adi stated:

One of the theories that School X uses as a reference is MI. As educators, we must accept the fact that each student can be intelligent in a different field, academically and non-academically. In principle, each school must have academic standards. However, appreciation and development of non-academic aspects of students should also be implemented by schools. That is what School X always tries to do (Author's interview, March 6th, 2023).

This was supported by Mr. Burhan as the curriculum assistant:

In contrast to public schools, our student input as a private school has always been heterogeneous. Our challenge is how to process this heterogeneous input into an optimal educational journey for each student. MI exists to facilitate that. Every student is different and the potential that needs to be developed is also different (Author's interview, March 6th, 2023).

Multiple Intelligence (MI) is stated as one of School X's missions. Out of a total of four school missions, MI is mentioned in number two with the statement "organizing education that develops multiple intelligences". In this case, School X's biggest effort is particularly seen in the variety of extracurricular activities it provides. For the most recent semester, Mrs. Danti stated that there are almost 40 different types of extracurriculars available from Monday to Friday which are put into three categories: official, languages, and elective. This is a form of School X's seriousness in meeting the needs and developing the interests and talents of its students.

Additionally, most participants mentioned the Monday morning ceremony is also a moment of celebration for School X in upholding MI. Every Monday, at the end of the ceremonial session, the school always announces students who have won competitions both from academic and non-academic aspects. Students will be asked to come forward, the principal will congratulate them, then students will take pictures with school officials. The types of competitions also vary widely, starting from competitions related to school subjects to sports, arts, Qur'an recitation, and others.

Multiple Intelligence is a school of thought which opposes the intelligent-unintelligent dichotomy theory (Gardner, 1993). Simply put, Gardner believed that there are many forms of intelligence and that every individual must have intelligence in one of these forms. Some forms of intelligence according to Gardner are verbal-linguistic intelligence, mathematical-logical intelligence, visual-spatial intelligence, intrapersonal intelligence, bodily-kinesthetics intelligence, interpersonal intelligence, naturalist intelligence, and musical-rhythmic intelligence.

School X's extracurricular various activities clearly attempt to reflect and appreciate the different types of student intelligence. At least, the three extracurricular categories attempt to represent students' varied potentials. The official extracurricular is mostly related to mathematical-logical intelligence because most activities in this category are focused on national or international Olympiads. Meanwhile, language extracurriculars are emphasized in verbal-linguistic intelligence due to its focus on mastering foreign languages. Lastly, the elective extracurricular can be stressed out on visual-spatial intelligence and bodily-kinesthetic intelligence with its combination of sports and arts activities.

4.1.2. The Principal's Leadership Styles in Implementing Non-Academic Programs

This section presents themes that emerged in response to the second research question in this study: What leadership style is practiced by the principal to run the non-academic programs at School X? The multiple roles of the principal are written as initial description to gain a deeper understanding on how extracurricular and BK programs work at School X. Then, the results of the study become more specific with the leadership styles carried out by the principal. Overall, the results of this study indicate that the principal adopts a different leadership style in running extracurricular and BK.

4.1.2.1. The Principal's Multiple Roles

The theme found in this part is closely related to how the principal engages in the process of planning, implementing, and evaluating non-academic programs at School X. With the rich variety of extracurricular activities at School X, Mrs. Danti shared how the principal handles the planning to the evaluation process:

Since these three extracurricular categories have only been carried out under Mr. Adi's leadership, I see that his work is very structured. Starting from the types of activities, student registration data, external instructor recruitment, time and place, to reports. For each program in school, he always plans it carefully (Author's interview, March 6th, 2023).

As a curriculum assistant, Mr. Burhan added:

For extracurricular reports, it was initially in the form of students' attendance. However, it was later supported by the presence of an internal coordinator and photo evidence of the meeting. For the recruitment of external instructors, previously it only depended on informal connections. Now, the process is done by attaching a CV and interview stages. For the principal, this is all for a more organized administration system (Author's interview, March 6th, 2023).

Meanwhile, for BK affairs, Mrs. Caca stated:

The principal's support in every decision I make and I propose means a lot to me. Periodically, he always expects me to share reports regarding students or parents, even alumni. We rarely sit down and talk about BK but the way he manages his time to read my reports shows that he also considers BK's success as something essential in this school (Author's interview, March 7th, 2023).

Mr. Adi stated:

Non-academic programs do not have curriculum/indicators like academic programs. Therefore, I always try to equip myself with a concept/idea before meeting with teachers. This concept/idea is important as the basis for meetings which in the end may or may not be used based on joint discussions (Author's interview, March 6th, 2023).

The statements above may not really highlight the principal's leadership style at School X. However, the statements above prove the multi roles of a principal at the school. This is in line with Mulyasa's study (2003) with the principal's layers of roles as educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM).

Mrs. Danti considers Mr. Adi an innovator because he has created three categories for extracurriculars, along with the planning to evaluation procedure. On the other hand, Mr. Burhan considers Mr. Adi as an administrator because he suggested making all school administration affairs well organized for the reports and recruitment process. It is different from Mrs. Caca in which Mr. Adi's contribution towards BK might not be very significant. However, Mr. Adi acts more like a motivator that can make Mrs. Caca feel fully supported to run BK optimally.

In addition, Mrs. Eva as the Head of the PTA and Fitri as the leader of the Student Council stated that Mr. Adi is a figure who is always 'open for discussion'. For both of them, access to meet and discuss with the principal is relatively easy. The sign that the principal of School X also has a role as an educator can be seen in this aspect. As long as Mr. Adi is in his office, everyone gets an entry and asks for his time to talk about school matters. Based on Mrs. Eva's experience and stories from different schools, there are still principals who are difficult to be approached or even seem to be looking for excuses when parents want to meet and discuss. Similarly, Fitri still gets stories from her friends at different schools about the principal not mingling with the

students or using the teacher as a representative if the student wants to convey something to the principal.

4.1.2.2. The Principal's Leadership Style in Running Extracurricular Program

In running extracurricular programs at School X, this study found that the principal is a figure who involves many parties, both internal and external sources. Mr. Burhan as the curriculum assistant stated:

The principal approach in running extracurricular programs at this school is more about sharing with the team. Before making a decision, he always opens himself up to the opinions of parties involved (especially teachers) so that he is no longer the one who decides, but decisions are made based on the results of the discussions (Author's interview, March 6th, 2023).

Mrs. Danti as the PIC of extracurricular said:

The principal always shares with his team before making a decision. That was what he did regarding the three different categories (official, language, elective) at School X. After thorough discussion and all parties agreed, then he officially decided that three extracurricular categories were the best scheme for us to run (Author's interview, March 6th, 2023).

As the principal of School X himself, Mr. Adi stated:

I may be a principal who works collaboratively. Particularly for extracurricular, I am always open to any input from my team as a form of improvement. Who knows, someone else's idea is better than mine. In general, all non-academic programs in this school are joint programs, so they must be initiated together as well (Author's interview, March 6th, 2023).

Extracurriculars are an important part besides academic affairs at School X and the principal relies on solid teamwork for making it run successfully. In detail, Mrs. Danti summed up that the extracurricular preparation process is carried out before the new semester starts. This can take a while because the students' data has to be updated every semester. Based on the data, the possibilities might be either a new extracurricular activity must be opened or stopped because everything is in accordance with the student's number of interests. So far, the stipulation is that an extracurricular activity can only be provided if it has at least ten students registered to join.

In the implementation process, each teacher is assigned to be a coordinator to monitor each activity. During observations, I noticed that every language extracurricular activity was indeed accompanied by one internal School X teacher for monitoring, attendance, and photo or video documentation. Meanwhile, the evaluation process is in the form of reports and monthly meetings. During my visit to school, there was an extracurricular meeting scheduled but unfortunately, I did not get permission to conduct observation because the principal stated that there would be several confidential school matters that had to be discussed internally at the meeting.

When I observed the language activities on Wednesday, it was clear how the dynamics of the extracurricular program was running at 4 PM after school hours. All the internal teachers got prepared for their monitoring duties, the students were spread out to the designated rooms, and the external instructors arrived to start the sessions. Overall, the principal does involve all the school members in carrying out this extracurricular program. With so much variety that they try to provide for students, big teamwork is necessary to be taken.

4.1.2.3. The Principal's Leadership Style in Running BK Program

Unlike the extracurricular program, this study found that the principal adopts a different leadership style in running the BK program at School X.

Mrs. Caca as the PIC of BK stated:

The principal does not interfere too much in BK, it is either because he already trusts me or his plate is already full. In contrast to extracurricular programs which involve many parties, all the ideas and processes in the BK program can be said to be dependent entirely on me. What I do next is to seek approval from the principal before making any decisions or proposals happen (Author's interview, March 7th, 2023).

Mrs. Rani as the parent stated what she knew about BK program:

Unfortunately, BK at School X is clearly seen as a 'one woman show' program because Mrs. Caca takes care of BK by herself. Previously, it was a lot worse. Apart from taking care of counseling services for all students, Mrs. Caca was

also responsible for enrolling the senior students at their chosen universities. I acknowledge Mr. Adi's active role is still lacking in this regard (Author's interview, March 10th, 2023).

Fitri as the student stated:

For BK, the opportunity to interact with Mrs. Caca is very limited because she takes care of all the students herself. In the classroom, BK is only held once a week. Outside the classroom, Mrs. Caca prioritizes students who are more in need. In this case, the role of the principal is not very visible. In extracurricular activities, the principal is quite involved with the monthly meetings and field monitoring (Author's interview, March 27th, 2023).

As the principal of School X himself, Mr. Adi stated:

For BK, I have not really gone deep into it, but I give full supports to Mrs. Caca as long as everything is still in line with the school's vision and mission. One thing I once told to Mrs. Caca was related to the awareness of all school parties (teachers, students, and parents) that BK is not merely a place for 'troublemakers'. I personally hope that the BK office becomes the most-visited space by students for consultations (Author's interview, March 6th, 2023).

Referring to the statements above, how the principal at School X runs the BK program is mostly the opposite from the extracurricular program. In terms of involvement, it can be said that the BK program becomes Mrs. Caca's full responsibility since there is no other BK teacher besides her. In terms of decision-making, the role of the principal is more of the 'follower' rather than the 'leader'. In addition, stakeholders such as parents and students also notice the principal's minimal role and participation in BK implementation.

From a professional standpoint, School X has put the right person in the right job. Mrs. Caca is a psychology graduate who has consistently worked as a BK teacher throughout her career. With all the developments and changes that have occurred, Mrs. Caca is a teacher who truly understands what to do with the BK program. Recently, Mrs. Caca also just finished attending some kind of BK seminar to upgrade the quality of her work. However, Mr. Adi's leadership is lacking in this regard and this is not in

line with the literature stating that the principal must be able to pay attention to every member of the school (Shava & Heystek, 2019).

The lack of his leadership in the implementation of BK was acknowledged by Mr. Adi due to several reasons. In the interview, Mr. Adi elaborated that the extracurricular and BK programs are completely different worlds. In the extracurricular program, things that need to be taken care of are very technical in nature. Recording students' data, arranging schedules, preparing the classrooms, and assigning teachers and instructors. Whereas in BK, this program is related to consulting and handling which requires a specific approach and certain knowledge (psychology).

In the process of planning the BK program, Mrs. Caca refers to references created by the government: *Musyawah Guru Bimbingan Konseling (MGBK)*. Then, Mrs. Caca filters the materials available at MGBK to suit the needs of the students and holds a meeting to get approval from the foundation and the principal of School X. In the process of implementing the BK program, Mrs. Caca focuses on providing material in the classroom and serving students outside the classroom on a regular basis. As for the evaluation process, Mrs. Caca makes a report periodically regarding the materials given in class, data on students who consult, up to parents and students who are called when there are issues to be discussed.

On the whole, Mr. Adi entrusts Mrs. Caca to be more dominant in running the BK program. However, Mr. Adi makes sure that what is proposed and done by Mrs. Caca remains appropriate and reflects the values that the school wants to achieve.

4.1.3. Overcoming Obstacles by Sharing Roles and Responsibilities

This section presents two themes that emerged in response to the third research question in this study: What leadership strategies are used to tackle the challenges faced by the school in implementing the non-academic programs? The following two themes

refer to how the participants elaborate the ways of School X's principal in handling the weaknesses of non-academic programs. In this case, the key word is how the principal anticipates any kinds of limitation in the non-academic programs implementation by providing tiered support systems both to extracurricular and BK.

4.1.3.1. The Support System for Extracurricular Implementation

The two biggest challenges of extracurricular activities at School X are time and resources. With so many variations of activities that they have to be done every day, time is the real challenge. From Monday to Friday, all the activities based on their categories (official, language, and elective) must be running at the same time, which is after school hours at 4 PM to 5 PM.

Mrs. Danti as the PIC of extracurricular stated:

The biggest extracurricular obstacle at School X is time. This is reflected in internal and external constraints. Internally, time does not allow us to carry out activities that are entirely suited to the needs of students. For example, students want to take part in the animation but clash with archery in the elective category. Externally, the instructors' availability that we hire does not fit with the schedule of activities we have arranged (Author's interview, March 6th, 2023).

As a student, Fitri added:

The extracurriculars here are cool because there are so many choices. However, the schedules often clashed with my personal schedule. For example, I want to join a foreign language activity but the schedule clashes with my other tutoring outside of school. It is non-negotiable so in the end, I have to let go or change the activity (Author's interview, March 27th, 2023).

As the curriculum assistant, Mr. Burhan said:

Extracurricular scheduling here is very challenging. With a wide variety of activities, we only have five active days from Monday to Friday. Each day, we only have a duration of one hour after school at 4-5PM. In addition, human resources can be an issue once students demand for a certain extracurricular activity but it is difficult to get the person who teaches the session (Author's interview, March 6th, 2023).

To overcome the challenges, a tiered support system scheme is carried out by the principal to anticipate obstacles in running the extracurricular program at School X.

Mr. Adi explained:

For a diverse and effective extracurricular program, we assign one teacher and one instructor in each activity. The teacher's role is to monitor implementation by handling student attendance and taking photos or videos of meetings. Additionally, recruiting external instructors is another way to make the activity requested by students happen. For example, we hire instructors for German and archery classes (Author's interview, March 6th, 2023).

The extracurricular tiered support system scheme at School X is complex because it involves both internal and external parties to make many activities happen at the same time after school hours every day. Internally, this support system can function well with clear assignments given by the principal. It emphasizes teachers to regulate technical factors such as arranging the day, the time, and the room. This aspect goes well because all parties involved understand the goal that the school would like to achieve.

On the other hand, this support system has the potential to disadvantage the school due to external party factors. Previously, hiring external instructors was based solely on teachers' acquaintances. However, several times instructors were negligent in carrying out their responsibilities. Learning from the experience, the support system for external parties is tightened with a new policy which requires candidates to get through an official selection process such as submitting CVs, doing interviews until signing contracts. All is done to ensure that the school's target and the students' needs are fully met.

With a very large variety of activities, Mr. Adi as the principal believes that a tiered support system scheme is necessary in this case. The system is applied by creating layers to share roles and responsibilities which assign teachers internally and

hire instructors externally for the extracurricular program. Certain actions are taken to anticipate some undesirable outcomes.

4.1.3.2. The Support System for BK Implementation

Meanwhile, the biggest challenge of the BK program at School X is human resources. The fact that Mrs. Caca is the only person who takes care of all things related to BK and is indeed the impact of the less optimal program. Mrs. Caca explained:

The responsibility for BK at this school lies entirely with me. Not only for consulting services, delivering counseling materials to all classes is also my job. It is really difficult. I am often overwhelmed because in practice I could not focus on interacting with students one by one. I might be able to reach and monitor some students but not all of them (Author's interview, March 7th, 2023).

This situation is also noticed by Fitri, she said:

In class, the duration of the BK session is 30 to 45 minutes and it feels really lacking. Apart from teaching in class, students also often ask for consultations with Mrs. Caca both related to school and personal affairs. Several times when I went to the BK office, I saw that many students had to queue because Mrs. Caca was the only teacher (Author's interview, March 27th, 2023).

Similar concern was also expressed by Mrs. Eva:

I think it is unfair to Mrs. Caca to handle BK at school alone. She herself is a mother of three children. I think there should be some people helping out particularly in BK so that Mrs. Caca is not overwhelmed (Author's interview, March 10th, 2023).

Having only one person responsible for teaching BK material in classes plus being a counselor for consulting services is clearly a major obstacle of the BK program at School X. Mr. Adi explained the strategy taken in this regard:

In order to overcome the drawbacks of BK in this school, we created a tiered support system scheme by involving other positions such as homeroom teachers from internal parties and professional psychologists from external parties. In that way, Mrs. Caca does not have to always accept a lot of burdens alone at once (Author's interview, March 6th, 2023).

At School X, the homeroom teacher is assigned by the principal to assist the BK teacher with approaches to students at school and approaches to parents by conducting home visits. The homeroom teacher does not only function as a filter so Mrs. Caca does

not have to meet students all at once by herself but also an effective monitor to keep track of students' conditions in case an issue needs to be addressed. If there is an issue, the homeroom teacher is expected to discuss with Mrs. Caca to decide the type of action or approach to be taken. On the other hand, the role of an external psychologist is to help when the student's issue has to be handled by experts with more particular actions. This type of case is very rare to happen at School X. If it happens, Mrs. Caca will propose to the principal to hand over the student and the parents to the external psychologist for a specific treatment such as therapy or medication.

The tiered support system arranged by the principal for BK is similar to the extracurricular program which involves the internal and external aspect. However, the support system in BK is not as effective as in extracurricular programs. The internal homeroom teachers and the external psychologist do not necessarily reduce Mrs. Caca's burden as the only BK teacher at School X. Mostly, this happens due to lack of BK knowledge of other school members such as the homeroom teachers and the principal. This is worsened by the task of the external psychologist who only functions for service and handling of serious cases rather than daily cases.

During my observations, I witnessed every homeroom teacher hold impromptu raids where make-up tools and cigarettes would be confiscated. The students who were caught carrying those two objects were then asked to face Mrs. Caca to pay the fine at the BK office. The actions taken by the homeroom teachers were only in the form of inspections and consequences. However, the homeroom teachers could not deliver the idea behind the prohibition of make-up and cigarettes with the right approach and clear explanation. In the end, Mrs. Caca remained a teacher who had to carry out the task of approaching and explaining it to all students at the school.

As stated earlier, the external psychologist hired by the school only play a role when there are students who need specific psychological action. As far as Mrs. Caca's concern, the issue of School X students does not need to be taken over by the external psychologist. For now, there are two external psychologists hired by School X. However, due to the high cost of services, these two psychologists do not only focus on the high school level of School X but also on other levels of School X: Kindergarten, Elementary and Middle School. Again, this is not sufficient to help reduce Mrs. Caca's workload as a BK teacher at School X.

4.1.4. The Improvement for A Better Leadership and Non-Academic Implementation Quality

This section presents one theme that emerged in response to the fourth research question in this study: How does the principal improve the current leadership style for the betterment of non-academic programs at School X? In this study, the participants acknowledged that the extracurricular and BK programs have been running well at School X but there are always rooms for improvement. In order to improve the quality of the extracurricular and BK programs, what is expected in this study is a leader who takes the initiative to increase self-knowledge and actively looks for opportunities to develop students' potential.

4.1.4.1. The Initiative in Finding Out New Information and Opportunities to Develop Extracurricular and BK

As the principal, Mr. Adi stated:

Having a great curiosity is a key for principal like me to understand the schemes and possible options to implement in school. I regularly check the Ministry of Education and Culture's website to seek opportunities in developing non-academic programs at School X, especially those related to extracurricular activities (Author's interview, March 6th, 2023).

Mr. Burhan said:

Creating innovation in private schools is essential. Innovation is not easy to achieve but the principal has to have the awareness to enrich himself with broad insights and updated information (Author's interview, March 6th, 2023).

Mrs. Caca said:

To achieve an effective BK program, the principal must be willing to learn and understand the essence of BK itself. The government has developed a national standard for the BK program but in practice, BK is developed according to the backgrounds and needs of students in each school. In my opinion, the principal's creativity is the key to an optimal BK program (Author's interview, March 7th, 2023).

Mrs. Danti said:

As a form of improvement, the principal can attend seminars or workshops related to non-academic programs. I admit that the government has not much to offer yet but at least the principal is curious enough to find out about relevant non-academic potentials that can support the future of students after graduating from senior high school. (Author's interview, March 6th, 2023).

From the statements above, this study found that the school members at School X expect the principal to further explore for information and look for opportunities so that extracurricular and BK programs can develop. In this case, improvement of principal leadership in School X can be achieved if the principal also understands the importance of the two existing non-academics. If the principal understands the importance of extracurricular activities in the student education process, the principal is expected to know what skills or areas are most relevant today and how to have it running at School X. In addition, if the principal understands the important role of BK in school, the principal is supposed to increase awareness of every teacher including himself to have insights about BK and strengthen the scheme of BK support system at School X.

Regarding initiatives and opportunities for extracurricular programs, the principal at School X has proven this through two forms of school collaboration with visits from Australia and Japan. With Australia, School X cooperates in the area of

English and student exchange. With Japan, cooperation covers the areas of language and culture. Furthermore, the collaboration with these two countries is reflected in the language category of extracurricular activities by providing English and Japanese classes to students. What needs to be highlighted is School X does not need to spend a huge budget to be able to work with the two countries. This is the result from the principal's regular check on the Ministry of Education and Culture website regarding the school's opportunities and procedures for working with foreign educational institutions.

Unfortunately, for the BK program, this study found that the principal has never attended a seminar related to understanding the BK program. As stated previously, Mrs. Caca recently took part in a seminar program among BK teachers for senior high schools as a way of upgrading her performance and professionalism. However, Mr. Adi, as the principal of the school, has not attempted to find out information regarding the BK seminar for senior high school principals. In this context, Mr. Adi's challenges in running the BK program are reflected in a previous study. Perera et al. (2016) study found that to become an effective leader is very complex because it requires a combination of intelligence, expertise, character, and determination.

4.2. Discussions

4.2.1. The Non-Academic Programs at School X: The Expectation and The Reality

As the main source of regulation for education in Indonesia, Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia (Permendikbud) explains the definition and purpose of extracurricular and BK programs. The Permendikbud No. 62 Year 2014 stated that in order to achieve national education goals, students in every educational institution need an education service system that does not only depend on learning in the school subjects. The process of developing students' potentials and life competencies is also prioritized. In this case, students' potentials refer to the development of talents, interests, creativity, and communication skills. To achieve this,

extracurricular activities are stated as the education service system that must be provided by schools from the level of elementary education to secondary education. Extracurricular activities can take the forms of: Scouts, *Pasukan Pengibar Bendera* (Paskibra), *Kegiatan Ilmiah Remaja* (KIR), theater, journalism, religious lectures, reading and writing Al-Qur'an, etc. (Permendikbud, 2014).

Meanwhile, Permendikbud No. 111 Year 2014 (2014) stated that students' life competencies refer to more specialized assistance services of psycho-educational through guidance and counseling services. This is driven by the fact that each student is different from one another's intelligence, talent, interest, personality, physical condition, family background and learning experience. Due to the differences of problems encountered by students, they need guidance and counseling service to achieve independence in their lives. Therefore, every educational institution from elementary to secondary levels is obliged to provide this psycho-educational service which is called *Bimbingan Konseling* (BK). The guidance and counseling component covers the areas of personal, social, learning and career services.

The way participants in this study understand non-academic programs in school is in line with Indonesian government regulations; Permendikbud Number 62 of 2014 for extracurriculars (Permendikbud, 2014) and Permendikbud Number 111 of 2014 for BK (Permendikbud, 2014). Mrs. Danti's statement in finding section related to the student's obligation to choose and commit to at least one extracurricular activity is aligned with Permendikbud. In Article 3, it is written that every educational institution has a mandatory and optional extracurricular scheme. In practice, it is obligatory for students to at least choose one extracurricular activity provided by the school.

It is interesting that School X previously had a policy where each student had to choose one extracurricular activity from each category so that each student had to take

part in three different types of activities every week. The evaluation process plays a very important role here where the school, under Mr. Adi's leadership, reconsiders and changes the policy so that every student now is required to attend at least one activity every week. With an intense engagement and teamwork with the teachers and instructors in the extracurricular program, this finding implies that the principal understands his duty and carries out his position as a leader properly. In Permendikbud (2014), it is stated that the school principal is the first responsible person of the extracurricular program.

However, there is ambiguity regarding what School X expects if cognitive aspects are not the core outcome of extracurricular programs. According to Mrs. Eva in the finding section, parents see that currently both the university and professional fields expect high school graduates to not only excel academically but to also have skills. In this case, School X can focus on how the extracurricular programs focus on improving students' skills in communication, teamwork, etc.

In this case, the way participants define extracurriculars as activities which highlight non-cognitive outcomes with their existing implementations is still out of sync. The foreign language classes that are held after school hours every Wednesday have the potential to be misunderstood and seen as an additional academic burden for the students due to their organized materials given, the classroom formats, along with the expectations from each foreign language. In addition, the official category every Monday which focuses on assisting students to participate in the Olympiad or other school science competitions is practically seen as a form of additional lessons given outside of school hours. Unfortunately, these non-academic programs strongly reflect the extension of students' academic abilities.

As for BK, Mrs. Caca's statement in finding related to her overwhelming work is reasonable because what has been regulated by the government in the Permendikbud is very contrary to the practice in School X. In Article 10, it is stated that the implementation of the BK program at the senior high school level uses the ratio of one BK teacher to serve 150 students. For the 2022/2023 academic year in which the data collection of this study was taken, the number of students in School X has reached more than 400 students (*Dapodikdasmn*, 2023). In this case, the BK practice in School X has not been run as recommended by the government. Fitri as the student expressed her opinion regarding the duration of BK in class which felt less intense due to the brief duration and the crowd of the class. Apart from that, Fitri also stated the struggle to reach out Mrs. Caca for consultation outside the classroom due to the long queue or Mrs. Caca tends to prioritize students with urgent needs.

The findings in this study regarding the BK program captured that the workload of BK teachers in School X has exceeded the limit. This excessive workload of BK teachers leads to the lack of attention given to students. Interestingly, the low quality of the BK program may result the low quality of extracurricular program. Amir's study (2020) found that students often did not take extracurricular seriously because they merely choose an extracurricular activity based on their friends' influence instead of based on awareness of their own potential. In this case, students' lack of seriousness in choosing extracurricular activities is the result of schools not giving students a clear purpose (Cook-Deegan, 2016)

In addition, other studies found that the low quality of the BK program in Indonesia made high school graduates unable to plan their lives and future well (Casmat, 2022). Aside from the quality factor, Basuki (n.d.) study discovered that the implementation of the BK program in Indonesia was not optimal due to the strong

stigma that the BK program was only for students with problems. While in fact, it is written in Permendikbud (2014) that BK program's principles apply to all students in schools without exception; neither troubled nor troubled, men and women, all students from primary to secondary level schools.

Similar to extracurricular, the highest person in charge of the BK program at school is also the school principal (Permendikbud, 2014). With the findings mentioned in this section, this study shows that the leadership practice of the principal of School X in running the BK program is not optimal for several reasons. First, BK which ideally is a form of counseling service, still be part of the weekly lesson for each classroom because School X only has one BK teacher. Second, School X as a private school does not anticipate the need for BK teachers by recruiting more. Given the importance of the role and function of BK in this regard, ensuring the ideal ratio between BK teachers and the number of students is an action that should be considered to achieve the effectiveness of the BK program.

4.2.2. The Principal's Leadership Styles at School X: The Participative vs The Laissez-faire

The results of this study provide evidence that elements of Participative leadership style are seen in running extracurricular activities. Meanwhile, the Laissez-faire (Delegative) leadership style is more seen in the implementation of BK.

4.2.2.1. The Participative Leadership Style

Referring to the finding, the principal's solid engagement with other school members in implementing extracurricular activities at School X indicate that the Participative leadership style is adopted dominantly. Khan (2016) viewed the Participative style as leadership with a strong democratic system where the organization allows everyone to be treated equally and involved in decision making. In this

leadership style, a leader tends to collect as much as information from the subordinates first. Eventually, a valid point will be made based on what the leader thinks is best.

From the careful planning process that is prepared by the principal and his team long before the new semester starts, followed by the implementation process escorted by teachers involving external instructors to the final stage where written reports, images, even videos being evaluated in team meetings convey that every step taken is done with strong engagement and endless team discussions.

In a different study, it is said that Participative leadership style is part of the Transformational style due to their similar aspects (Bush & Sargsyan, 2020). Still with strong democratic elements due to the engagement of a leader with the subordinates, however, Bush and Sargsyan are more critical of the limitations of this style in practice since it requires many forms of action related to physical, human, and financial resources. Moreover, other studies (Gougas and Malinova, 2021; Khan, 2016) argued that Transformational leadership style would only work if the leader is able to put forward clear and compelling school visions.

Although it is often equated with the Participative style, the principal's leadership style at School X cannot be said to be Transformational. With a leadership period that has just entered its second year, Mr. Adi admitted that he still has many things to adjust. Regarding the vision of School X especially through extracurricular programs, Mr. Adi feels that there is still much to try to get a suitable and clear scheme. Moreover, the transition from the online school period due to the Covid-19 pandemic to the current offline period still highly influences the way schools create policies and makes certain decisions.

Therefore, Participative leadership style is more adopted in School X. The space for discussing and voicing opinions is highly intense in this part because the principal

allows teachers to speak up regarding how to run the extracurricular program optimally. Bush and Sargsyan (2020) stated that participative decision-making is the key in Participative leadership style even though in real practice, it is difficult to happen. In this case, School X has no obstacles in triggering teachers to contribute ideas or suggestions because all teachers play an active role and feel safe to express their thoughts. However, time is a real challenge for the principal because he has to hear all the input from the teachers before deciding which opinion is the best to implement.

The Participative leadership style at school X can be seen from the cooperative way of working between the principal and his team in preparing, implementing, and evaluating extracurricular programs. The delegation of authority from the principal greatly influences teachers' satisfaction and productivity in the success of extracurricular programs. Besides that, the fact that there is a change in policy due to the previous burdening obligation of three types of extracurriculars in a week for students shows Participative as a leadership style that is adaptive to change. The principal is open to input from teachers and students and willing to modify the regulations for making the extracurricular programs run effectively.

4.2.2.2. The Laissez-faire (Delegative) Leadership Style

The Laissez-faire style shows many weaknesses in the scope of leadership because with no clear boundary from the leader resulting in zero interest from the subordinates (Kalunga, n.d.). Similarly, Hariri et al. (2014) shows that school principals are not expected to adopt the Laissez-faire leadership style because educational institutions are believed to work effectively once the leaders build a good relationship with all members, especially teachers. However, this leadership style is adopted by the principal at School X to run the BK program.

At School X, the principal clearly takes a few steps backwards with minimal interference in running the BK program. The level of trust and independence given by the principal to Mrs. Caca is incredibly high. With Mrs. Caca's experiences and competency in the field of BK, adopting this leadership style still confirms that the functions of the BK program are technically running well on a regular basis. This can be seen from how the BK sessions are conducted in all classes according to the arranged days and times even though there is only one BK teacher.

One previous study supports the idea that Laissez-faire can be an alternative leadership style for the principal to practice. Lumaad's (2021) finding shows that Laissez-faire is the leadership style that is mostly practiced by the principals in the selected schools in the study. Lumaad's article emphasizes that every leadership style has its strengths and weaknesses. The effectiveness of a leadership style depends on the context of the intended school. The most important thing is regular evaluations to keep schools open to possible changes and align with educational demands.

Referring to Lumaad, a similar pattern of results occurred at School X. The process of planning, implementation, up to the evaluation of the BK program is fully handled by Mrs. Caca. The principal's role is more in the inspection process to ensure everything is still in accordance with the school's expectations. In addition, the principal also plays a role in the approval process, especially if there are suggestions related to setting the school budget.

As stated earlier, BK program is technically running well on a regular basis at School X. However, the main objectives of the BK program may not necessarily be achieved. Referring to Kalunga and Hariri's study mentioned earlier, the Laissez-faire leadership style creates a gap between leaders and subordinates at work which impacts negatively on the performance of an educational institution. In practice, adopting

Laissez-faire at School X shows that there is not much discussion between the principal and the BK teacher. Additionally, creativity has become the least priority for the BK teacher at School X because the main focus weighs on how to maintain the ongoing program with no innovation. This is aligned with Hui et al. (2013) study that found teachers' performance highly depends on how often the principals discuss and make decisions together with teachers.

Mrs. Caca's overwhelming workload also affects the students' self-potential development which is not fulfilled substantively. The ineffectiveness of the BK program at School X can lead to inattentive decision making. In a simple daily case, limited opportunities to consult with BK teachers can make students choose extracurricular activities arbitrarily. As for the long-term effect, issues such as confusion about choosing a university major and a job field would indicate that students do not yet understand what they are deeply passionate and what skills they need to hone.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter focuses on summarizing the research focus and the research findings. Then, it presents suggestions regarding the school principal's leadership styles in implementing extracurricular and BK as non-academic programs.

5.1. Conclusions

5.1.1. Research Summary

This study focused on principals' leadership style at private senior high schools in Indonesia. Even though leadership style sounds familiar as principals' daily practice, this topic is still understudied (Jalal & Supriadi, 2001; Raihani, 2008; Sumintono et al., 2015). The way a principal view of a goal in the institution will be seen from how one adapts the leadership style (Howell & Costley, 2006). The context of the principal's leadership style acted as a response to the literature that stated the success of a school truly depends on how the principal manages and leads the educational institution effectively (Bush, 2008). In addition, the principal is the key factor to establish the institution as a place where every member's satisfaction is fulfilled and every student's need is supported (Shava & Heystek, 2019).

As a clear objective, this study highlighted the principal's leadership styles in running non-academic programs at a private senior high school. In practice, what students need at school is not always related to academic achievement. Numerous life choices have the potential to be a heavier burden on senior high school students after graduating such as thinking about what to do after school, worrying about university, and distressing family's financial issues (Smith, 2022). The results of this study would contribute in giving valuable insights about the leadership styles which are adopted by the senior high school's principal in implementing extracurricular and BK programs.

This study proposed four research questions: (1) What are the non-academic programs provided by the school to support students' needs?, (2) What leadership style is practiced by the principal to running the non-academic programs?, (3) What leadership strategies are done used to tackle the challenges faced by the school in implementing the non-academic programs?, and (4) How does the principal improve the current leadership style for the betterment of non-academic programs at school?

This research was conducted at a private senior high school in Depok, Indonesia. There were six participants involved in the study: one principal, one curriculum assistant, one person in charge (PIC) of extracurricular, one PIC of BK, one parent, and one student. A case study was chosen as the research methodology with data collection process as follows: semi-structured interviews, observations, and school documents.

5.1.2. Research Findings

By conducting Manual Thematic Analysis (MTA) as the data analysis process, this study found following results that answered the mentioned research questions. By conducting Manual Thematic Analysis (MTA) as the data analysis process, this study found several themes that answered the mentioned research questions:

(1) This study found three themes that highlighted the participants' understanding of non-academic programs in School X. This understanding led to the extracurricular and BK as the school's non-academic programs. The three themes in the study explained non-academic programs as: programs that are held outside the classroom learning hours, programs which highlight non-cognitive outcomes, and programs that uphold Multiple Intelligence (MI).

(2) Two themes were found to answer the leadership style practiced by the principal. At School X, the principal adopted Participative leadership style in

running extracurricular program and Laissez-faire leadership style in running the BK program. The determination of these two leadership styles was based on the principal engagement factor with the teachers at school. In addition, the steps taken by the principal in the process of planning to evaluate were also a factor in determining the two adopted leadership styles. Interviews were the dominant source of data in obtaining the results of these two aspects. Finally, the Participative and Laissez-faire styles were summed up by the way the subordinates (in this case the teachers) worked during the program. Observation was the main source of data in this case due to the process of participating in BK classes and language extracurricular sessions.

(3) All participants stated that a tiered support system was used to overcome the constraints and weaknesses of the extracurricular and BK programs at School X. For extracurriculars, the form of system that the principal provided was the involvement of internal and external parties to run all activities after school hours. With a wide variety of activities, extracurricular activities could only run with great teamwork. Several actions were taken by the principal to anticipate unwanted outcomes, especially in dealing with external instructors. As for BK, the system provided was not as effective as the extracurricular program. This system could not reduce the workload of the BK teacher at School X. In this study, the homeroom teachers could only act in monitoring students in class and approaching parents through home visits. However, the teachers were not equipped with insights for taking actions in guiding and counselling. Additionally, the existence of external psychologists was only useful for emergency which rarely happened instead of for daily assistance.

(4) The principal's initiative to enrich his knowledge regarding the two non-academic programs emerged as the theme to answer the fourth research question. To a certain extent, the principal at School X had not optimized the effort to increase his comprehension regarding extracurricular and BK programs through seminars or any kinds of informative platforms. However, under his leadership, School X had cooperated with Australia and Japan for promoting foreign languages and cultures to students. These cooperations were reflected in the extracurricular language category. As for BK, the principal had not got any chance to participate in seminars related to BK. The effort to improve the BK program still relied on his subordinate, who was the only BK teacher at School X.

5.2. Suggestions

5.2.1. For Future Research

Future research may investigate deeper regarding leadership styles adopted by the school principals in implementing non-academic programs. Exploring non-academic programs in varied levels of education may also be a valuable contribution since different backgrounds of students might give different needs. For instance, the self-potential development of primary students is completely different from secondary students. Then, this will also lead to a distinct discussion of the principal's leadership styles needed in certain education levels. Exploring the principals' leadership style has its importance as an effort to provide the best education process for students (Bush and Sargsyan, 2020).

5.2.2. For Practical Implications

The findings of this study contribute several implications for future practice in private particularly secondary schools and for the school principals.

5.2.2.1. For the Private Secondary Schools

The findings and discussions of this study can be evidence to promote better awareness on non-academic programs at schools. Highlighted on extracurricular and BK, it is suggested that schools take these two programs more seriously. Various studies and literature have shown the needs of honing non-academic sides to assist students facing their future life after graduation. One of the things to do for preparing this is by participating in extracurricular activities that suit the students' interests and competencies. In order to comprehend students' interests and competencies, BK implementation at schools should be given more attention.

5.2.2.2. For the School Principals

The results of this research support the idea that leadership style is a flexible practice that can be adopted differently by the principals. There is no single best way to lead because several factors could affect how an individual leads differently (Hoy et al., 2012). One leadership style may work effectively in one school yet the same leadership style may not work well in another school. For the effective outcome of non-academic programs in schools, it is suggested for the principals to pay attention to several key factors before practicing a certain leadership style. The key factors gained from this study are the principal's engagement with other school members, the principal's involvement in the whole process and the principal's knowledge of the programs. These factors are crucial to ensure both principals and school members are working together for the same goals. Principals' leadership can be failed once the principals feel the leadership is carried out well but the subordinates receive it differently (Chibani and Chibani, 2013). Aligned with other previous studies and various literatures, this study also supports the idea that Participative leadership style is a good practice to adopt rather than Laissez-faire style. However, the principal's leadership at School X is still

very young and the opportunity for growth is enormous. Hallinger (2011) stated that leaders always have time and place to practice certain leadership styles.

5.3. Limitations

There are several limitations faced in completing this study. First, the data collection process was mostly limited by the time. The interviews had to be done before the school held mid-term exams because the principal and the teachers expressed disagreement to be interviewed due to the monitoring and grading exams. On the other hand, observations had to be done before the mid-term exams and Ramadan because the extracurricular and BK were stopped temporarily. Regarding observation, I did not get permission to attend one of the extracurricular meetings due to internal discussion. Second, finding previous studies that deeply discussed extracurricular and BK both in global and Indonesian context was challenging. Most of the literature focuses on extracurricular and BK theoretically with lack of empirical study findings that can be used as comparisons or updates.

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APPENDICES

Appendix 1. Interview Questions

OUTLINES OF INTERVIEW

Principal Interview

Introductory questions.

1. Since when/how long have you been the principal of the school? What is the process for being selected/appointed as a principal? Why were you appointed/elected as the Principal of the School?
2. May I know your educational background? Does your educational background equip you to become a school principal? Have you attended training related to your development to become a principal?
3. What attracted you to become a school principal?

Research question 1 is related to non-academic programs provided by schools to support students' needs.

1. In your opinion, what is the meaning of non-academic programs in schools?
2. Does this school have BK Guidance (BK) and extracurriculars that can be actively used according to the interests of students?
3. Since when have BK and extracurriculars been in this school?
4. What underlies the existence of BK and extracurriculars in this school?
5. What types of consulting services do schools offer through the BK program?
6. What kinds of activities does the school offer through the extracurricular program?
7. In your opinion, how has the implementation process of BK and extracurriculars been going so far?
8. What are the advantages and disadvantages of BK in this school?
9. What are the advantages and disadvantages of extracurriculars in this school?
10. What is the response of all school members (teachers, students, and parents) regarding the implementation of BK and extracurriculars in this school?

Research question 2 is related to the principal's leadership style in running non-academic programs at school.

1. In your opinion, what is the definition of the principal's leadership style?

2. What leadership styles do you know about school principals? (If the principal seems confused, help by listing and explaining the details of several styles such as instructional, transformational, transactional, etc.)
3. In your opinion, what leadership style do you use in running the BK and extracurricular programs at this school?
4. Can you explain the process when you planned the BK and extracurricular programs at this school?
5. Can you explain how you supervise the implementation of the BK and extracurricular programs?
6. Can you explain the process of evaluating the implementation of the BK and extracurricular programs?
7. Within the scope of the non-academic program at this school, how would you describe your relationship with:
 - BK teacher
 - Extracurricular teacher
 - Student
 - Parent
8. According to you, what are the priorities of high school students in their life in general (personal, family, education, career)?
9. As a high school principal, what are your hopes for students at this school after they graduate?
10. What are your views regarding the non-academic needs of high school students?

Research question 3 is related to the principal's leadership style in dealing with obstacles and challenges during non-academic programs running in schools.

1. What are the internal obstacles and challenges that you encountered in realizing the BK and extracurricular programs at this school?
2. Then, what are the external obstacles and challenges that you encountered in realizing the BK and extracurricular programs at this school?
3. In your opinion, what are the biggest obstacles and challenges that you have to face as a leader in this school within the scope of non-academic programs?
4. How did you respond to these obstacles and challenges?
5. How did you lead the school community (teachers, students and parents) when facing these obstacles and challenges?

Research question 4 is related to efforts to improve the quality of the principal's leadership style in relation to the implementation of non-academic programs in schools.

1. As a school principal, what contribution have you made in relation to non-academic programs at this school?
2. Do you feel that you have done a good job?
3. In your opinion, what do high school principals need to improve their leadership quality within the scope of non-academic programs at school?
4. How do you see the sustainability of the SMA non-academic program in the future?
5. From your point of view as school principals, what things need to be of more concern to the government for the success of non-academic programs in schools?

Curriculum Assistant Interview

Introductory questions.

1. Since when/how long have you been the Curriculum Assistant of the school? What is the process for being selected/appointed as Curriculum Assistant? Why were you appointed/elected as the Curriculum Assistant of the School?
2. May I know your educational background? Does your educational background equip you to become a Curriculum Assistant? Have you attended training related to your development to become Curriculum Assistant?
3. What attracted you to become a Curriculum Assistant?

Research question 1 is related to non-academic programs provided by schools to support students' needs.

1. In your opinion, what is the meaning of non-academic programs in schools?
2. Does this school have BK and extracurriculars that can be actively used according to the interests of students?
3. Since when have BK and extracurriculars been in this school?
4. What underlies the existence of BK and extracurriculars in this school?
5. What types of consulting services do schools offer through the BK program?
6. What kinds of activities does the school offer through the extracurricular program?
7. In your opinion, how has the implementation process of BK and extracurriculars been going so far?
8. What are the advantages and disadvantages of BK in this school?
9. What are the advantages and disadvantages of extracurriculars in this school?

10. What is the response of all school members (teachers, students, and parents) regarding the implementation of BK and extracurriculars in this school?

Research question 2 is related to the principal's leadership style in running non-academic programs at school.

1. In your opinion, what is the definition of the principal's leadership style?
2. What leadership styles do you know about school principals? (If the vice principal seems confused, help by naming and explaining the details of several styles such as instructional, transformational, transactional, etc.)
3. In your opinion, what leadership style does the principal use in running the BK and extracurricular programs at this school?
4. Can you explain the process when the principal planned the BK and extracurricular programs at this school?
5. Can you explain how the principal supervises the implementation of the BK and extracurricular programs?
6. Can you explain the process of evaluating the implementation of the BK and extracurricular programs?
7. Within the scope of the non-academic program at this school, how would you describe the principal's relationship with:
 - BK teacher
 - Extracurricular teacher
 - Student
 - Parent
8. According to you, what are the priorities of high school students in their life in general (personal, family, education, career)?
9. What are your hopes for the students at this school after they graduate?
10. What are your views regarding the non-academic needs of high school students?

Research question 3 is related to the principal's leadership style in dealing with obstacles and challenges during non-academic programs running in schools.

1. What are the internal obstacles and challenges that the principal encounters in realizing the BK and extracurricular programs at this school?
2. Then, what are the external obstacles and challenges that the principal encounters in realizing the BK and extracurricular programs at this school?

3. In your opinion, what are the biggest obstacles and challenges that the principal has to face as a leader in this school within the scope of non-academic programs?
4. How does the principal address these obstacles and challenges?
5. How does the principal lead the school community (teachers, students and parents) when facing these obstacles and challenges?

Research question 4 is related to efforts to improve the quality of the principal's leadership style in relation to the implementation of non-academic programs in schools.

1. What contribution has the principal made to non-academic programs at this school?
2. Has the Principal done a good job?
3. In your opinion, what do high school principals need to improve their leadership quality within the scope of non-academic programs at school?
4. How do you see the sustainability of the SMA non-academic program in the future?
5. From your point of view as the deputy principal of the school, what things need to be of more concern to the government for the success of non-academic programs in schools?

PIC of BK Interview

Introductory questions.

1. How long have you served as a guidance counsellor at this school? What did you do before working at this school? Please, explain what year it was and in what school.
2. May I know your educational background? Does your educational background equip you to become a BK teacher?
3. Why did you apply to this school?

Research question 1 is related to non-academic programs provided by schools to support students' needs.

1. In your opinion, what is the meaning of non-academic programs in schools?
2. Since when have BK been at this school?
3. What underlies the existence of BK in this school?
4. What types of consulting services do schools offer through the BK program?
5. In your opinion, how has the implementation process of the BK been going so far?
6. What are the advantages and disadvantages of BK in this school?

7. What is the response of all school members (principal, teachers, students, and parents) regarding the implementation of BK in this school?

Research question 2 is related to the principal's leadership style in running non-academic programs at school.

1. In your opinion, what is the definition of the principal's leadership style?
2. What leadership styles do you know about school principals? (If the teacher seems confused, help by listing and explaining the details of several styles such as instructional, transformational, transactional, etc.)
3. In your opinion, what leadership style does the school principal use in running the BK program at this school?
4. Can you explain the process when the principal planned the BK program at this school?
5. Can you explain how the school principal supervises the implementation of the BK program?
6. Can you explain how the school principal carries out the process of evaluating the implementation of the BK program?
7. Within the scope of the non-academic program at this school, how would you describe the principal's relationship with:
 - Curriculum assistant
 - Extracurricular teacher
 - Student
 - Parent
8. According to you, what are the priorities of high school students in their life in general (personal, family, education, career)?
9. As a guidance counsellor, what are your hopes for students at this school after they graduate?
10. What are your views regarding the non-academic needs of high school students?

Research question 3 is related to the principal's leadership style in dealing with obstacles and challenges during non-academic programs running in schools.

1. What are the internal obstacles and challenges that the principal encounters in realizing the BK program at this school?
2. Then, what are the external obstacles and challenges that the principal encounters in realizing the BK program in this school?

3. In your opinion, what are the biggest obstacles and challenges that the school principal has to face as a leader in this school within the scope of the BK program?
4. How do school principals respond to these obstacles and challenges?
5. How does the school principal lead the school community (teachers, students, and parents) when facing these obstacles and challenges?

Research question 4 is related to efforts to improve the quality of the principal's leadership style in relation to the implementation of non-academic programs in schools.

1. What contribution has the principal made in relation to the BK program at this school?
2. Do you feel that the principal has done a good job?
3. In your opinion, what do high school principals need to improve their leadership quality within the scope of the BK program in schools?
4. How do you see the continuity of the SMA BK program in the future?
5. From your point of view as a BK teacher, what things do the government need to pay more attention to for the success of non-academic programs in schools?

PIC of Extracurricular Interview

Introductory Questions.

1. How long have you been serving as an extracurricular teacher at this school? What did you do before working at this school? Please, explain what year it was and in what school.
2. May I know your educational background? Does your educational background equip you to become an extracurricular teacher?
3. Why did you apply to this school?

Research question 1 is related to non-academic programs provided by schools to support students' needs.

1. In your opinion, what is the meaning of non-academic programs in schools?
2. Since when are extracurriculars in this school?
3. What underlies the existence of extracurriculars in this school?
4. What kinds of activities does the school offer through the extracurricular program?
5. In your opinion, how has the extracurricular implementation been going so far?

6. What are the advantages and disadvantages of extracurriculars at this school?
7. How do all members of the school (principal, teachers, students, and parents) respond to extracurricular activities at this school?

Research question 2 is related to the principal's leadership style in running non-academic programs at school.

1. In your opinion, what is the definition of the principal's leadership style?
2. What leadership styles do you know about school principals? (If the teacher seems confused, help by listing and explaining the details of several styles such as instructional, transformational, transactional, etc.)
3. In your opinion, what leadership style does the school principal use in running extracurricular programs at this school?
4. Can you explain the process when the principal planned the extracurricular program at this school?
5. Can you explain how the school principal supervises the implementation of the extracurricular program?
6. Can you explain how the school principal evaluates the implementation of the extracurricular program?
7. Within the scope of the non-academic program at this school, how would you describe the principal's relationship with:
 - Curriculum assistant
 - BK teacher
 - Student
 - Parent
8. According to you, what are the priorities of high school students in their life in general (personal, family, education, career)?
9. As an extracurricular teacher, what are your hopes for students at this school after they graduate?
10. What are your views regarding the non-academic needs of high school students?

Research question 3 is related to the principal's leadership style in dealing with obstacles and challenges during non-academic programs running in schools.

1. What are the internal obstacles and challenges that the principal encounters in realizing the extracurricular program at this school?

2. Then, what are the external obstacles and challenges that the principal encounters in realizing the extracurricular program at this school?
3. In your opinion, what are the biggest obstacles and challenges that the principal must face as a leader in this school within the scope of the extracurricular program?
4. How do school principals respond to these obstacles and challenges?
5. How does the school principal lead the school community (teachers, students, and parents) when facing these obstacles and challenges?

Research question 4 is related to efforts to improve the quality of the principal's leadership style in relation to the implementation of non-academic programs in schools.

1. What contribution has the principal made in relation to the extracurricular program at this school?
2. Do you feel that the principal has done a good job?
3. In your opinion, what do high school principals need to improve their leadership quality within the scope of extracurricular programs at school?
4. How do you see the sustainability of the high school extracurricular program in the future?
5. From your point of view as an extracurricular teacher, what things do the government need to pay more attention to for the success of non-academic programs in schools?

Parent Interview

Introductory Questions.

1. Introduce yourself Mr/Mrs; name, age, and class of your child/mother. How long has your child been studying here?
2. Who chose this school? How do you like this school?
3. Can you describe what aspect of school you like the most and why? Can you describe which aspect of school you dislike the most and why?

Research question 1 is related to non-academic programs provided by schools to support students' needs.

1. Sir/Madam, what do you know about non-academic programs at school? What do you know about non-academic programs at school?
2. What types of services do schools offer through the BK program?
3. What types of activities does the school offer through the extracurricular program?

4. In your opinion, how has the implementation process of the BK been going so far?
5. In your opinion, how has the extracurricular implementation been going so far?
6. What are the advantages and disadvantages of BK in this school?
7. What are the advantages and disadvantages of extracurriculars at this school?
8. How do you and your children respond to the implementation of BK and extracurricular activities at this school?

Research question 2 is related to the principal's leadership style in running non-academic programs at school.

1. In your opinion, what is the definition of the principal's leadership style?
2. What leadership styles do you know about school principals? (Help parents by naming and explaining the details of several styles such as instructional, transformational, transactional, etc.)
3. In your opinion, what leadership style does the school principal use in running the BK and extracurricular programs at this school?
4. Within the scope of the non-academic program at this school, how would you describe the principal's relationship with:
 - Curriculum assistant
 - BK teacher
 - Extracurricular teacher
 - Student
5. At present, what do you think is the priority for your child in his life in general (personal, family, education, career aspects)?
6. As a parent, what are your hopes for your child after he/she graduates?
7. What are your views regarding the non-academic needs of high school students?

Research question 3 is related to the principal's leadership style in dealing with obstacles and challenges during non-academic programs running in schools.

1. What are the obstacles and challenges in running the BK and extracurricular programs at this school?
2. In your opinion, how do school principals deal with these obstacles and challenges?
3. How does the principal lead the school community (teachers, students, and parents) when facing these obstacles and challenges?

Research question 4 is related to efforts to improve the quality of the principal's leadership style.

1. Do you feel that the principal has done a good job?
2. In your opinion, what should the principal do to improve the quality of the BK and extracurricular programs at school?
3. How do you see the continuity of the BK and SMA extracurricular programs in the future?
4. From your perspective as parents, what things need to be of more concern to the government for the success of non-academic programs in schools?

Student Interview

Introductory Questions.

1. Introduce yourself; name, age, and class. How long have you studied here?
2. Why are you studying here? Do you like this school?
3. Can you describe what aspect of school you like the most and why? Can you describe what aspect of school you disliked the most and why?

Research question 1 is related to non-academic programs provided by schools to support students' needs.

1. What do you know about non-academic programs at school?
2. What types of services do schools offer through the BK program?
3. What types of activities does the school offer through the extracurricular program?
4. In your opinion, how has the BK implementation process been so far?
5. In your opinion, how is the process of implementing extracurricular activities so far?
6. What are the advantages and disadvantages of BK in this school?
7. What are the advantages and disadvantages of extracurriculars at this school?
8. How do you and your parents respond to the implementation of BK and extracurriculars at this school?

Research question 2 is related to the principal's leadership style in running non-academic programs at school.

1. You What do you know about the principal's leadership style? What do you know about the principal's leadership style?

2. What leadership styles do you know about school principals? (Help students by listing and explaining the details of several styles such as instructional, transformational, transactional, etc.)
3. In your opinion, what leadership style does the school principal use in running the BK and extracurricular programs at this school?
4. Within the scope of the non-academic program at this school, how would you describe the principal's relationship with:
 - Curriculum assistant
 - BK teacher
 - Extracurricular teacher
 - Parent
5. Currently, what are your priorities in life in general (personal aspects, family, education, career)?
6. What will you do after you graduate from school?
7. What is your view regarding the non-academic needs of high school students?

Research question 3 is related to the principal's leadership style in dealing with obstacles and challenges during non-academic programs running in schools.

1. What are the obstacles and challenges in running the BK and extracurricular programs at this school?
2. In your opinion, how do school principals deal with these obstacles and challenges?
3. How does the principal lead the school community (teachers, students, and parents) when facing these obstacles and challenges?

Research question 4 is related to efforts to improve the quality of the principal's leadership style.

1. Do you feel that the principal has done a good job?
2. In your opinion, what should school principals do to improve the quality of BK and extracurricular programs in schools?
3. How do you see the continuity of the BK and extracurricular programs in the future?
4. From your point of view as a student, what things need to be of more concern to the government for the success of non-academic programs in schools?

Appendix 2. An Example of Translated Transcript

INTERVIEW WITH PRINCIPAL

Monday - March 6, 2023.

The interview was conducted in the principal's room, at 2:52 PM

Q: Dhian

A: Principal

Introductory questions.

Q: Since when/how long have you been a principal? What is the process for being selected/appointed as principal? Why were you appointed/elected as principal?

A: This is my second year as a principal, if I do the math, I will start to become a principal in 2021-2022. At that time, it was still a pandemic. That means I've been a principal for 1 year and 9 months. Indeed, I am still new and I am continuing with the previous principal.

In this school, the process of becoming a principal is indeed a tiered career. Initially, I was a teacher. To become a principal, you have to enter a structural position like Field Assistant and Vice Principal first.

Four years ago, I became Administrative Assistant for 1 year (work period). Then I became Deputy Principal for 1 year. After that, I was immediately asked to become a principal. So, it was quite fast for me to become a principal. Of course, with consideration from the Foundation.

Q: May I know your educational background? Does your educational background equip you to become a school principal? Have you attended training related to your development to become a principal?

A: I graduated in Biology Education from Jakarta State University (UNJ). Then, I continued my Masters at UHAMKA, majoring in Educational Research and Evaluation. Of the two backgrounds, it is very close to education.

For training, I attended training on implementing the 2013 curriculum and also several other seminars when I was a teacher (before becoming a principal). For those related to principal training, I have attended Principal Training. Approximately 3 months (Oct–Dec) in Bandung so I can get the Principal's Registration Number.

Q: What attracted you to become a school principal?

A: Actually, I did not apply to become a principal. With a background in Biology, I applied to this school to become a teacher and do my best.

Being a principal is an additional task, apart from me being a teacher. When the foundation asked for help in school management, I only carried out this additional task. After the principal's tenure ends, I will return to being a teacher.

Research question 1 is related to non-academic programs provided by schools to support students' needs.

Q: In your opinion, how do you define non-academic programs in schools?

A: As in general, school non-academic programs are programs designed by schools outside of intra-curricular activities (classroom learning). Apparently, the student has a lot of hidden potential/interest/talent. So far, people only see that smart people have good grades.

When I studied it and I referred to the theory of Multiple Intelligence, it turned out that students were smart in more than one area. It could be, students are smart in academics (subjects) but can also be smart in non-academic fields (sports, art). That is the basis of the school having non-academic programs.

Q: Since when have extracurriculars and BK been in this school?

A: When I started working at this school (2012), both programs already existed. As far as I know, these two programs have existed since this school was founded (2007) although the extracurricular options at that time were probably still limited.

Q: What is the basis for the existence of extracurriculars and BK in this school?

A: For extracurriculars, this is a program that we run to facilitate students' interests and talents that are not/have not been covered in class learning. Many potential students are not seen in the classroom but through extracurricular activities, students' interests and talents are channeled and they can even excel by winning competitions.

BK is a counseling service where students can vent or consult about their problems. It is not only about (negative) problems but also in the form of consultations related to the talents possessed by students. In addition, we also have a 'home visit' program if needed (for students with disciplinary problems). In the process of coaching students, we have agreed that we will do it in a holistic humanist manner. That is, we do not give penalties (students who are late must run the field). We are more of an approach through asking questions or communicating with parents. Although there is still debate, I convey that now the era has changed.