



The Role Of Adaptive Leadership In Improving The Quality Of Education Case Study Of Nu Al Islami Junior High School

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ABSTRACT

This study aims to analyze the role of adaptive leadership in improving the quality of education at SMP NU Al Islami Pesanggaran. The research approach used is qualitative with a case study method, which aims to describe the principal's strategy in facing the challenges of implementing the new curriculum, limited facilities, and the diversity of student backgrounds. Data collection techniques are carried out through interviews, direct observation, and document analysis, involving school principals, teachers, education staff, students, and parents as informants. Data analysis uses Miles and Huberman's interactive model which includes data reduction, data presentation, and conclusion drawn. The results show that school principals implement flexible strategies through regular training for teachers, optimizing the use of school facilities, and an inclusive approach for students from underprivileged families. Teacher empowerment is also carried out by encouraging innovation and collaboration, such as project-based learning and technological skill development. In addition, synergy with parents and the community through the "Gotong Royong Sekolah" program has succeeded in overcoming resource limitations and strengthening the relationship between schools and communities. The conclusion of this study is that adaptive leadership is able to provide effective solutions in improving the quality of education through an innovative, inclusive, and collaborative strategic approach, involving all elements of schools and communities.

Keywords: Adaptive Leadership, Quality Of Education.

Introduction

Education is one of the main pillars in building an advanced and competitive civilization.¹ The quality of education is an indicator of a nation's success in producing a generation that is competent, has integrity, and is ready to face global challenges. However, efforts to improve the quality of education are not easy. Various challenges, ranging from policy changes, technological advancements, to the diversity of student needs, demand adaptive leadership². In this context, the role of adaptive leadership is very significant to create a relevant, inclusive, and sustainable education system.

Adaptive leadership is an approach that allows leaders to respond to change quickly, flexibly, and strategically³. Leaders with these characteristics are able to understand the dynamics of the environment, identify opportunities and challenges, and create innovative solutions that fit the needs of the organization⁴. In the world of education, adaptive leadership is indispensable to face challenges such as the implementation of new curricula, the integration of technology in learning, and the management of limited resources⁵. The legal basis related to leadership in education can be found in Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of effective and efficient education management to ensure quality and relevance to the needs of society⁶.

One of the challenges often faced in the education system is the implementation of a new curriculum⁷. Curriculum designed to answer the needs of the times often requires adjustments in teaching methods, evaluation, and classroom management. Adaptive education leaders must be able to facilitate this transition, for example by initiating training for teachers or developing practical and applicable curriculum implementation guidelines. This not only helps teachers to be better prepared for change, but also ensures that curriculum goals can be achieved effectively⁸.

The integration of technology in learning is also an increasingly relevant challenge in the digital era. Technology provides a great opportunity to improve the accessibility and effectiveness of learning, but it also requires the readiness of infrastructure and human resources⁹. Adaptive leaders must be able to bridge this gap by strategically managing resources, such as collaborating with external parties to provide technology devices or training teachers in

¹ Intan Kusumawati et al., *Introduction to Education* (CV Rey Media Graphics, 2023).

² Khaidir Fadil, Amran Amran, and Noor Isna Alfaien, "Improving the Quality of Basic Education through the Implementation of the Independent Learning Curriculum in Realizing the Sustainable Development Goal's," *Attadib: Journal of Elementary Education* 7, no. 2 (2023).

³ Repelita Witri et al., "Adaptive Leadership Strategies in Facing Entrepreneurial Challenges in Hospitals," *INNOVATIVE: Journal of Social Science Research* 4, No. 5 (2024): 2324–34.

⁴ Trianti Vistarini Vistarini et al., "FORMING A STRONG ORGANIZATION WITH EFFECTIVE LEADERSHIP," *Jupiter: Journal of Management, Accounting, and Economics* 11, no. 5 (2024): 141–50.

⁵ Efrita Norman and Enah Pahlawati, "Adaptive and Flexible Leadership Development: Increasing Organizational Resilience in the Era of Digital Transformation," *MES Management Journal* 3, No. 1 (2024): 298–305.

⁶ President of the Republic of Indonesia, "Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System," *Jakarta: Ministry of Research, Technology, and Higher Education*, 2003.

⁷ Ana Minkhatur Rofi'ah et al., "Analysis of Teachers' Readiness in the Implementation of the Independent Curriculum in Junior High Schools," *Journal of Education* 1, no. 2 (2024).

⁸ Andree Tiono Kurniawan et al., "Development of Elementary School Children's Education in the Independent Curriculum," *Journal of Humanity and Education (JAHE)* 4, No. 4 (2024): 836–43.

⁹ Kurniawan et al.

the use of digital learning applications. This approach is in line with the mandate of Article 35 of Law Number 20 of 2003, which states that education must meet national standards, including in terms of facilities and infrastructure¹⁰.

In addition, the diversity of students is an important aspect that requires attention in the education system. Students come from a variety of social, economic, and cultural backgrounds, which affects their needs and potential in learning. Adaptive leaders must be able to create an inclusive and welcoming learning environment for all students¹¹. For example, by developing policies that support inclusivity, such as providing scholarship programs for underprivileged students or accommodating the needs of students with disabilities. This approach is in accordance with Article 4 of Law Number 20 of 2003, which emphasizes that education must provide fair and quality opportunities for every individual¹².

The role of adaptive leadership also includes teacher empowerment as a key component in the learning process. Well-empowered teachers will be more motivated to innovate and improve the quality of teaching¹³. Adaptive leaders can support this through various professional development programs, such as periodic training, seminars, or awarding outstanding teachers. In addition, adaptive leaders must be able to build a collaborative work culture in the school environment, so that teachers feel supported and have space to share ideas and experiences.

Adaptive leadership is inseparable from challenges, one of which is resistance to change¹⁴. Some parties, be it teachers, students, or parents, often feel comfortable with old patterns and reject innovations that are considered burdensome. Therefore, communication skills are the key to the success of an adaptive leader¹⁵. Leaders must be able to explain the purpose and benefits of each change made, as well as involve all stakeholders in the decision-making process. This approach not only builds trust, but also creates a sense of belonging to the changes initiated.

In the local context, SMP NU Al Islami Pesanggaran is an example of an educational institution that applies the principles of adaptive leadership in an effort to improve the quality of education. Located in the district of Pesanggaran with a diversity of student backgrounds, this school faces various challenges, such as limited facilities, the need for a religion-based curriculum, and human resource management. The principal as an adaptive leader plays an important role in creating solutions that are relevant to the needs of the school. One of his initiatives is the development of a project-based learning program, which integrates religious values and 21st-century skills. This program not only increases students' interest in learning but also provides the provision of skills relevant to future needs.

In addition, the principal at SMP NU Al Islami also encourages collaboration between

¹⁰ Endang Poerwanti, "Assessment Standards of the National Education Standards Agency (Bsnp)" (TT, 2008).

¹¹ Poerwanti.

¹² Resti Latipa Tunisa et al., "Education: The Key to Social Justice," *Journal of Information Systems and Management (JISMA)* 3, No. 2 (2024): 76–79.

¹³ A Nurnaningsih, Rezki Akbar Norrahman, and Teguh Setiawan Wibowo, "Human Resource Empowerment in the Context of Education Management," *International Multidisciplinary Research Journal* 1, No. 2 (2023): 221–35.

¹⁴ Shahibal Kautsar Hasibuan, Muhamad Faizin, and Ilham Fahmi, "Improving Teacher Professionalism through the Leadership Role of the Principal at An-Nihayah Rawamerta Junior High School," *Indonesian Journal of Educational Research* 4, No. 4 (2024): 2205–10.

¹⁵ Velnika Elmanisar et al., "Implementation of Adaptive Leadership of School Principals for Success in the Era of Disruption," *Journal of Educational Research* 5, No. 2 (2024): 2239–46.

teachers, parents, and the local community to create a supportive educational environment. Through programs such as the "School Care Movement," the school has managed to rally support from the community to improve school facilities, such as libraries and laboratories. This initiative reflects how adaptive leadership is able to empower communities to contribute to improving the quality of education.

Overall, adaptive leadership at SMP NU Al Islami shows how this approach can be an effective solution in facing educational challenges. By prioritizing flexibility, innovation, and collaboration, adaptive leadership not only improves the quality of education but also creates a sustainable positive impact for all parties involved¹⁶. This proves that adaptive leadership is the key to creating relevant, inclusive, and quality education in the midst of changing dynamics.

Based on the above background, there are several questions that are the focus in understanding the role of adaptive leadership in improving the quality of education, especially at SMP NU Al Islami Pesanggaran. (1) How is adaptive leadership applied to face challenges such as the implementation of the new curriculum, limited facilities, and the diversity of student backgrounds in the school environment? (2) To what extent are school principals as adaptive leaders able to empower teachers and educators to improve the quality of learning through innovation and collaboration? (3) how can adaptive leadership in SMP NU Al Islami create effective solutions in overcoming resource limitations and building synergy between schools, parents, and the community to support the achievement of quality education?

This study aims to understand and analyze the role of adaptive leadership in improving the quality of education at SMP NU Al Islami Pesanggaran. Specifically, this study aims to: (1) Identify the application of adaptive leadership in facing challenges such as the implementation of the new curriculum, limitations of facilities, and the diversity of student backgrounds in the NU Al Islami Pesanggaran Junior High School. (2) Evaluate the principal's strategy in empowering teachers and educators to improve the quality of learning through innovative and collaborative approaches. (3) Explain the efforts of school principals in creating effective solutions to overcome resource limitations and build synergy between schools, parents, and the community to support the achievement of quality education.

Research Methods

This study uses a qualitative approach with a case study type of research to understand and analyze the role of adaptive leadership in improving the quality of education at SMP NU Al Islami Pesanggaran. The case study was chosen because this method allows researchers to explore in depth the phenomenon of adaptive leadership in a specific context, providing a detailed picture of the dynamics, challenges, and strategies implemented by the

¹⁶ Ratu Amalia Hayani et al., "The Effectiveness of Leadership in Islamic Education Management," *Educational Scientific Journal* 10, no. 2 (2024): 136–48.

principal in carrying out his or her role¹⁷. The data in this study were collected through in-depth interviews, direct observation, and document analysis. Interviews were conducted with school principals, teachers, education staff, students, and parents to explore information about experiences, views, and impacts of adaptive policies implemented in schools. Observations were made to see adaptive leadership practices firsthand. Document analysis is carried out to review school policies, annual work plans, activity reports, and other relevant supporting documents.

The data obtained was analyzed using the Miles and Huberman interactive model, which consisted of three main steps: data reduction, data presentation, and conclusion drawing and verification¹⁸. In the data reduction stage, irrelevant information is separated from significant data, then important data such as curriculum implementation strategies, teacher empowerment, and collaboration with the community are systematically compiled. The reduced data is then presented in the form of descriptive narratives or tables to facilitate the interpretation and identification of patterns or relationships between findings. Furthermore, preliminary conclusions are drawn based on the data that has been analyzed, then verified through triangulation of techniques and sources to ensure the accuracy and validity of the research results¹⁹. Triangulation is carried out by comparing data from interviews, observations, and documents, as well as verifying information with various informants, such as principals, teachers, students, and parents.

By analyzing data using this interactive model, the research is expected to provide an in-depth and valid picture of the role of adaptive leadership in SMP NU Al Islami Pesanggaran. The findings of this research are expected not only to contribute to the development of leadership practices in the school, but also to be a reference for other educational institutions that face similar challenges.

Discussion

Adaptive leadership is a leadership approach that emphasizes flexibility, creativity, and the ability to adapt strategies to the situation and challenges faced. In the context of education, adaptive leadership is very relevant to answer the dynamics of the ever-evolving world of education, such as policy changes, the implementation of new curricula, diverse student needs, and limited resources²⁰. Heifetz and Linsky (2002) in adaptive leadership theory assert that leaders must be able to diagnose the environment, build capacity, manage resistance, and adjust priorities to face adaptive challenges²¹. In education, this includes the ability of school principals

¹⁷ Zuchri Abdussamad, "Book of Qualitative Research Methods," 2022.

¹⁸ Abdul Aziz and Najmudin Najmudin, "Religious Moderation in Teaching Materials for Islamic Religious Education (PAI) Courses in Private Public Universities (Study at STIE Putra Perdana Indonesia Tangerang)," *JAWARA Character Education Journal (Honest, Fair, Authoritative, Trusted, Religious, Accountable)* 6, no. 2 (2020).

¹⁹ Ahmad Ahmad and Muslimah Muslimah, "Understanding Qualitative Data Processing and Analysis Techniques," in *Proceedings of the International and National Conference on Islamic Studies of Palangka Raya (PINCIS)*, vol. 1, 2021.

²⁰ Ulya Amelia, "Learning Challenges in the Society 5.0 Era in the Perspective of Education Management," *Al-Marsus: Journal of Islamic Education Management* 1, No. 1 (2023): 68–82.

²¹ Dyah Retna Puspita et al., "THE VUCA ERA: THE ENTRANCE FOR THE EXISTENCE OF FEMALE LEADERS? (A STUDY ON WOMEN'S LEADERSHIP DURING THE COVID-19 PANDEMIC)," *TRANSFORMATIONAL LEADERSHIP IN THE ERA OF VOLATILITY, UNCERTAINTY, COMPLEXITY AND AMBIGUITY (VUCA)* 105 (2022).

to understand the needs of students, teachers, and the community, initiate relevant training, and optimize resources to support the learning process.

Leithwood et al. (2004) added that effective educational leaders must create a relevant vision, provide technical and professional support to teachers, and encourage innovation and collaboration across all elements of the school²². This approach is in line with the goal of improving the quality of education mandated by Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of relevant, inclusive, and competitive education²³. By integrating adaptive leadership, school principals can improve teacher professionalism through training, create innovation-based learning, and ensure the sustainability of educational programs that support holistic student development. This approach not only creates effective solutions to various challenges, but also strengthens the synergy between schools, parents, and the community, all of which contribute to improving the overall quality of education.

Findings and analysis

1. The Application of Adaptive Leadership in Overcoming Educational Challenges

SMP NU Al Islami Pesanggaran faces various challenges in improving the quality of education, especially in the implementation of the new curriculum, limited facilities, and the diversity of student backgrounds. This challenge requires an adaptive leadership approach to manage change effectively and inclusively. The principal focuses the strategy on flexibility in decision-making and responsiveness to emerging needs. One of the main efforts is to hold internal training for teachers, which aims to help them understand and adapt the new curriculum to be more relevant to the needs of students. In addition, the principal maximizes the use of available facilities creatively, such as making classrooms multifunctional and using simple tools to support learning. An inclusive approach is also applied by paying special attention to students from underprivileged families, so that equal access to education can be guaranteed for all students.

In an interview with the principal of SMP NU Al Islami Pesanggaran, he stated, *"We realize that the implementation of the new curriculum is not easy, especially with the existing limitations. Therefore, we hold regular training for teachers so that they understand the essence of the curriculum and are able to adapt it to the local context. In addition, we take advantage of all available facilities, such as classrooms that can be used for various purposes, to ensure that learning continues to run well."*

The results of these interviews show that the implementation of adaptive leadership by school principals has created effective solutions to address the educational

²² Sidik Eli Lahagu, Bambang Kustiawan, and Iwan Adhicandra, *Educational Management: A Comprehensive Theory & Reference for the Development and Advancement of Education in Indonesia* (PT. Sonpedia Indonesia Publishing, 2024).

²³ Ni Wayan Nopi Suwardiani, "A STUDY ON POLITICS AND EDUCATION POLICY REVIEWED FROM THE NATIONAL EDUCATION SYSTEM LAW NUMBER 20 OF 2003," *Rasividya: Journal of Education* 1, No. 1 (2024): 181–86.

challenges facing schools. Flexible strategies, teacher training, and inclusive approaches contribute significantly to the successful implementation of the new curriculum and equitable access to education for all students.

The findings from SMP NU Al Islami Pesanggaran show how adaptive leadership is the key in overcoming educational challenges, especially related to the implementation of the new curriculum, limited facilities, and student diversity. Principals are implementing a flexible and responsive approach by initiating internal training for teachers to help them understand and adapt the new curriculum to the local context. This is in line with the theory of Situational Leadership from Hersey and Blanchard (1969), which emphasizes that effective leaders must be able to adjust their leadership style based on the needs of the situation and the individual being led²⁴. Regular training facilitated by school principals reflects efforts to provide direction as well as support, which is relevant to the "coaching" leadership style in the theory.

The inclusive approach that the principal adopts, such as special attention to students from underprivileged families, reflects the principles of Equity Theory by Adams (1963). This theory highlights the importance of fair treatment in organizations to ensure balance and satisfaction for all parties. By paying attention to underprivileged students, school principals create more equal access to education, while increasing students' motivation to learn²⁵.

The creative use of school facilities, such as multifunctional classrooms, also demonstrates the application of the Resource-Based View (RBV) proposed by Barney (1991), which states that available resources must be optimized to create sustainable excellence. In this context, school principals have managed to strategically utilize limited resources to support the learning process²⁶.

In conclusion, the implementation of flexible strategies, teacher training, and an inclusive approach at SMP NU Al Islami Pesanggaran is in line with various leadership and management theories. This shows that adaptive leadership can provide effective and relevant solutions in improving the quality of education.

²⁴ Prayogo Pangestu and Hasyim Asy'ari, "Basic Study of Trait Theory, Behavior Theory, and Situational Theory in Educational Leadership," *Andragogi: Journal of Islamic Education and Islamic Education Management* 6, No. 1 (2024): 1–15.

²⁵ Y L Shah, "Organizational Behavior," *Concept and implementation. First Print. Bogor: In the Media*, 2019.

²⁶ Hasiun Budi, "INTERNAL ENVIRONMENT OF STRENGTHS AND WEAKNESSES," *Strategy Management (Building Competitive Advantage)*, 2021, 57.

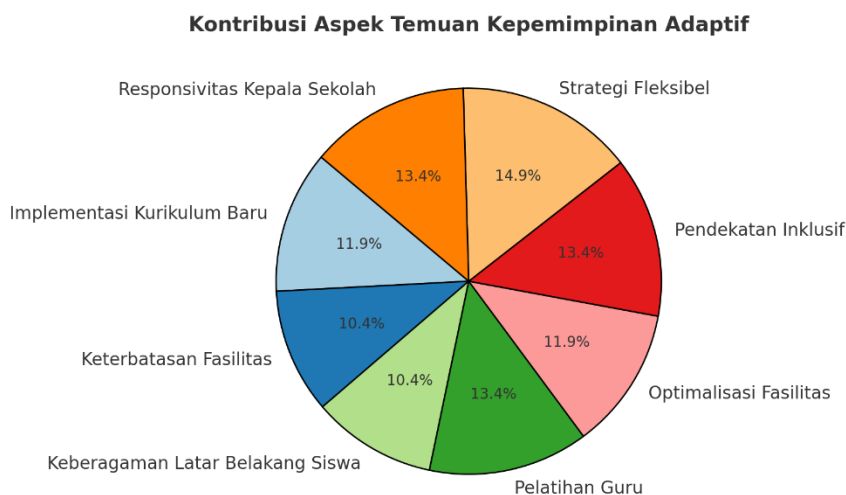


Figure 1. Contribution of aspects of adaptive leadership findings

2. Empowering Teachers and Education Personnel through Collaboration and Innovation

The empowerment of teachers and education personnel is one of the main focuses in the implementation of adaptive leadership at SMP NU Al Islami Pesanggaran. School principals play an important role by providing space and support for teachers to innovate in the learning process. Teachers are encouraged to design project-based learning methods that are relevant to the local context, so that learning becomes more meaningful for students. In addition, school principals facilitate training for teachers to improve their competence, especially in utilizing technology as part of the learning process. Not only teachers, but education personnel are also actively involved in the planning and implementation of school programs. This approach creates a positive synergy among all elements of the school, resulting in a collaborative and productive work environment.

In the interview, the principal explained

"We always try to encourage teachers to innovate in learning. One of the ways we do this is to give them the freedom to design project-based learning methods that suit the needs of students. In addition, we regularly hold training, especially on the use of technology, so that teachers can keep up with the times."

The results of this interview show that empowerment through innovation and collaboration not only improves teacher competence, but also creates an inclusive and productive work environment. The support of school principals to teachers and education staff has a positive impact on the quality of learning and work culture in schools.

The findings at SMP NU Al Islami Pesanggaran highlight the importance of empowering teachers and education staff through an innovative and collaborative approach as a tangible manifestation of adaptive leadership. The principal not only acts as a manager, but also as a facilitator who provides space for teachers to be creative in

project-based learning. This is in line with the transformational leadership theory put forward by Bass and Avolio (1994), which emphasized that effective leaders must be able to inspire and empower their subordinates to reach their maximum potential. Through continuous training, teachers in these schools not only improve their competence, but are also able to integrate technology and local contexts in the learning process, which is relevant to the principles of constructivist learning²⁷.

In addition, the active involvement of education personnel in the planning and implementation of school programs reflects the principle of effective collaboration in adaptive leadership theory by Heifetz and Linsky (2002).²⁸ In this context, the principal creates a positive synergy by respecting the contributions of all elements of the school, so as to create an inclusive and productive work environment. The view of education staff that their ideas are valued and implemented shows the existence of a participatory work culture, which is important in building a resilient organization. This approach also reflects the importance of professional development in Law Number 14 of 2005 concerning Teachers and Lecturers, which underlines the obligation to empower teachers to improve competence²⁹.

By providing support to teachers and education staff, school principals have succeeded in creating a culture of innovation that not only improves the quality of learning but also strengthens harmonious working relationships in the school environment. These findings show that planned and structured empowerment has a direct impact on the success of educational institutions.

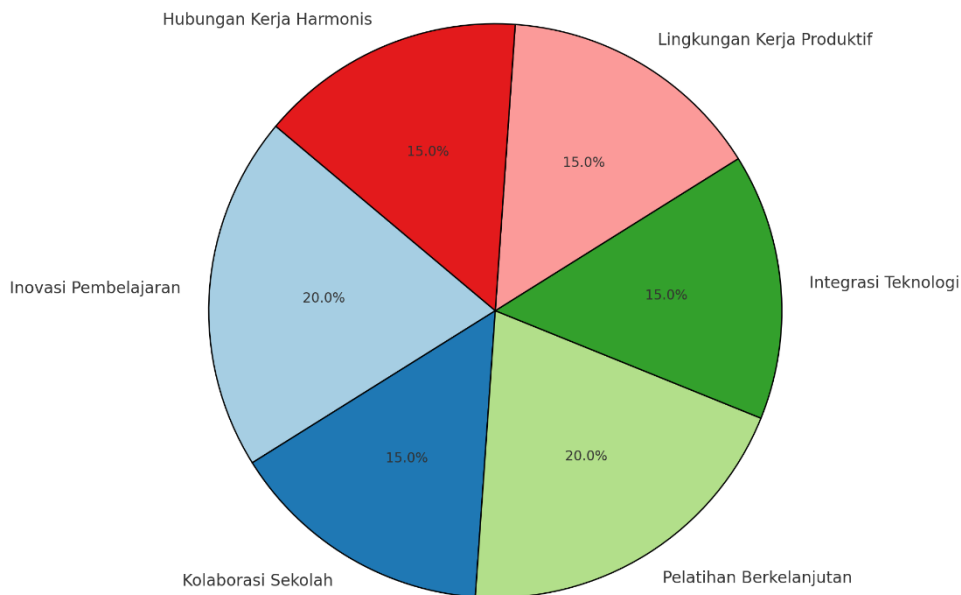
Figure 2. Empowering Teachers and Education Personnel through Collaboration and Innovation

²⁷ Cetra Shandilia Latunusa Ambawani et al., "Implementation of Transformational Leadership of Driving School Principals in Kindergarten," *Journal of Educational Research* 5, no. 4 (2024): 4810–23.

²⁸ SARTINI SARTINI et al., "Challenges of Adaptive Leadership in the World of Education in the Millennial Era," *TEACHING: Journal of Teacher Training and Education Innovation* 4, No. 2 (2024): 98–110.

²⁹ Hasibuan, Faizin, and Fahmi, "Improving Teacher Professionalism Through the Leadership Role of the Principal at An-Nihayah Junior High School Rawamerta."

Diagram Lingkaran: Temuan Pemberdayaan Guru dan Tenaga Kependidikan



3. Creation of Effective Solutions through Synergy with Parents and the Community

SMP NU Al Islami Pesanggaran has succeeded in demonstrating the application of adaptive leadership through the creation of effective solutions to overcome resource limitations by building a strong synergy between the school, parents, and the community. School principals take advantage of a collaborative approach to involve various parties in supporting the sustainability of education. One of the prominent initiatives is the "Gotong Royong Sekolah" program, which invites parents and the community to contribute to the procurement of facilities, infrastructure improvements, and other necessary resource support. In addition, regular meetings with parents are organized to discuss students' progress while encouraging their active participation in learning activities, including accompanying children to complete project-based tasks at home. This synergy has been proven to not only help overcome budget constraints, but also create an inclusive and holistic educational environment, supporting student development both academically and socially. In the interview, the principal said,

"We realized that school resources were limited, so we initiated the 'Gotong Royong Sekolah' program. This program involves parents and the community in supporting school needs, such as classroom repairs or the provision of reading books for the library. This synergy is very helpful for us in meeting the educational needs of students."

The results of this interview confirm that the synergy between schools, parents,

and the community provides real benefits for education. Collaborative programs such as "Gotong Royong Sekolah" not only improve school facilities, but also strengthen the relationship between schools and communities, creating a holistic supportive educational environment. Principals successfully leverage an adaptive approach to build productive relationships with all stakeholders.

The findings at SMP NU Al Islami Pesanggaran show the effectiveness of adaptive leadership in creating solutions through synergy between schools, parents, and the community. The principal succeeded in mobilizing the potential of the community to support the continuity of education, even with limited resources. This approach is in line with the theory of Collaborative Leadership by Chrislip and Larson (1994), which states that collaborative leaders are able to involve various parties to achieve common goals through constructive dialogue and strategic partnerships. The "Gotong Royong Sekolah" program, which invites the active participation of parents and the community, reflects the essence of this theory, which is to empower the community to create positive change³⁰.

In addition, the theory of Social Capital by Coleman (1988) is also relevant to explain this finding. Social capital emphasizes the importance of relationships and trust between various parties in supporting educational success³¹. By involving parents in routine programs and providing space for them to accompany children in project-based tasks, school principals have leveraged social capital to increase community participation in education. This involvement not only helps create a more conducive learning environment, but also strengthens the relationship between the school and the community.

The results of the interviews show the real impact of this synergy, such as the improvement of school facilities and the motivation of students to learn. These findings also support Dewey's (1916) theory of Community-Based Education, which emphasizes that the best education occurs when communities and schools work together to support student development holistically³². By leveraging adaptive leadership and collaborative approaches, principals are able to create effective solutions to educational challenges, while building productive relationships with stakeholders.

Table 1. Creation of Effective Solutions through Synergy with Parents and the Community

Not	Aspects of the findings	Short description
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³⁰ Mohammad Noor, Falih Suaedi, and Antun Mardiyanta, *Collaborative Governance: A Review of Theory and Practice* (Bildung, 2022).

³¹ Darsono Wisadirana et al., *Utilization of Social Capital in Community Empowerment* (Universitas Brawijaya Press, 2024).

³² Fatima El Zahraa et al., "Educational Planning: Concepts and Strategic Steps," 2024.

1	Adaptive Leadership	Flexible and collaborative approach by the principal.
2	School-Parent-Community Synergy	Collaboration between schools, parents, and the community to support education.
3	School Mutual Cooperation Program	Active participation of the community in the improvement of facilities and the provision of resources.
4	Improvement of School Facilities	Classroom improvements, book procurement, and other support through collaboration.
5	Regular Meetings with Parents	Discuss student progress and increase parental participation in learning.

Conclusion

The implementation of adaptive leadership at SMP NU Al Islami Pesanggaran has proven to be effective in overcoming educational challenges such as the implementation of the new curriculum, limited facilities, and student diversity. School principals implement flexible strategies, such as regular training for teachers, optimization of school facilities, and inclusive approaches that ensure equal access to education for underprivileged students. In addition, teacher empowerment through collaboration and innovation, including the freedom to design project-based learning, has increased the competence and work motivation of educators. Synergy with parents and the community through programs such as "Gotong Royong Sekolah" shows the success of school principals in harnessing the potential of the community to support education, improve school facilities, and create productive relationships between schools and communities. This strategy not only improves the quality of learning but also strengthens the work culture and community participation holistically.

Recommendation (1). Strengthening Teacher Training Programs: School principals need to continue to provide continuous training for teachers, especially in the use of technology and project-based learning innovations, in order to improve teaching competence and relevance to student needs. (2). Increased Collaboration with the Community: Programs such as "Gotong Royong Sekolah" can be expanded by involving local organizations, businesses, or community leaders to increase resource support and expand the positive impact on education.

(3). Program Monitoring and Evaluation: School principals need to implement a structured monitoring and evaluation mechanism to ensure that training programs, collaboration, and inclusive approaches run effectively and have an optimal impact on the quality of education.

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