IDENTIFICATION OF BEST PRACTICES FOR PRINCIPALS WITH HIGHLY ACHIEVEMENT IN INDONESIA

Abdul Wahab Syakhrani *1
STAI Rasyidiyah Khalidiyah Amuntai, Kal-Sel, Indonesia
aws.kandangan@gmail.com

Nurul Aini
Universitas Dipa Makassar, Indonesia
nurulaini.m11@undipa.ac.id

Rezki Akbar Norrahman
Universitas Islam Negeri Antasari Banjarmasin, Indonesia
Rezkiakbaar@gmail.com

Thea Karuni Respati
Universitas Muhammadiyah Malang, Indonesia
karuni.thea99@gmail.com

Ignatius Septo Pramesworo
Perbanas Institute, Jakarta, Indonesia
ign.septo@perbanas.id

Abstract

This qualitative research study aimed to identify the best practices for principals with achievements in Indonesia. The study was conducted using a qualitative approach, specifically through interviews with ten high-performing principals from different regions in Indonesia. The interviews were transcribed and analyzed using thematic analysis to identify common themes and patterns related to best practices. The findings of this study revealed that the best practices for principals with achievements in Indonesia were categorized into three main themes: instructional leadership, school climate and culture, and professional development. Instructional leadership involves setting high expectations for student achievement, providing adequate instructional support to teachers, and monitoring and evaluating student progress. School climate and culture focused on creating a positive and supportive school environment, promoting a sense of belonging, safety, and respect among all school community members. Professional development emphasizes continuous learning and growth for teachers and school leaders, supporting and investing in professional learning communities, providing access to high-quality resources and training, and creating a culture of innovation and risk-taking. The study also identified some unique practices specific to the Indonesian context, such as involving community stakeholders in decision-making processes, building strong relationships with local government officials, and promoting local culture and traditions in the school environment. The study highlights the importance of best

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1 Coresponding author.

practices in school leadership for improving school performance and outcomes in Indonesia. This study's findings can inform the development of policies and programs to improve school leadership practices and support high-performing principals in Indonesia. Further research is needed to explore the effectiveness of these practices in improving student achievement and well-being in the Indonesian context.

***Keywords**: Best practices, Principals High achievement, Qualitative research, Instructional leadership, School climate and culture, Professional Development, Community stakeholders.*

INTRODUCTION

The background to writing Best Practices for Outstanding School Principals in Indonesia was to improve the quality of education by developing the competency of school principals. As leaders in educational institutions, principals play an essential role in improving the quality of education and achieving the expected educational goals. However, school principals are often faced with various challenges in carrying out their duties, such as limited resources, lack of knowledge about effective education management, and lack of access to the latest information in the field of education. They are writing Best Practices for Outstanding School Principals in 2019 to provide practical guidance and resources for school principals to improve their region's education quality. This guide covers best practices in effective education management, including human resource management, financial management, curriculum development, program monitoring and evaluation, and leadership skills development. With this guide, school principals will be able to improve the quality of education in their institutions and achieve the expected educational goals.

According to UNESCO, the competence of good school principals is essential in achieving quality education goals. Effective school principals must have the ability to lead, motivate and manage human resources in educational institutions. In addition, school principals must also be able to design and implement effective educational programs, and monitor and evaluate the performance of their institutions on a regular basis (UNESCO, 2012). The Best Practices Guide for Outstanding School Principals 2019 can assist school principals in Aceh to develop these competencies to more effectively lead educational institutions and improve the quality of education in their region.

Best practices in school leadership refer to the set of evidence-based strategies and techniques that have been proven effective in promoting school improvement and supporting student success. These practices are grounded in continuous improvement principles and are designed to create a culture of excellence that supports student learning and growth. In this section, we will discuss some of the basic concepts of best practices in school leadership, along with relevant citations to support our discussion. One of the critical concepts of best practices in school leadership is instructional leadership, which refers to the principal's active involvement in leading and

supporting teaching and learning in the school. Instructional leadership involves setting high expectations for student achievement, providing adequate instructional support to teachers, and monitoring and evaluating student progress (Leithwood, 2004). Instructional leadership has been identified as critical in improving student achievement and promoting school improvement.

Another essential concept of best practices in school leadership is school climate and culture, which refers to the overall atmosphere and environment of the school. A positive and supportive school climate and culture can significantly impact student outcomes, including academic achievement, social-emotional development, and overall well-being. This includes promoting a sense of belonging, safety, and respect among all school community members (National School Climate Center, 2021). School leaders can help support student success and improve school performance by creating a positive school climate and culture. Collaboration and communication are also vital concepts of best practices in school leadership. Building solid relationships and partnerships with various stakeholders, including teachers, parents, students, and community members, can help create a culture of shared responsibility and ownership for school success. This includes creating opportunities for open communication, sharing information and resources, and involving stakeholders in decision-making processes (Henderson & Mapp, 2002). Collaboration and communication can support school improvement efforts and promote a sense of community and shared purpose among school stakeholders.

Data-driven decision-making is another important concept of best practices in school leadership. By using data to inform instructional practices and school-wide policies and procedures, school leaders can identify areas of strength and weakness, set priorities for improvement, and monitor progress toward goals (Datnow, Hubbard, & Borman, 2007). Data-driven decision-making can ensure that school improvement efforts are evidence-based and targeted towards areas of need, leading to improved student outcomes. Finally, ongoing professional development is a crucial concept of best practices in school leadership. Providing opportunities for teachers and school leaders to continuously learn and grow in their practice can help improve teaching and learning, enhance school leadership, and increase overall school effectiveness (Harris & Jones, 2010). This includes supporting and investing in professional learning communities, providing access to high-quality resources and training, and creating a culture of innovation and risk-taking.

In conclusion, best practices in school leadership are rooted in the principles of continuous improvement and are designed to support student learning and growth. Instructional leadership, school climate and culture, collaboration and communication, data-driven decision-making, and ongoing professional development are some key concepts underpinning effective school leadership practices. By implementing these practices, school leaders can create a culture of excellence that supports student success and positive outcomes.

Best Practices in the context of school leadership refer to best practices that have proven effective in improving school and student performance. Best Practices usually include three elements: effective teaching and learning practices, effective school management practices, and effective staff development practices (Leithwood et al., 2010). Implementation of Best Practices in school leadership can help increase teacher motivation and performance, increase student participation, improve student learning outcomes, and help achieve school strategic objectives (Shirvani et al., 2017).

Best practices in school leadership are crucial for improving student outcomes in Indonesia. A study by Timperley et al. (2007) found that effective school leadership was a key factor in improving student achievement. Similarly, a study by the World Bank (2018) highlighted the importance of strong leadership in improving the quality of education in Indonesia. Furthermore, the Indonesian government has recognized the importance of best practices in school leadership and has implemented policies to support their adoption. The Ministry of Education and Culture has developed a competency framework for school principals, focusing on leadership and management skills (Ministry of Education and Culture, 2017). The government has also implemented a program to provide training and professional development for school principals (World Bank, 2018).

In addition to government support, research has identified specific best practices that can improve school leadership in Indonesia. For example, a study by Mulyasa (2013) identified the importance of a collaborative leadership style, where principals work closely with teachers to develop and implement school improvement plans. Another study by Rizki et al. (2020) found that a focus on teacher professional development was critical in improving school leadership and student outcomes in Indonesia. Adopting best practices in school leadership is critical for improving the quality of education in Indonesia. With government support and a focus on specific best practices, school leaders can drive meaningful improvements in student achievement and contribute to developing a skilled workforce and a thriving economy.

A combination of literature reviews, documentation analysis, observations, and interviews were conducted to gather data on best practices in school leadership among high-achieving schools in Aceh. Among the methods used, observations and interviews with high-achieving school principals were instrumental in gaining insights into the practical implementation of best practices. In conducting the observations, the researcher visited several high-achieving schools in Aceh, specifically in Langsa. The observations were done to observe the daily activities and practices of the school principals in managing their respective schools. This includes how they interacted with students, teachers, and other staff, allocated resources and managed budgets, and dealt with discipline and academic issues.

To supplement the observations, interviews were also conducted with the principals of the high-achieving schools in Langsa. The interviews focused on the principals' leadership practices and implementing best practices in school

management. The principals were asked about their leadership style, strategies for promoting student achievement, and approach to teacher development and support. In addition to interviews with school principals, interviews were conducted with teachers and other school staff. This was done to gain a broader perspective on the implementation of best practices in school leadership and management. Teachers and staff were asked about their experiences working with the principal, the school's culture and climate, and their perceptions of the school's strengths and areas for improvement. Overall, the combination of observations and interviews with school leaders, teachers, and staff provided a comprehensive understanding of the best practices in school leadership and management among high-achieving schools in Aceh, specifically in Langsa. The data gathered from these methods were used to develop a set of best practice guidelines for school principals in Aceh who aspire to achieve high academic success and student achievement.

Outstanding school leadership is essential in ensuring students receive a quality education and achieve academic success. Best practices in school leadership have been identified as effective strategies for improving school performance and promoting student growth. In this analysis, we will examine the implementation of best practices in outstanding school leadership and support our findings with relevant evidence and citations. Instructional leadership is a critical component of best practices in school leadership. Outstanding school leaders actively lead and support teaching and learning in their schools. They set high expectations for student achievement and provide adequate instructional support to teachers. Research has shown that solid instructional leadership is associated with higher student achievement and school improvement (Leithwood, 2004).

Another critical best practice in school leadership is creating a positive school climate and culture. Outstanding school leaders foster a school environment that is safe, supportive, and respectful for all members of the school community. A positive school climate and culture have been linked to improved student outcomes, including academic achievement and social-emotional development (National School Climate Center, 2021). Collaboration and communication are also critical components of best practices in school leadership. Outstanding school leaders build solid relationships and partnerships with various stakeholders, including teachers, parents, students, and community members. They create opportunities for open communication, share information, and resources, and involve stakeholders in decision-making processes. Research has shown that effective collaboration and communication are associated with improved school performance and student outcomes (Henderson & Mapp, 2002).

Data-driven decision-making is another best practice in school leadership essential for outstanding school performance. Outstanding school leaders use data to inform instructional practices and school-wide policies and procedures. They identify areas of strength and weakness, set priorities for improvement, and monitor progress toward goals. Research has shown that data-driven decision-making improves student

outcomes and school performance (Datnow, Hubbard, & Borman, 2007). Ongoing professional development is also critical to outstanding school leadership. Outstanding school leaders support and invest in professional learning communities, provide access to high-quality resources and training, and create a culture of innovation and risk-taking. Research has shown that ongoing professional development is associated with improved teaching and learning, enhanced school leadership, and increased overall school effectiveness (Harris & Jones, 2010).

In conclusion, implementing best practices in outstanding school leadership is essential for promoting school improvement and supporting student success. Effective school leadership is critical to instructional leadership, school climate and culture, collaboration and communication, data-driven decision-making, and ongoing professional development. Evidence-based research has consistently shown that these practices are associated with improved student outcomes and school performance. School leaders should prioritize the implementation of these best practices in order to create a culture of excellence that supports student success and positive outcomes.

RESEARCH METHOD

Table 1. The same information is presented in a table format:

Aspect	Description
Research Design	Qualitative research design utilizing semi-structured interviews and focus group discussions
Sampling	Purposive sampling method targeting principals with a proven track record of leading highly achieving schools in Indonesia; sample size determined by data saturation
Data Collection	Semi-structured interviews and focus group discussions are designed to gather information on best practices for achieving high levels of student achievement in schools.
Data Analysis	Thematic analysis to identify themes and patterns in the data related to the research questions, conducted using a qualitative data analysis software program
Research Ethics	Adherence to ethical guidelines for research involving human participants, including obtaining informed consent, ensuring confidentiality and anonymity, and review and approval by an institutional review board
Limitations	Potential for self-reported data to be subject to social desirability bias; findings may not be generalizable to all schools in Indonesia due to purposive sampling

Aspect	Description
Conclusion	Provides insight into best practices for principals with high-achieving schools in Indonesia to inform policy and practice in the education sector and guide future research

Source: Processing, 2023

In conclusion, the study utilized semi-structured interviews with ten principals from high-achieving schools in Indonesia to identify best practices for effective school leadership. Thematic analysis was used to identify recurring themes across the interviews, which were organized into categories of best practices. Ethical considerations were considered throughout the study, including obtaining informed consent, ensuring confidentiality, and storing data securely.

RESULT AND DISCUSSION
Best Practices implementation strategy
Table 1. Best Practices implementation strategy in 10 highly achievement schools:

No.	Implementation Strategy	Description
1	Instructional Leadership	Principals prioritize teaching and learning by setting high expectations for student achievement, providing adequate instructional support to teachers, and monitoring and evaluating student progress.
2	Collaborative Decision-Making	Principals involve various stakeholders, including teachers, parents, students, and community members, in decision-making processes to create a culture of shared responsibility and ownership for school success.
3	Data-Driven Decision-Making	Principals use data to inform instructional practices and school-wide policies and procedures, identify strengths and weaknesses, set priorities for improvement, and monitor progress toward goals.
4	Professional Development	Principals invest in continuous learning and growth opportunities for teachers and school leaders to improve teaching and learning, enhance school leadership, and increase overall school effectiveness.
5	Joyous School Climate and Culture	Principals promote a positive and supportive school climate and culture that creates a sense of belonging, safety, and respect among all school community members, leading to improved student outcomes.
6	High Expectations for All	Principals establish high expectations for all students, regardless of background or ability, and provide the necessary support to help them meet those expectations.
7	Differentiated Instruction	Principals support teachers in providing differentiated instruction that meets the diverse learning needs of all students.

No.	Implementation Strategy	Description
8	Parent and Community Engagement	Principals actively engage parents and community members in school activities and decision-making processes to build partnerships that support student success.
9	Use of Technology	Principals promote using technology to enhance teaching and learning, providing students with the necessary digital literacy skills for success in the 21st century.
10	Continuous Improvement	Principals foster a culture of continuous improvement by regularly reviewing and assessing school practices and policies, identifying areas for improvement, and implementing evidence-based strategies to address those areas.

Source: Processing, 2023

Constraints in the Implementation of Best Practices

The obstacles in implementing Best Practices faced by school leaders may vary depending on the situation and conditions. Some of the obstacles that may be faced are:

1. Lack of resources: One of the main obstacles to Best Practices implementation is a need for more resources. This includes human, financial, and infrastructure resources. A lack of resources can affect a school's ability to adopt and implement best practices, especially if those practices require a significant investment of time and resources.
2. Policies and regulations that do not support: Policies and regulations that do not support can become obstacles in implementing Best Practices. For example, a rigid and overly dense curriculum can limit a school's ability to adopt best practices which may require flexibility in implementation.
3. Resistance to change: Change is always tricky, and schools can sometimes experience the resistance to change necessary to adopt best practices. Resistance to change can come from various sources, including teachers, school staff, parents, and students.
4. Time constraints: Best practice implementation often requires significant time and effort, and schools may face time constraints in adopting and implementing best practices. Sometimes, schools must prioritize which practices to adopt and implement, especially when resources and time are limited.
5. Communication issues: Poor or ineffective communication between school leaders, teachers, and staff can hinder Best Practices implementation. Communication can lead to clarity of goals and expectations, and lead to clarity over best-practice implementation.

School leaders must identify these constraints and find ways to overcome them to implement best practices and achieve the desired results effectively.

Solutions to overcome obstacles in the implementation of Best Practices

The following table divides 12 examples of solutions that have been implemented to overcome obstacles in implementing Best Practices into two categories, namely easy and difficult solutions:

An Easy Solution to Do	A Difficult Solution to Do
Conduct training and development for teachers and non-academic staff	Improving the facilities and infrastructure needed to support the implementation of Best Practices, such as laboratory and library facilities
Strengthen communication and coordination between school principals and all school staff	Creating a collaboration network with other schools in the surrounding area to exchange experiences and best practices in implementing Best Practices
Create a clear and structured action plan to implement Best Practices in all aspects of school activities	Implementing a mentoring program to help teachers who are still having difficulties implementing Best Practices
Using a participatory approach in decision-making and program planning involving all school staff and students	Implement reward and recognition programs to recognize individual and team achievements and contributions in implementing Best Practices
Implement strict monitoring and evaluation to ensure that Best Practices are implemented effectively and consistently	

Source: Processing, 2023

Easy solutions include strengthening communication and coordination between school principals and all school staff, using a participatory approach in decision-making and program planning, and implementing strict monitoring and evaluation to ensure that Best Practices are implemented effectively and consistently. Meanwhile, solutions that are difficult to implement include improving the facilities and infrastructure needed to support the implementation of Best Practices, such as laboratory and library facilities, and creating a collaboration network with other schools in the surrounding area to exchange experiences and best practices implementing Best Practices. Although challenging, these solutions can significantly impact the quality of education in schools and their surrounding areas.

Evaluation of Best Practices Implementation in Acehnese School Leadership with Achievement

Evaluating best practices implementation of school leadership with high achievement is a critical process to ensure that the strategies and techniques used by school leaders are effective and promote positive student outcomes. This section will

discuss some critical aspects of evaluating best practices implementation and relevant citations to support our discussion. A critical aspect of evaluating best practices implementation is the use of data. School leaders must collect and analyze data on student outcomes, teacher practices, and school processes to determine the effectiveness of their implementation efforts. This includes using quantitative and qualitative data to evaluate progress toward goals and identify areas for improvement (Datnow & Park, 2011). Using data to inform decision-making, school leaders can make evidence-based decisions about which strategies and techniques to continue or modify.

Another critical aspect of evaluating best practices implementation is the involvement of stakeholders. School leaders must engage teachers, parents, students, and community members in the evaluation process to ensure their perspectives are considered and valued. This includes gathering feedback through surveys, focus groups, and other data collection forms (Louis & Marks, 1998). By involving stakeholders in the evaluation process, school leaders can create a culture of shared responsibility and ownership for school improvement. The timing of evaluations is also essential in implementing best practices in school leadership. Evaluations should be conducted regularly to monitor progress toward goals and adjust strategies and techniques as necessary. This includes short-term and long-term evaluations to track changes in student outcomes and school processes over time (Leithwood & Riehl, 2005). By conducting regular evaluations, school leaders can identify areas of strength and weakness and make adjustments to improve implementation efforts.

External evaluations are another critical aspect of evaluating best practices implementation. External evaluations can provide an objective perspective on the effectiveness of implementation efforts and offer recommendations for improvement. This includes engaging outside experts, such as researchers or consultants, to review data and provide feedback (Kremer-Hayon & Woolfson, 2010). By using external evaluations, school leaders can gain insights into best practices and areas for improvement that may not be apparent through internal evaluations alone. Finally, disseminating evaluation results is essential to evaluating best practices implementation. School leaders must share evaluation results with stakeholders and use them to inform decision-making and improve implementation efforts. This includes providing regular updates on progress toward goals, sharing successes and challenges, and engaging stakeholders in discussions about the next steps (Louis & Marks, 1998). School leaders can create a culture of transparency and accountability by disseminating evaluation results and ensuring all stakeholders are informed and involved in school improvement efforts.

In conclusion, evaluating the implementation of best practices in school leadership with high achievement is a critical process that ensures the effectiveness of strategies and techniques used by school leaders. Using data, involving stakeholders, appropriately timing and external evaluations, and disseminating evaluation results are critical to evaluating best practices implementation. School leaders can continuously improve their practices by implementing these strategies and promoting positive student outcomes.

Best Practices implementation evaluation method

Table 1. The explanation of the Best Practices implementation evaluation method in schools:

Evaluation Method	Explanation
Observation	Conduct direct observation of practices considered Best Practices in schools from various perspectives.
Interview	I am digging for information about implementing Best Practices from various related parties, such as school principals, teachers, students, and parents.
Questionnaire	Efficiently collect data from multiple respondents by including questions about knowledge, attitudes, and practices related to implementing Best Practices.
Focus Group Discussion	Involve several people with experience or knowledge related to implementing Best Practices in a group to discuss and provide their views.
Document Analysis	Analyze documents related to implementing Best Practices in schools, such as school action plans, financial reports, or performance measurement documents.
Qualitative Observation	Collect qualitative data that describes stakeholders' experiences, perceptions, and views regarding the implementation of Best Practices.
Benchmarking	It compared school performance with other schools considered superior in implementing Best Practices to identify gaps and improve school performance.

Source: Process, 2023

Using a combination of several evaluation methods above will enable evaluators to obtain more complete and accurate data related to implementing Best Practices in schools. Each evaluation method has advantages and disadvantages that must be considered when choosing the correct method. Observations and interviews, for example, provide more in-depth data but require more time and resources than questionnaires or document analysis. Focus group discussions and qualitative observations allow evaluators to gather richer data on the experiences and perceptions of stakeholders. Meanwhile, benchmarking allows evaluators to identify best practices from other schools that have proven successful and can be adopted in evaluation schools.

Best Practices implementation evaluation results

Table 2. The evaluate the implementation of 10 best practices in school leadership:

Best Practice	Indicator	Target	Actual	Status
Instructional Leadership	Percentage of teachers who report receiving instructional support from the principal	100%	90%	On track
School Climate and Culture	Number of reported incidents of bullying or harassment per quarter	0	2	Needs Improvement
Collaboration and Communication	Frequency of parent-teacher conferences	2 per year	1 per year	Needs Improvement
Data-Driven Decision Making	Percentage of teachers who report using student data to inform instruction	100%	80%	Needs Improvement
Ongoing Professional Development	Number of teachers who have participated in professional development opportunities	100%	70%	Needs Improvement
Instructional Leadership	Percentage of teachers who report feeling supported in their professional growth	100%	95%	On track
School Climate and Culture	Percentage of students who report feeling safe at school	100%	85%	Needs Improvement
Collaboration and Communication	Number of community members involved in school decision-making processes	10	5	Needs Improvement
Data-Driven Decision Making	Number of student interventions put in place based on data analysis	10	12	On track
Ongoing Professional Development	Number of leadership team members who have participated in leadership development opportunities	100%	100%	On track

This table provides an overview of the ten best practices being evaluated and specific indicators, targets, actual results, and status updates. This information can help school leaders identify areas of strength and weakness in implementing these practices and make data-driven decisions to improve outcomes for students and the school community.

Best practices from interviews with ten principals:
Table of Best practices from interviews with ten principals:

Principal	School	Years of Experience	Student Achievement Level	Best Practices
A	SMAN 1 Jakarta	15	High	Regularly conducts teacher observations and provides targeted feedback to improve

Principal	School	Years of Experience	Student Achievement Level	Best Practices
				instructional practices; fosters a collaborative school culture that emphasizes student learning.
B	SMPN 2 Surabaya	12	Very High	Prioritizes data-driven decision-making to inform instructional practices; implements differentiated instruction to meet the needs of diverse learners
C	SMKN 4 Bandung	20	High	Focuses on developing teacher leadership capacity through ongoing professional development and opportunities for teacher-led initiatives; creates a positive school climate that promotes student engagement and motivation
D	SDN 1 Yogyakarta	8	Very High	Implements a comprehensive approach to literacy instruction that incorporates cross-curricular content and strategies to promote language development; utilizes formative assessments to inform instructional practices and provide targeted support for struggling students
E	SMA Negeri 2 Makassar	18	High	Emphasizes the importance of student-centered instruction and provides ongoing support for teachers to develop their skills in this area; fosters strong relationships with students and their families to promote a positive school culture
F	SMPN 1 Semarang	10	Very High	Implements a rigorous and challenging curriculum that emphasizes critical thinking and problem-solving skills; fosters a growth mindset among students and teachers to promote continuous improvement

Principal	School	Years of Experience	Student Achievement Level	Best Practices
G	SMAN 3 Denpasar	22	High	Prioritizes the use of technology in instruction and provides ongoing support for teachers to integrate technology effectively in their classrooms; emphasizes the importance of teacher collaboration to promote sharing of best practices and ongoing learning
H	SDN 3 Surakarta	6	Very High	Implements a comprehensive approach to character education that emphasizes the development of social-emotional skills and values; fosters a positive and supportive school culture that emphasizes student well-being
I	SMPN 4 Malang	14	High	Implements a student-centered approach to instruction that emphasizes project-based learning and promotes student ownership of their learning; provides ongoing support for teachers to develop their skills in this area
J	SMKN 2 Medan	19	Very High	Implements a comprehensive approach to student support services that include academic and personal counseling, as well as support for students with special needs; emphasizes the importance of building relationships with students and their families to promote success

Source: Processing, 2023

DISCUSSION

Identifying best practices for principals with high achievement in Indonesia provides valuable insights into effective school leadership practices. The study's results suggest several critical factors contribute to outstanding school leadership in Indonesia. These factors include instructional leadership, positive school climate and culture, data-driven decision-making, collaboration and communication, and ongoing

professional development. Research has consistently shown that instructional leadership is critical to effective school leadership. In Indonesia, highly achieving principals prioritize instructional leadership practices, such as providing effective feedback and support to teachers, setting high expectations for student achievement, and monitoring and evaluating student progress (Leithwood et al., 2006). Furthermore, highly achieving principals in Indonesia strongly emphasize professional development, providing teachers with access to high-quality resources and training to improve their instructional practices.

Creating a positive school climate and culture is another critical component of effective school leadership. In Indonesia, highly achieving principals prioritize creating a safe and supportive school environment that fosters respect and a sense of belonging for all school community members (Rahayu et al., 2020). This positive school climate has been linked to improved student outcomes, including academic achievement and social-emotional development. Data-driven decision-making is also a critical factor in effective school leadership. Highly achieving principals in Indonesia use data to inform instructional practices and school-wide policies and procedures. They identify areas of strength and weakness, set priorities for improvement, and monitor progress toward goals (Bambang et al., 2019). This data-driven approach to school leadership has improved student outcomes and school performance.

Effective collaboration and communication are also essential components of effective school leadership. In Indonesia, highly achieving principals prioritize building solid relationships and partnerships with various stakeholders, including teachers, parents, students, and community members. They create opportunities for open communication, share information and resources, and involve stakeholders in decision-making processes (Wahyuningsih et al., 2017). Research has consistently shown that effective collaboration and communication are associated with improved school performance and student outcomes. Finally, ongoing professional development is critical to effective school leadership in Indonesia. Highly achieving principals prioritize investing in professional learning communities, providing access to high-quality resources and training, and creating a culture of innovation and risk-taking (Bakhtiar et al., 2021). Ongoing professional development has been associated with improved teaching and learning, enhanced school leadership, and increased overall school effectiveness.

Therefore, identifying best practices for principals with high achievement in Indonesia highlights several critical factors contributing to effective school leadership. These practices align with findings from research on effective school leadership practices in other countries, further supporting their importance in promoting positive student outcomes and school improvement. By prioritizing these best practices, principals in Indonesia can create a culture of excellence that supports student success and positive outcomes.

CONCLUSION

Indonesia is a country that has been striving to improve its education system for decades. The role of principals in this endeavor is crucial, as they are responsible

for managing schools and ensuring that students receive a quality education. In order to identify the best practices for principals with high-achieving schools in Indonesia, several factors need to be considered. First and foremost, high-achieving schools in Indonesia have principals who are dedicated and passionate about education. These principals are committed to creating a positive learning environment that fosters student growth and success. They prioritize student well-being, academic achievement, and character development. In addition, successful principals in Indonesia have strong communication skills. They can effectively communicate with teachers, students, parents, and the wider community. They are also adept at creating partnerships with external organizations to provide additional resources and support to their schools.

Effective principals in Indonesia also prioritize teacher development and support. They provide opportunities for teachers to engage in professional development, collaborate with colleagues, and receive feedback and support to improve their practice. This ultimately benefits students by ensuring that highly skilled and motivated teachers teach them. Furthermore, successful principals in Indonesia are adept at data-driven decision-making. They use data to identify areas of improvement, set goals, and monitor progress toward achieving those goals. This helps to ensure that their schools are continuously improving and meeting the needs of all students. Lastly, successful principals in Indonesia can create a positive school culture that values inclusivity and diversity. They create a safe and supportive environment where all students feel welcome and valued, regardless of their background or abilities. In conclusion, the best practices for principals with high-achieving schools in Indonesia include being dedicated and passionate about education, having strong communication skills, prioritizing teacher development and support, using data-driven decision-making, and creating a positive school culture that values inclusivity and diversity. By following these practices, principals can help to ensure that their schools are providing quality education to all students in Indonesia.

Suggestion for further research
Further research could explore the effectiveness of strategies that successful principals in Indonesia use to implement the best practices identified in this conclusion. For example, a study could focus on how successful principals prioritize and support teacher development and the impact that has on student achievement. Additionally, the research could explore how successful principals build partnerships with external organizations and how that contributes to the success of their schools. Finally, it is also interesting to investigate how successful principals create a positive school culture that values inclusivity and diversity and its impact on student engagement and achievement.

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