

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

KEPEMIMPINAN KEPALA SEKOLAH BERBASIS MOTTO KALTENG BERKAH DI SMAN KOTA PALANGKARAYA (STUDI MULTI SITUS DI SMAN 1 PALANGKARAYA DAN SMAN 2 PALANGKARAYA)

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Abstract

School principal leadership based on the KALTENG BERKAH motto reflects the values of Dignity (Bermartabat), Elegance (Elok), Religiousness (Religius), Strength (Kuat), Trustworthiness (Amanah), and Harmony (Harmonis). These local values are relevant to education in shaping a harmonious school environment and student character. The values of strength and trustworthiness play a vital role in addressing educational challenges. This study focuses on: (1) the leadership strategies of school principals based on the KALTENG BERKAH motto at public senior high schools in Palangkaraya City, Central Kalimantan Province, and (2) the leadership innovations of school principals grounded in the KALTENG BERKAH motto. The research approach is qualitative, employing both written and verbal informant data, as well as direct observation. The researcher visited the sites to obtain more comprehensive data. Data were collected using individual analysis, cross-site analysis, and proposition techniques. The findings indicate that the school principals' leadership strategies emphasize decision-making grounded in the KALTENG BERKAH motto by integrating character values into learning processes, fostering religious, courteous, disciplined, clean, and hardworking attitudes to develop leadership character. Leadership innovations highlight democratic and transformational approaches, emphasizing integrity and collaboration that reflect dignity, religiousness, harmony, and strong partnerships with teachers, school committees, and parents. **Theoretical implications:** Both principals employed democratic and transformational leadership styles that accentuate integrity, dignified collaboration, religiousness, and harmony. **Practical implications:** Graceful and strong leadership aligned with the BERKAH values promotes politeness, respect, and professionalism, while appreciating the contributions of all teachers and staff. **Recommendations:** (1) For school principals: These values provide a leadership foundation for building a positive and inclusive school culture. (2) For teachers: To align with the principal's leadership based on local values. (3) For the government: To evaluate principals using criteria grounded in local noble values. (4) For future researchers: As a reference for exploring local values in school leadership, particularly in Central Kalimantan.

Keywords: Leadership, school principal, KALTENG BERKAH

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INTRODUCTION

Education should not be seen merely as a mass-production process producing graduates, but as a transformative institution that nurtures quality individuals capable of facing rapid global changes. Schools must not function like factories; rather, they should

be dynamic institutions fostering intellectual, emotional, and character development under effective and visionary leadership. Therefore, the role of school principals becomes critically strategic in driving the quality of education.

One of the efforts to improve the implementation of Education is the improvement of school management and leadership with this approach the school has the flexibility in building education in schools in accordance with the potential and needs and characteristics of each school (Suriansyah et al., 2023). A school principal must implement effective strategies as part of their leadership role. Leadership, in this context, is both an art and a science involving the formulation, execution, and evaluation of cross-functional decisions that enable an educational institution to achieve its goals (Aslamiah et al., 2023). Strategy plays a vital role in determining the success of an organization in reaching its objectives. Without a clear strategy, programs are unlikely to function effectively. Therefore, developing a strategy is a crucial initial step for any leader. No matter how capable a leader may be, without the right strategy, their programs will lack direction and fail to realize the intended outcomes.

According to the Indonesian National Education System Law, school principals are not only required to meet academic and administrative criteria but also to demonstrate professional, managerial, and leadership competence. Principals hold key roles in managing administrative duties and fostering teacher development. To perform these responsibilities, they must master technical, human relations, and conceptual skills.

Teachers perceive that effective school leadership relies heavily on the principal's leadership qualities. Emotional stability and self-confidence are fundamental to building trust, fairness, and collaborative environments. As Normianti, Aslamiah, and Suhaimi (2019) emphasize, leadership is a process where individuals influence others to achieve shared goals. Transformational leaders must possess strong visions, self-confidence, and the ability to inspire performance excellence.

Ahmad et al. (2024) further underline that educational leadership requires persuasive communication, collective vision-building, and the orchestration of personnel to work with dedication and responsibility. In this regard, principals must act not only as administrators but also as change agents who direct and motivate all school stakeholders.

Professional education staff rely on leadership that supports their growth. Principals with transformational approaches are better able to encourage teacher development. Educational professionals are not only expected to master subject knowledge but also to creatively engage students and foster conducive learning environments.

Burns (2013) argues that transformational leadership is a reciprocal process that elevates both leaders and followers through shared motivation. In this context, school leaders serve as role models who champion shared ideals such as excellence, unity, and humanity. These ideals align with the local values embedded in *KALTENG BERKAH*—the official development motto of Central Kalimantan Province.

Kalteng berkah, which stands for Strength, Integrity, Loyalty, Resilience, Energy, Nationalism, Cooperation, Responsibility, Empathy, Religiousness, Creativity, and Harmony, provides a cultural and strategic foundation for educational leadership. However, existing research lacks studies that integrate such regional values into educational leadership frameworks. This absence reveals a critical research gap, particularly in evaluating how local philosophies are operationalized in school leadership and how they impact institutional performance.

Moreover, there are few, if any, studies applying a *multisite approach* to compare leadership models based on local values across different school settings. Therefore, this study offers significant **novelty** by: 1) Embedding the *KALTENG BERKAH* values into educational leadership; 2) Employing a comparative *multisite study* design focusing on SMAN 1 and SMAN 2 Palangka Raya—two top-performing public high schools in the

region; 3) Contributing theoretically to the development of localized transformational leadership models and offering practical implications for regional educational policy.

In both schools, principals have demonstrated strong leadership in driving academic excellence, student character development, and school-community collaboration. Their leadership reflects the principles of *KALTENG BERKAH*, resulting in safer, more inclusive, and achievement-oriented school cultures.

Therefore, transformational leadership based on local values is not merely a normative framework but a practical strategy to improve education quality in regional Indonesia. This study aims to fill theoretical and practical gaps in localized educational leadership and support the design of future school leadership policies grounded in cultural relevance and contextual responsiveness.

RESEARCH METHOD

This study employs a qualitative approach with a multisite case study design to explore the transformational leadership of school principals based on the *KALTENG BERKAH* motto at two top-performing high schools: SMAN 1 and SMAN 2 Palangkaraya. This approach allows for in-depth understanding of the contextual, social, and cultural practices in educational leadership ((Sugiyono, 2021);(Moleong, 2019)).

Research Sites and Subjects. The research sites are SMAN 1 and SMAN 2 Palangkaraya. Key informants include principals, teachers, education staff, school committees, and students. Informants were selected using purposive sampling and snowball sampling techniques.

Data Collection Techniques

1. Observation: to directly observe school environments and social interactions.
2. In-depth Interviews: conducted semi-structurally to gather perceptions and experiences of informants.
3. Documentation: includes school profiles, policies, reports, and activity records.

Research Instruments The primary instrument is the researcher, supported by interview guides, audio recorders, and observation sheets. Researcher validity is strengthened through theoretical grounding, reflexivity, and triangulation.

Steps of Research and Data Analysis. Data were analyzed following Miles, Huberman & Saldaña's (2014) model:

1. Data condensation: selecting and simplifying relevant data.
2. Data display: organizing information thematically.
3. Conclusion drawing and verification: identifying patterns and refining insights continuously.

Analysis was conducted in two phases: 1) Within-case analysis, to deeply understand each site; 2) Cross-case analysis, to compare and integrate findings from both schools.

Data Trustworthiness. Data validity was ensured through: 1) Prolonged and repeated observations; 2) Triangulation of methods and data sources; 3) Member checking (validation by informants)

This systematic approach ensures the credibility, dependability, and transferability of the research findings.

RESEARCH RESULTS AND DISCUSSION

Results

a. Research Findings on the SMAN 1 Palangkaraya Site

The findings on site 1 of the research at SMAN 1 Palangkaraya were obtained through exposure to data from the focus of the research, namely 1. Leadership strategy of the principal Based on the motto of KALTENG BERKAH at SMAN Palangkaraya City, Central Kalimantan Province. 2. Principal's leadership innovation based on the motto of KALTENG BERKAH at the State High School in Palangkaraya City, Central Kalimantan Province, which was found and obtained through interviews, documentation, observation and other information data.

Several indicators in looking at the leadership of school principals based on the motto KALTENG BERKAH refer to the abbreviation of BERKAH, namely Dignity, Beautiful, Religious, Strong, Trustworthy, and Harmonious.

The points of findings in each Aspect of BERKAH (Dignity, Beautiful, Religious, Strong, Trustworthy, Harmonious) are described below:

a) Dignified

The principal involves teachers in developing collaborative programs in collaboration with outside parties in health, environment, and museum programs. The procurement of facilities and infrastructure is carried out with applicable rules and can be accounted for. Improve data-driven and priority facilities. The principal conducts financial and policy accountability involving teachers, committees and partners outside the school to improve adequate facilities for the learning process. Strengthening character is a cooperation program in terms of health, culture, and environment to form an attitude of independence, responsibility and care.

b) Beautiful

Ensuring the integration of character values in the curriculum and all school activities, Emphasizing the importance of example from all parties in the school, Conducting periodic evaluations of character building programs, Building visions and missions through joint deliberations and establishing 5 school-specific superior characters: Religious, Polite, Discipline, Clean, Hard Work, Principal's Leadership in realizing Elok aspects (character, security, positive culture), Close cooperation between teachers, homeroom teachers, BK, principals, committees, parents, and students, Creation of school routines and cultures that support the internalization of values. There are 5 superior characteristics of the school (Religious, Polite, Discipline, Clean, Hard Work) which are the characteristics and targets for the formation of student character. The leadership of the principal is able to mobilize all school stakeholders in an integrated system to build a "beautiful" character, in order to maintain a safe environment, and a sustainable positive culture at SMAN 1 Palangkaraya.

c) Religious

Monitoring and implementing routine worship activities as a means of instilling spiritual values and noble morals, strengthening tolerance by forming religious extracurriculars of all religions by facilitating religious facilities for each religion.

In the focus on ethics and morals, the principal of SMAN 1 Palangkaraya strengthens practices such as joint prayer before learning to build an attitude of trust, surrender, and seriousness in learning as well as build a culture of empathy with an example of attitude in accordance with the culture of the 5 S (Smile Greeting Greetings Courtesy Guys)

d) Strong

Strong in the leadership of the principal of SMAN 1 Palangkaraya, it was found that the underlying thing was the transparency of policies and information carried out by the principal by ensuring open access to information on the principal's policies, procedures

and managerial decisions for teachers, staff, students and parents. The implementation of the report is carried out openly involving all school parties with information disclosure that brings a participatory leadership model involving the school committee, parents and teachers.

e) Trust

The value of the mandate contained in the leadership of the principal is the foundation for the formation of student character and school culture, making transparent decisions, inclusion by considering the long term with the application of rules and habituation to reflect the responsibility of the principal.

f) Harmonious

The harmonious value found at SMAN 1 Palangkaraya is that there is a well-structured and open relationship between the principal and the committee and homeroom teachers who are directly established. An inclusive, accessible and responsive school principal can be seen from a proactive school principal who provides a space for discussion with all elements and solves problems well and maintains harmonious relationships and active involvement of external parties (community, agencies such as the police) in concrete school activities.

1. Principal's Leadership Strategy Based on the Motto of KALTENG BERKAH

The leadership strategy of the principal of SMAN 1 palangkaraya based on the motto KALTENG BERKAH is the most important finding made by the principal trying to carry out the BERKAH values comprehensively with the space to improve the religious aspect in religious matters by combining spiritual values with learning. Strengthening students' character values is carried out by integrating local-based character values with P5, in this case regional cuisine in accordance with local wisdom. In strong values and trust, it can be seen that making decisions openly (transparently) involving teachers and school committees, the participation of the committee can be seen from their participation in school office meetings where the principal carries out the principle of openness and participation to build the concern of the school community.

The findings of site 1 focus on the principal's leadership strategy based on the motto KALTENG BERKAH can be seen in the following table:

Table 4.1 Principal's Leadership Strategy Site 1

| INDICATOR | SITE FINDINGS 1 |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Have A Vision And Mission Related To The Motto Of Kalteng Berkah | 1. Building visions and missions through joint deliberation and determining 5 specific superior characteristics of the school: Religious, Polite, Discipline, Clean, Hard Work, Principal's Leadership in realizing Elok aspects (character, security, positive culture). |
| Involve Subordinates In Decision-Making | 1. Making decisions with open (transparent) inclusion with long-term considerations involving teachers and school committees. 2. Formation of student character and school culture. |
| Making The Best Decisions In The Leadership Of The Principal Based On The Motto Of Kalteng Berkah | 1. Ensure the integration of character values in the curriculum and all school activities. 2. The principal proactively provides a space for discussion with all elements and resolves problems well and maintains harmonious relationships. |

| | |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementing Leadership Based On The Motto Of Kalteng Berkah | <ol style="list-style-type: none"> 1. Creation of a school routine and culture that supports the internalization of values 2. A culture of empathy with an exemplary attitude that is in accordance with the culture of the 5 S (Smile Greetings Greetings Manners). 3. A well-structured and open relationship between the principal and the committee and the homeroom teacher is established directly. |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2. Principal's Leadership Innovation Based on the Motto of KALTENG BERKAH

In the leadership innovation of the principal of SMAN 1 Palangkaraya based on the motto KALTENG BERKAH, the most important findings made by the principal are to complete school facilities in the form of technology improvement, namely interactive TV facilities in the classroom. Competency-based curriculum and professional working groups improve the quality of teaching. In carrying out his approach, the principal uses a democratic and transformational approach that emphasizes integrity, justice, empathy, vision and collaboration. Innovation in improving the quality of school education in the school atmosphere is more conducive to building the development of teacher character and professionalism, involving teachers in the preparation of the P5 program, which is based on local wisdom.

The innovation of the principal of SMAN 1 Palangkaraya has succeeded in interacting the values of KALTENG BERKAH through Technology, Collaboration and Example.

The findings of site 1 focus on the leadership innovation of school principals based on the motto KALTENG BERKAH can be seen in the following table:

Table 4.2 Principal's Leadership Innovation Site 1

| Indicator | Site Findings 1 |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Principal Can Realize The Quality Of The School | Complementing School Facilities Is A Form Of Technology Improvement, Namely Interactive Tv Facilities In The Classroom. |
| The Principal Implements Quality Schools By Prioritizing Leadership Values | The Principal Uses A Democratic And Transformational Approach That Emphasizes Integrity |
| The Principal's Efforts To Implement The Values Of The Central Kalimantan Motto Berkah | Improving The Quality Of School Education The School Atmosphere Is More Conducive To Building The Development Of The Character And Professionalism Of Teachers (Dignified, Beautiful, Religious) |

b. Research Findings on the SMAN 2 Palangkaraya Site

The findings on site 2 of the research at SMAN 2 Palangkaraya were obtained through exposure to data from the research focus, namely 1. Leadership strategy of the principal Based on the motto of KALTENG BERKAH at SMAN Palangkaraya City, Central Kalimantan Province. 2. Principal's leadership innovation based on the motto of KALTENG BERKAH at the State High School in Palangkaraya City, Central Kalimantan Province, which was found and obtained through interviews, documentation, observation and other information data.

Several indicators in looking at the leadership of school principals based on the motto KALTENG BERKAH refer to the abbreviation of BERKAH, namely Dignity, Beautiful, Religious, Strong, Trustworthy, and Harmonious.

The points of findings in each Aspect of BERKAH (Dignity, Beautiful, Religious, Strong, Trustworthy, Harmonious) are described below:

a) Dignified

Based on the interviews, findings on the dignity point, the school has established cooperation with a wide network with the provincial education office. Central Kalimantan, BNN Open universities and local/national educational institutions for the development of student insights are seen as strategic collaborations with various parties. This collaboration creates students to face competitive professional competence, this collaboration aims to improve the quality of the school. The use of facilities/infrastructure based on the needs of the school with the availability of funds and priority scales. In the leadership of the school principal, it is synergistic, responsible, competitive, committed to creating a learning environment based on values, dignity, competitiveness/dignity. Systematic efforts to realize dignified leadership through collaborative-accountable governance, the use of resources with noble goals (learning & character), and commitment to national values and sustainable development.

b) Beautiful

At the good point, the findings are found in the central role of teachers and principals in character formation which becomes an exemplary role model to be a positive model, direction and create a learning environment in the formation of students/students' character. In the cooperation of teachers, supervisors, and BK teachers with the division of responsibilities according to their main tasks and functions, there is an emphasis on discipline, manners and active participation of school residents. This partnership is hierarchical which sees a combination of value socialization, bullying prevention with character formation and security with structured collaboration from school principals.

c) Religious

Findings on religious points were found that religious activities were structured in a clear and scheduled program in academic socio-cultural life at school. Religious values are taught through habituation and reflection in real activities that result in the creation of a culture of mutual care. Collaboration between principals, teachers, committees and students is a filter to ensure strength between teachers, students and committees.

d) Strong

The findings in the strong points found that adjusting learning methods and materials according to the learning style of each student which is adaptive to learning student needs in the form of technology is useful for improving student understanding with the use of critical discussion strategies, collaborative projects and group work that actively involves students. Decision-making is delivered in a transparent manner that is responsible and through the approval of the committee in an official meeting or evaluation meeting. In the leadership pattern of synergy, teamwork and collective responsibility, the leadership of the principal shows resilience to face the challenges of modern education that is transparent in reporting, as well as participatory decision-making as the basis for resilient/credible governance. Affirming the leadership model of resilient (responsive to change), adaptive (student-oriented to student needs), and accountable (transparency-based), which is the pillar of the success of SMAN 2 Palangkaraya according to the strong principle in the motto of KALTENG BERKAH.

e) Trust

The point of trust in the leadership of the principal of SMAN 2 Palangkaraya, principals and teachers emphasized the importance of example in attitudes and daily interactions, as seen in the insertion of building students' character. In the principal's policy,

it ensures that each policy does not harm the school or the community, and is able to openly receive input and evaluation from various parties. A trustworthy leader is not just about policy but about ensuring that every step is taken with moral considerations and impact on all parties. On the integrity of attitudes that are exemplary, policies, and communication but also trust and shared responsibility.

f) Harmonious

Harmony in KALTENG BERKAH which is a finding in the leadership of the principal of SMAN 2 Palangkaraya on the readiness to receive input and integrate in school improvement, collaborate structurally and open relationships with a focus on adaptive leadership to input from the school committee and parents who are included in school deliberations to take policies in academic and non-academic matters with joint meetings and principals and teachers receive suggestions and criticisms that are in accordance with the capacity of the school to realize it.

A. Principal's Leadership Strategy Based on the Motto of KALTENG BERKAH

The leadership strategy of the principal of SMAN 2 palangkaraya based on the motto KALTENG BERKAH gets the most important findings made by the principal trying to take a collegial approach by making participatory and motivational decisions, namely by imitating time discipline and listening to teachers' complaints and providing directions to improve competence by participating in seminars, trainings, competitions that are the competencies of each teacher and student, Because almost every month students win competitions from the provincial and city levels of Palangkaraya. In the official meeting, the principal and school management make decisions by looking at accountability and suitability and every policy is accounted for transparently. It can be seen in the application of the values of KALTENG BERKAH the school principal gives his behavior as an example, such as interaction with school residents and openness to input by listening to criticism and suggestions from teachers, students and committees for the sake of school progress.

The principal of SMAN 2 Palangkaraya builds a religious and collaborative culture in the values of KALTENG BERKAH and makes decisions in a participatory manner with teachers and committees.

The findings of site 2 focus on the principal's leadership strategy based on the motto KALTENG BERKAH can be seen in the following table:

Table 4.3 Principal's Leadership Strategy Site 2

| Indicator | Site Findings 2 |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Have A Vision And Mission Related To The Motto Of Kalteng Berkah | 1. An Example In A Religious And Harmonious Attitude 2. Social Interactions That Reflect Local Values |
| Involve Subordinates In Decision-Making | Make Decisions With Participatory And Accountability In Mind |
| Making The Best Decisions In The Leadership Of School Principals Based On The Motto Of Kalteng Berkah | 1. The Principal Applies A Collegial Approach. 2. Provide Exemplary Behavior, Such As Interaction With School Community And Openness To Input By Listening To Criticism And Suggestions |
| Implementing Leadership Based On The Motto Of Kalteng Berkah | Building A Religious And Collaborative Culture Based On The Values Of Kalteng Berkah. |

B. Principal's Leadership Innovation Based on the Motto of KALTENG BERKAH

The findings of site 2 which look at the focus of the principal's leadership innovation that creates a more creative, collaborative learning environment that supports student development with the help of the development of effective learning facilities and a conducive school climate, the creation of an inclusive environment for all parties and the example of gratitude and responsibility to strengthen innovation from the principal's leadership. Improving the quality of learning and the school environment through the values of KALTENG BERKAH, building strong collaboration with teachers, committees, and parents. Creating a dignified, religious, and harmonious school culture.

The findings of site 2 focus on school principals' leadership innovations based on the motto KALTENG BERKAH can be seen in the following table:

Table 4.4 Principal's Leadership Innovation Site 2

| Indicator | Site Findings 2 |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Principal Can Realize The Quality Of The School | <ol style="list-style-type: none"> 1. The Principal's Innovation Creates A More Creative, Collaborative Learning Environment And Supports Student Development 2. Innovative Leadership Contributes To Improved Student Achievement And A Conducive School Climate |
| The Principal Implements Quality Schools By Prioritizing Leadership Values | <ol style="list-style-type: none"> 1. The Principal Provides Effective Learning Facilities And Supports All School Residents 2. Build Strong Collaboration With Teachers, Committees, And Parents. 3. Creating A Dignified, Religious, And Harmonious School Culture. |
| The Principal's Efforts To Implement The Values Of The Central Kalimantan Motto Berkah | <ol style="list-style-type: none"> 1. The Principal Shows A Courteous, Appreciative, And Professional Attitude In Every Action 2. Be Responsible In Carrying Out Duties And Respect The Role Of Each Teacher And Staff 3. Always Remind The Importance Of Being Grateful And Responsible For The Mandate Given |

c. Cross-Site Findings

This research is carried out now and recently focusing on: 1) principal's leadership strategy, 2) principal's leadership innovation.

From the results of the analysis on the site, a cross-site analysis of each research focus was carried out as follows:

A. School Principal's Leadership Strategy

The findings on the research site, namely the leadership strategy of the head of the school based on the motto KALTENG BERKAH in 2 sites were found, and presented in the following table:

Table 4.5 Cross-Site Findings of Principal's Leadership Strategy

| Principal's Leadership Strategy | Site Findings 1 | Site Findings 2 | Cross-Site Findings |
|------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------|
| Have A Vision And Mission Related To The | Deliberate Together And Determine 5 School-Specific Superior Characters: | An Example In A Religious And Harmonious Attitude | Having A Vision And Mission Related To The Motto Of Kalteng Berkah Which Is |

| | | | |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Motto Of Kalteng Berkah | Religious, Polite, Disciplined, Clean, Hard Work. Principal's Leadership In Realizing Elok Aspects (Character, Security, Positive Culture). | Social Interactions That Reflect Local Values | Applied In Leadership That Is Religious, Polite, Disciplined, Clean, Hard Work With The Realization Of The Character Of Leaders, Teachers And Students By Reflecting Local Values In Social Interaction. |
| Involve Subordinates In Decision-Making | Making Decisions With Open Inclusion With Long-Term Considerations Involving Teachers And School Committees. Formation Of Student Character And School Culture. | Make Decisions With Participatory And Accountability In Mind | Make Decisions With Transparency That Involve Participatory, Inclusive Accountability For The Long Term In Shaping Student Character And School Culture |
| Making The Best Decisions In The Leadership Of The Principal Based On The Motto Of Kalteng Berkah | Ensure The Integration Of Character Values In The Curriculum And All School Activities. The Principal Proactively Provides A Space For Discussion With All Elements And Resolves Problems Well And Maintains Harmonious Relationships. | The Principal Applies A Collegial Approach. Provide Exemplary Behavior, Such As Interaction With School Community And Openness To Input By Listening To Criticism And Suggestions | Making Decisions By Looking At The Integration Of Character Values In The Curriculum So That The Principal Makes Decisions In A Collegial Approach That Provides A Space For Discussion With All Teachers, Student Committees And The Community Openly Accepts Criticism Suggestions To Maintain A Harmonious Relationship. |
| Implementing Leadership Based On The Motto Of Kalteng Berkah | Creation Of A School Routine And Culture That Supports The Internalization Of Values A Culture Of Empathy With An Exemplary Attitude | Building A Religious And Collaborative Culture Based On The Values Of Kalteng Berkah. | Leadership Based On The Motto Of Kalteng Berkah Creates A Routine Of Cultural Values Of Empathy By Example With The Cultural Attitude Of The 5 S (Smile Greetings Greetings |

That Is In Accordance With The Culture Of The 5 S (Smile Greetings Greetings Manners).

A Well-Structured And Open Relationship Between The Principal And The Committee And The Homeroom Teacher Is Established Directly.

Polite), By Building A Collaborative Structured And Open Relationship Between The Principal And The Committee And Homeroom Teachers Based On The Values Of Kalteng Berkah.

B. Principal's Leadership Innovation

The findings of the research focus are the leadership innovation of school principals based on the motto of KALTENG BERKAH, which can be presented in the following table:

Table 4.6 Cross-Site Findings of Principal Leadership Innovation

| Principal's Leadership Innovation | Site Findings 1 | Site Findings 2 | Cross-Site Findings |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Principal Can Realize The Quality Of The School | Complementing School Facilities Is A Form Of Technology Improvement, Namely Interactive Tv Facilities In The Classroom. | The Principal's Innovation Creates A More Creative, Collaborative Learning Environment And Supports Student Development Innovative Leadership Contributes To Improved Student Achievement And A Conducive School Climate | The Principal's Leadership Realizes Quality By Equipping Technology Facilities, Namely Interactive Tv Facilities In The Classroom, Creating A More Creative, Collaborative Learning Environment, And Supporting Student Development That Contributes To Improving Achievement And A Conducive School Climate. |
| The Principal Implements Quality Schools By Prioritizing Leadership Values | The Principal Uses A Democratic And Transformational Approach That | The Principal Provides Effective Learning Facilities And Supports All School Residents | Prioritizing Leadership Values That Are Democratic And Transformational |

| | | | |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Emphasizes Integrity | Build Strong Collaboration With Teachers, Committees, And Parents. Creating A Dignified, Religious, And Harmonious School Culture. | Approaches That Emphasize Integrity, Dignified, Religious, And Harmonious Collaboration, With Teachers, Committees, And Parents. |
| The Principal's Efforts To Implement The Values Of The Central Kalimantan Motto Berkah | Improving The Quality Of School Education The School Atmosphere Is More Conducive To Building The Development Of The Character And Professionalism Of Teachers (Dignified, Beautiful, Religious) | The Principal Shows A Courteous, Appreciative, And Professional Attitude In Every Action Be Responsible In Carrying Out Duties And Respect The Role Of Each Teacher And Staff Always Remind The Importance Of Being Grateful And Responsible For The Mandate Given | The Principal Implements A More Conducive School Atmosphere To Build Character Development, Politeness, Respect, Responsibility And Gratitude In Every Act Of Teacher Professionalism (Dignified, Beautiful, Religious). |

d. Propositions

Based on the results of the formulation of cross-site findings, the following research propositions are prepared:

A. School Principal's Leadership Strategy

P1.1 Leadership that is religious, polite, disciplined, clean, hardworking with the realization of the character of leaders, teachers and students by reflecting local values in social interaction.

P1.2 Transparent decisions involving participatory, inclusive accountability for the long term in shaping student character and school culture.

P1.3 Make decisions by looking at the integration of character values in the curriculum so that the principal makes decisions in a collegial approach that provides a space for discussion with all teachers, student committees and the community to openly accept criticism suggestions to maintain a harmonious relationship.

P1.4 Create a culture of empathy culture values routine by example with the cultural attitude of the 5 S (Smile Greets Greetings Politeness), by building a collaborative structured and open relationship between the principal and the committee and homeroom teachers based on the values of KALTENG BERKAH.

B. Principal's Leadership Innovation

P2.1 Realize quality by complementing technological facilities, namely interactive TV facilities in the classroom, creating a more creative, collaborative learning environment, and supporting student development that contributes to improving achievement and a conducive school climate.

P2.2 Prioritize leadership values that are democratic and transformational approaches that emphasize integrity, dignified, religious, and harmonious collaboration, strong with teachers, committees, and parents.

P2.3 Implementing a more conducive school atmosphere to build character development, politeness, respect, responsibility and gratitude in every act of teacher professionalism (dignified, beautiful, religious).

Discussions

This study aims to explore and construct the school principal's leadership model based on the KALTENG BERKAH motto as practiced in SMAN 1 and SMAN 2 Palangka Raya. The discussion is focused on two key areas: the leadership strategies and innovations applied in developing educational quality through local values.

5.1 Leadership Strategies of the School Principals

Leadership strategies implemented by school principals based on the KALTENG BERKAH motto reflect participatory, inclusive, and transformational approaches. Transformational leadership is highly relevant in the context of a changing world. In education, for example, transformational leadership is considered an effective approach to meet new challenges and drive positive change (Norlatipah & Saleh, 2022). Principals do not act merely as administrators but also as collaborators who engage teachers, students, school committees, and the wider school community. This approach embodies values such as *Integrity, Strength, Religiousness, Responsibility, and Harmony*—core principles of KALTENG BERKAH.

Bass and Stogdill (2010) expanded upon this theory by emphasizing that transformational leadership is a process of influencing individuals' thoughts, attitudes, and behaviors to achieve optimal performance. A transformational leader is capable of fostering a positive work environment in which members feel valued and develop a strong sense of ownership toward the organization's goals. These findings align with Yukl's (Yukl, 2013) theory that effective leadership balances task-oriented behaviors with human relation-oriented behaviors. The principals apply open management principles, including transparency in decision-making, collaborative planning, and valuing community feedback.

The leadership model also aligns with moral-spiritual leadership as defined by Sergiovanni and Starrat (2009) where leaders inspire and model values and ethics as part of the school's educational vision. Humayra, et al (2023) similarly found that participative leadership and a school-wide culture of 5S (Smile, Greet, Salute, Courteousness, and Respect) foster a positive and conducive learning environment. This is evident in how the KALTENG BERKAH values are practiced daily by both teachers and students.

Additionally, Aslamiah & Celia (2024) emphasized that effective leaders combine structured leadership with consideration behavior—where principals offer support, empathy, and personal care while maintaining organizational clarity and direction.

5.2 Innovation in School Leadership

Leadership innovation focuses on enhancing digital facilities (e.g., interactive TVs), fostering creativity, strengthening school culture, and empowering teachers through training. These efforts are rooted in the transformational values of KALTENG BERKAH, which emphasize integrity, religiousness, harmony, and collaboration.

Burns (2013) defines transformational leadership as a mutual process where both leaders and followers elevate each other's moral standards and motivation. The principals' ability to unite the school community under shared aspirations reflects this leadership style.

Senge in(Jarminto et al., 2022) emphasized that learning organizations constantly evolve and adapt. SMAN 1 and SMAN 2 demonstrate this through consistent innovation, stakeholder collaboration, and systemic improvement.

Ahmad et al. (2024) also stressed the importance of technological adaptation and human resource development in modern education. This supports the study's findings that innovation in infrastructure and teacher capacity-building are key leadership priorities.

The study by Suriansyah & Aslamiah (2015) further confirms that role modeling, discipline, and empowerment are core leadership strategies to foster sustainable innovation and growth.

5.3 Theoretical Construction of a New Model

Based on empirical findings and theoretical frameworks, this study proposes a new leadership theory:

“Transformational-Conceptual Leadership Model Based on KALTENG BERKAH Values”,

a leadership model that transforms school ecosystems by grounding leadership practices in local values representing religiosity, integrity, harmony, and collective responsibility.

The core characteristics of this model are:

1. Local wisdom-based and culturally rooted leadership;
2. Balanced execution of administrative and inspirational functions;
3. Inclusive and participatory decision-making;
4. Emphasis on innovation, collaboration, and continuous reflection;
5. Ethical, religious, and moral values as foundational policy components.

The diagram shown earlier illustrates the flow from the core values of KALTENG BERKAH to leadership practices and their transformation into strategic and innovative leadership characteristics.

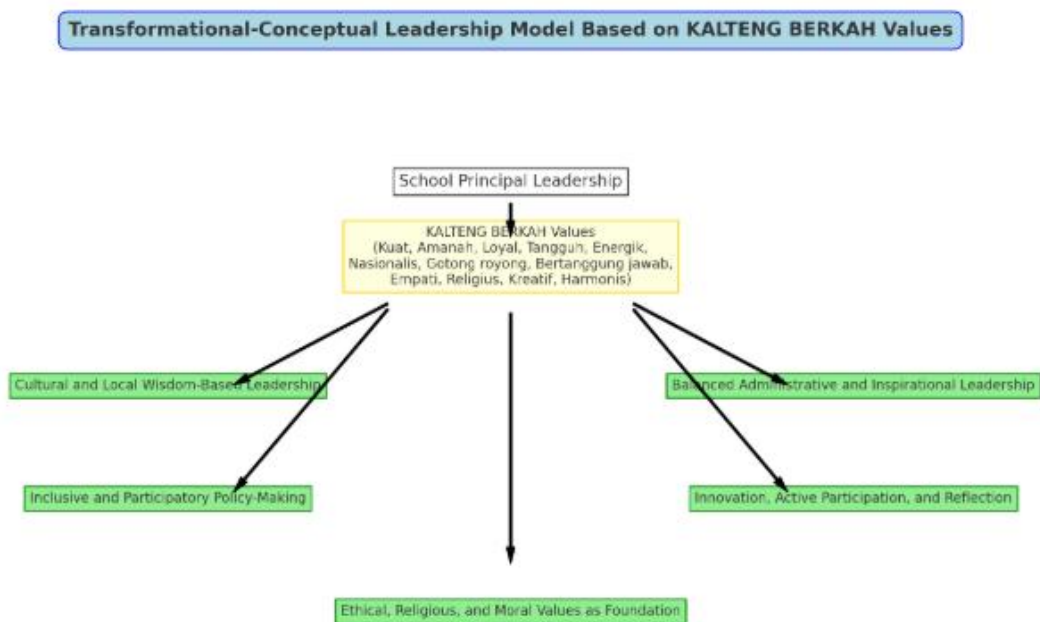


Figure 1 Diagram model Of Principal's Leadership

CONCLUSION

This study revealed that the leadership of school principals based on the KALTENG BERKAH motto at SMAN 1 and SMAN 2 Palangka Raya integrates local values with transformational leadership practices. Both principals demonstrated religious, respectful, disciplined, clean, hardworking, accountable, and harmonious leadership qualities. Decision-making was conducted inclusively and transparently, using a collegial and participatory approach involving teachers, committees, and parents.

Strategically, their leadership fostered a school culture grounded in spirituality and character education. In terms of innovation, both schools successfully integrated technological facilities, created collaborative learning environments, and enhanced teacher professionalism through democratic and reflective approaches.

Cross-site findings affirm that effective leadership depends not only on managerial competence but also on the leader's integrity and value-driven actions in building a high-quality and conducive school environment.

SUGGESTIONS/RECOMMENDATIONS

Based on the findings of this study, it is recommended that school principals continuously internalize and integrate the values of KALTENG BERKAH into all aspects of educational leadership and school management. Leadership practices rooted in local wisdom—dignity, grace, religiosity, strength, integrity, and harmony—have been proven not only to strengthen organizational culture but also to holistically shape school members' character and promote sustainable improvements in educational quality. Principals are encouraged to broaden innovation through the use of technology, reinforce both internal and external collaboration systems, and lead by example in building open, reflective, and transformational communication within the school community. Teachers, as strategic partners, should actively translate the principal's vision into contextual, meaningful, and character-based teaching practices, while also engaging in professional development through learning communities and continuous capacity building. For educational policymakers at the provincial and national levels, it is necessary to incorporate local values such as KALTENG BERKAH as key indicators in the recruitment, development, and performance evaluation of school leaders, ensuring an education system that is both culturally responsive and future-oriented. Furthermore, future researchers are encouraged to develop and expand this model of locally-rooted educational leadership across wider contexts, including through quantitative studies or policy-based approaches grounded in local school culture.

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