

ABSTRAK

KEPEMIMPINAN KOLABORATIF KEPALA SEKOLAH SATUAN PAUD SEJENIS (SPS) X NATAR

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Penelitian ini bertujuan untuk mendeskripsikan kepemimpinan kolaboratif kepala sekolah pada Satuan PAUD Sejenis (SPS) X Natar. Fokus penelitian meliputi empat komponen utama, yaitu kemitraan, pembagian kekuasaan, tanggung jawab, dan akuntabilitas. Penelitian menggunakan metode kualitatif dengan pendekatan fenomenologi. Subjek penelitian terdiri atas kepala sekolah, guru, tenaga kependidikan, dan orang tua peserta didik yang dipilih secara *purposive*. Pengumpulan data dilakukan melalui wawancara mendalam dan observasi, sedangkan analisis data meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data menggunakan teknik triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa kepala sekolah Satuan PAUD Sejenis (SPS) X Natar telah menerapkan kepemimpinan kolaboratif secara konsisten. Pada aspek kemitraan, terbangun kerja sama yang dilandasi kepercayaan, komunikasi terbuka, dan partisipasi aktif pemangku kepentingan. Pembagian kekuasaan diwujudkan melalui pendelegasian wewenang dan pelibatan warga sekolah dalam pengambilan keputusan. Tanggung jawab tercermin dalam kejelasan peran, dukungan terhadap pengembangan profesional guru, serta kerja sama dalam penyelesaian permasalahan sekolah. Akuntabilitas ditunjukkan melalui keterbukaan evaluasi program, supervisi, dan refleksi bersama. Penelitian ini menunjukkan kepemimpinan kolaboratif berkontribusi positif terhadap kerja guru yang kondusif dan peningkatan mutu pengelolaan SPS, serta direkomendasikan sebagai strategi kepemimpinan berkelanjutan pada pendidikan anak usia dini.

Kata kunci: KEPEMIMPINAN KOLABORATIF, FENOMENOLOGI, SATUAN PAUD SEJENIS (SPS)

ABSTRACT

THE PRINCIPAL'S COLLABORATIVE LEADERSHIP IN EARLY CHILDHOOD EDUCATION INSTITUTION

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This study aims to describe the collaborative leadership of the principal at Satuan PAUD Sejenis (SPS) X Natar. The focus of the study covers four main components, namely partnerships, power sharing, responsibility, and accountability. The study employs a qualitative method with a phenomenological approach. The research subjects consist of the principal, teachers, educational staff, and parents of students, selected through purposive sampling. Data were collected through in-depth interviews and observations, while data analysis involved data collection, data reduction, data display, and conclusion drawing. Data validity was ensured through source and method triangulation. The results indicate that the principal of Satuan PAUD Sejenis (SPS) X Natar has consistently implemented collaborative leadership. In terms of partnerships, cooperation is built on trust, open communication, and active participation of stakeholders. Power sharing is realized through the delegation of authority and the involvement of school members in decision-making processes. Responsibility is reflected in clear role distribution, support for teachers' professional development, and collaboration in resolving school-related issues. Accountability is demonstrated through transparent program evaluation, supervision, and collective reflection. This study shows that collaborative leadership contributes positively to a conducive working environment for teachers and to the improvement of the quality of SPS management, and it is recommended as a sustainable leadership strategy in early childhood education.

**Keywords: COLLABORATIVE LEADHERSHIP, PHENOMENOLOGY,
SATUAN PAUD SEJENIS (SPS)**