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Synergy of Collaborative and Participatory Leadership in Realizing an Adaptive School at SD Alam Muhammadiyah Banjarbaru

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Abstract

This research aims to analyze the synergy of collaborative and participative leadership in realizing an adaptive school at SD Alam Muhammadiyah Banjarbaru. How the synergy of collaborative and participatory leadership realizes an adaptive school at SD Alam Muhammadiyah Banjarbaru. This study is motivated by the demands of 21st-century education, which require schools to have the ability to adapt to curriculum changes, technological advancements, and the increasingly diverse needs of students. The research uses a qualitative approach with a single case study design. The research subjects consist of the school principal, teachers, and educational staff selected thru purposive sampling technique. Data were collected thru in-depth interviews, observations, and document studies, and then analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data presentation, and conclusion drawing. The research results show that the synergy of collaborative and participative leadership is built thru open communication, teacher involvement in decision-making, a culture of cooperation, collaborative evaluation, and active participation of all school members. These practices create an organizational culture that is democratic, innovative, and responsive to educational changes. Research findings also indicate that leadership synergy contributes to the formation of adaptive schools characterized by environmental-based learning flexibility, openness to educational innovations, active teacher involvement in school development, responsiveness to student needs, and a collaborative and participatory organizational culture. Thus, the integration of collaborative and participatory leadership becomes an effective strategy in building adaptive schools capable of facing educational changes sustainably. The results of this research provide a theoretical contribution to the development of educational leadership studies and serve as a practical reference for school principals in developing a democratic, innovative, and quality-oriented organizational culture in education.

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Introduction

The development of 21st-century education presents increasingly complex challenges for educational institutions in facing technological changes, social dynamics, curriculum transformation, and the ever-evolving needs of learners. (Afifah et al., 2024) Schools are not only required to achieve academic success, but they must also have the ability to adapt quickly, flexibly, and innovatively to various changes occurring in the educational environment. In this context, the concept of adaptive schools becomes increasingly important as it enables educational organizations to respond to changes effectively and focus on continuous quality improvement. (Agustian et al., 2024) An adaptive school is understood as an educational institution capable of adjusting its learning system, organizational culture, and school management in accordance with the times and the needs of students. The characteristics of an adaptive school are reflected thru flexible learning, openness to innovation, a collaborative culture, and the ability to utilize technology in supporting the educational process. (Pinheiro et al., 2025)

The organizational culture of a school plays an important role in supporting the realization of an adaptive school. An open, democratic, and collaborative organizational culture can strengthen a school's flexibility in facing educational changes (Pinheiro et al., 2025) Previous research explains that a culture of cooperation and participatory communication contributes to the improvement of school innovation and educational management effectiveness. Therefore, an adaptive school cannot be realized solely thru administrative policies, but also requires leadership that can promote cooperation, open communication, and the involvement of the entire school community in the development of the educational organization (Ghamrawi et al., 2024).

In the study of modern educational leadership, collaborative leadership and participatory leadership are two relevant approaches in facing contemporary educational challenges. Collaborative leadership emphasizes cooperation, open communication, and the involvement of various parties in achieving the goals of the educational organization. In this approach, the principal acts as a facilitator who builds cooperative relationships thru a collective culture and shared leadership. Previous research shows that collaborative leadership can strengthen educational innovation, enhance teacher professionalism, and build a harmonious school culture. (Pinheiro et al., 2025)

Meanwhile, participatory leadership emphasizes the active involvement of school members in decision-making, program development, and activity evaluation, thereby supporting the creation of a collaborative and adaptive work culture in response to educational changes (Agustian et al., 2024). Participatory leadership provides space for teachers and school members to express their ideas democratically, thereby strengthening their sense of ownership of the school organization. Previous research shows that participatory leadership contributes to the improvement of teacher work motivation, interpersonal communication, and school management effectiveness (Rahayuningsih et al., 2026).

Nevertheless, most previous research still examines collaborative leadership and participative leadership separately. Studies that specifically examine the synergy of these two leadership approaches in building adaptive schools are still relatively limited. However, in the practice of modern educational organizations, collaboration and participation are two complementary elements. Collaborative leadership focuses on

strengthening cooperative relationships among organizational members, while participatory leadership emphasizes the involvement of school community members in decision-making. The integration of these two approaches is believed to be able to create an organizational culture that is democratic, innovative, and adaptive to changes in education.

On the other hand, there is a view that involving many parties in decision-making has the potential to slow down the organization's response to changes that occur. However, various studies indicate that collaborative and participatory approaches remain relevant because they can enhance the involvement, commitment, and responsibility of school members in achieving educational organizational goals (Elmanisar et al., 2024). Thus, a more in-depth study is needed on how these two leadership approaches synergize in building an adaptive school.

The challenges of education in the era of Society 5.0 and the implementation of the Merdeka Curriculum increasingly demand schools to develop student-centered learning and produce innovations that can meet the needs of a dynamic educational environment.

(Agustian et al., 2024). This condition is reinforced by (Langoday et al., 2024). which states that the Merdeka Curriculum encourages the transformation of learning toward a more flexible, collaborative, and student-centered approach. Next, (Hunaepi & suharta et al., 2024) shows that the flexibility of the Merdeka Curriculum provides space for schools and teachers to innovate in designing learning that aligns with the characteristics of students and the demands of the Society 5.0 era. This condition requires school principals to no longer rely on centralized and bureaucratic leadership models. On the contrary, schools require a leadership model that is open, democratic, and empowers all school members collectively. Therefore, the synergy of collaborative and participatory leadership becomes one of the important needs in building an adaptive, innovative, and sustainable school (Elmanisar et al., 2024).

This research was conducted at SD Alam Muhammadiyah Banjarbaru, which has characteristics of contextual, flexible, and nature-based learning. This school implements an educational process that emphasizes collaboration, creativity, direct learning experiences, and the involvement of various parties in supporting the learning process. These characteristics make SD Alam Muhammadiyah Banjarbaru a relevant context for examining the implementation of synergistic collaborative and participatory leadership in realizing an adaptive school. Furthermore, studies on the integration of both leadership models in the context of nature schools are still relatively limited, thus requiring further investigation.

Based on the aforementioned description, this study aims to analyze the synergy of collaborative and participative leadership in realizing an adaptive school at SD Alam Muhammadiyah Banjarbaru. The novelty of this research lies in the focus on the integration of collaborative leadership and participatory leadership as a unified leadership strategy in building adaptive schools within the context of nature schools. Unlike previous research that tends to examine these two approaches separately, this study seeks to explain how they complement each other in creating an organizational culture that is responsive to change, promoting learning innovation, and strengthening the school's adaptive capacity. Theoretically, this research is expected to enrich the study of

educational leadership regarding the integration of collaborative and participatory leadership in the development of adaptive educational organizations. Practically, the research results can serve as a reference for school principals and education managers in developing democratic, innovative, and sustainable leadership strategies.

Methods

This research uses a qualitative approach with a single case study design to deeply understand the synergy of collaborative and participative leadership in realizing an adaptive school. The case study approach was chosen because it allows researchers to comprehensively explore phenomena in the real context where the phenomenon occurs. The case being studied is the leadership practices at SD Alam Muhammadiyah Banjarbaru as a single case unit that has the characteristics of nature-based contextual learning, an open organizational culture, and a school management pattern that prioritizes collaboration and participation.

The research subjects consist of the principal, teachers, and educational staff selected using purposive sampling technique. The selection of informants is based on their involvement in the decision-making process, the implementation of school programs, and their understanding of the leadership practices applied in the school. The focus of the research is directed toward the synergy of collaborative and participative leadership in realizing an adaptive school, which includes organizational communication patterns, teacher involvement in decision-making, a culture of cooperation, school community participation, and the school's ability to adapt to changes and educational demands.

Research data were collected thru in-depth interviews, observations, and document studies. Interviews were conducted in a semi-structured manner to obtain in-depth information regarding leadership practices in the school. Observation is used to directly observe interactions, cooperation processes, and the participation of school members in various activities. Documentation is used to complement the data obtained thru interviews and observations, such as school program documents, meeting minutes, and various other supporting documents. The research instruments consist of interview guidelines and observation sheets developed based on indicators of collaborative leadership, participatory leadership, and adaptive schools. In this study, the researcher acts as the main instrument directly involved in the data collection and interpretation process.

Data analysis is conducted interactively referring to the Miles, Huberman, and Saldana model, which includes data condensation, data display, and conclusion drawing and verification. Data condensation is carried out thru the processes of selection, focusing, simplification, and organization of data relevant to the research focus. Next, the data is presented in the form of descriptive narratives to facilitate the identification of patterns, relationships, and emerging themes. The final stage is carried out thru the continuous drawing and verification of conclusions throughout the research process.

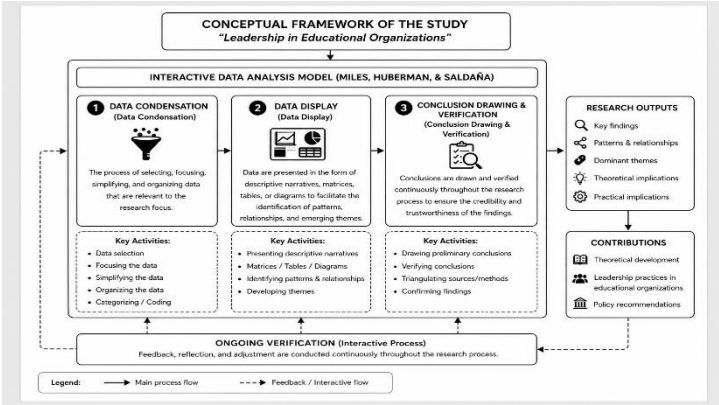


Figure 1. Miles, Huberman, Saldana

The validity of the data is examined thru source triangulation and technique triangulation. Source triangulation is conducted by comparing information obtained from the principal, teachers, and educational staff, while technique triangulation is carried out by comparing the results of interviews, observations, and documentation. In addition, the researcher also conducted member checking with the informants to ensure the consistency between the researcher's interpretation results and the information provided by the research participants.

Result

This section of the research results presents findings on the synergy of collaborative and participative leadership in realizing an adaptive school at SD Alam Muhammadiyah Banjarbaru. The research results show that leadership synergy is built thru open communication, teacher involvement in decision-making, a culture of cooperation, and the strengthening of a school organizational culture that is flexible and responsive to educational changes. That synergy creates a school environment that is democratic, innovative, and supports the development of adaptive schools.

Open Communication in Building Leadership Synergy

The research results show that open communication is the main foundation in building collaborative and participatory leadership synergy at SD Alam Muhammadiyah Banjarbaru. Based on the interview results, the principal regularly holds weekly coordination meetings involving all teachers and educational staff to discuss the implementation of school programs, student development, and the challenges faced during the learning process.

Observation findings indicate that in one of the learning evaluation meetings, a teacher proposed changing the schedule for outdoor learning activities due to unfavorable weather conditions. The proposal was accepted and discussed together by the principal and other teachers before being established as a joint decision. This situation shows that communication in the school does not occur in a one-way manner, but rather in the form of a dialog that provides space for all school members to be involved in decision-making.

Table 1 Implementation of Open Communication in Building Leadership Synergy at SD Alam Muhammadiyah Banjarbaru

Aspect of Open Communication	Research Findings	Implementation Form	Impact on Leadership Synergy
Routine coordination meeting	The principal held a weekly meeting involving teachers and educational staff.	Discussion of school programs, student development, and learning obstacles	Improving information transparency and alignment of perceptions in the implementation of school programs.
Informal communication	Teachers and the principal hold a daily discussion in the teachers' lounge.	Exchange of ideas, input, and information directly	Strengthening interpersonal relationships and accelerating problem-solving
Dialog in decision-making	Teachers are given the opportunity to present proposals and opinions in the school forum.	Joint discussion before the decision is made	Increasing teacher participation in the school leadership process
Response to the teacher's suggestion	The proposal to change the outdoor learning schedule due to weather factors was discussed and mutually agreed upon.	Deliberation between the principal and teachers	Creating decisions that are more adaptive to field conditions
Climate of democratic communication	The teacher feels safe and comfortable expressing their opinion.	The principal provided a space for open dialog.	Increasing trust, commitment, and collaboration among school community members
Open organizational culture	Communication is two-way and continuous.	Intensive formal and informal interactions	Supporting the realization of collaborative and participatory leadership

Based on Table 1, open communication at SD Alam Muhammadiyah Banjarbaru not only serves as a means of information exchange but also becomes the main mechanism in building participation, trust, and collaboration among school members. Open communication allows teachers to actively engage in the decision-making process and in solving various school problems. These conditions indicate that communication conducted in a dialogic and democratic manner serves as an important foundation for the formation of collaborative and participatory leadership synergy in realizing an adaptive school.

Teacher Involvement in Decision-Making

The research results show that teachers have a high level of involvement in the decision-making process at school. The involvement is evident in the preparation of the annual program, planning of environment-based learning activities, and the evaluation of various school programs. The principal does not unilaterally set policies, but first seeks input and consideration from teachers thru a deliberation forum.

One concrete example was found during the preparation of the Pancasila Student Profile Strengthening Project (P5) program. In the activity, teachers were given the opportunity to propose project themes that align with the characteristics of the students and the school environment. After a joint discussion, a theme was chosen that integrates environmental learning with the strengthening of student character. The decision was the result of a mutual agreement involving various parties at the school.

The involvement of teachers in the decision-making process has a positive impact on the implementation of school programs. Teachers show a higher level of commitment because they feel a sense of responsibility toward the program that has been planned together. In addition, the decisions made become more realistic and aligned with learning needs because they take into account the teachers' direct experiences in the field.

1. Deliberation in School Program Development

Deliberation has become one form of implementing participatory leadership at SD Alam Muhammadiyah Banjarbaru. The principal involves teachers in determining various school programs and activities so that the decisions made are the result of a mutual agreement. The involvement of teachers is carried out thru planning meetings, discussion forums, and regular coordination that provide opportunities for all teachers to express ideas, needs, and considerations related to the development of school programs.

The research results show that one of the program decisions made thru deliberation is the implementation of environment-based learning integrated with project activities and outdoor learning. The program was formulated thru a joint discussion between the principal and teachers after considering the characteristics of the students and the vision of the nature school, which emphasizes contextual learning. In the deliberation forum, several teachers proposed increasing the frequency of outdoor learning activities so that students could gain more authentic and meaningful learning experiences. The proposal was then mutually agreed upon and incorporated into the school's learning program.

In addition, deliberations are also used in the planning of school activities that involve parents and the community as educational partners. Based on the interview results, teachers are given the opportunity to propose types of activities that can strengthen collaboration between the school, students, and families. Thru the discussion process, it was agreed to implement several experience-based and character-strengthening activities that involve active parental participation. The decision shows that the school program is not determined unilaterally by the principal, but is built thru a participatory process that considers various inputs from the school community.

The involvement of teachers in the formulation of school programs has a positive impact on the effectiveness of educational activities. School programs become more aligned with the needs of students and the learning conditions because they are developed based on the experiences and input of teachers who directly interact with students in the teaching and learning activities. In addition to improving the quality of the program, the deliberation process also strengthens the sense of ownership, responsibility, and commitment of teachers in implementing the various programs that have been mutually agreed upon.

2. *Collaboration in School Evaluation*

The synergy of collaborative and participatory leadership is also evident in the school evaluation process conducted jointly. Teachers are given the opportunity to express obstacles, needs, and suggestions for school development thru evaluation forums held periodically with the principal. The evaluation activities not only serve to assess the success of the programs that have been implemented but also act as a means of collective reflection in seeking solutions to various problems that arise during the learning process and the implementation of school programs.

The research results show that one form of collaboration in school evaluation is evident in the evaluation of the implementation of environment-based learning activities. In the evaluation forum, several teachers stated that the implementation of outdoor activities at certain times was less than optimal due to frequently changing weather conditions, which caused limitations in teaching time. Based on that input, the principal and teachers held a discussion to find more flexible alternatives for conducting the activities. The results of the deliberation then led to the decision to adjust the schedule of outdoor learning activities and provide alternative learning locations that still support environment-based activities when the weather does not permit.

Other findings indicate that a joint evaluation was also conducted on the student character development program. The teacher stated that some activities that have been carried out need to involve students more actively so that the goal of character development can be optimally achieved. Based on the evaluation results, the school made improvements by adding project-based activities and direct experiences that allow students to be more active in the learning process. The changes to the program are the result of a mutual agreement that emerged from a participatory evaluation process between the principal and the teachers.

Collaboration in evaluation helps the school make continuous improvements. The principal does not dominate the evaluation process, but instead fosters a reflective atmosphere that allows all members of the school community to engage in the development of educational quality. Thru joint evaluations, the school can identify the strengths and weaknesses of the program more objectively, so that every improvement made is truly based on real needs in the field. This condition shows that a collaborative evaluative culture is one of the important factors in supporting the realization of an adaptive, responsive, and continuously evolving school in accordance with the demands of educational change.

1.3. *The Culture of Collaboration in Realizing an Adaptive School*

A culture of cooperation is one of the important factors in realizing an adaptive school. Research results show that the working relationships among teachers are built thru teamwork, division of responsibilities, coordination of activities, and mutual support in the implementation of learning and school programs.

That collaborative culture creates a flexible and responsive work environment to educational changes. Teachers are accustomed to working together in planning learning activities, solving school problems, and developing educational innovations based on the needs of students.

In addition, the familial relationships built among school members strengthen organizational solidarity. A harmonious work environment creates a comfortable school atmosphere, thereby supporting the development of creativity and innovation in learning. The list of forms of cooperative culture found in this study is as follows:

1. *Routine coordination among teachers in the implementation of learning*

The research results show that routine coordination among teachers is a tangible form of collaborative and participatory leadership synergy at SD Alam Muhammadiyah Banjarbaru. Coordination is carried out thru daily discussions, regular meetings, and informal communication among teachers in discussing the implementation of learning, student needs, and the development of school activities. The principal acts as a facilitator who encourages teachers to share experiences, exchange teaching ideas, and collaboratively solve various obstacles.

Research findings indicate that coordination among teachers is not only conducted to discuss ongoing learning activities but also to collaboratively design learning tools. One form of collaboration found is the joint preparation of teaching modules by teachers within the same phase or grade level. In the activity, teachers discuss to determine learning objectives, choose teaching strategies that align with the characteristics of the students, and integrate an environmental-based learning approach that is a hallmark of nature schools. The process of developing teaching modules is carried out thru discussion forums and regular coordination so that each teacher can provide input based on their own teaching experiences. Based on interview results, the collaborative development of teaching modules helps teachers gain a more uniform understanding of the goals and implementation of learning. In addition, these activities also make it easier for teachers to adjust the learning materials to the needs of the students and the developments of the Merdeka Curriculum. Thru intensive coordination, teachers can exchange best practices and find solutions to various learning challenges faced in the classroom.

The routine coordination creates a more harmonious working relationship and strengthens team cooperation in the implementation of learning. Teachers do not work individually, but support each other in adjusting teaching methods to the needs of students and the characteristics of the nature school. Thru continuous coordination, the school becomes more adaptable to changes in learning and the ever-evolving educational needs. These findings indicate that regular coordination among teachers is one of the factors supporting the establishment of a collaborative culture and the school's adaptive capacity in facing the dynamics of education.

2. *Teamwork in the preparation of the school program*

The synergy of collaborative and participative leadership is also evident thru teamwork in the formulation of school programs. Based on the research findings, the principal involves teachers in the process of planning educational programs, school activities, and learning development. The school program is not prepared unilaterally, but thru deliberation and joint discussions so that all members of the school community have the opportunity to provide input, share ideas, and participate in the decision-making process. The research results show that teamwork in the preparation of school programs is realized thru the formation of committees and the distribution

of tasks for each school activity. In the implementation of school activities, such as commemorating important days, project-based learning activities, and extracurricular activities, the principal and teachers jointly form committees according to their respective competencies and responsibilities. Each teacher is assigned a specific role, such as activity coordinator, material supervisor, documentation, equipment, or student mentor. The division of tasks is carried out thru deliberation so that all team members understand the responsibilities that must be fulfilled.

Table 2. Team Work in the Development of School Programs at SD Alam Muhammadiyah Banjarbaru

Teamwork Aspects	Implementation in Schools	Forms of Teacher Participation	Impact on School Programs
School program planning	The program is developed thru deliberation and discussion between the principal and the teachers.	The teacher provides ideas, input, and program proposals.	The program is more aligned with the needs of the students and the conditions of the school.
Formation of the event committee	The committee is formed collectively based on each member's competence and responsibility.	The teacher is involved in determining the committee structure.	Increasing the sense of ownership toward the school program
Task distribution	The teacher is assigned the tasks of activity coordinator, material supervisor, documentation, equipment, and student companion.	Teachers perform their roles according to their abilities and areas of responsibility.	The implementation of activities becomes more effective and organized.
Coordination of program implementasion	Conducted thru meetings, discussions, and regular communication throughout the activity.	The teacher coordinates in completing tasks and overcoming activity obstacles	Strengthening collaboration and teamwork
Program evaluation	Teachers are involved in the reflection and evaluation of the implementation of activities.	The teacher provided feedback for the improvement of the next program.	Supporting continuous improvement and quality enhancement of the program
Shared leadership	The teacher was given the opportunity to lead and coordinate a specific program.	The teacher acts as the coordinator or person in charge of the activities.	Developing a culture of shared leadership and active participation

Based on Table 2, teamwork in the development of school programs not only serves as a mechanism for task division but also as a means of implementing collaborative and participatory leadership. The involvement of teachers at every stage of the program, from planning, implementation, to evaluation, indicates a collective distribution of responsibilities. This condition strengthens the practice of shared leadership within the school environment, where leadership is not only centralized on the principal but is distributed to teachers according to their competencies and roles. Thru structured teamwork, the school is able to enhance the effectiveness of program

implementation, strengthen the sense of ownership among school members, and build an organizational culture that is adaptive to educational changes.

Based on the interview results, the formation of school activity committees not only aims to facilitate program implementation but also serves as a means to enhance collaboration and a shared sense of responsibility. Teachers involved in the committee feel a greater sense of ownership over the programs being implemented because they participate in the planning process thru to the evaluation of the activities. In addition, clear task delegation helps improve the effectiveness of program implementation and minimizes potential obstacles that may arise during the activities.

The teamwork strengthens a democratic and participatory organizational culture. Teachers feel a sense of responsibility for the success of the school program because they are directly involved in its development process. The resulting program also becomes more relevant to the needs of the students and the school's conditions because it is developed based on field experiences and input from various parties involved in educational activities.

The team work culture that has developed at SD Alam Muhammadiyah Banjarbaru also demonstrates the presence of shared leadership, which is the distribution of leadership responsibilities not only centered on the principal but also involving teachers as an important part of the school's development. These findings indicate that the success of the school program is the result of collective work built thru collaboration, participation, and shared responsibility among all school members. Thus, teamwork in the development of school programs becomes one of the factors that support the realization of an adaptive and responsive school to changes in education.

3. *The involvement of the entire school community in educational activities*

The research results show that all school members are involved in various educational activities as a form of implementing participatory and collaborative leadership at SD Alam Muhammadiyah Banjarbaru. The involvement includes teachers, educational staff, students, and parents in supporting the implementation of school programs and learning activities. The principal encourages the creation of a cooperative culture that provides space for all parties to participate in the development of the school according to their respective roles and responsibilities.

Research findings indicate that parental involvement is one of the prominent characteristics in the implementation of the nature school program. Parents not only play a role as supporters from outside the school but are also involved in various educational activities, such as project-based learning, outdoor learning, commemorating significant days, and character-building programs for students. Based on the interview results, the school regularly invites parents to participate in certain activities as resource persons, companions, or partners in the implementation of learning activities that utilize the surrounding environment as a learning source.

One example found in the research is the involvement of parents in environment-based learning activities and student projects. In these activities, several parents accompanied students during the out-of-class learning process and shared experiences related to their fields of work and expertise. This involvement provides a more

contextual learning experience for students while also strengthening the relationship between the school and families. In addition, parental participation also helps the school in providing richer resources and a better learning environment for students.

The principal fosters a culture of togetherness thru the active involvement of all school members in both academic and non-academic activities. These conditions foster a sense of ownership of the school and strengthen social relationships among the school community. The school environment becomes more open, harmonious, and supportive of creating an adaptive organizational culture because every party feels like a part of the school's development process.

The involvement of the entire school community also helps the school in facing various educational changes because school development is carried out collectively and based on cooperation. The close relationship between the school, teachers, students, and parents facilitates the process of communication and coordination in adjusting the educational program to the needs of the students. Thus, the school has a better ability to respond to changes and adapt to the developments of modern education sustainably.

4. *Joint evaluation of the implementation of the school program*

Joint evaluation is an important part of building an adaptive school at SD Alam Muhammadiyah Banjarbaru. Based on the research findings, the school program evaluation is conducted collaboratively thru discussions and joint reflections between the principal and teachers. In the process, teachers are given the opportunity to express obstacles, needs, and suggestions regarding the implementation of school activities and learning. Evaluation activities are not only focused on program achievements but also aimed at identifying various aspects that need improvement to enhance the quality of education. The research results show that the school routinely conducts monthly reflection activities and semester evaluations as a means to review the implementation of the school program. In the monthly reflection activities, teachers and the principal discuss the progress of learning, program achievements, and various obstacles encountered over the past month. Meanwhile, the semester evaluation is conducted more comprehensively by reviewing the effectiveness of the school program, learning activities, and the achievement of educational goals that were planned at the beginning of the semester.

Based on the interview results, the monthly reflection forum serves as a platform for teachers to share experiences and provide various inputs related to the implementation of learning. One of the findings that emerged in the forum was the need to adjust the teaching strategies in several environment-based activities to better align with the students' conditions and the available time allocation. Thru a joint discussion, the teachers and the principal then agreed on several improvements in the planning of activities so that the implementation of the next program could run more effectively and purposefully.

A participatory evaluative approach creates an organizational culture that is open to improvement and change. The principal does not dominate the evaluation process but encourages the active involvement of teachers in finding solutions to various school problems. This condition creates a reflective atmosphere that allows each teacher to

contribute to decision-making related to the development of school programs. Thus, evaluation not only serves as a tool for program control but also as a means of collective learning for all members of the school community.

Thru joint evaluation, the school can identify the strengths and weaknesses of the program more objectively, thereby supporting the creation of a flexible and adaptive organizational system to changes. The evaluation results obtained from monthly and semester reflections serve as the basis for making continuous program improvements. These findings indicate that a collaborative evaluation culture plays a crucial role in enhancing the school's ability to adapt to students' needs, curriculum developments, and the ever-changing demands of education.

5. Open Communication in Organizational Problem Solving

Open communication is one of the main factors that strengthens the synergy of collaborative and participatory leadership at SD Alam Muhammadiyah Banjarbaru. The research results show that the principal applies a democratic communication pattern in resolving various organizational issues. Teachers are given the space to express their opinions, criticisms, and proposed solutions to various challenges faced by the school, both related to learning and the implementation of educational programs. The communication takes place thru coordination meetings, group discussions, or informal communication that allows for open information exchange.

Research findings indicate that open communication plays a crucial role in resolving various obstacles that arise in the implementation of environment-based learning and project-based learning. Based on the interview results, several teachers reported challenges related to time management, coordination among teachers, and student management in outdoor learning activities that involve activities outside the classroom. The issues were then discussed collectively in a forum involving the principal and teachers to find the most suitable solutions for the school's conditions. The results of the deliberation produced several agreements, including adjustments to the activity schedule, clearer distribution of mentoring tasks, and the development of more structured activity implementation procedures.

In addition, open communication was also evident in resolving the challenges that arose during the implementation of project-based learning. In the evaluation and coordination forum, teachers expressed the need for strengthening inter-class collaboration and the necessity of aligning project themes to better suit the characteristics of the students. The principal gave all the teachers the opportunity to share their opinions and experiences before a collective decision was made. Thru that communication process, the school successfully adjusted the project activity design, making its implementation more effective and providing a more meaningful learning experience for the students.

Table 3. The Role of Open Communication in Organizational Problem Solving

Problems Faced	Communication Forum	Results of the Deliberation/Solution	Impact on Schools
Constraints in scheduling outdoor learning activities	Coordination and discussion meeting of teachers with the principal	Adjustment of the schedule for environment-based learning activities	The implementation of activities becomes more effective and organized.
The lack of clarity in the task of supervising students during extracurricular activities	Forum for deliberation among teachers and school principals	A clearer and more structured division of mentoring tasks	Improving teacher coordination and student supervision
There is no uniform procedure in the implementation of outdoor learning activities.	Discussion of the joint evaluation	The preparation of a more systematic activity implementation procedure	Reducing technical barriers in the implementation of activities
Lack of inter-class collaboration in project-based learning	Program evaluation and teacher coordination forum	Strengthening coordination and cooperation between classes	Improving the effectiveness of project implementation
The project theme does not fully align with the characteristics of the students.	Discussion and reflection with teachers	Alignment of project themes based on the needs and characteristics of students	Learning experiences become more meaningful and contextual.
Various obstacles in the implementation of school programs	Open discussion and informal communication	Participatory decision-making based on mutual agreement	Increasing trust, motivation, and an adaptive organizational culture

The data in Table 3 shows that open communication is the main mechanism in resolving various organizational issues at SD Alam Muhammadiyah Banjarbaru. Various obstacles that arise in the implementation of environment-based learning and project-based learning are resolved thru communication forums that involve the principal and teachers participatively. The deliberation process produces more contextual solutions because it is based on real needs in the field and the experiences of teachers as implementers of learning. In addition to producing technical improvements to the school program, open communication also strengthens harmonious working relationships, enhances mutual trust, and creates a safe space for teachers to express their ideas and the challenges they face. These findings indicate that open communication not only serves as a means of information exchange but also as a strategic instrument in building a democratic, collaborative, and adaptive organizational culture in response to educational changes.

1.4. Sinergi Kepemimpinan dalam Membentuk Sekolah Adaptif

The research results show that the synergy of collaborative and participative leadership contributes to the formation of an adaptive school at SD Alam Muhammadiyah Banjarbaru. The school demonstrates the ability to adapt learning to the needs of students, develop educational innovations, and build an organizational culture that is open to change.

The principal not only plays the role of a decision-maker but also as a driver of collaboration and participation among the school community. Thru this approach, the school is able to build a democratic, flexible, and innovative organizational culture.

Table 4. Characteristics of Adaptive Schools as a Result of Synergy between Collaborative and Participative Leadership

No	Characteristics of Adaptive Schools	Main Findings	Form of Leadership Synergy
1	Flexibility of environment-based learning	Implementation of outdoor learning, project-based learning, and adjustment of methods and learning locations according to the needs of students.	The principal gives teachers the freedom to develop contextual learning thru collaboration in planning and implementing lessons.
2	Openness to educational innovation	Utilization of natural media, entrepreneurship projects, and digital learning in education	The principal encourages teachers to develop innovations and provides space for participation in the development of educational programs.
3	The active involvement of teachers in school development	Teachers are involved in program development, activity evaluation, and coordinating various school programs.	Decision-making is carried out participatively thru deliberation and the distribution of leadership responsibilities (shared leadership).
4	Responsiveness to the needs of students	Adjustment of learning strategies based on students' interests, abilities, and learning characteristics	Teachers and principals collaboratively design student-centered learning.
5	Collaborative and participative organizational culture	Tradition of discussions, sharing sessions, lesson study, and teacher involvement in school development	Open communication, cooperation, and active participation of school members in various organizational processes

The characteristics of an adaptive school are evident from:

1. *Flexibility in environment-based learning*

The research results show that the flexibility of environment-based learning is one of the main characteristics of an adaptive school at SD Alam Muhammadiyah Banjarbaru. Teachers are given the freedom to utilize various learning resources available in the school environment without being confined to classroom learning. The policy is fully supported by the principal as part of the effort to develop contextual, meaningful learning that aligns with the characteristics of a nature school.

Based on the observation results, the flexibility of learning is evident thru the implementation of outdoor learning activities that utilize the school environment as

the main learning resource. In Natural Science (IPA) lessons, students are invited to directly observe the ecosystem present in the school area, such as plants, insects, and various other environmental elements. The teacher directs the students to make observations, record their findings, and discuss the observations in groups. The activity demonstrates that the school environment is utilized as a natural laboratory that provides direct learning experiences to the students.

Research findings also indicate that learning flexibility is realized thru the implementation of project-based learning. In these activities, students are given the opportunity to complete projects related to the environment and daily life thru group work, field observations, and presentations of their work. The teacher acts as a facilitator who guides students in planning, executing, and evaluating the projects they undertake. Project-based learning provides a broader space for students to develop creativity, critical thinking skills, and collaborative abilities.

The flexibility of learning is also evident when teachers adjust their teaching strategies based on the conditions and needs of the students. On several occasions, learning activities were moved from the classroom to open areas because students showed higher enthusiasm when learning thru direct experiences. Teachers have the flexibility to determine the methods, media, and locations of learning that best align with the learning objectives without compromising the competencies that students must achieve.

These findings indicate that SD Alam Muhammadiyah Banjarbaru has the ability to adapt to the needs of students thru flexible and experience-based learning. The implementation of outdoor learning and project-based learning not only serves as a learning strategy but also as a tangible manifestation of the school's ability to adapt the educational process to the evolving needs of students and the demands of 21st-century learning. Thus, the flexibility of environment-based learning becomes one of the important indicators that support the realization of an adaptive, innovative, and responsive school to educational changes.

2. *Openness to Educational Innovation*

The Research results show that SD Alam Muhammadiyah Banjarbaru has a high openness to educational innovation as part of efforts to realize an adaptive school. The principal encourages teachers to develop new ideas in teaching, school activities, and educational program development. The school's organizational culture does not limit teachers' creativity, but instead provides ample space for developing innovative learning in accordance with students' needs and educational advancements.

Research findings indicate that openness to innovation is evident in the use of natural media as a learning resource across various subjects. Teachers do not only rely on textbooks and conventional teaching media, but also utilize the school environment as a contextual learning resource. Based on the observation results, students often engage in environmental observation activities, plant identification, ecosystem exploration, and various learning activities that utilize natural learning resources around the school. The use of natural media provides a more tangible learning experience and helps students understand the learning material more deeply.

In addition, educational innovation is also evident thru the implementation of entrepreneurship projects that actively involve students in learning activities. Based on interview results, the school provides opportunities for students to participate in project-based activities that develop creativity, responsibility, and entrepreneurial skills. In these activities, students learn to plan products, manage simple production processes, and present the works they have created. This program not only aims to develop academic competencies but also to shape independent, creative, and problem-solving characters.

Openness to innovation is also evident in the use of digital learning to support the learning process. Teachers utilize various digital media to support the delivery of material, learning communication, and the development of more varied learning resources. The use of technology is done selectively and adjusted to the characteristics of the nature school, thereby complementing the environment-based learning that has become the school's hallmark. This integration of technology demonstrates that the school is capable of combining nature-based learning approaches with the balanced use of digital technology.

The principal fosters a work environment that is open to change, allowing teachers to feel more confident in presenting ideas and implementing educational innovations. That support encourages teachers to continue innovating in selecting methods, media, and learning strategies that meet the needs of students. Teachers not only play the role of program implementers but also as developers of educational innovations that contribute to the progress of the school.

An open attitude toward such innovations strengthens the school's ability to face the challenges of 21st-century education. The school does not maintain a rigid learning pattern, but continuously makes adjustments and developments according to the dynamics of education and the needs of the students. These findings indicate that the use of natural media, the implementation of entrepreneurship projects, and the utilization of digital learning serve as concrete evidence of SD Alam Muhammadiyah Banjarbaru's ability to develop educational innovations that support the realization of an adaptive, creative, and responsive school to changes.

3. *Active Involvement of Teachers in School Development*

The synergy of collaborative and participative leadership is evident thru the active involvement of teachers in the development of the school at SD Alam Muhammadiyah Banjarbaru. Based on the research findings, teachers are involved in the formulation of school programs, activity evaluations, learning development, and various school organizational decision-making processes. This involvement shows that school development is not only the responsibility of the principal but is the result of the collective work of the entire school community, especially the teachers who are the main implementers of the educational process.

The principal provides opportunities for teachers to express ideas, suggestions, and input related to school development thru deliberations and discussions together. Teachers not only play the role of program implementers but also serve as strategic partners in the planning, execution, and evaluation processes of various school activities. Based on the interview results, each teacher is given the space to contribute

according to their competencies and experiences so that the potential of human resources in the school can be utilized optimally.

Research findings indicate that the active involvement of teachers is realized thru the appointment of teachers as coordinators for various school programs and activities. In the implementation of certain programs, teachers are given the responsibility to coordinate activities from the planning stage, execution, to program evaluation. For example, several teachers are entrusted with coordinating environmental-based learning activities, character strengthening projects for students, and various school activities that involve cooperation between teachers, students, and parents. The delegation of these responsibilities demonstrates the principal's trust in the teachers to take on leadership roles in the development of the school.

Based on the observation results, the teacher who serves as the program coordinator has the authority to organize the implementation of activities, coordinate with other teachers, and report the program evaluation results to the principal. Thru this mechanism, teachers not only follow instructions but also actively participate in the decision-making process related to the success of the school program. This condition reflects the practice of shared leadership, which provides teachers with the opportunity to directly participate in the leadership of the school organization.

The active involvement of teachers creates a sense of ownership of the school and strengthens shared responsibility in achieving educational goals. In addition, this involvement helps the school more easily implement changes and program adjustments because school development is carried out collectively based on real needs in the field. Teachers involved in program management have a deeper understanding of students' needs, enabling them to provide relevant input for school development.

That participatory culture also strengthens the working relationship between teachers and the principal, creating a more democratic and collaborative organizational environment. Relationships based on trust, openness, and cooperation enable every member of the school to contribute maximally in achieving common goals. These findings indicate that the active involvement of teachers as coordinators of various school programs is one of the important factors supporting the realization of an adaptive, participatory school that can develop according to the demands of educational changes.

4. *Responsiveness to Students' Needs*

The research results show that SD Alam Muhammadiyah Banjarbaru has a good ability to respond to the needs of students as one of the characteristics of an adaptive school. Learning and school activities are adjusted to the characteristics of the students, social development, and the learning needs of the students. Teachers are given the flexibility to adjust their approaches, methods, and learning strategies to better align with the conditions and potential of each student.

Research findings indicate that school responsiveness is reflected in the teacher's ability to adjust learning based on student needs. Based on observational results, teachers do not apply the same learning approach to all students, but instead tailor it to the students' ability levels, interests, and learning characteristics. In several learning

activities, the teacher provides variations in tasks and learning activities so that all students can follow the learning process according to their respective abilities. The adjustments are made to ensure that each student has the opportunity to learn optimally.

In addition, the teacher also demonstrates flexibility in determining teaching methods that are suitable for the students' conditions. Based on the interview results, when students show a higher interest in practical activities and direct experiences, the teacher utilizes an environment-based learning approach thru observation, exploration, and group discussions outside the classroom. Conversely, when the learning material requires a deeper conceptual understanding, the teacher combines practical activities with structured explanations and reflections. These findings indicate that teachers are able to dynamically adjust their teaching strategies according to the learning needs of the students.

The school's responsiveness is also evident in its attention to the development of students' character and potential. The principal and teachers work together to create a comfortable, safe, and supportive learning environment that optimally fosters student development. Thru intensive communication with students and parents, the school strives to identify students' needs more comprehensively so that the designed learning programs can provide maximum benefits for both the academic and non-academic development of the students.

The school also demonstrates the ability to adjust educational programs to the dynamic needs of students and the development of the educational environment. Various environmental-based learning activities, projects, and character development are designed based on the real needs of students identified during the learning process. This condition shows that the school is not only oriented toward academic achievement but also toward the holistic development of students, which includes aspects of knowledge, skills, character, and socio-emotional development.

The ability to respond to students' needs is one of the important indicators of an adaptive school because it shows that the school organization can adjust the education system to real changes and needs in the field. These findings indicate that adjusting learning based on students' needs has become a real practice that supports the creation of a flexible, inclusive, and student-centered educational environment. Thus, responsiveness to the needs of students has become one of the main strengths of SD Alam Muhammadiyah Banjarbaru in realizing a school that is adaptive to the developments in education and the demands of 21st-century learning.

5. *Collaborative and Participative Organizational Culture*

The organizational culture at SD Alam Muhammadiyah Banjarbaru is built thru collaborative and participatory work relationships. The research results show that the principal implements an open leadership style by involving teachers in various school organizational processes, including program planning, activity evaluation, and problem-solving. Such involvement creates a democratic work atmosphere, where every teacher has the opportunity to express ideas, opinions, and input in the development of the school.

The collaborative culture is evident thru the cooperation among teachers, open communication, and regular coordination in the implementation of school activities. Based on the results of interviews and observations, the school has a tradition of discussions held periodically to address various learning issues and school programs. These discussions take place in an open atmosphere, allowing teachers to exchange experiences, provide feedback, and collaboratively seek solutions to the various challenges faced in the educational process. This discussion tradition has become an important means of building understanding and strengthening cooperation among school members.

Research findings also indicate the presence of sharing sessions conducted as a platform for sharing best practices among teachers. In these sessions, teachers are given the opportunity to present their experiences, teaching methods, or innovations that have been implemented in the classroom. Thru these sharing sessions, teachers gain new inspiration and insights that can be applied in their teaching, thereby encouraging collective learning within the school environment. This activity also strengthens the culture of mutual learning and support among teachers.

In addition, a collaborative and participatory culture is also reflected thru the implementation of lesson study conducted jointly by teachers. Based on observation results, teachers engage in collaborative lesson planning, observe the implementation of teaching, and conduct joint reflections to evaluate the effectiveness of the learning process that has taken place. The lesson study activities help teachers identify the strengths and weaknesses of the learning process more objectively and serve as a means to continuously improve the quality of education. These findings indicate that teacher professional development is carried out thru a collaborative approach that involves the active

participation of all team members. Meanwhile, a participatory culture is evident from the active involvement of teachers in decision-making and school development. Teachers not only play the role of policy implementers but also serve as partners to the principal in designing, implementing, and evaluating various educational programs. This condition reflects a more equitable distribution of roles and responsibilities within the school organization, allowing the school development process to be carried out collectively.

Harmonious working relationships and a familial atmosphere further strengthen the solidarity of the school organization. Teachers feel valued because they are given the space to participate in the development of the school, creating a comfortable work environment that supports educational innovation. The mutual trust built between the principal and the teachers also becomes an important factor that strengthens a healthy and productive organizational culture.

The collaborative and participatory organizational culture strengthens the school's ability to face educational changes in a more flexible and adaptive manner. The school is able to build an organizational system that is open to change, responsive to educational needs, and supports the continuous improvement of school quality. The synergy of leadership manifested thru discussion traditions, sharing sessions, and

lesson studies strengthens the school's ability to face educational changes and creates a more contextual, innovative, and responsive learning environment to the times.

Table 5. Presents the form of synergy between collaborative and participative leadership in realizing an adaptive school.

Form of Synergy	Implementation in Schools	Impact on Adaptive Schools
Open communication	Routine discussions and coordination	Strengthening work relationships and organizational responsiveness
Joint decision-making Cooperative culture	School program meeting	Increasing the sense of belonging among school residents
Budaya kerja sama	Teamwork among teachers	Strengthening organizational flexibility
Collaborative evaluation	Joint reflection and evaluation	Supporting continuous improvement
Participation of school community	Teacher involvement in school activities	Encouraging school innovation and adaptation

Based on the research findings, it can be concluded that the synergy of collaborative and participative leadership is an important factor in building adaptive schools. The integration of open communication, teacher involvement, a culture of cooperation, and active participation of school members can create an educational organization that is democratic, innovative, and responsive to modern educational changes.

Discussion

Research findings indicate that the synergy of collaborative and participative leadership contributes to the school's ability to respond to educational changes. These findings are in line with (Afifah et al., 2024) which explains that adaptive leadership emphasizes the ability of educational organizations to face challenges thru collaborative, contextual, and participatory processes. adaptive leadership not only focuses on organizational effectiveness but also on the ability to build communities of practice that support collaborative learning and collective decision-making. This condition is evident at SD Alam Muhammadiyah Banjarbaru thru open communication, deliberation in decision-making, and the active involvement of teachers in the development of school programs that support the realization of an adaptive school.

In line with (Pinheiro et al., 2025) which explains that distributed leadership can enhance school capacity thru teacher involvement in decision-making, collaboration, and school program development. In line with these findings, teachers at SD Alam Muhammadiyah Banjarbaru are actively involved in the planning, implementation, and evaluation of school programs. This involvement not only strengthens the sense of ownership toward the school but also enhances the school's ability to adapt to changes and educational demands. According to (Daulay et., al 2023, collaborative leadership enables the creation of synergy among organizational members thru intensive communication and a collective work culture. In this study, the practice is evident thru regular coordination meetings, informal discussions, lesson studies, sharing sessions, and teamwork in the preparation of school programs. The principal does not act as a single center of power, but rather as a

facilitator who encourages collaboration among teachers, thereby creating a more flexible and responsive organizational culture to change. These findings are also in line with the opinion of (Kielblock, 2025) which states that sustainable educational change is more easily achieved thru leadership that builds collective capacity rather than individualistic leadership.

From the perspective of participatory leadership, the research results show that teachers are actively involved in the formulation of school programs, activity evaluations, problem-solving, and decision-making. These findings reinforce the participatory leadership theory proposed by (Hidayat dkk et al., 2024), which states that the involvement of organizational members in the decision-making process can enhance commitment, motivation, and responsibility toward achieving organizational goals. The involvement of teachers in determining the Pancasila Student Profile Strengthening Project (P5) program, the development of environment-based learning, and the evaluation of school programs indicates the presence of democratic practices in school management. The results of this study support the research by (Rahayuningsih et al., 2026), dan (Alkasi, 2024) which found that participatory leadership can enhance teacher work motivation, strengthen organizational communication, and create a more conducive work environment.

Open communication found in this study also serves as a key factor that strengthens the synergy of collaborative and participative leadership. According to (Elmanisar et al., 2024) effective organizational communication serves as a means of coordination, conflict resolution, and the formation of a healthy organizational culture. The research findings indicate that various learning issues, such as adjusting outdoor learning schedules, project-based learning, and teacher coordination, were resolved thru deliberation and open dialog.

The research findings also indicate that a collaborative and participatory organizational culture contributes to the formation of adaptive schools. This is evident from the school's ability to develop environment-based learning, project-based learning, digital learning, and adjust learning strategies based on the needs of the students. In the context of this research, a collaborative culture built thru open communication, joint evaluation, and teamwork enables schools to respond to changes more quickly and effectively. These findings support the research by (Sarid et al., 2024), dan (Agustian et al., 2024) which state that a collaborative organizational culture contributes to the improvement of innovation and the adaptability of schools.

In the perspective of an adaptive school, the research results show that learning flexibility, openness to innovation, teacher involvement, and responsiveness to student needs are the main indicators of a school's ability to face educational changes. These findings are in line with the theory of a learning organization. Organizations that can learn collectively will find it easier to adapt to environmental changes. Monthly reflection practices, semester evaluations, lesson studies, and the development of project-based learning found in this research indicate a continuous organizational learning process.

The results of this study also reinforce the research by (Rahayuningsih et al., 2026) which explains that the integration of collaborative and participative leadership can create a democratic, innovative, and quality-oriented school environment. However, there are several studies that present different perspectives (Elmanisar et al., 2024) argue that involving too many parties in decision-making has the potential to slow down the

organizational process, especially when the school faces situations that require quick decisions. However, the findings of this study indicate that the established mechanisms of open communication and deliberative culture actually help the school make more accurate, contextual, and widely accepted decisions among the entire school community. Thus, the results of this study tend to strengthen the argument that the benefits of collaborative and participatory leadership outweigh the potential obstacles that may arise.

Overall, the research results indicate that the synergy of collaborative and participative leadership is a strategic factor in realizing an adaptive school at SD Alam Muhammadiyah Banjarbaru. The integration of these two leadership models results in open communication, a strong culture of cooperation, high teacher engagement, and the school's organizational ability to innovate and respond to educational changes effectively. These findings contribute theoretically to the development of educational leadership studies by demonstrating that the combination of collaborative and participative leadership can serve as an important foundation in building adaptive, democratic, and sustainable schools in the 21st-century education era.

Conclusion

This research shows that the synergy of collaborative and participative leadership is a strategic factor in realizing an adaptive school at SD Alam Muhammadiyah Banjarbaru. This synergy is realized thru open communication, teacher involvement in decision-making, a culture of cooperation, collaborative evaluation, and active participation of school members in various educational programs. The democratic and participatory leadership practices are capable of building harmonious working relationships, enhancing a sense of ownership toward the school, and strengthening an organizational culture that is open to change.

The research results also indicate that the synergy of these two leadership models contributes to the formation of adaptive school characteristics, marked by flexibility in environment-based learning, openness to educational innovations, active teacher involvement in school development, responsiveness to student needs, and a collaborative and participatory organizational culture. The integration of collaborative and participative leadership allows schools to respond to educational changes more effectively, encourage learning innovations, and enhance organizational capacity in facing the challenges of 21st-century education.

This study recommends that school principals develop practices of open communication, participatory decision-making, and a collaborative work culture on a sustainable basis to strengthen the school's adaptive capacity. Further research can expand the study to various types of schools and different educational contexts to gain a more comprehensive understanding of the effectiveness of integrating collaborative and participatory leadership in building adaptive schools.

Declarations

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Author contribution statement

The author contributed fully to the entire research and writing process of this article. These contributions include formulating the research idea, designing the research, collecting data thru interviews, observations, and documentation, analyzing and interpreting the research data, preparing the theoretical review, writing the article draft, and the overall revision and refinement of the article. The author is also responsible for the validity of the data, the originality of the scientific work, and the academic substance contained in the article on the synergy of collaborative and participatory leadership in realizing an adaptive school at SD Alam Muhammadiyah Banjarbaru.

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Data availability statement

The data supporting the results of this research were obtained thru interviews, observations, and documentation at SD Alam Muhammadiyah Banjarbaru. The research data is not publicly available to maintain the confidentiality of informants and the school's internal documents. However, supporting research data can be obtained from the corresponding author upon reasonable request and in accordance with the school's permission and applicable research ethics guidelines.

Declaration of interests statement

The authors declare that there are no financial interests or personal relationships known to affect the research results reported in this article. The research on the synergy of collaborative and participatory leadership in realizing adaptive schools at SD Alam Muhammadiyah Banjarbaru was conducted independently based on the principles of academic objectivity and scientific research ethics.

Additional information

This research is a development of a mini research report in the course on leadership in educational organizations, focusing on the study of the synergy of collaborative and participative leadership in realizing adaptive schools. The focus of the research is directed toward how practices of open communication, collective cooperation, and active involvement of school members can build an organizational culture that is adaptive to changes in education.

The research context at SD Alam Muhammadiyah Banjarbaru provides an overview of the implementation of educational leadership in a natural school environment characterized by contextual, flexible, and experience-based learning. These characteristics are important factors in supporting the development of a collaborative and participatory culture within the school environment.

This research is expected to contribute to the development of educational leadership studies, particularly regarding the integration of collaborative and participatory leadership in building adaptive schools in the modern educational era. In addition, the research results are expected to serve as practical references for school principals and education managers in developing a school organizational culture that is democratic, innovative, and responsive to the changes in 21st-century education.

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