

Democratic Leadership Profile of The Principal in Improving Interpersonal Relations of Teachers at SMP Negeri 3 Welahan

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Abstract: This qualitative case study research examines the implementation of democratic leadership by the principal in improving interpersonal relationships at SMP Negeri 3 Welahan. Data were collected through interviews, observations, and documentation studies with the principal and five teachers as key informants. The principal developed an open, effective, and inclusive communication pattern, characterized by constructive two-way communication. The strategies implemented include regular meetings, group discussions, utilization of digital platforms, and communication skills training for teachers. The principal also understands teachers' obstacles through an empathetic approach and direct communication, using observations, personal interviews, and periodic surveys, then follows up with special assistance or training. In maintaining group cooperation, the principal carries out collaborative coaching through the development of a school community of practitioners with a teamwork pattern, as well as strengthening communication skills. This coaching pattern includes structured discussions, peer guidance, and collaborative activities. The principal provides systematic feedback on the analysis of the needs of the school community of practitioners through direct

discussions and written documents, usually during evaluations or regular discussion forums. The recommendation of this study is to develop an inclusive participatory decision-making strategy by facilitating effective and empathetic collaboration and interaction.

Keywords: *Democratic Leadership, Principal Profile, Improving, Interpersonal Relationships*

A. Introduction

SMP Negeri 3 Welahan was established and has an operational permit based on Regent Regulation No. 181 of 2003 dated September 6, 2003. Currently, there are at least 3 public junior high schools in Welahan District. Based on the characteristics of each school, SMP Negeri 3 Welahan is a popular school. The number of students is > 600 people with a study group of 20 people. SMP Negeri 3 Welahan is accredited A and has an ISO 9001:2000 certificate. This school has many achievements. One of them is becoming a school with the largest number of leading teachers in Welahan District in 2024 and 2025. The Leading Teacher Program is a new government program that aims to create agents of change. The role of this Leading Teacher will concretely interact with the leadership style of the principal. Leading Teachers are expected to be catalysts. If the principal's leadership does not support or is not in line with the spirit of the Leading Teacher or vice versa, then their potential to encourage collaboration and positive interpersonal relationships may not be optimal.

The principal of SMP Negeri 3 Welahan applies democratic leadership in carrying out his duties. The same thing was also done by the previous principal. This democratic leadership approach has proven its success as an effective method to influence, guide, and regulate the actions of organizational members towards desired goals (Andani et al., 2024). The effectiveness of democratic leadership is reflected in the increase in performance and overall

satisfaction levels of the organization. This approach has succeeded in creating a positive work climate, encouraging active involvement, and supporting individual capacity development (Rachmadhani & Manafe, 2023). However, intuitively, principals with democratic leadership and driving teachers are able to improve interpersonal relationships. The problem that arises is the existence of causal mechanisms such as policies, practices, and interactions of the principal and the initiatives of the Driving Teacher which should foster mutual trust, open communication, and collaboration between teachers. But in reality, based on the results of preliminary observations, there is a lack of open communication and collaboration between teachers.

The findings of preliminary observations indicate a lack of participatory policies in decision-making (often some groups feel one-sided or different parties), and routine discussion forums or other collaborative activities are often initiated by the principal and/or vice principal. This is what creates a gap between the democratic leadership of the principal and the role of the driving teacher itself. Is there a mistake in democratic leadership so that it is less able to build interpersonal interactions or is the role of the driving teacher not optimal.

There are many factors in examining the problems that arise further because the role of the teacher is very vital. If the teacher feels unsupported or the initiative is not relevant, it will have an impact on minimal interpersonal relationships. This requires the ability and awareness of the principal and driving teacher to design targeted interventions. Therefore, this study will explore how the democratic leadership of the principal improves interpersonal relationships of driving teachers, especially communication patterns, collaboration, and interaction.

Democratic leadership according to Tambunan (2015), is a leadership style that involves employees in decision-making,

delegates authority, encourages participation in determining work methods and targets, and utilizes feedback as a means of employee development. Susanto (2016) argues that democratic leadership is a leadership style that respects the desires and ideas of subordinates. This approach views each group member as an important contributor in making final decisions. Sulasmi (2020) states that democratic leadership is a leadership style that positions the leader as part of the group, not as a ruler.

Leaders who actively encourage member participation, create a collaborative atmosphere, and are jointly responsible for achieving common goals productively (Priansa, 2017). Based on several opinions above, it can be concluded that democratic leadership is a leadership style characterized by the involvement of team members in the decision-making process. Democratic leaders position themselves as part of the group, not as absolute rulers, with a primary focus on active participation, open communication, and collaboration. In this model, leaders proactively encourage members to convey ideas, thoughts, and input, while maintaining final responsibility for decision-making. The main goal is to create an inclusive, productive, and supportive work environment, where each team member is considered an important contributor in achieving common goals.

Factors that support democratic leadership include good communication (Aisyah et al, 2023), good communication between leaders and employees, as well as between colleagues and the creation of a positive, inclusive, and collaborative work environment to support employee performance (Wahyudi, 2023), effective principal strategies and good relationships and closeness with school residents (Rohmah, Markhamah and Utama 2023), and high commitment in mobilizing school residents (Hidayat 2024). Based on the description above, improving interpersonal relationships is very important (Zaenal, 2017) because it will fill the gap in specific knowledge about the internal dynamics of the

school. Research not only provides an understanding of how principals with their democratic leadership are able to improve interactions with driving teachers but also produces practical recommendations that can be used to create a collaborative, harmonious, and productive work environment for teachers, which will ultimately have a positive impact on the quality of student learning.

Principals are expected to be able to develop empathy for various teacher professionalism problems and be able to maintain cooperative relationships both individually and in groups. Another positive impact that is expected to emerge in this study is increasing motivation through teacher reflection which allows for an understanding of potential and can determine areas of improvement that encourage innovation in the future. Communication in the interactions built by the principal with the driving teacher is the key to effective empowerment in the school he leads.

B. Methods

This study uses a qualitative case study approach (Sugiyono, 2018). The research location is at SMP Negeri 03 Welahan, Jepara Regency. According to Murdiyanto (2020), qualitative research consists of several stages, namely the pre-field stage (preparation of research design, selection of research location, licensing, exploration and field assessment and selection of informants), the field implementation stage (data collection through interviews, observation and documentation), and the data analysis stage.

The research instrument is the researcher himself (Sugiyono, 2018) with several supporting instruments including interview guides, field notes, recording devices (audio/video recorders), other documents such as diaries, RKT, RKAS, etc. as additional data sources. The researcher as an instrument has tasks including

determining the focus of the research, selecting informants, collecting data directly, assessing data quality (validation), analyzing data, interpreting data, and concluding findings. As an instrument, the researcher is able to adapt and be flexible, utilize all senses, and maintain sensitivity and reactivity to various stimuli from the research environment, the quality of qualitative research results is highly dependent on the ability and sensitivity of the researcher as the main instrument.

Research data is divided into two types, namely primary data and secondary data (Siyoto & Sodik, 2015). Data collection techniques use interviews, observations, and documentation. Informants in this study were the principal, vice principal, and driving teachers. To obtain in-depth interview results, all driving teachers at SMP Negeri 3 were involved as informants.

Data analysis techniques are a systematic process for processing, researching, and understanding research data critically and in depth through the stages of data collection, data condensation, data presentation, and drawing conclusions (Sirajuddin, 2017). The stages begin with data collection through observation, interviews, and document analysis. In the condensation stage, researchers will condense, simplify, and select the core of a large amount of raw data that has been collected. (data condensation is a way to extract the most important and relevant parts). The stage of presenting data in an organized and concise form. This can be a narrative display (descriptive text), images, or diagrams. Researchers organize the condensed data into a visual or narrative format that allows researchers to see relationships, patterns, and structures between data more clearly. The final stage is drawing conclusions and verification.

This stage involves interpreting the meaning of the data that has been presented and drawing conclusions based on the patterns and themes found. Initial conclusions may still be temporary and need

to be verified. Data validity techniques include credibility testing (internal validity), transferability testing (external validity), dependability testing (reliability), and confirmability testing (objectivity).

C. Results and Discussion

1. Building Effective Two-Way Communication

The principal develops a communication pattern in mentoring the school community of practitioners by implementing open, effective, and inclusive communication. The characteristics of the communication pattern developed include: (1) open, namely all teachers have the opportunity to express their opinions; (2) two-way, namely encouraging feedback from teachers and the principal; (3) constructive, namely communication that focuses on solutions and development. The communication development strategies implemented include: (1) holding regular meetings and group discussions; (2) utilizing digital platforms for fast and collaborative communication; (3) providing communication skills training to teachers. (Interview results 04/02/2025). The driving teachers who were informants emphasized that the communication pattern implemented by the principal is inclusive and flexible, and adapts to the various communication styles of members of the school community of practitioners.

The communication development strategy also includes improving communication skills by utilizing various communication channels to expand interactions, as well as creating a safe space for open discussions without hierarchical barriers. With this strategy, communication in the community of practitioners can take place effectively, professionally, and remain focused on common goals. (Summary of interview results with the group of driving teachers 22-24/02/2025). The principal seeks to create constructive dialogue to support the progress of the school's practitioner

community by developing solution-based communication. The dialogue approaches used include: (1) appreciative criticism, which provides feedback by emphasizing appreciation before criticism; (2) participatory, which encourages all participants to express their opinions equally; and (3) data-based, which uses the results of observations and program evaluations as a basis. Dialogue management is carried out through: (1) regular discussions with alternating facilitators; (2) application of discussion rules that uphold communication ethics; and (3) joint reflection after the discussion to review the results and follow up on them. (Results of the principal's interview 04/02/2025).

The results of the interview with the group of driving teachers on 23/02/2025 explained that the principal built constructive dialogue with an appreciative approach, which emphasizes solution-based feedback and appreciation for the efforts that have been made. The dialogue is managed with a facilitator rotation system to avoid the dominance of certain individuals so that all perspectives can be heard equally. This approach ensures that dialogue becomes more productive, development-oriented, and produces better solutions for the school's community of practitioners. This is reinforced by teacher informant 2 that "the formation of constructive communication is carried out using an appreciative criticism model, where feedback is presented with a focus on solutions and appreciation for existing contributions" (WGP2/22/02/2025), and teacher informant 1 "The Principal of SMP Negeri 3 Welahan builds effective interactions in sharing experiences by applying the principles of openness, mutual respect, and continuous learning.

The principles applied in this interaction include: (1) openness, which provides space for all teachers to share experiences; (2) mutual respect, which implements communication that values differences of opinion; and (3) continuous learning, which encourages reflection and application of the results of sharing in

daily practice. Evaluation mechanisms for the interactions applied include: (1) the use of questionnaires to assess the effectiveness of the interaction; (2) observation during the experience sharing session; (3) reflective discussion to review the impact of the results of sharing on teaching practice.

The teachers who were informants also stated that the interaction in sharing experiences in the school community of practitioners was developed with the principles of mutual respect and continuous learning. The mechanisms used include structured sharing sessions, professionally facilitated group discussions, and post-activity reflections. Evaluation of the effectiveness of the interaction was carried out through participant perception surveys, analysis of participation levels, and assessment of the extent to which shared experiences were applied in daily practice." (WGP1-5/22/02/2025).

SMP Negeri 3 Welahan implements a morning habit culture and welcoming students. Morning habit is carried out by implementing the 3S culture (Smile, Greet, Greeting) providing positive energy in building interaction between school residents. The results of observations before school activities began (morning habit), the principal conducted individual dialogue activities with driving teachers or other teachers who were members of the school practitioner community (02/05/03/2025).

The principal actively took time out of his busy schedule to listen to the aspirations and obstacles faced by teachers in a comfortable and informal atmosphere. The principal also applied active listening skills and tried to find solutions that motivated and empowered the potential of teachers. In addition, a documentation study of the internal communication media of the school practitioner community (D1/05/03/2025) showed that WhatsApp groups were used as the main means of sharing information and coordination between members of the school practitioner

community. WhatsApp groups, although practical for fast coordination and information, have several fundamental weaknesses that are often overlooked.

These weaknesses significantly affect the quality of interpersonal interactions, which ideally require nuances and depth that is difficult to achieve in the digital realm. In this communication, the biggest weakness is in non-verbal gestures such as facial expressions, tone of voice, body language, and eye contact. Communication that is carried out without seeing expressions or hearing tone of voice, text messages are often misinterpreted or cause misunderstandings. Another fact found in the group is that there are responses that tend to be shallow, such as just "be patient" or emoji, without real emotional depth.

Conflicts often tend to heat up because each party cannot see or feel the direct impact of the communication that is carried out so that it can damage the relationship. Overall, WhatsApp groups are indeed effective in building communication for communities of Education practitioners in schools, however, this group is a poor substitute for meaningful interpersonal interaction. Awareness of these weaknesses is essential in order to use the platform more wisely, and to better appreciate the importance of face-to-face communication to build and maintain deep relationships (Devito, 1997).

Based on the results of interviews, observations, and documentation studies, it can be concluded that the principal developed an effective, open, and constructive communication pattern in guiding the school community of practitioners. However, although the communication implemented is open and two-way, there are identified weaknesses, namely the effectiveness of digital communication in supporting the involvement of all members of the community is not optimal. The use of WhatsApp groups does facilitate coordination, but risks a lack of in-depth interaction

needed in reflective discussions. In addition, the absence of a more systematic evaluation mechanism for the effectiveness of communication strategies can be an obstacle in ensuring that each teacher gets maximum benefit from interactions in the school community of practitioners.

Some input or delivery of information by members of the community of practitioners is difficult to manage because of the large number of messages that can overlap so that they are ignored or missed if the group admin is not observant or unable to manage each input or delivery of information properly. Two-way communication in democratic leadership is very much in line with the concept put forward by Iswahyudi et al. (2024: 65-68) which emphasizes the importance of developing leader communication skills, which include: the ability to listen well, facilitate productive discussions, and explain the objectives and context of decisions clearly. Chaerudin (2019: 97-98) also identified the characteristics of democratic leadership that support two-way communication, including: the creation of a dynamic two-way interaction pattern in the organization, the opening of aspiration channels for all elements of the organization, and the development of a culture of mutual respect between members.

2. Demonstrating Empathy for Members' Problems

The principal understands the obstacles faced by the driving teacher in mobilizing the school practitioner community through an empathetic approach and direct communication. The approaches used include: (1) direct observation, namely monitoring the activities of superior teachers in the school practitioner community; (2) personal interviews, namely conducting individual discussions to explore obstacles in depth; and (3) periodic surveys, namely collecting data on the challenges and needs of superior teachers. The follow-up provided includes: (1) special assistance for superior teachers who face difficulties; (2) providing additional

training as needed; and evaluating and adjusting the program based on the obstacles found. This is based on the results of the interview, (WKS/04/02/2025).

Teachers who were informants at SMP Negeri 3 Welahan also stated that the principal showed empathy by conducting direct observations, personal dialogues, and routine consultations. The assistance provided not only addressed the symptoms, but also resolved the root of the problem, either through the provision of resources, assistance by experienced teachers, or revision of policies that hindered teacher effectiveness. (WGP1-5/25/02/2025).

Strategies to overcome these obstacles include: (1) additional training related to experience sharing techniques; (2) provision of easily accessible guides and sharing media; (3) increased coordination through routine forums to find joint solutions. (WKS/04/02/2025). Meanwhile, the opinions of teachers who were informants stated that the principal identified obstacles through direct observations, periodic surveys, and reflective discussions. Problem solving is carried out collaboratively by involving various perspectives so that the resulting solutions are more comprehensive and sustainable. (WGP1-5/25/02/2025).

The results of observations of mentoring activities between teachers in the school's practitioner community environment (03/19/02/2025) show that the principal facilitates a mentoring system between senior teachers and junior teachers, as well as between driving teachers and mentored teachers, with an approach that respects each other. Observations were carried out during break time in the teacher's room (03/19/02/2025). Senior teachers actively guide junior teachers in learning planning, developing teaching materials, and implementing innovative learning media. The mentoring system aims to build working relationships that support and improve the quality of learning in

schools. However, the results of a study of documentation of counseling guidance activities for teachers who are members of the school's academic community (D3/05/03/2025) show that although there are efforts by the principal to help teachers and provide solutions to the obstacles faced, many activities are not well documented such as attendance lists, reporting, minutes, etc.

Based on the results of interviews, observations, and documentation studies, it can be concluded that the principal has shown empathy for the problems of members well by developing an effective communication and mentoring system to understand and resolve the obstacles faced by the school's academic community teachers. However, weaknesses in documenting activities need to be fixed so that every intervention carried out can be recorded, evaluated more systematically, and documented well.

The principal understands the obstacles faced by the driving teachers in moving the school's academic community through an empathetic approach and direct communication. The approaches used include: (1) direct observation, namely monitoring the activities of the driving teachers of the school's academic community; (2) personal interviews, namely conducting individual discussions to explore obstacles in depth; and (3) periodic surveys, namely collecting data on the challenges and needs of teachers. The follow-up provided includes: (1) special mentoring for teacher leaders who face difficulties; (2) providing additional training as needed; and evaluating and adjusting the program based on the obstacles found. The principal shows concern for the difficulties in implementing the school's academic community program by being proactive and responsive. The forms of attention given include: (1) periodic monitoring to detect potential difficulties; (2) open discussion to hear directly about obstacles from teacher leaders; and (3) moral and technical support when facing obstacles.

This is supported by the opinion of Teacher Informant 1 who stated: "... the principal identifies obstacles in sharing good practices through direct observation, periodic surveys, and open discussion forums. Strategies to overcome them are carried out collaboratively by involving various perspectives, so that the resulting solutions are more comprehensive and have a good level of sustainability..." (WGP1/25/02/2025). Teacher Informant 3 stated: "The principal identifies various obstacles in sharing activities of the school community of practitioners through routine monitoring and overcomes them through collaborative problem-solving strategies, involving all members of the community of practitioners to find joint solutions" (WGP3/25/02/2025).

The results of observations of mentoring activities between teachers in the school community of practitioners (04/19/02/2025) show that the principal facilitates a mentoring system between senior teachers and junior teachers, as well as between mentor teachers and mentored teachers, with an approach that respects each other. Senior teachers actively guide junior teachers in preparing lesson plans, developing teaching materials, and implementing media innovative learning. This mentoring system aims to build a mutually supportive working relationship and improve the quality of learning in schools. However, the results of a documentation study of guidance and counseling activities for teachers who are members of the school practitioner community (D4/05/03/2025) show that although there are efforts by the principal to help teachers and provide solutions to the obstacles faced, the documentation of these activities is still inadequate.

There is no systematic documentation regarding these guidance and counseling activities, with no documentation or photos of activities, thus reducing transparency and making it difficult to be used as evidence of this activity, as well as one of the supporting document archives for the activities of the school practitioner community.

Based on the results of interviews, observations, and documentation studies, it can be concluded that the principal has shown empathy for the problems of his members well by developing an effective communication and mentoring system to understand and resolve the obstacles faced by teachers in the school academic community. However, weaknesses in documenting activities need to be fixed so that every intervention carried out can be recorded, evaluated more systematically, and documented properly so that the efforts that have been made can be documented and can be accessed if needed and can be used as a reference in improving the quality of the school's academic community in the future.

This is in accordance with the opinion of Utomo et al. (2023: 185-193) who stated that the principal needs to: identify potential teachers, understand their enthusiasm and dedication, and conduct direct observations and dialogues to understand their needs. Wisnanda & Putra (2024: 141) also emphasize teacher empowerment through: education that is appropriate to individual needs, tiered training, and internal personal coaching.

3. Maintaining collaborative relationships in groups

The principal's efforts in maintaining collaborative relationships in groups are by conducting collaborative coaching in developing a community of school practitioners with a teamwork pattern and strengthening communication skills. The coaching pattern includes: (1) structured discussions, namely holding regular meetings to share experiences and plan joint activities; (2) peer mentoring, which encourages teachers to accompany other teachers in sharing good practices in the school community of practitioners; and (3) collaborative activities, which involve all teachers in joint projects, such as classroom action research or learning innovations. The expected achievement targets include: (1) increasing cooperation and synergy between teachers; (2) improving the quality of

learning through collaboration; and (3) forming an active and sustainable school community of practitioners. (WKS/04/02/2025). Supporting this statement, the informant teacher stated that the principal provides collaborative coaching in the community of practitioners which is carried out by strengthening teamwork, developing communication skills, and ensuring the sustainability of collaborative initiatives without relying on continuous supervision. (WGP1-5/25/02/2025).

In addition, the principal strengthens teamwork in experience sharing activities through clear role divisions and collaborative evaluation systems in the school community of practitioners. Indicators of success include: (1) increased coordination and communication between team members; (2) better quality of work results, such as increased effectiveness in sharing good practices; (3) team member satisfaction, as reflected in positive reflections or feedback related to collaboration; (4) increased involvement of community members, as demonstrated by active participation in community of practice activities; and (5) timeliness in program implementation, demonstrating effective coordination and teamwork." (WKS/04/02/2025).

Supporting this statement, informant teacher 1 stated: "...the principal strengthens teamwork with a comprehensive approach, including team building activities, clear role divisions, and a collaborative evaluation system that measures processes and outcomes. Indicators of success are increased communication effectiveness, consistent quality of work results, active involvement in discussions, the formation of a culture of mutual support, and reduced need for management intervention in the tasks of the school community of practitioners team..." (WGP1/25/02/2025).

Maintaining professional relationships within the school community of practitioners is also a focus of the principal. The strategy implemented based on the interview results, the principal

stated: "...maintaining professional relationships in the school practitioner community, I do this by building open communication and healthy cooperation. The maintenance strategy is carried out through: (1) regular meetings, namely holding periodic discussions to maintain interaction and cohesion of the school practitioner community team; (2) non-formal activities, namely holding joint activities to strengthen personal relationships; and (3) through awards and appreciation, namely giving awards for the contributions of school practitioners. I manage the dynamics of these relationships by detecting potential conflicts through observation and discussion, providing mediation if there is tension between members, and implementing a culture of mutual respect and support in every activity of the school practitioner community..." (WKS/04/02/2025).

The results of observations of collaborative activities in the school practitioner community (05/19/02/2025) show that teachers actively work in groups to evaluate learning practices and strengthen teamwork. The results of the study of photo documentation of mentoring and mentoring activities for members of the school practitioner community (D5/19/02/2025) also show that there is a good cooperative relationship between members of the school practitioner community. Based on the results of interviews, observations, and documentation studies, it can be concluded that the principal has made various efforts to maintain good group cooperation relationships. However, even though various efforts have been made, there are still several problems. One of them is the effectiveness of the sustainability of the school practitioner community.

Several interviews showed that the success of collaboration and coaching is highly dependent on the involvement of the principal, so it is still doubtful whether the school practitioner community can continue to develop independently without intensive support from the principal. In addition, although collaborative evaluations

have been carried out, there is no clear mechanism to measure the extent to which teamwork has had a real impact on improving the quality of learning.

4. Providing positive feedback

The principal provides systematic feedback on the analysis of the needs of the school practitioner community. The feedback mechanism is carried out after the presentation of the analysis results, either through direct discussion or written documents. The substance of the feedback includes validation of the analysis results, suggestions for improving methods, and recommendations for developing programs/activities for the school practitioner community. The time for providing feedback is usually done in evaluation meetings or periodic discussion forums. (WKS/04/02/2025).

The informant teacher stated that the principal provided feedback through data-based evaluations and reflective discussion. This mechanism includes reviewing reports on the needs of the school's community of practitioners, discussions with the driving teachers, and compiling recommendations for improvement. The substance of the feedback includes validation of needs, suggestions for strengthening the program, and solutions to obstacles faced. Feedback is given periodically, for example in meetings of the community of practitioners or mentoring sessions. This feedback builds self-confidence and reinforces positive behavior. Usually the principal will remind you to increase self-awareness, motivation and self-confidence. (WGP1-5/25/02/2025).

According to the principal, the feedback given focuses on the impact of behavior, providing a supportive environment so that people who receive feedback remain comfortable, and focus on efforts and processes. (WKS/04/02/2025). The principal tries to listen carefully to every conversation between teachers and other school

residents, then summarizes the key points to ensure understanding. The principal develops assertive communication, conflict resolution and builds relationships in a friendly and pleasant atmosphere. (WGP1-4/22/02/2025). By consistently, the principal provides positive feedback that is specific and impactful. This helps others grow in interpersonal skills, but also strengthens relationships and creates a healthier and more productive communication environment.

Supporting this statement, the informant teacher emphasized that the delivery of the school community of practitioner program evaluation was carried out with an approach that began with appreciation of the achievements of the community of practitioners, then objectively conveyed things that needed to be improved, ending with encouragement for further development. The evaluation was also carried out with a participatory and collaborative approach to increase teacher involvement in improving the community of practitioners program. (WGP1-5/25/02/2025). The principal provided input through structured evaluations and direct communication for documentation of the school community of practitioners activities. Aspects that were improved included completeness of data, document structure, and supporting evidence.

Delivery was carried out through evaluation meetings or direct discussions with the documentation team to ensure that the documentation was documented systematically and easily accessible. This was reinforced by the informant teacher by stating that the principal provided input that emphasized the aspects of completeness, systematicity, and relevance of the documentation content. The principal also provided examples of good documentation, provided corrections if there were deficiencies, and encouraged the use of a more systematic format so that it was easy to access and use (WGP1-5/25/02/2025).

The results of observations on post-activity evaluation activities and feedback on supervision of teachers who are members of the school practitioner community (07/19/02/2025) showed that the principal provided data-based feedback on the results of supervision of teachers who are members of the school practitioner community to improve the effectiveness of learning. A review of the documentation of feedback records for supervision of teachers who are members of the school practitioner community (D7/19/02/2025) also showed an objective evaluation of the performance of teachers who are members of the school practitioner community.

Based on the results of interviews, observations, and documentation studies, it can be concluded that the principal has implemented a systematic and data-based feedback system in the school practitioner community. The feedback mechanism is carried out through direct discussions, written documents, and periodic evaluation forums. The substance of the feedback includes validation of needs analysis, suggestions for improving methods, and recommendations for developing school practitioner programs. The evaluation delivery technique is carried out openly, participatory, and based on appreciation of community achievements, which is then followed by objective identification of areas for improvement.

However, even though the feedback mechanism is structured, there are still challenges related to the follow-up of its realization in the future. Documentation studies show that although evaluation records have been well documented, there is no mechanism to ensure that improvement recommendations are actually implemented sustainably. A tighter monitoring system is still needed to ensure that improvement proposals are not only recorded, but also implemented properly and have an impact on the development of the school's community of practitioners. The principal has provided space for participation for the driving

teachers, there are still several challenges that need to be fixed so that each input can be implemented more optimally. This is in accordance with the opinion of Andani et al. (2024), effective democratic leadership requires leaders to actively interact with all members and provide sufficient space for members to contribute. Integrating the school community of practitioners program into the school's strategic plan.

Providing objective feedback is one of the crucial democratic leadership strategies in developing teacher professionalism and encouraging the growth of the school organization. This is in line with the opinion of Syahril, Said, & Abidin (2023: 62-65) who emphasize the importance of conducting regular performance evaluations and providing constructive feedback for improvement. In the context of this study, the principal has implemented a comprehensive and constructive feedback mechanism to support the development of a sustainable school community of practitioners.

Robani & Mustofa (2024) support this approach by emphasizing the importance of monitoring and evaluating performance through coaching and collaborative problem solving. The feedback mechanism developed by the principal shows a systematic and data-based approach. This process not only provides assessment, but creates a productive dialogue space between the principal and teachers. Iswahyudi et al. (2024) support this with the concept of periodic evaluation and learning to analyze the success of decisions and integrate learning into future decision-making processes.

D. Conclusions

The principal has developed an effective, open, and constructive communication pattern, showing empathy for member problems, and maintaining group working relationships. However, the study found that the effectiveness of digital communication is not yet fully

optimal, with the risk of a lack of in-depth interaction in reflective discussions. The success of collaboration and coaching also depends heavily on the involvement of the principal, raising doubts about whether the school community of practitioners can continue to develop independently. In the long term, the communication pattern that is built will build a conducive two-way communication pattern, full of empathy, maintaining relationships in collaborative tolerance, and as feedback. The principal has improved the intrapersonal communication competence of teachers, implemented performance-based awards, become a role model in work behavior, and maintain credibility for the sustainability of the organization.

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