



The Title Goes Here with Each Initial Letter Capitalized

Syukron Ma'mun ^{1✉}, Fakhruddin ²

^{1,2} Universitas Negeri Semarang

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Abstract

This study explores the role of the school principal in enhancing swimming achievement among students at SD Negeri Benda 03, Brebes Regency. The research was motivated by a paradoxical phenomenon: despite limited facilities and resources, the school has produced notable achievements in swimming competitions. The objective of this qualitative case study was to analyze how school leadership, teacher collaboration, and parental support contribute to students' sports performance. Data were collected through in-depth interviews, observation, and documentation involving the principal, physical education (PJOK) teachers, students, and parents. The findings reveal that effective and transformational leadership by the principal played a critical role in mobilizing school resources, fostering collaboration among teachers, and establishing partnerships with external institutions. Additionally, committed teachers and proactive parental involvement emerged as essential in overcoming infrastructural limitations. The study concludes that strong, visionary school leadership, a supportive working environment, and engaged stakeholders collectively drive student achievement in sports. This research contributes to the educational leadership literature by providing contextual insights into how leadership and collaboration function in rural schools with limited resources, and offers practical recommendations for policy-makers and educators aiming to improve student outcomes in extracurricular domains.

✉Correspondence Address :

Kampus Pascasarjana UNNES Jl. Lamongan Tengah No.2, Bendan

Ngisor, Kec. Gajahmungkur, Kota Semarang

E-mail : cuonk@students.unnes.ac.id

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INTRODUCTION

Education serves as the foundational pillar for developing high-quality human resources. In today's rapidly evolving world, education must not only focus on cognitive development but also emphasize character building, social skills, and physical competence. Physical Education, Sports, and Health (commonly known as PJOK in Indonesia) plays a critical role in shaping discipline, teamwork, and sportsmanship among

students. Among various sports, swimming is often considered a key indicator of student performance due to its demands on physical strength, technical ability, and sustained training.

Despite its importance, schools in Indonesia still face numerous challenges in fostering athletic excellence, particularly in swimming. One such case is SD Negeri Benda 03, located in Sirampog District, Brebes Regency. Although this school operates in a rural setting

with limited sports facilities, its students have demonstrated commendable achievements in regional swimming competitions. This intriguing phenomenon raises a pertinent academic question: what underlying factors contribute to student success in sports, especially under constrained conditions? More specifically, how does school leadership, the work environment, and teacher performance affect the development of athletic achievement?

Previous studies consistently underscore the vital role of school leadership in enhancing educational outcomes, including non-academic achievements (Wahyudi, 2009; Wahjosumidjo, 2003). Principals who possess a clear vision, strong managerial capabilities, and adopt a transformational leadership style can create a school environment conducive to student development. In sports development, the principal's role includes policy formulation, resource allocation, supervision, and the establishment of a school culture that values extracurricular achievements. However, empirical studies on this subject present mixed results. While researchers like Herliana (2017) and Saputra (2022) report significant correlations between school leadership and student achievement, others, such as Permadi (2019), found no statistically significant impact, indicating that contextual factors must be considered.

In parallel, the work environment for teachers is also widely recognized as a significant factor in shaping educational quality. A positive work climate boosts teacher motivation and productivity, which in turn impacts student outcomes (Sunyoto, 2015; Sukanto & Indryo, 2018). Collegial collaboration, transparent communication, and administrative support foster an organizational culture where innovation and commitment thrive. Yet, similar to the discourse on leadership, research by Mukherjee (2016) indicates that a supportive work environment alone may not significantly affect student outcomes without being paired with effective leadership and a structured coaching system.

Equally essential is the performance of sports teachers, especially those teaching PJOK. These teachers act as both coaches and mentors

and play a direct role in shaping students' physical skills, discipline, and motivation. Studies conducted by Rahmawati (2020) and Suryana & Santosa (2021) highlight the strong influence of teacher performance on student sports achievement. Nevertheless, other findings, such as those by Mulyani (2018), suggest that teacher efforts may not yield optimal results unless supported by institutional policies, professional training, and access to adequate sports facilities.

The paradox at SD Negeri Benda 03 where students achieve notable success in swimming despite the lack of a standard swimming pool and limited equipment reveals a critical research gap. There appears to be a significant interplay of intangible factors such as leadership dynamics, teacher dedication, and parental involvement, which may explain the unexpected success. To date, there has been limited contextual research examining the interconnected roles of school leadership, work environment, and sports teacher performance in fostering student swimming achievements at the elementary level in rural Indonesia.

Parental involvement is another dimension that often receives insufficient attention in academic research, despite its proven significance in child development. According to Bronfenbrenner's ecological systems theory (1979), the family is part of the microsystem that has a direct and lasting influence on a child's development. In the context of school sports, parents provide emotional encouragement, logistical support, and sometimes financial assistance factors that can considerably enhance student motivation and performance. Thus, excluding this dimension from educational research would provide an incomplete understanding of student achievement.

Given these multifaceted considerations, this study aims to investigate the holistic influence of school leadership, work environment, teacher performance, and parental involvement on student swimming achievements at SD Negeri Benda 03. A qualitative, contextual approach is adopted to explore these interrelated variables in depth and to provide rich, meaningful insights into the real-life dynamics that shape athletic success under challenging circumstances.

The objectives of this research are threefold: first, to analyze the role of the principal in promoting swimming achievement among students; second, to evaluate how teachers support and contribute to the school's swimming program; and third, to explore the extent and impact of parental involvement in their children's athletic endeavors. By addressing these objectives, the study seeks to offer a nuanced understanding of how these internal and external factors interact in determining student outcomes.

The theoretical contributions of this study are expected to expand the academic discourse in the field of educational administration, particularly regarding the role of school leadership in promoting non-academic excellence. It will enrich the literature by contextualizing how leadership, environment, and teacher capacity jointly influence student development in rural settings. Additionally, the study may offer empirical evidence that challenges or supports existing leadership and organizational behavior theories within educational institutions.

Practically, this research is anticipated to benefit various stakeholders. For school principals, the findings may serve as a strategic guide to developing inclusive and visionary policies that address both academic and extracurricular development. For teachers, especially PJOK instructors, the study can highlight the importance of continuous professional development, collaboration, and innovation in coaching methods. For policymakers, the results can inform future programs and policies that aim to enhance school capacity in sports, particularly in resource-limited areas. Lastly, for parents and communities, the research underscores the importance of their engagement in supporting the holistic development of students.

In conclusion, educational success in the 21st century is measured not only by academic achievement but also by a school's ability to foster well-rounded individuals. Athletic excellence, such as swimming, is an integral component of this vision. Therefore, a comprehensive understanding of the roles played by school

leaders, teachers, the work environment, and families is crucial to unlocking student potential and building a future generation that is not only intellectually capable but also physically and emotionally resilient.

METHOD

Research Approach

This study employed a qualitative research approach. As described by Sugiyono (2015), qualitative research is based on post-positivist philosophy and is used to study natural conditions where the researcher is the key instrument. This approach is suitable for exploring the role of the school principal in improving swimming achievement at SD Negeri Benda 03 by understanding the phenomena and processes that occur in the school environment.

Research Design

The study utilized a qualitative case study design. It was conducted at SD Negeri Benda 03 in Sirampog District, Brebes Regency. Data were collected through in-depth interviews, observation, and document analysis. The participants included the school principal, physical education teachers (PJOK), students, and parents.

Data collection methods included:

1. In-depth interviews with key informants (principal, teachers, students, parents) focusing on leadership, teacher performance, and student achievement.
2. Observations of leadership practices, learning activities, and the implementation of the swimming program.
3. Document analysis, including school reports, teacher evaluations, and student performance records.

Purposive sampling was used to select informants based on their relevance and experience. The principal had a minimum of three years of leadership experience, while teachers selected were actively involved in the swimming program. Upper-grade students (Grades 5 and 6) who had participated in swimming activities were chosen, as well as several parents of athlete students.

Research Focus

The research focused on three main aspects:

1. The principal's leadership role in enhancing swimming achievement.
2. The school work environment and its support for sports development.
3. The role and performance of physical education teachers in supporting student swimming achievement.

Data and Data Sources

1. Primary data were collected directly from interviews and observations involving principals, teachers, students, and parents.
2. Secondary data were obtained from school documents, reports, archives, and relevant literature.

Data Collection Techniques

According to Sugiyono (2012), three main techniques were used:

1. Observation (both participatory and non-participatory) to monitor real-time school activities.
2. Interviews (structured, semi-structured, and unstructured) to gather in-depth views from informants.
3. Documentation involving analysis of reports, student records, photographs, and other relevant materials.

Data Validation Techniques

To ensure the credibility of the findings, triangulation was employed:

1. Data triangulation: comparing data from multiple sources.
2. Method triangulation: comparing results from different data collection techniques (interview, observation, document review).

The researcher also used member checking by reconfirming findings with informants.

Data Analysis Techniques

1. Data were analyzed using Miles and Huberman's interactive model, involving:
2. Data reduction: Selecting and focusing on relevant data related to school leadership and swimming achievement.
3. Data display: Presenting data in matrices and narrative forms to highlight themes and patterns.

4. Conclusion drawing and verification: Identifying relationships between variables and validating findings through triangulation.

RESULTS AND DISCUSSIONS

Results

The results section should present the findings that directly respond to the stated research objectives, structured clearly to demonstrate how the outcomes address the goals set out in the research.

4.1 The Role of the School Principal in Enhancing Swimming Achievements

The findings indicate that the principal plays a pivotal role in fostering students' success in swimming, despite limited facilities. His leadership is not merely administrative but also visionary and motivational. The principal initiates programs, facilitates cooperation, and allocates resources such as using school operational funds (BOS) to support training and transportation for competitions.

He demonstrates a transformational leadership style by:

- a) Initiating partnerships with external swimming facilities.
- b) Conducting regular evaluations with physical education (PE) teachers.
- c) Motivating students through symbolic recognition during ceremonies.
- d) Practicing participatory management with teachers and the school committee.

These actions indicate that even with infrastructural limitations, the principal's leadership has successfully created a culture that values and supports sports achievement.

4.2 Teacher Support in the Swimming Program

Teachers, especially the PE teacher, show high commitment by organizing and leading swimming training outside regular hours, including weekends. They:

- a) Personally accompany students to training locations.
- b) Handle administrative and logistical tasks for competitions.
- c) Motivate students with verbal praise and small rewards.

Classroom teachers also contribute by giving flexibility to student-athletes without penalizing them for missed class time. However, there is no formal, long-term training curriculum, and the PE teacher has not received formal coaching training, relying instead on personal experience.

Despite these challenges, teachers' dedication has had a significant impact on students' participation and performance in swimming competitions.

4.3 Parental Support for Swimming Development

Parental involvement varies in both quality and intensity. Many parents:

- a) Provide moral support and motivation.
- b) Accompany their children to practice and competitions.
- c) Purchase personal swimming equipment and cover transportation costs.

However, economic limitations and a lack of awareness among some parents hinder more consistent engagement. The school addresses this by maintaining active communication channels such as WhatsApp groups and parent meetings. Some parents participate in planning and even act as volunteers during competitions.

Nonetheless, a more structured and inclusive parent-school collaboration is needed to ensure equitable support for all students.

Summary of Findings :

1. Principal's Role: The principal demonstrates strong transformational and participatory leadership, enabling student success in sports despite infrastructural limitations.
2. Teacher Involvement: PE and classroom teachers play essential roles in training, administration, and motivation, although more structured programs and professional development are needed.
3. Parental Support: Parents significantly contribute through logistical and moral support, though varying levels of economic and perceptual barriers remain.

These findings confirm that leadership, collaborative teaching practices, and parent engagement are interdependent factors

contributing to student achievements in swimming.

Discussion

The findings of this study provide important insights into how school leadership, teacher performance, and parental involvement collectively influence swimming achievements among students at SD Negeri Benda 03. This discussion interprets those findings critically in the context of existing literature, highlighting the novel contributions of this study and connecting them to broader educational challenges and applications.

1. Bridging the Research Gap

Previous studies have examined the relationship between school leadership and student achievement; however, few have explored this dynamic in the context of extracurricular sports, particularly swimming, and even fewer have done so within a rural primary school setting with limited facilities. This study fills that gap by offering empirical evidence from SD Negeri Benda 03, where despite infrastructure constraints, significant student achievements in swimming were still recorded. This paradox challenges the deterministic view that infrastructure alone drives sports success and highlights the critical interplay between leadership, motivation, and stakeholder collaboration.

2. Critical Interpretation of Findings

2.1 School Leadership as a Catalyst for Achievement

The research revealed that the principal exercised a transformational leadership style offering vision, emotional support, and strategic resource mobilization even under conditions of scarcity. This aligns with Bass and Avolio's (1994) theory that transformational leaders inspire stakeholders to achieve beyond expectations. The headmaster's role extended beyond administration, actively facilitating funding, partnerships with public swimming pools, and celebrating student achievements to build morale.

Such findings reinforce Goleman's (2000) model of emotional intelligence in leadership, where the ability to create a motivating school climate and offer public recognition contributes significantly to staff and student engagement. The implications are profound: even without optimal facilities, a committed and visionary school leader can galvanize a community towards exceptional student outcomes.

2.2 Teachers as Agents of Change

The study found that the physical education (PJOK) teacher played a pivotal role not just in instruction, but also in organizing training sessions, managing logistics, and maintaining communication with parents and event organizers. This multifaceted responsibility illustrates the concept of distributed leadership (Spillane, 2006), where leadership functions are shared across school personnel.

However, the absence of structured coaching programs and lack of formal training in swimming pedagogy was a significant barrier. The teacher's reliance on personal experience rather than professional development underscores the need for systemic support from education authorities. As suggested by Guskey (2002), sustainable improvement in teaching practices requires continuous professional development that is relevant, supported, and embedded in teachers' work environments.

2.3 Parental Involvement as a Performance Lever

The findings also highlighted varying levels of parental support, with some families providing active logistical and emotional support, while others were hindered by economic constraints or a lack of awareness regarding the value of sports education. This variability supports Bronfenbrenner's (1979) ecological systems theory, which emphasizes the critical role of family in shaping children's development. Importantly, parental involvement extended beyond encouragement to include financial investment and volunteerism during events. These behaviors mirror the principles in Epstein's

(2001) framework on school-family-community partnerships, affirming that when parents are engaged partners, student performance academic or athletic can improve significantly.

3. Novelty and Theoretical Contributions

This study offers three key contributions:

- 1) **Contextual Insight:** By focusing on a rural school with minimal facilities, the study challenges the prevailing assumption that infrastructure is the primary determinant of sports achievement, suggesting instead that human and social capital are equally if not more crucial.
- 2) **Integrated Model:** It proposes a model where the synergy of leadership, teacher commitment, and parental support drives performance, enriching existing theories on school effectiveness and leadership in resource-constrained settings.
- 3) **Practical Pathways:** The study identifies actionable strategies such as leveraging community resources, celebrating student success publicly, and enhancing communication with parents that can be adapted by similar schools facing structural limitations.

4. Implications for Broader Educational Practice

The results of this research have broad implications beyond swimming performance. They suggest that schools even those in remote areas can foster excellence through adaptive leadership, empowered teachers, and community engagement. Policymakers and educational planners should recognize the potential of non-material resources (e.g., motivation, leadership, collaboration) and invest in human capacity development.

Furthermore, educational institutions should develop policies that:

- a) Encourage transformational leadership development for school principals;
- b) Provide specialized training for PJOK teachers;
- c) Institutionalize parental involvement as part of school governance frameworks.

5. Application in the Field

These findings can guide the formulation of targeted interventions in schools aiming to improve sports achievement without waiting for full infrastructural upgrades. Education departments can replicate the school-community collaboration model demonstrated in SD Negeri Benda 03 as a template for similar schools across the nation.

CONCLUSION

This study concludes that the principal's leadership plays a pivotal role in enhancing students' swimming achievements at SD Negeri Benda 03, especially under conditions of limited facilities. By acting as a visionary leader, motivator, and facilitator, the principal mobilizes internal and external resources to support sports development. The research also highlights that teacher commitment and parental involvement are essential supporting factors, reinforcing a collaborative school environment conducive to athletic excellence. Despite infrastructural constraints, the synergy among leadership, teacher performance, and family support enables students to achieve notable success in swimming competitions. These findings contribute significantly to educational leadership and sports management literature, emphasizing the transformative power of contextual leadership and stakeholder collaboration. Future research can explore scalable strategies for similar under-resourced schools and examine the long-term impact of leadership styles on sports and holistic student development.

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