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Guidance for Principals of Private Senior High Schools in Kasihan District, Bantul Regency

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Abstract

This study aims to explore several key aspects: (1) to identify the forms of principal development implemented in private senior high schools in Kasihan District, Bantul Regency; (2) to examine the challenges encountered during the principal development process in the region; (3) to analyze the stakeholders involved and their respective roles in supporting the development efforts; and (4) to assess the impact of these development initiatives on improving the leadership and managerial competencies of school principals. A descriptive qualitative approach was employed in this study. Data were collected through semi-structured interviews with three principals and three vice principals from three private senior high schools in Kasihan District: SMA Muhammadiyah Kasihan, SMA PGRI Kasihan, and SMA Mutiara Persada. The data were analyzed using the interactive model by Miles, Huberman, and Saldaña, which includes data collection, data condensation, data display, and conclusion drawing/verification. The findings of the study reveal four main points: (1) the forms of principal development are diverse, encompassing structural support provided by the school foundation and the local education office, as well as personal development through self-initiated training and participation in professional forums; (2) challenges faced include limited human resources, high teacher turnover, student management difficulties, and a lack of long-term conceptual training; (3) the stakeholders involved include the school foundation, the Education Office, external organizations, and internal forums such as weekly meetings and internal development institutions; and (4) principal development has had a positive impact on enhancing managerial and leadership competencies, particularly in decision-making, program innovation, and effective communication.

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INTRODUCTION

The quality of education is strongly influenced by the effectiveness of school leadership, particularly the role of principals in managing educational institutions and ensuring continuous school improvement. In private senior high schools, principals are expected not only to perform administrative functions but also to serve as instructional leaders who guide teachers, foster innovation, strengthen organizational culture, and improve educational outcomes. Effective guidance for principals has therefore become an essential component in enhancing school performance, especially amid increasing educational reforms and accountability demands. Educational leadership is increasingly viewed as a collaborative process in which principals receive continuous professional support through mentoring, supervision, coaching, and institutional guidance to improve their leadership competencies (Hallinger, 2020).

In Indonesia, educational decentralization has expanded the responsibilities of school principals, requiring them to demonstrate strategic leadership, effective decision-making, and the ability to adapt to changing educational policies. The implementation of the Merdeka Curriculum, digital transformation, quality assurance systems, and school accreditation standards has significantly increased the complexity of principals' duties. Consequently, structured guidance programs are necessary to strengthen principals' managerial, entrepreneurial, supervisory, and social competencies. Such guidance enables principals to address organizational challenges while maintaining educational quality and institutional sustainability (Kemendikbudristek, 2022; Bush, 2020).

Private senior high schools face distinctive challenges compared to public schools. Besides complying with national education standards, they must compete for student enrollment, maintain financial sustainability, develop institutional branding, and satisfy the expectations of school foundations and communities. These circumstances require principals to possess adaptive leadership capabilities that combine educational management with strategic organizational development. Previous studies indicate that principals who receive continuous professional guidance demonstrate better leadership performance, improved teacher motivation, and more effective school management than those who rely solely on personal experience (Leithwood et al., 2020; Pont, Nusche, & Moorman, 2021).

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Kasihan District in Bantul Regency represents one of the educational areas with numerous private senior high schools operating under different educational foundations. The diversity of institutional backgrounds creates variations in school governance, leadership practices, and organizational culture. Consequently, principals require contextual guidance tailored to their institutional characteristics rather than generalized leadership approaches. Effective guidance should consider local educational needs, stakeholder collaboration, school resources, and community expectations to maximize school effectiveness and student achievement (Fullan, 2020).

Research has consistently demonstrated that principal leadership contributes significantly to school effectiveness by influencing teacher performance, organizational commitment, instructional quality, and student learning outcomes. Instructional leadership, transformational leadership, and distributed leadership have emerged as complementary leadership approaches capable of improving educational quality when supported by systematic professional development. Guidance programs that integrate these leadership perspectives enable principals to develop reflective practices, evidence-based decision-making, and collaborative problem-solving skills, thereby strengthening overall school governance (Robinson, Lloyd, & Rowe, 2020; Harris, 2021).

The rapid advancement of digital technology has also transformed educational leadership. Principals are increasingly expected to lead digital innovation, manage educational data, supervise online learning systems, and promote digital literacy among teachers and students. These responsibilities require continuous capacity building through professional guidance and mentoring. Without adequate support, principals may encounter difficulties adapting to technological changes, managing educational innovations, and sustaining organizational resilience. Therefore, guidance should encompass both conventional leadership competencies and emerging digital leadership capabilities that align with twenty-first-century educational demands (OECD, 2021; UNESCO, 2021).

Another important aspect concerns the relationship between principals and educational supervisors. Effective supervision is no longer perceived merely as administrative inspection but as developmental guidance that facilitates professional growth. Supervisors are expected to function as mentors who assist principals in solving organizational problems, improving instructional management, and strengthening school quality assurance systems. Such collaborative supervision promotes continuous improvement through reflective dialogue,

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performance feedback, and strategic planning, contributing to sustainable school development (Glickman, Gordon, & Ross-Gordon, 2020).

Despite the growing recognition of principal leadership, empirical studies focusing specifically on guidance for principals of private senior high schools at the district level remain limited. Most previous research has examined leadership styles, principal competencies, or school effectiveness without exploring how guidance mechanisms support leadership development within specific local contexts. This gap is particularly relevant in Kasihan District, Bantul Regency, where private schools exhibit diverse organizational structures and operational challenges. Investigating guidance practices in this context will provide valuable insights into effective leadership development strategies that accommodate local educational characteristics while supporting national education quality objectives. Therefore, this study seeks to examine the implementation of guidance for principals of private senior high schools in Kasihan District, Bantul Regency, with the expectation of contributing to the development of evidence-based leadership guidance models for private secondary education.

Guidance for School Principals

Guidance for school principals is a systematic process designed to improve principals' professional competencies through mentoring, supervision, coaching, consultation, monitoring, and continuous professional development. In educational management, guidance is not merely an evaluative activity but a developmental strategy aimed at strengthening principals' leadership capacities so that they can effectively manage schools and improve educational quality. Contemporary educational reforms emphasize that principals require ongoing support to respond to increasingly complex organizational, instructional, and technological challenges. Effective guidance therefore enables principals to become reflective leaders who continuously improve their professional practices based on evidence and organizational needs (Bush, 2020).

The concept of guidance has evolved from traditional supervisory practices into collaborative professional assistance. Modern educational supervision prioritizes partnership rather than inspection, encouraging principals to identify institutional problems, formulate improvement strategies, and implement sustainable innovations. This developmental approach places supervisors, educational authorities, and experienced mentors as facilitators who assist principals in enhancing leadership competencies instead of merely assessing administrative compliance. Through continuous dialogue, feedback, and reflective practice, principals gain

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opportunities to strengthen decision-making, instructional leadership, conflict resolution, and organizational management skills (Glickman et al., 2020).

Instructional leadership has become one of the principal domains emphasized within guidance programs. Research consistently demonstrates that principals who receive structured professional guidance are more capable of supervising instruction, supporting teacher professional development, establishing learning-centered school cultures, and improving student achievement. Rather than focusing exclusively on administrative management, guidance encourages principals to prioritize teaching quality, curriculum implementation, assessment practices, and collaborative learning environments. Such support enables principals to become learning leaders who facilitate continuous improvement throughout the school organization (Hallinger, 2020).

Guidance also contributes significantly to strengthening principals' managerial competencies. School principals are expected to manage strategic planning, financial resources, human resources, facilities, stakeholder relationships, and quality assurance systems simultaneously. These multidimensional responsibilities require continuous professional assistance because educational policies and organizational environments are constantly changing. Through systematic mentoring and coaching, principals develop competencies in strategic planning, data-driven decision-making, school improvement planning, and organizational governance that support sustainable institutional development (Leithwood et al., 2020).

In addition to managerial competence, guidance strengthens transformational leadership among school principals. Transformational leaders inspire teachers, build organizational commitment, encourage innovation, and foster collaborative cultures that enhance school effectiveness. Guidance activities provide principals with opportunities to develop communication skills, emotional intelligence, participatory leadership, and change management competencies. As schools increasingly face digital transformation and curriculum reform, transformational leadership supported by effective guidance becomes essential for organizational resilience and continuous educational innovation (Fullan, 2020).

The Indonesian educational context further highlights the importance of principal guidance. The implementation of the Merdeka Curriculum, national education standards, school accreditation, and digital learning initiatives requires principals to continuously update their knowledge and leadership practices. Government policies emphasize competency-based

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principal development through professional education, supervision, mentoring, and performance evaluation. Consequently, guidance functions as a strategic mechanism for ensuring that principals can implement educational reforms while maintaining school effectiveness and accountability (Kemendikbudristek, 2022).

Private senior high schools require even more intensive guidance because they operate within competitive educational environments while balancing academic quality, financial sustainability, institutional reputation, and stakeholder expectations. Unlike public schools, private institutions frequently encounter unique organizational challenges related to foundation governance, student recruitment, and resource allocation. Effective guidance therefore needs to be contextual, adaptive, and responsive to local institutional characteristics. Through continuous professional assistance, principals are better prepared to develop strategic leadership, improve organizational performance, and foster sustainable school development that aligns with both national educational policies and community expectations (OECD, 2021; UNESCO, 2021).

Leadership of Private Senior High School Principals

School leadership is recognized as one of the most influential factors affecting educational quality after classroom instruction. The principal serves as the central figure responsible for directing organizational vision, coordinating school resources, fostering teacher professional development, and creating an environment conducive to student learning. In private senior high schools, leadership responsibilities extend beyond instructional management to include maintaining institutional sustainability, strengthening stakeholder trust, increasing student enrollment, and ensuring effective collaboration with school foundations. Consequently, principals require comprehensive leadership competencies that integrate managerial, instructional, entrepreneurial, and social dimensions (Bush, 2020).

Effective school leadership is commonly associated with instructional leadership, which emphasizes improving teaching and learning processes. Instructional leaders actively monitor curriculum implementation, supervise classroom instruction, encourage teacher collaboration, and utilize educational data to improve student achievement. Research indicates that principals who prioritize instructional leadership create stronger professional learning communities, enhance teacher motivation, and improve overall school effectiveness. This leadership approach shifts the principal's role from being merely an administrator to becoming a leader of learning who continuously supports educational innovation and instructional excellence (Hallinger, 2020).

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Transformational leadership also plays an essential role in private school management. Transformational principals inspire teachers through a shared vision, encourage organizational commitment, empower staff members, and cultivate a culture of continuous improvement. Rather than relying solely on authority, transformational leaders motivate school personnel through trust, collaboration, and professional empowerment. Such leadership is particularly important in private schools where organizational flexibility, innovation, and stakeholder satisfaction significantly influence institutional competitiveness. Studies have consistently shown that transformational leadership positively affects teacher performance, organizational commitment, and school improvement initiatives (Leithwood et al., 2020).

Another relevant perspective is distributed leadership, which recognizes leadership as a collective organizational process rather than the sole responsibility of the principal. In this approach, leadership responsibilities are shared among vice principals, department heads, senior teachers, and other educational personnel. Distributed leadership promotes collaborative decision-making, professional learning communities, and shared accountability for achieving school goals. For private senior high schools, distributed leadership facilitates organizational adaptability by encouraging participation from all educational stakeholders while reducing excessive dependence on individual leaders. This collaborative culture strengthens institutional resilience and supports sustainable educational development (Harris, 2021).

Private senior high schools operate within highly competitive educational environments that require principals to possess entrepreneurial leadership competencies. Entrepreneurial leadership emphasizes innovation, opportunity recognition, strategic planning, resource mobilization, and institutional branding. Principals are expected to develop competitive educational programs, establish partnerships with external organizations, optimize financial resources, and promote school excellence to attract prospective students. Entrepreneurial leadership therefore complements instructional and transformational leadership by ensuring that educational quality is supported by effective organizational sustainability and financial management (OECD, 2021).

The emergence of digital transformation has further expanded leadership expectations for school principals. Educational leaders are increasingly required to manage digital learning environments, utilize educational technologies, analyze school performance data, and facilitate teachers' digital competence. Digital leadership involves integrating technology into school management while ensuring equitable access to learning resources and fostering innovation in

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teaching practices. Principals who successfully lead digital transformation demonstrate greater organizational adaptability and are better prepared to respond to educational disruptions and future challenges (UNESCO, 2021).

Within the Indonesian education system, the implementation of the Merdeka Curriculum has reinforced the strategic role of principals as change leaders. School leaders are expected to encourage curriculum innovation, facilitate teacher professional learning, strengthen student-centered instruction, and establish collaborative school cultures. These responsibilities require principals to continuously develop leadership competencies through structured professional guidance and reflective practice. Government policies emphasize competency-based leadership development to ensure that principals effectively implement educational reforms while maintaining school accountability and quality assurance (Kemendikbudristek, 2022).

Considering these theoretical perspectives, leadership in private senior high schools should be understood as a multidimensional process that integrates instructional, transformational, distributed, entrepreneurial, and digital leadership. Such comprehensive leadership enables principals to manage organizational complexity, improve educational quality, foster stakeholder collaboration, and achieve sustainable school development. Therefore, guidance programs for principals should be designed to strengthen these interconnected leadership dimensions according to the unique characteristics and challenges faced by private senior high schools in Kasihan District, Bantul Regency.

DISCUSSION

Guidance for Principals of Private Senior High Schools in Kasihan District, Bantul Regency

The findings indicate that principal guidance in the three private senior high schools in Kasihan District—SMA Muhammadiyah Kasihan, SMA PGRI 1 Kasihan, and SMA Mutiara Persada—demonstrates diverse implementation patterns while sharing the common objective of strengthening principals' leadership and managerial capacities. Guidance is understood as a systematic process that improves professional competence and organizational effectiveness through continuous development rather than one-time training. This understanding aligns with the concept of guidance as a structured effort to improve individuals and organizations by fostering sustainable professional growth (Sudarsana, 2014; Amanda, 2023). Furthermore, school guidance extends beyond administrative supervision to include leadership development,

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management improvement, and institutional adaptation to educational change (Rahmawati, 2011).

Across the three schools, principals actively pursued professional development through formal and informal learning opportunities. Rather than relying solely on institutional programs, they independently participated in leadership training, workshops, professional forums, benchmarking activities, and even international courses to strengthen their competencies. These findings suggest that principal guidance is not limited to externally organized programs but also encompasses self-directed learning initiatives that encourage continuous professional improvement. Such practices reinforce the view that effective leadership development requires principals to become lifelong learners capable of responding to changing educational demands and organizational challenges (Bush, 2020).

The study also reveals that guidance encompasses a variety of activities, including mentoring, supervision, professional discussions, evaluation, coaching, and self-development. These practices support Bloom et al.'s (2003) argument that leadership coaching should not merely deliver predetermined content but should respond to individual developmental needs while promoting sustainable leadership improvement. Consequently, principal guidance functions as an ongoing developmental process that integrates technical, managerial, interpersonal, and reflective competencies.

Bloom et al.'s (2003) CLASS coaching framework provides a useful lens for interpreting the findings. Although none of the schools explicitly adopted the CLASS model, many of its core principles were evident in practice. These include trust-based relationships, continuous feedback, flexible coaching approaches, commitment to student success, and professional standards. Each school implemented these principles differently according to its organizational culture and governance structure, demonstrating that effective principal guidance can be contextualized without abandoning fundamental leadership development principles.

At SMA Muhammadiyah Kasihan, principal guidance was highly structured and systematically organized by the Muhammadiyah Primary and Secondary Education Council (Majelis Dikdasmen PWM DIY). Monthly meetings focused on leadership, financial management, school administration, and Islamic values, creating an integrated model that combined professional competence with organizational ideology. Participation in the national principal preparation program (CAKEP) further strengthened leadership capacity through competency-based professional development. This model closely reflects the instructional coaching approach

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described by Bloom et al. (2003), emphasizing structured learning guided by professional and organizational standards.

In contrast, SMA PGRI 1 Kasihan adopted a more pluralistic and adaptive approach. Guidance originated from multiple sources, including the school foundation, district education office, principal associations (MKKS and Mukasta), professional training, and benchmarking activities initiated by the principal. This collaborative model reflects the facilitative coaching approach proposed by Bloom et al. (2003), where principals actively identify their own developmental needs and engage in professional learning through multiple networks. The flexibility of this approach also supports Anthony's (2017) perspective that effective coaching should encourage reflective, participatory, and context-sensitive leadership development.

Meanwhile, SMA Mutiara Persada implemented an intensive internal guidance system coordinated by the Character Building and Development Center (CBDC). Weekly meetings enabled continuous monitoring, open communication, collaborative reflection, and regular feedback. This model fostered a supportive leadership culture characterized by trust and continuous improvement. Although formal international leadership standards such as ISLLC or CaPSEL were not explicitly applied, the school's practices reflected several essential coaching principles identified by Bloom et al. (2003), particularly relationship-based mentoring and continuous dialogue.

Overall, the findings demonstrate that principal guidance in private senior high schools is not homogeneous but highly contextual. Each school developed guidance practices that reflected its institutional values, governance structure, and leadership philosophy. Nevertheless, all three schools shared a strong commitment to continuous professional development across managerial, instructional, personal, and spiritual dimensions. These findings suggest that effective principal guidance should be viewed as a comprehensive and adaptive system that strengthens visionary, contextual, and sustainable educational leadership while ultimately improving the quality of education and student learning outcomes (Leithwood et al., 2020; Hallinger, 2020)

Challenges and Efforts in the Guidance of Private Senior High School Principals in Kasihan District, Bantul Regency

The findings reveal that the challenges of principal guidance in the three private senior high schools in Kasihan District are influenced not only by the formal guidance systems established by school foundations or educational authorities but also by the unique internal

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conditions of each school. Factors such as organizational culture, teacher quality, student characteristics, financial limitations, and access to strategic professional development shape the effectiveness of principal guidance. These findings suggest that leadership development should be contextual rather than standardized, enabling principals to respond effectively to the diverse challenges faced by their institutions (Amanda, 2023; Bush, 2020).

At SMA Muhammadiyah Kasihan, the principal identified low teacher discipline and inconsistent enforcement of school regulations as major leadership challenges. Managing teacher performance was particularly difficult because replacing qualified teachers in private schools was not always feasible. Consequently, the principal had to balance maintaining organizational discipline with retaining experienced teaching staff. In addition, many students came from lower socioeconomic backgrounds and demonstrated limited academic motivation, creating further challenges for instructional leadership. These conditions required the principal to adopt a transformational leadership approach capable of motivating teachers and students while maintaining a positive school climate. This finding supports Anthony's (2017) view that leadership guidance should develop principals who can inspire and empower school members. It is also consistent with the study by Vebriani et al. (2022), which found that principal leadership and school climate significantly influence teacher discipline and organizational effectiveness.

The principal of SMA PGRI 1 Kasihan encountered similar but more organizationally complex challenges. High teacher turnover caused by limited financial welfare, shortages of qualified teachers, ineffective time management, and communication problems among school leaders significantly affected school performance. Furthermore, the school's public image created difficulties in attracting new students, making institutional marketing an essential leadership responsibility. These findings indicate that principal guidance should extend beyond administrative competence to include strategic management, communication, networking, and institutional branding. Such an approach is consistent with Bloom et al.'s (2003) CLASS coaching model, which emphasizes that coaching should be flexible and responsive to the unique needs of individual leaders and their organizational contexts.

Unlike the other two schools, SMA Mutiara Persada benefited from an intensive and structured internal guidance system coordinated by its foundation. Nevertheless, the principal expressed the need for broader conceptual development, particularly through interactions with academics and external educational experts. Although regular internal meetings provided continuous monitoring and feedback, they offered limited opportunities to explore emerging

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educational trends, policy innovations, and long-term strategic vision. This finding highlights the importance of complementing internal coaching with external mentorship that provides new perspectives and encourages reflective leadership. Sutisna et al. (2023) similarly argue that principals require support from mentors and external professionals to strengthen educational management and improve school quality. This observation also reflects Bloom et al.'s (2003) principle that effective coaches should serve as "different observers" who provide fresh insights unavailable within the organization.

Despite their institutional differences, the three schools demonstrated a common characteristic: principals actively sought additional professional development beyond formal guidance systems. They participated independently in workshops, online training, benchmarking visits, leadership forums, and professional learning communities to improve their competencies. This proactive behavior illustrates that successful leadership development depends not only on organizational support but also on individual commitment to lifelong learning. Amanda (2023) emphasizes that educational guidance is a systematic process that enhances educators' professional potential through both institutional support and personal initiative.

The findings also support Suryani's (2020) argument that private schools generally possess greater flexibility in implementing principal guidance because they are less constrained by bureaucratic procedures than public schools. However, this flexibility does not eliminate significant challenges related to financial resources, teacher recruitment, and institutional sustainability. Compared with previous studies, particularly Fadilah's (2020) research on public schools where principal development largely depends on government regulations and official training, this study reveals that principals in private schools adopt a more adaptive, individualized, and self-directed approach to professional growth. Their effectiveness largely depends on their ability to utilize learning opportunities, establish professional networks, and respond strategically to the contextual needs of their schools.

Overall, the study demonstrates that challenges in principal guidance are highly contextual and vary according to institutional characteristics, available resources, and leadership styles. Likewise, improvement efforts are personalized and emphasize trust-based coaching, flexible development strategies, continuous professional learning, and institutional improvement. These findings reinforce Bloom et al.'s (2003) coaching theory by suggesting that effective principal guidance in private schools should integrate contextual understanding,

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strategic mentorship, and sustained self-development to cultivate adaptive, resilient, and visionary educational leaders capable of responding to evolving educational challenges.

Evaluation of Educational Interaction Patterns of Islamic Religious Education and Character Stakeholders and Their Roles in the Guidance of Private Senior High School Principals in Kasihan District, Bantul Regency

The findings demonstrate that principal guidance in private senior high schools in Kasihan District is a collaborative process involving multiple stakeholders rather than a single institution. The three schools—SMA Muhammadiyah Kasihan, SMA PGRI 1 Kasihan, and SMA Mutiara Persada—implement different guidance systems that reflect their organizational structures and institutional philosophies. Despite these differences, all schools recognize that sustainable principal development depends on coordinated support from foundations, educational authorities, professional organizations, universities, and the principals themselves. This collaborative approach reinforces the understanding that effective educational leadership is developed through continuous interaction among diverse stakeholders rather than through isolated professional training (Bush, 2020).

At SMA Muhammadiyah Kasihan, the Muhammadiyah Regional Board for Primary and Secondary Education (Majelis Dikdasmen PWM DIY) serves as the primary institution responsible for principal guidance. The board organizes monthly leadership development sessions covering school management, financial administration, educational leadership, and Islamic values. In addition, collaboration with Universitas Ahmad Dahlan and the Ministry of Education through the Principal Candidate Education and Training Program (CAKEP) provides structured professional preparation that integrates leadership competence with Muhammadiyah ideology. Guidance is further strengthened through support from the Muhammadiyah Regional Leadership (PDM) and Branch Leadership (PCM), which provide religious instruction and organizational mentoring. This multilayered guidance system creates a comprehensive leadership development framework that combines professional competence, organizational commitment, and spiritual values. Such findings are consistent with Kholisoh et al. (2023), who reported that collaboration among school leaders, PDM, and PCM strengthens educational management and contributes to sustainable school improvement through coordinated institutional support.

These findings suggest that the Muhammadiyah organizational structure functions as an integrated leadership development system extending from regional to local levels. Rather than

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relying solely on external government supervision, principal guidance is embedded within the organization's governance structure, enabling continuous mentoring, professional development, and value-based leadership formation. Consequently, Muhammadiyah schools illustrate how faith-based educational organizations can establish sustainable community-based leadership development models that promote educational quality and institutional continuity (Bush, 2020; Hallinger, 2020).

In contrast, SMA PGRI 1 Kasihan implements a more diversified guidance model involving several external stakeholders. The YPLP PGRI Foundation of Bantul Regency provides supervision, mentoring, and evaluation of school development programs, while educational supervisors from the Bantul Education Office regularly assist principals in curriculum implementation, school quality assurance, and educational report evaluation. Beyond these formal mechanisms, principals actively participate in professional organizations such as the Principals' Working Conference (MKKS) and Mukasta DIY, which facilitate networking, collaborative learning, and professional reflection. The principal also independently attends leadership training, workshops, and professional development programs organized by government agencies and higher education institutions. This combination of institutional support and personal initiative demonstrates that effective leadership development is achieved through both structured organizational guidance and self-directed professional learning (Leithwood et al., 2020).

At SMA Mutiara Persada, the school foundation assumes a central role in principal guidance through intensive weekly meetings attended by foundation leaders. These meetings function as forums for monitoring school performance, strengthening institutional values, and coordinating strategic planning. The foundation also established the Character Building and Development Center (CBDC), which provides leadership training, psychological assessments, character development programs, and mentoring involving academics from Universitas Gadjah Mada and experienced educational practitioners. Complementing these internal initiatives, the principal actively participates in MKKS, Mukasta, independent leadership workshops, and international short courses. This combination of structured internal coaching and proactive external learning demonstrates a comprehensive approach to principal professional development that balances organizational expectations with individual leadership growth.

The findings closely correspond to Bloom et al.'s (2003) CLASS coaching framework. Across the three schools, educational foundations, supervisors, universities, and professional organizations function as coaches who provide alternative perspectives, constructive feedback,

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and strategic guidance. The relationships established between principals and these stakeholders reflect trust-based coaching characterized by collaboration, open communication, and shared responsibility rather than hierarchical control. Furthermore, principals' active participation in external professional development illustrates the facilitative coaching approach, in which leaders assume responsibility for identifying their own developmental needs and pursuing continuous improvement.

Overall, the study supports Amanda's (2023) argument that educational guidance cannot depend on a single institution but requires collaboration among multiple internal and external stakeholders. Effective principal guidance is therefore systematic, context-sensitive, and responsive to the evolving needs of school leaders. The findings indicate that successful leadership development in private senior high schools depends not only on foundations or government agencies but also on principals' personal commitment to lifelong learning and the support of professional learning communities. This diversity of stakeholders represents a distinctive strength of principal guidance in Kasihan District, creating an adaptive, collaborative, and sustainable leadership development model capable of enhancing educational quality and institutional effectiveness.

CONCLUSION

The study concludes that the guidance of principals in private senior high schools in Kasihan District, Bantul Regency, is implemented through diverse yet complementary approaches shaped by each school's organizational characteristics, governance structure, and institutional values. Although SMA Muhammadiyah Kasihan, SMA PGRI 1 Kasihan, and SMA Mutiara Persada employ different guidance models, all emphasize continuous professional development through mentoring, supervision, coaching, professional networking, and self-directed learning. The findings further reveal that effective principal guidance depends on the collaborative involvement of multiple stakeholders—including school foundations, educational supervisors, professional associations, universities, and the principals themselves—who collectively strengthen leadership, managerial, instructional, and personal competencies. Despite challenges such as teacher discipline, staff turnover, limited resources, and the need for more strategic mentorship, principals demonstrate strong initiative in pursuing lifelong learning and professional growth. These findings support the view that principal guidance should be contextual, collaborative, and adaptive rather than standardized, reflecting the principles of Bloom et al.'s

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(2003) CLASS coaching model and contemporary educational leadership theories. Therefore, an effective guidance system for private school principals should integrate institutional support, trust-based coaching, external professional collaboration, and continuous self-development to cultivate visionary, resilient, and sustainable educational leadership capable of improving school quality and student outcomes.

FUTURE DIRECTIONS

Future research should examine the long-term impact of principal guidance on school effectiveness, teacher performance, student achievement, and organizational sustainability in private secondary schools. Comparative studies involving public and private schools across different regions of Indonesia are recommended to identify context-specific and transferable guidance practices. Further investigation is also needed into the effectiveness of mentoring, coaching, and professional learning communities in strengthening principals' instructional, transformational, and digital leadership competencies. In addition, future studies should explore the integration of technology-based guidance, data-driven decision-making, and collaborative leadership development models that involve educational authorities, universities, professional associations, and school foundations. Developing and validating a contextual principal guidance framework specifically designed for private schools would provide valuable evidence for policymakers and educational organizations seeking to establish sustainable leadership development systems that improve educational quality and student outcomes.

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