

## Approach to The Principal's Leadership in Blusukan

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### Abstract

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**Keywords:**  
Blusukan;  
Leadership;  
Principal.

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The purpose of this study was to determine the leadership approach of elementary school principals in Lubuklinggau City in *blusukan*. This study uses a qualitative approach with phenomenological methods. The research subjects consisted of the Principal, the Teacher Council, and the School Staff. Data collection techniques consist of observation, interviews, and documentation. The data analysis technique uses Miles, Huberman, and Saldan's interactive model, with the flow of the stages of data collection, data reduction, data display, and conclusion drawing and verifying. The results of the study, the school principal's approach to *blusukan*, is by providing motivation to subordinates, listening to and respecting subordinates' ideas, appreciating the slightest performance produced, and maintaining a family relationship between subordinates and superiors. In conclusion, the school principal establishes a kinship relationship with the school community in carrying out *blusukan*.

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### Abstrak

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**Kata kunci:**  
Blusukan;  
Kepala Sekolah;  
Kepemimpinan,

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Tujuan penelitian ini adalah untuk mengetahui pendekatan kepemimpinan kepala sekolah dasar di Kota Lubuklinggau dalam *blusukan*. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi. Subyek penelitian terdiri dari Kepala Sekolah, Dewan Guru, Staf Sekolah. Teknik pengumpulan datanya adalah wawancara. Teknik analisis data menggunakan model interaktif Miles, Huberman dan Saldana. Hasil penelitian, pendekatan kepala sekolah dalam *blusukan* yaitu dengan memberikan motivasi kepada bawahan, mendengarkan dan menghargai ide-ide bawahan, menghargai sekecil apapun kinerja yang dihasilkan dan menjaga hubungan kekeluargaan antara bawahan dan atasan. Kesimpulannya kepala sekolah menjalin hubungan kekeluargaan dengan warga sekolah dalam melaksanakan *blusukan*.

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## INTRODUCTION

The principal is the highest leader in the school in realizing the vision and mission, which surely requires the involvement of all school members, especially teachers as educators, in carrying out their main tasks and functions properly. The principal's approach to fostering teachers to carry out their main tasks is critical to enhancing teachers' commitment to their jobs at schools. (Thien, Darmawan, & Adams, 2023) have highlighted that there is a direct and significant relationship between leadership and teacher commitment at the school level. Likewise, they confirmed further that leadership has a direct and considerable effect on collective teacher efficacy.

(Oyewobi, 2022) previously, also confirmed that there is a positive indirect connection between leadership styles and organizational commitments. More specifically, (Liu, 2020) found that various dimensions of leadership, including collaboration and cooperation, responsibility and accountability, and values and beliefs, also had a significant impact on teachers' competence. In brief, to manage a school appropriately, a school principal should find the most applicable leadership style. This is for the sake of providing effective leadership to handle a variety of functioning factors when managing schools.

One of the most well-known styles of leadership in Indonesia is *blusukan*. This style is popularized by Joko Widodo in reference to (Sulistijanto, 2022; Syugiarto & Mangngasing, 2021; Zulkarnain & Harris, 2017a). Hamdun (2014) said that *blusukan* is the epitome of Jokowi-JK's art of governing. Further, this type of leadership approach is then claimed to be "street democracy" (Cochrane, 2013). This *blusukan* is not only applied by Jokowi (Damayanti & Hamzah, 2017), but also by his family members who become leaders, including Gibran-Teguh in Surakarta but in a more modern style, that is *blusukan* with digital devices (Setiajid, Susanti, & Anandha, 2021). In Javanese customs, there is a word that logically completes the practice of *blusukan*, namely *diuwongke* which means that humans must be treated like humans. During his current reign, it is further claimed that Jokowi's style of *blusukan* has indeed been showing his humanistic approach to his people (Harahap, 2023). The characteristic of a democratic leader is to use a persuasive and dialogic approach and this is a leadership model that can solve problems without turmoil or "resistance" from citizens (Budi, 2013). The research findings of (Shahzad, Raja, & Hashmi, 2021) also signified that the personality traits of a leader can predict his or her authentic leadership style. (Balasi, Jordanidis, & Tsakiridou, 2023) further underlined that leaders should be innovative, risk-takers, and proactive in managing their organizations.

Going much deeper to the leadership style performed by Jokowi, the results of the study by (Ramdhani, 2019) reported that Jokowi uses a rational-empirical and normative-re-educational approach, and uses a transformational leadership style approach. According to (Zadok & Benoliel, 2023), transformational leadership was positively correlated with employees' professional and organizational commitment. Not only to commitment, (Asad, Rind, & Abdulmuhsin, 2022) have proved in their study that working culture is affected by transformational leadership. Besides using a rational-empirical and normative-re-educative approach with a transformational leadership style, Joko Widodo also applies his leadership style to interpersonal communication. (Salman, 2013) has indicated that interpersonal communication built by Joko Widodo in each of his *blusukan* uses a personal approach that has a lot in common between himself and the people he meets, so that there is an emotional closeness between Jokowi and his supporting community.

There are five leadership models, including servant leadership, horizontal, democratic populism, and charismatic, applied by Jokowi in his political leadership (Zulkarnain & Harris, 2017b). It was mentioned that servant and horizontal leadership

are the most practiced by Jokowi. In the charismatic leadership model, in which organizational culture is the key, the leader involves three leadership behaviors that will later have an impact on followers, both individual followers and group followers, and will ultimately influence the results of their leadership (Hanun, Anish, Maisyaroh, & Raden, 2010). Other styles of leadership, such as transactional, transformational, charismatic, bureaucratic, and democratic leadership show a positive and significant influence on the performance of educational institutions (Purwanto et al., 2020). Besides those aforementioned style, instructional and distributive leadership are also claimed to have an impact on employees or subordinates, including teachers. (Hsieh, Chen, & Li, 2023) discovered that instructional leadership had a great direct impact on teacher-professional collaboration, while distributive leadership had a crucial direct influence on both teachers' collective innovativeness and their professional collaboration. To come to the point, leadership style impacts many aspects of organizational management.

Previous research listed above has explained how *blusukan* leadership style is applied in the political field or at a wider level of a country, especially the Jokowi-JK political movement. This study, more specifically, focuses on the practice of *blusukan* in the educational field, in which an elementary school principal carries out a realization of servant leadership to school members, in this case teachers and school staff, when they perform their main tasks and functions, respectively. Precisely, this study tries to illustrate the *blusukan* activities conducted by the principal. It is expected that this research will be such an enlightenment for other school principals at any level to manage and control their schools in a more effective and engaging way.

**METHODS**

This study uses a qualitative approach with phenomenological methods adopted from (Creswell, 2012). This research was conducted at an Elementary School in Lubuklinggau City. The research subjects consisted of the Principal, the Teacher Council, the School Staff. Data collection techniques consist of observation, interviews, and documentation. The data analysis technique uses the Miles, Huberman and Saldana interactive model (Miles, Huberman, & Saldana, 2014), with a flow of stages: data collection, data reduction, data display, and conclusion drawing & verifying.

The steps taken in the analysis after data collection are as follows. First, the development of a coding category system. The coding in this study was made based on research background cases, data collection techniques, data sources, research problems, time of research activities. The coding used in this study is presented in the following table.

**Table 1. Data Analysis Coding System**

No	Coding Aspect	Code
1	Data collection technique	
	1. Interview	W
	2. Observation	O
	3. Dokumentation	D
2	Respondent	
	1. Principal	KS

	2. Teacher	G
	3. Staff	SS
3	Research Problems Leadership Approach	PK
4	Time of Activity: Date, Month, and Year	02-04-22

This coding is used in data analysis activities. The research focus code is used to classify research data obtained through interviews. Then at the end of the field notes or interview transcripts are included; research location code, data collection techniques, data sources, date, month, and year. The following shows an example of implementing the code and how to read it.

**W-2-G-PK. 02-04-22**

Note

- W : Interview
- 2 : Respondent Number
- G : Teacher
- PK : Leadership Concept
- 02-04-21 : Date, Month, and Year

Second, data sorting. After the codes have been compiled complete with operational restrictions, each field note is read again, and each unit of data listed in it is given the appropriate code. What is meant by units here are pieces of field notes in the form of sentences, paragraphs, or a sequence of paragraphs. The codes are written on the margins of the field note sheets. Then all field notes are photocopied. The results of the copy are cut into pieces based on data units, while the original field notes are kept as an archive. The pieces of field notes are sorted or grouped based on their respective codes as listed on the left edge. To facilitate tracking in the original field notes, a notation is given at the bottom of each data unit. Third, the formulation of conclusions as provisional findings in each single case is carried out by synthesizing all the collected data. For this purpose, several context diagrams are made first. If there is no bias, then only conclusions are made.

**RESULTS AND DISCUSSION**

**Result**

Leadership will of course deal with various kinds of character and personality of subordinates, thus requiring leaders to use a varied approach in dealing with subordinates, the character and personality of subordinates greatly determines one's leadership style, therefore the nature and character of leadership is very important in leading subordinates who have various kinds character and personality. The results of interviews with school staff are as follows: *“Leaders who are smart in carrying themselves and thinking visionary and also leaders must be sensitive to the situations and conditions of subordinates and act fairly which does not discriminate between subordinates from one another”* (W-3-SS-PK. 02-11-22)

Besides being sensitive to the conditions and circumstances of his subordinates, the leader must also be able to provide examples and role models in behavior, so that subordinates can follow what the leader orders, if the leader's behavior is not pleasing, then the subordinates will not want to follow the leader in achieving organizational goals. The results of interviews with school principals are as follows: *"The ideal leader's behavior is firm, consistent, and able to communicate well with subordinates, and is responsible for the work that has been entrusted"* (W-1-KS-PK. 05-11-22)

Communication is critical for leaders, especially when performing *blusukan*. Leaders can communicate with subordinates so that information can be exchanged and leaders can learn about the state of subordinates and listen to employees' difficulties and hurdles in carrying out their major responsibilities and functions. The following are the outcomes of interviews with school personnel:

*"Communication carried out by leaders should be clear and unambiguous, so that subordinates can get the message communicated by the leader to subordinates. Communication is also carried out using basic language that is easily understood by subordinates."* (W-3-SS-PK. 02-11-22)

Leaders must use nonverbal communication in addition to verbal communication with subordinates so that subordinates can easily understand the signals communicated by leaders to subordinates. Leaders must also employ sign language as a means of communicating with subordinates; consequently, nonverbal communication with subordinates is critical. The following are the findings of the interview with the principal: *"Non-verbal communication is crucial to perform, as it conveys feelings, opinion, ideas and arguments honestly and spontaneously, there is no manipulation, in other words, it speaks as the facts do."* (W-1-KS-PK. 05-11-22)

In addition to verbal communication, leaders should use interpersonal communication in *blusukan* activities. Interpersonal communication will make the dialogue between the leader and subordinates feel intimate, so that there is no distance between the leader and subordinates in dialogue regarding the work being carried out. The following are the findings from teacher interviews:

*"Interpersonal communication or communication between one person to another is performed in a face-to-face setting, which enables each person to see other people's reaction directly, verbally or non-verbally."* (W-2-G-PK. 10-11-22)

Leaders should communicate in language that subordinates can understand, so that subordinates have no trouble comprehending the message conveyed by the leader to subordinates; nonetheless, if the language used is inappropriate for subordinates, it will be challenging for subordinates to understand the message explained by the leader, so that policies made by the leader might not function properly and ideally, which also has an impact on subordinates' poor performance and organizational performance. The following are the findings from the interview with the school principal:

*"It is true that the language used by leaders when communicating with their subordinates can indeed be easily understood by subordinates, so that the message delivered can be caught and interpreted easily, otherwise miscommunication will occur."* (W-1-KS-PK. 05-11-22)

There are certainly various hurdles and obstacles encountered during communication, which might impede effective and efficient communication. This constraining factor should be eliminated and minimized by the leader in communicating while performing *blusukan*, so that the leader can obtain a lot of information when performing *blusukan*. The following are the findings of the interview with the principal: “Communication barriers for a leader include technical, semantic and behavioral barriers. Basically, communication barriers do not always arise from the communicator, but can also emerge from other factors.” (W-1-KS-PK. 05-11-22)

Leaders' communication should be obvious and unambiguous so that subordinates can get the message delivered by the leader to subordinates. Communication should also be carried out in simple language that subordinates can perceive (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022). Nonverbal communication is pivotal because it is genuine and spontaneous in revealing feelings, opinions, thoughts, and ideas, rather than doing manipulation. Interpersonal communication, also known as communication among individuals, is communication between people with a face-to-face situation, in which each individual immediately captures the reactions of other people, both verbally and nonverbally.

In *blusukan*, sometimes the leader does it under certain conditions and sometimes it also depends on the leader who wants to get information about the situation and condition of his subordinates. If the leader needs information quickly, the leader usually does impromptu *blusukan*. If it's not too urgent, usually the leader looks for information from a trusted party. The results of an interview with one of the teachers are as follows:

“in carrying out *blusukan* ideally it is not necessary that there are new problems and new problems of *blusukan*, but before there are problems and problems the leader should do *blusukan* in order to get information about the condition of his subordinates at work” (W-2-G-PK. 10-11-22)

The relationship between the leader and his subordinates should always be harmonious even though the leader often makes *blusukan*, sometimes the subordinates do not accept it. When doing *blusukan*. The results of interviews with school principals are as follows:

“the relationship between the leader and his subordinates at the time of *blusukan*, namely as a conversation partner or communication partner so that it is well established and there is no miscommunication between leaders and subordinates” (W-1-KS-PK. 05-11-22)

Besides that, in taking a leadership approach to subordinates, leaders must be able to motivate their subordinates to always work well in carrying out their random activities, so that subordinates can work optimally and without feeling burdened and worried in carrying out their duties. The results of interviews with school principals are as follows:

“How leaders provide motivation to subordinates, namely; listening to and appreciating the ideas of subordinates, appreciating the slightest performance produced by subordinates and maintaining a family relationship between subordinates and superiors” (W-1-KS-PK. 05-11-22)

The *blusukan* leadership approach, namely leaders who are smart in carrying themselves and thinking visionary and also leaders must be sensitive to the situations and conditions of subordinates and act fairly which does not discriminate between one subordinate and another. Then the ideal leader's behavior is firm, consistent, and able to communicate well with subordinates, and be responsible for the work that has been entrusted.

In *blusukan*, ideally, it is not necessary that there are new problems arise, but before there are problems, the leader should do *blusukan* in order to get information about the condition of his subordinates at work. Then the way the leader gives motivation to his subordinates, namely; listening to and appreciating the ideas of subordinates, appreciating the slightest performance produced by subordinates and maintaining a family relationship between subordinates and superiors.

### Discussion

In *blusukan*, ideally, it is not necessary that new problems arise, but before there are problems, the leader should do *blusukan* in order to get information about the condition of his subordinates at work. By knowing the subordinates' condition, a school principal can maximize his or her potential to give direction and supports. These two matters have been known as leadership styles, referring to (Blanchard, Zigarmi, & Zigarmi, 2013). The findings in this study are the school principal's approach using *blusukan*, which is realized in the following actions.

The first action of *blusukan* performed by the school principal is to provide motivation to subordinates. *Blusukan*, is claimed to be a realization of the servant leadership style by some researchers in their studies, such as (Sulistijanto, 2022; Syugiaro & Mangngasing, 2021; Zulkarnain & Harris, 2017b). Referring to (Spears, 2010), in servant leadership, some concepts like listening, showing empathy, and persuading can be applied to provide service. In the realization of *blusukan*, providing motivation is the manifestation of those concepts. Linking to what was mentioned by (Dumatubun, 2018), giving motivation is such an empowerment for subordinates. Leadership with an empowering style is proven to link to employees' work commitment, job performance, and innovative work engagement (AlMazrouei, 2023), whose existence is totally momentous for reaching organizational goals.

The second is listening to and appreciating subordinates' ideas. When being appreciated, teachers or other school staff will feel a sense of accomplishment in their work. (Pfister, Jacobshagen, Kälin, & Semmer, 2020) emphasized the significance of leader recognition to their employees' sense of achievement. Such recognition from the school principal will either lead the teachers and other educational staff to work with dedication and show their willingness to stay at school. It does make sense that teachers' work retention will be much greater if they feel encouraged and trusted by school leaders (Lazcano, Guerrero, & Volante, 2022). If leaders can provide a good working environment with effective and acceptable leadership, organizational goals will be attained without a hitch. On this ground, (Lee, Douglass, Zeng, Wiehe Lopes, & Reyes, 2022) have proved that effective leadership is a major contributing factor to

organizational performance and growth. Additionally, acknowledging or praising subordinates' efforts will improve their sense of satisfaction at work. As reported by (Mohd Zin, Ibrahim, Aman-Ullah, & Ibrahim, 2023), recognition from leaders positively and significantly affects employees' job satisfaction. In summary, it is clear that appreciating or recognizing subordinates' ideas might contribute to feelings of success, work retention, performance, and job satisfaction (Karim, Siregar, Prayoga, Suyitno, & Kartiko, 2022; Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023).

The third is appreciating the slightest performance of the subordinates. When the school principal pays close attention to even minor tasks completed by his subordinates, both teachers and other educational personnel will sense his enthusiasm and attentiveness in them. This implies that the school principal implements caring leadership. The leader's appreciation also illustrates his trust and support for his subordinates. As the subordinates feel the support and trust, they are projected to feel comfort when working, which in the end will create a conducive working environment. Corresponding to the findings, (Berkovich, 2023) drew a conclusion from his study that caring leadership is connected to the emotional side and the working climate at school. By way of addition, such leadership will promote subordinates innovativeness as reported by (Dederling & Pietsch, 2023), that school leaders' faith in teachers as their subordinates has a clear and significant association with teachers' collective innovativeness. This further infers that when subordinates in schools, including teachers and other educational staff, feel valued and supported, they are more likely to produce innovative work and achieve their goals.

The fourth is maintaining a family relationship between subordinates and superiors. When a school principal tries to get close to his staff or subordinates, this implies that he has been trying to put an effort of maximizing his interpersonal communication to connect with his people (Gama, Sudardi, Abdullah, & Wijaya, 2020). have highlighted that in *blusukan*, direct interaction takes place. This implies that interpersonal communication also takes place and helps elevate personal involvement among people, including their leader. At schools, when a school principal frequently applies *bludukan*, his staff will know him more personally. In the end, familiarity between them will also emerge. Moreover, *blusukan* in the sense of servant leadership, referring to (Dumatubun, 2018), will also call for a leader's desire to listen and share empathy. Respectively, the relationships between the school principal and his subordinates, which are seen as leader-member relationships, are found to be a positive practice of school leadership (Kouhsari, Navehebrahim, Zeinabadi, & Abbasian, 2022). To go further, the study result of (Saputra, 2019) mentioned that a principal might use a spiritual and family approach to increase teacher work commitment and motivation. The approach can be carried out through home visits to the teacher's house in order to create personal openness and family relationships with the expectation that teachers' motivation and commitment will increase.

Furthermore, referring to the style of *blusukan* that tends to create an emotional closeness between a leader and his subordinates (Salman, 2013) through interpersonal



communication (Ramdhani, 2019), *blusukan* style of a school principal also emerges as a close connection with his subordinates. This is a part of the humanizing leadership styles. In a Javanese life philosophy, humanizing humans is known as *ngewongke wong* (Pasaribu & Yuwanto, 2021). This humanizing part has a close link to servant leadership (Sulistijanto, 2022; Syugiarto & Mangngasing, 2021; Zulkarnain & Harris, 2017a). Servant leadership implementation is momentous in the education field, as it serves to promote work engagement and effectiveness (Sharma, Poulouse, & Maheshkar, 2022).

The establishment of a close emotional relationship between the leader and those he leads enables the leader to easily and immediately identify and comprehend information about the community. (Nasution, 2014) proposed that *blusukan* has at least these following features: the leader gets the most urgent information first-hand; accurate information allows the formulation of the right solution; fostering psychological closeness between the leader and the people. It is clear that these three aspects are urgently needed in the current reality of Indonesian leadership including school management. Moreover, *blusukan* has been claimed previously as the realization of servant leadership (Sulistijanto, 2022; Syugiarto & Mangngasing, 2021; Zulkarnain & Harris, 2017a), has been found to influence the psychological empowerment of subordinates (Raub, Fernandez, & Vitalis, 2023). Not only bridging to a psychological aspect, servant leadership is proven to have a positive effect on subordinate engagement or work involvement (Zeeshan, Ng, Ho, & Jantan, 2021). Subordinates will engage themselves as they feel that their leader do not only lead them by giving instruction, but also involves them as subordinates to work together with him; this type of leader is perceived to be an efficient and productive leader (Shula, van Wyk, & Heystek, 2022).

The principal leads teachers, staff and students, at school, who definitely have varied characters and personalities, thus requiring the principal to be able to synergize and unite the diversity of characters and personalities of the school community, so that good communication and emotion can be established between the principal and the community at his school. The principal's leadership role is also pivotal in mobilizing all school members to work together to achieve the planned goals. Those descriptions imply that the school principal, when leading his subordinates, gives examples and also works together with them. These two things are highlighted by (Shaked, 2023) as the main features of instructional leadership at schools. A good effect of this instructional leadership is the improvement of subordinates' performance. (Septiana, Ngadiman, & Ivada, 2013) explain the principal's leadership has a significant effect on teacher performance. The better the principal's leadership, the better the teacher's performance in carrying out their duties. (Cholil, 2014) states that there is a significant positive influence of the principal's leadership on teacher performance. (Shava & Heystek, 2021) further concluded that instructional leadership approaches influence work culture at schools. It is mentioned that such leadership is linked to the establishment of an encouraging teaching and learning culture.

Principals need to improve managerial technical skills because the success and failure of a school cannot be separated from the role of the principal (Karweti, 2010). The

school principal motivates teachers to perform well, as well as increasing and maintaining teacher motivation to teach, so that teacher teaching motivation can still be improved and consistent from time to time because motivation is the provision of a driving force that creates enthusiasm for someone's work, so that they want to work together, effectively, and integrated with all their efforts to achieve satisfaction. A research report discovered that motivation is a critical intervening condition for improving the link between a leader and employee attitudes (Jackson, Lodewyk-Raliphada, Brouwers, & Jackson, 2022). More specifically, (Heystek & Emekako, 2020) have proved that extrinsic and intrinsic motivational activities help in enhancing employees' performance on what they should do at school.

(Zebua, 2016) states that the principal's leadership has a significant effect on teacher attendance and performance. Connecting to the style of leadership, the research of (Abu Nasra & Arar, 2020) has proved that teachers' in-role performance improves as they evaluate their principals' leadership style as more transformative and less transactional. Moreover, when teachers feel comfortable with leadership style of their leader and have trust in them, their psychological side will be positively influenced, and in the end, they will feel satisfied with their job (Kõiv, Liik, & Heidmets, 2019). (Løkke, 2022) further discovered that various components of leadership influence employee absenteeism, including leadership behavior, leadership styles, leaders' social modeling and attitudes, and leaders' management of health and absence. Meanwhile, related to the task and functions of educational staff at schools, (Cahyowati & Lestari, 2014) viewed that the activeness of the school principal in supervising the teaching staff and controlling the implementation of the main tasks and functions of the teacher is very important in the process of implementing learning. Overall, based on the evidence presented, a school principal's leadership style is critical in deciding many areas of school management, including his subordinates' work performance, job satisfaction, and absenteeism.

## CONCLUSION

The current study aims to discover how a *blusukan* style is implemented by a school leader. *Blusukan*, which is based on Jokowi's street democracy, is regarded as having leaders close in on their subordinates and maintaining a tight eye on their work. *Blusukan* is also claimed to be a realization of servant leadership, in which a leader provides ultimate service and humanize his subordinates to be together reaching the organizational goals. By doing *blusukan*, a school principal might get to know the real condition of his subordinates, such as what challenges they encounter, and maintain closer relationships with them. The findings of the present study indicate that the school principal establishes a kinship relationship with the school community in carrying out *blusukan*, so that the principal can listen **to** and appreciate the ideas of the school community and appreciate the slightest performance from his subordinates.

Those findings imply that to attain school organizational goals, a leader should know the real condition of his subordinates and create an engaging, attentive, and mutual relationship with them. *Blusukan* is a good approach to apply in schools'

management due to its characteristics of closely monitoring subordinates, knowing the reality of their work, and making subordinates always try to maintain their quality of work. Either in a small scope, such as at school, or at a wider community, such as the board of education at a higher level (at a city or provincial level), this approach can become an alternative for leaders or authorities to supervise their subordinates. Regular or scheduled supervision can also be applied, yet *blusukan* can accomplish the oversight.

More intensive research is needed to expand the use of *blusukan* in the field of education. Going further, it is worthwhile to investigate the effect of *blusukan* on the quality of subordinates' work. Involving more people in such an investigation would be far more effective in revealing how this leadership strategy contributes to educational advancement in school management.

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