



## Comparison of Successful Principal Leadership Models (literature study in Indonesia and Finland)

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### Abstract

This article talks about successful principal leadership models in Indonesia and Finland. This research utilizes a qualitative approach through a literature study. This method allowed the researcher to explore and analyze various relevant sources of information related to the principal leadership model in both countries. This research is motivated by the differences in educational outcomes in the two countries, where the Finnish system is praised for its equity and inclusiveness, while Indonesia faces challenges in this regard. Understanding these differences is crucial to improving education practices and policies in Indonesia, which in turn can improve the overall quality of education and student success. This research is important because it provides insights into successful principal leadership models in Finland and Indonesia, which are known to have the best education systems in the world, and compares them with the situation in Indonesia which still faces many challenges. By understanding the best practices from Finland, this research can help Indonesia in formulating more effective education policies, improving teacher quality and creating a better learning environment. The research found the following results: Leadership Model In Finland: 1. democratic leadership model in Finland 2. pedagogical leadership model in Finland. Leadership Model in Indonesia: 1. Democratic leadership model in Indonesia 2. Transformational Leadership Model In Indonesia 3. Situational Leadership Model In Indonesia

**Keywords:** leadership models, successful principal, in Indonesia and Finland.

### 1. Introduction

Education management in schools is an inseparable part of the leadership style or model implemented by principals in their role as leaders. The leadership style applied by the principal is related to the effectiveness of the principal in leading and managing the education process at school. (Mahfudh, 2022) Leadership itself is a process that involves influence and cooperation within an organization. Thus, in the course and development of the organization, the role of leadership has a very important significance. A principal who acts as an educational leader is very dependent on his ability and wisdom in directing a school or institution he leads. (abdul aziz wahab, 2008)

The principal's leadership model affects school performance and achievement. Suhardiman stated that school performance is the achievement of the school concerned. These achievements include academic and non-academic achievements. (Astri N., S., Bahdin N., T, 2024) The achievement is the result of the work of the principal, educators, education personnel, school committee and other elements in the school. The performance of a school is inseparable from the good and bad performance of the school, the performance of the principal is the work achieved by the principal in carrying out his main duties, functions and responsibilities in managing the school he leads. (Ananda et al., 2023)

In an effort to create Success Leaders, the challenge of "leadership" is not because the leadership factor is not important but rather considers that there is a big challenge faced by leaders if they do not involve the role of teachers. (Annisyah & Ramadan, 2021) This is because principals and teachers constitute the majority in an institution contributing almost 80% to the achievement of the institution's success goals and the leadership process is considered

ineffective without the encouragement of teachers. Therefore, although followership and leadership are two separate concepts and two separate roles, they complement each other to make the best contribution to an institution, thus, allowing teachers to have an equally important role as leaders in an institution.(Ananda et al., 2023)

The results of a study conducted by Carudin showed that principal leadership has a good effect on improving teacher performance. In contrast, a study conducted by Yogaswara concluded that in the application of leadership, it is important to adjust it to the abilities and desires of subordinates. This means that when teachers have achieved effective ability and readiness, the necessary leadership is to maintain focus on tasks and increase attention to relationships. The findings of the study strongly indicate that the principal's leadership style has a significant impact on teacher performance.(Jayanti et al., 2021)

Finland has for decades been one of the countries with the best education and principal leadership systems in the world. Educational excellence and principal leadership in Finland are recognized through excellent learning outcomes, highly trained principals and teachers, and the application of equality values.(Haryanto, 2023.) In Finland, schools are also centers of learning communities to develop students' identities and the best place to learn is believed to be outside the classroom. Finland's commitment to advancing education has had a major influence on its educational practices. The formulation of educational philosophy, the implementation of educational systems and management, and the development of teacher education in Finland are at the highest level.(Hutagaluh, 2022)

The Indonesian government has issued various policies to improve education, including decentralizing the education system, improving the qualifications of principals and teachers, and increasing the education budget.(Keislaman, 2006) However, considerable problems and challenges are still faced so that continuous improvement is needed. For example, in 2023 one of the international non-profit organizations called New Jersey Minority Educational Development (NJ MED) reported data on the development of education from 203 countries in the world in achieving SDGs goals in education. The data shows that Indonesia is ranked 67 th out of 203 countries.(Hailitik, 2024)

From the explanation above, the researcher wants to know how to compare the leadership models of school principals in Finland and Indonesia.

## 2. Method

This research utilizes a qualitative approach through a literature study. This method allowed the researcher to explore and analyze various relevant sources of information related to the principal leadership model in both countries.(Lexy J.Maleong, 1995) Firstly, the researcher will identify and collect data from various sources, including books, journal articles, research reports, and education policy documents related to school leadership in Indonesia and Finland. Second, the selected sources must meet certain criteria, such as relevance to the research topic, academic quality, and contribution to the understanding of the principal leadership model.(Sukmadinata, 2010) Thirdly The collected data will be analyzed using content analysis techniques. This involves categorizing the information based on key themes that emerge from the literature, such as leadership strategies, collaboration among stakeholders, and impact on student learning outcomes.(Sugiyono, 2014)

## 3. Results and Discussion

### RESULT

Principal leadership is a key factor in determining the success of an educational institution. The leadership model applied by the principal can influence school culture, teacher motivation

and student learning outcomes. In this context, a comparison between principal leadership models in Indonesia and Finland provides valuable insights into how different approaches can produce different results. Finland is known for its innovative and successful education system, while Indonesia continues to strive to improve the quality of education amidst various challenges.

The Indonesian education system also often faces the challenges of complex bureaucracy and pressure to achieve national exam results. School principals are often caught up in administrative routines rather than focusing on developing the quality of education. While there are efforts to adopt best practices from other countries, implementation is often hampered by various factors, including a lack of training and support for principals.

Tabel 1.

*Comparison of Educational Development in Finland and Indonesia (Hailitik, 2024)*

Aspect	Indonesia	Finland
School life expectancy	17 years old	12,9 years old
Government investment in education	4%	7%
School safety level score	12 of 15	15 of 15
Elementary school graduation percentage	100%	100%
Junior high school graduation percentage	91,19%	99%
High school graduation percentage	83%	87%
College graduation percentage	26%	49%
Total score for reading, math, science at elementary level	265	552
Total score for reading, mathematics, science at secondary level	132	175
free school presentation	33%	66%

The conclusion of the table above explains about School life expectancy. Shows the average length of time students stay in school, with Indonesia having a higher school life expectancy. Government Investment. Finland invests more as a percentage of the government budget in education than Indonesia. School Safety Score. Finland has a better school safety level, reflecting a safer learning environment. Graduation Percentage. While Indonesia achieves a high graduation rate at the elementary level, the graduation percentage at the high school and

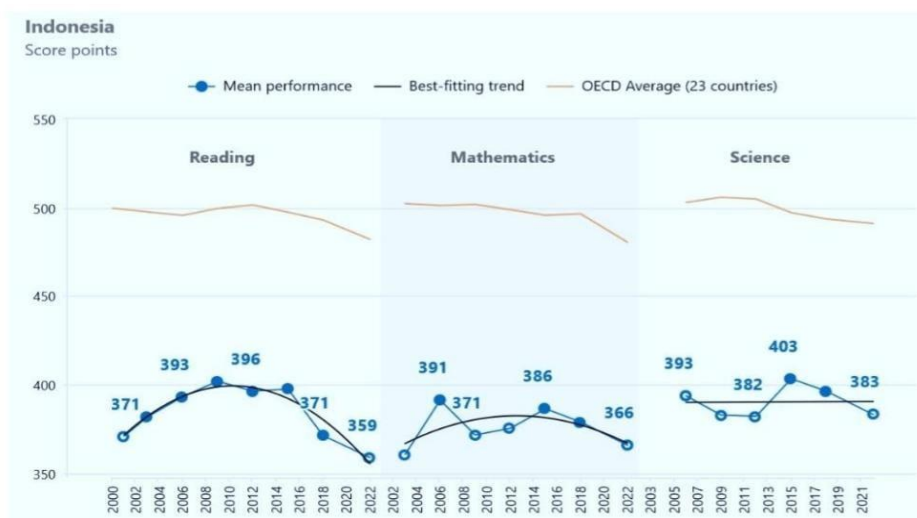
college levels is still low compared to Finland. Total Academic Score. Academic scores show that Finnish students excel in reading, math and science at all levels compared to Indonesian students. Free School Presentation. Shows the proportion of schools that provide free education; Finland is much higher in this respect compared to Indonesia. (Astri N., S., Bahdin N., T, 2024) The table above illustrates about the existence of educational problems in Indonesia such as the learning outcomes of most students have not reached the target learning outcomes of most students have not reached the target, the skills of secondary education graduates are not in accordance with the needs of the workforce and the low level of skills of secondary education graduates that are not in accordance with the needs of the world of work and the low level of mastery in literacy and numeracy the minimum mastery level in literacy and numeracy.(Sussanti & Reza, 2022) Furthermore, in addition to inequality in education equality between regions, in classroom practice it was found that the low implementation of the STEM approach to science learning in developing students' soft skills such as problem solving and numeracy developing students' soft skills such as problem solving and collaboration Moral degradation that occurs, especially related to the increase in corruption in government agencies also shows a big challenge. corruption in government agencies also shows another major challenge faced, as it relates to the output of the education received.(Permanasari, A., Rubini, B., & Nugroho, 2021)

Speaking of the education system, Finland has a high quality of education, and even the best internationally. Every year the education system in Finland always ranked the highest. Even in a global survey stated, Finland is referred to as the country with the number one quality of life in the world. Indonesia is still at the bottom level and far behind. There have been many studies on Finnish education research. However, previous studies were only limited to comparing education in Finland and Indonesia. The novelty in this research is that in addition to the study material involving many variables, this research also provides value. many variables, this research also provides a new bargaining value, namely with lesson The elements that can be used as lessons learned are Primary school entry age, learning assessment system, end-of-school assessment system, equality of children's rights to obtain the same quality of teaching, a balanced teacher-to-student ratio, the number of hours of class time, and the number of hours of class time. to student ratio, number of breaks, length of teaching time, cost, teacher quality, curriculum and teacher salaries. of teachers, curriculum and teacher salaries.(Haryanto, 2024.)

By providing lessons learned, it is hoped to get new findings on which variables Indonesian education can learn from education implemented in Finland. Based on this reference, this research aims to explore Finnish education as a lesson learned for Indonesian education Indonesian education. The things that will be explored are those related to the history of education, the philosophy of education, the education system, and the education system. education history, education philosophy, education system, curriculum, teacher education, education management, education quality, lesson learnt, and education quality. education, education quality, lesson learnt for education development in Indonesia.(Jantunen et al., 2022)

Figure 2.

*Trends in Performance in Mathematics, Reading, and Science (OECD, 2023)*



The table above illustrates about Mathematics: Scores fluctuated with the highest peak in 2006 (391) and a significant drop in 2021 (366). This decline reflects the challenges in learning math, especially after the impact of the COVID-19 pandemic.(Karmilasari et al., 2023) Reading: Reading scores showed a good increase until 2009 (371), but experienced a sharp decline in the following years, reaching a low point in 2021 (366) and returning to the same level as the first year of PISA participation. Science: Despite the year-on-year decline, science scores were relatively stable compared to other areas, with the highest score recorded in 2015 (403) and a slight decline to 383 in 2021. (Bilad et al., 2024)

According to Supianto, the education system in Indonesia has not been running optimally and needs responsive improvement according to the demands of changing times. responsive improvements are needed in accordance with the demands of changing times. Currently, there are many violations of the education system in Indonesia, including bullying, the large administrative burden of teachers, violence in the school environment, and confusion over the establishment of the 2013 curriculum from elementary to high school levels.(Adha et al., 2019)

in the school environment, and confusion over the determination of the 2013 curriculum from elementary to high school levels. Meanwhile, according to the problems of the education system in Indonesia in terms of management education management, including weak government attention so that there is a gap in infrastructure in villages and cities and learning evaluation standards. villages and cities and learning evaluation standards. All of the above problems are the cause of the decline in quality of education in Indonesia. The results of the PISA study are one of the references for the Indonesian government to make improvements to the existing education system.(Rönn-Liljenfeldt et al., 2024) to make improvements to the existing education system, but it has not yet had a significant impact on the progress of Indonesian education. significant impact on the progress of Indonesian education. One of the efforts that a nation can make to improve the quality of its education is by conducting comparative education studies. Education Comparative education is a field of study that



discusses the comparison of current educational theories and practices in various countries with the aim of broadening and improving the quality of education. various countries with the aim of broadening and deepening the understanding of educational issues beyond the borders of one's own country. In order to improve existing education system, the majority of nations choose comparative studies leadership Model In Finland and Indonesia.(Agustyaningrum & Himmi, 2022)

## DISCUSSION

### A. Characteristics of the Finnish Leadership Model In Finland

#### 1. Democratic leadership Model In Finland

Democratic leadership Model In Finland fostering collaboration and teacher involvement Teachers in Finland are more prioritize the learning process where where students can absorb what they learned in the classroom than what they can do outside the classroom.(Adha et al., 2019) In fact in one class there are 2 teachers to give equal learning rights to each student plus one teacher who focuses on teacher who focuses on teaching. The Finnish education system also believes that “good education does not lies in good results”. Therefore therefore the “standardized test” is only a benchmark but not the foundation. Standardized tests only cost the the country billions every year for making test questions, but only a few individuals who are qualified. Every student does not have the same ability to take the same test. For example when doing a “medical checkup” there is no need to suck all the blood in the body to find out what diseases you have, but it is enough just by taking a few droplets. The same applies to education, there is no need to test all students but enough with a “randomized sample” to representative, but with valid procedures and valid system.(Suyono et al., 2023)

Classroom teachers in Finland can do this because the number of teachers up to three teachers per class. In addition, teachers only teach 4 hours a day in a day in Finland and an additional 2 hours of for personal development a week. Teachers in the OECD teach an average of 703 hours a year, while teachers in Finland teach only 592 hours a year.(Daheri et al., 2022) Finnish teachers' extra time is mostly used to support students who need special attention. Students who require are taken to a separate classroom and are provided with individualized learning plans individualized learning plans. In this way, education in Finland ensures that no student is left behind in learning. They do this is done with great elegance. In Finland there is even a saying that “a special student is a student who during their education have never received special attention”. This indicates that in Finland the provision of special attention to students is very important.(Sarwar et al., 2022)

#### 2. pedagogical leadership Model In Finland

Pedagogical leadership in Finland focuses on collaboration between teachers and principals, where principals also function as teachers. They are required to have a master's degree and understand pedagogy and child psychology. The Finnish education system emphasizes a holistic approach, favoring experiential learning over competition. Teachers are given autonomy in designing the curriculum and teaching methods, allowing them to get to know students individually and tailor teaching accordingly. It creates a learning environment that supports the development of students' character and social skills.(Putra et al., 2023)

Education is regulated by the Education Standardization Board (Opetushallitus) and focuses on the education process rather than the administrative structure of the school. Education rather than the administrative structure of the school. Curriculum changes from old to new, introduced gradually. The National Curriculum Framework for Primary Schools and similar documents for

for upper secondary education provide guidance to teachers. Planning curriculum is the responsibility of the school and the Municipality. The school-level curriculum is approved by local education authority and teachers and principals play a key role in curriculum design. curriculum design. Teachers provide their education well, developing curriculum knowledge and planning skills. curriculum knowledge and planning skills.(Agustyaningrum & Himmi, 2022)

The Finnish education system recognizes that each student has different abilities. So in Finland there are no similar tests for all students. Students at school emphasized to form a “learning community” which involves the community as part of education, students as learners and teachers as educators.education, students as learners and teachers as educators.(Endaryati & Marmoah, 2022)

Schools are already educating that children can be trusted to take what is rightfully theirs. their right. For example, when eating together, children learn from the habit of lining up, respecting food, and behaving politely. The school provides health facilities, medical personnel, psychologists, as well as complete play and sports facilities to increase students' physical activity. It will be more It is better and more beneficial for children to learn from native speakers. The Finnish government provides free shuttle buses, textbooks as well as internet connectivity in school libraries which are school libraries are quite adequate. Children are made comfortable to accept their personal character and be who they are.(Jantunen et al., 2022)

## **B. Characteristics of the Leadership Model in Indonesia**

Characteristics of the Leadership Model in Indonesia In contrast, the principal leadership model in Indonesia is often more authoritarian and centralized. Principals usually have greater control over teaching and administrative processes, with little room for teachers to innovate in their teaching methods. This can lead to a lack of motivation among teachers and students and limited creativity in learning.

### **1. Democratic leadership Model In Indonesia**

Democratic leadership style is the ability to influence others to cooperate in performing many possible actions. others to cooperate in performing many possible actions, decided jointly by subordinates and leaders, in order to achieve the goals that have been set. set. This democratic leadership style is characterized by the fact that leaders are willing to delegate some authority to subordinates, that policy and decisions are made in cooperation between the subordinates and the leader, and that communication communication can occur both ways between leaders and subordinates.(Serena et al., 2024)

Fair supervision of subordinates (attitudes, actions, behaviors, or activities) is practiced, and the leadership will pay attention. Democratic leadership style is one of the leadership styles that can be applied by leaders in facing the era of society 5.0 because this democratic leadership style is a style of leadership that can be applied by leaders in facing the era of society 5.0. This democratic leadership style is an open leadership style so that the leaders will easily accept all forms of opinions and input.(Muspawi, 2020) Leaders with a democratic style because of its openness will very quickly provide new innovations that can be used and used by the community. innovations that can be used and transmitted to the era of society 5.0. Based on research conducted by Because people people in the Society 5.0 era are more knowledgeable and educated than people in the past, who will be better served by the people in the society 5.0 era. the past, who would be better served by an authoritarian or authoritarian style of leadership



because they lack consideration and understanding of situations and problems, it is better to using a democratic leadership model in Indonesia.(Ismaya et al., 2023)

## 2. Transformational Leadership Model In Indonesia

To achieve meaningful goals in accordance with the specified targets, the transformational leadership style must be able to transform the organization's resources. transformational leadership style must be able to transform organizational resources optimally. optimally. Examples include the organization's external influences, facilities, and human resources.(Khoirunnisaa & Binti Maunah, 2021) human resources. While on the indicators, through conveying renewal, setting an example, encouraging subordinate performance, harmonizing the work environment, giving subordinates power, acting on the value system, expanding capacity, and being able to cope with challenging situations, the indicators show that according to Putra, when implementing it, transformational leadership must adhere to the following 10 principles transformational leadership must adhere to the following 10 principles leadership model in indonesia(Suriagiri, 2020):

(1) the leader's vision is clear and conveyed to subordinates; (2) subordinates' awareness of the importance and necessity of their job responsibilities; (3) the leader's vision is clear and responsibility of their work; (3) having an orientation to realize a shared vision; (4) the characteristics of the leader's vision; (4) the characteristics of a pioneer of change; (5) continuous self-development of potential; and (6) the learning process. (5) continuous development of self-potential; and (6) the learning process of subordinates. (7) the process of maximizing the potential of (7) the process of maximizing the potential of employees; (8) the process of encouraging innovation and creativity; (9) the development of a culture of mutually beneficial cooperation within the organization; and cooperation in the organization; and (10) the creation of a positive organizational work environment through cooperation, communication, and communication. environment through cooperation, multilevel communication, and adherence to morality and ethics. morality and ethics.The transformational leadership style becomes one of the leadership styles leadership style that is suitable for leaders to face the era of society 5.0 because the transformational leadership model in indonesia.(Kadarsih et al., 2020)

## 3. Situational Leadership Model In Indonesia

According to Farunik, according to situational leadership, preparedness is defined as having the capacity and desire to accept responsibility for controlling one's own behavior. for controlling one's own behavior. Depending on the exact activity, function, or direction leaders want to accomplish through their efforts, people tend to have varying degrees of preparedness.According to situational leadership, a leader should begin to reduce task habits and increase relationship habits as followers' readiness level increases when performing a particular task. The leader should continue to do this until the person or group is sufficiently prepared so that they can form relationship habits in addition to task habits.(Julaiha, 2019)

Followers are now confident and loyal, in addition to being able to get the job done. Situational leadership style is where the leader will make the most effective most effectively contribute to the achievement of company goals in various settings and contexts. Situational Leadership Theory was developed by Paul Hersey and Ken Blanchard. Because the situational leadership style is highly adaptable, it is ideal for representing the ever-evolving global competitive environment. evolving. Therefore, in order to cope with these circumstances and conditions, a certain leadership style is required. certain leadership styles are required. Situational leadership style is one of the leadership styles that can be applied in the era of

society 5.0. can be applied in the era of society 5.0 because the situational leadership style makes the leaders must be responsive to changes model to situational leadership in Indonesia.(Desri & Amallia, 2019)

#### 4. Conclusion

Shows that the fundamental differences in principal leadership models between Indonesia and Finland have a significant effect on education quality. Finland emphasizes collaboration, equality and decentralization, which allows principals to innovate and support teachers effectively. In contrast, Indonesia faces challenges such as bureaucracy and competition, which often hinder educational development. Adopting the positive elements of the Finnish model can help improve Indonesia's education system and reduce existing disparities.

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