The Influence of the School Principle's Leadership on the Success Process in Elementary School

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Abstract

One of the key pillars of a country's advancement is its educational system; a country is only as advanced as the quality of its education system. The viability of the educational system and the relationships among its constituent parts heavily rely on the work of the school principal. The process of replacing the principal, also known as the succession of the principal, produced the current principal who now oversees the school. This study employs a qualitative case study methodology and focuses on the issue of unprepared succession plans in schools when principals change. This research was conducted in four schools in Banten and West Java, comprising two public schools and two private schools. Interviews were carried out with the School Principal, Foundation/Education Supervisor, and Vice Principal. The interview transcripts were analyzed through the identification and coding of data using Atlas.ti software. Data interviews with school administrators on their leadership in carrying out the leadership succession process in schools employed qualitative methodologies. In order to prepare for succession planning that may be applied to schools that have not yet adopted a planned succession process, this research was created to assess the implementation of succession planning for school principals. The evaluation's findings show that the succession of school principals in elementary schools has not been implemented and has not been planned, so it is crucial that this succession be planned for and implemented consistently to guarantee the development, success, and sustainability of a school. According to study findings, unexpected succession may result in school principal vacancies. According to some academics, a decline in the desirability of candidates for jobs as school administrators is the cause of the current shortage of principals.

Keywords: Principle, Leadership, and Succession.

Research Background

One of the key pillars of national advancement is education; the higher the quality of education, the more advanced the country is as well. Education is prioritized in almost all nations. As one of the nations that places a high priority on education, Indonesia, the issue of education has been dealt with individually in one legislation, namely Article 3 of legislation on the National Education System number 20 of 2003. One of the things that people nowadays need to develop and explore is their potential, in terms of cognitive, psychomotor, and emotional components.

The viability of the educational system and the relationships among its constituent parts heavily rely on the work of the school principal. The effect of the principal's leadership on teachers' performance has been shown in a number of earlier research. High-quality principal leadership may promote high teacher performance, according to studies by (Verawati Wote & Patalatu, 2019) and (Jaliah et al., 2020) that revealed that the principal's leadership has a beneficial impact on the performance of teachers in the school. The principal's leadership has an impact on how well the school performs its duties in addition to teacher effectiveness and school culture. As a result, for schools to provide students with an excellent education, their leaders need to be dependable and very skilled.
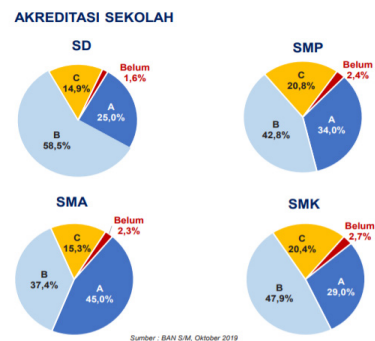

Fig. 1: School Accreditation in Indonesia (BAN S/M, 2020)

According to the National Education Balance (BAN S/M, 2020), the majority of schools are still accredited in category B, and there are even a significant number of schools in category C, which indicates that school administration is still subpar. Since the B and C accreditation numbers are still relatively high (more than 70%), it is clear from the balance sheet that the SD level should be of concern. The school principal's leadership may be improved as a place to start for the early changes. This is so because the principle is the most crucial player and is accountable for the school's quality, including any low accreditation, which shows that the principal's leadership is still insufficient to generate high-quality instruction in the institution (Figure 2).

The survey findings indicate that there are still many new school principals who have been chosen without previous mentorship and training, according to preliminary study performed by researchers in August with as many as 100 school principals in Indonesia. Based on the preliminary research conducted by the researcher in August with 100 school principals in Indonesia, the survey results indicate that there are still many newly selected school principals without prior mentoring and training. Some new school principals also stated that there is mentoring, but the information about its implementation is unclear. Moreover, many new school principals assume their positions without proper guidance and supervision. This further underscores the lack of well-planned school principal succession programs, potentially leading to the selection of individuals lacking high competence in school leadership.

The process of selecting school principals, especially in private schools in Indonesia is not well-regulated. While some schools have implemented planned succession programs,

many others lack organized succession programs, resulting in the appointment of school principals who may not possess the high competence required for effective leadership, as indicated by the Preliminary Research results (2021). Many new school principals claimed that there was mentorship, but details on how it was carried out were hazy, and many of them took their roles independently and without oversight. This demonstrates even more that there is no well-planned principal succession plan that may result in the election of principals who are not very competent at running schools.

Because it often entails the influence of the prior leadership, replacing school administrators has historically been a very political process (Fink, 2011). A change in principle will have an influence on changes in school achievement, according to Gordon & Patetrson (2006), since the chosen leader will undoubtedly have a different educational context and exercise a different style of leadership than the prior leadership (Fink, 2011). The effectiveness of the process of changing principals is said to have a significant impact on the long-term viability of the programs implemented by schools. In order to improve the quality of schools, the educational community must learn from the business community. so that the chosen administrator might succeed in his attempts to raise school standards.

The following is the position of the research compared to previous research (Table 1):
The majority of schools are in an unplanned succession program for the replacement of new school administrators, according to prior research. The fast-paced and recurrent succession process for school administrators, which occurs in the absence of effective succession planning, causes issues for the educational system. The proper succession program for schools must therefore be implemented, according to future study (Abdellah, 2021; Obianuju et al., 2021; Ahmad, et al., 2020; Felipe Aravena, 2020; Wanggi, et al., 2019).
The succession of school principals has not been the subject of a lot of study in Indonesia. However, in other countries, researchers and practitioners are currently worried about the succession of school principals because it is thought to be the most crucial process for the success and sustainability of schools (Fink, 2010; Hargreaves, 2005; Hargreaves & Fink, 2006; Hart, 1991; Normore, 2004). This study is urgent because there hasn't been much research on the succession of school principals (in the field of education), and what little there has been has only focused on Indonesia's Islamic boarding schools and the manufacturing industry (family businesses). The researchers' issue statement for this study was "Evaluating the Principal's Leadership Succession Process so that it Can Run at the Elementary School Level" based on the backdrop of the concerns mentioned in Table 1.
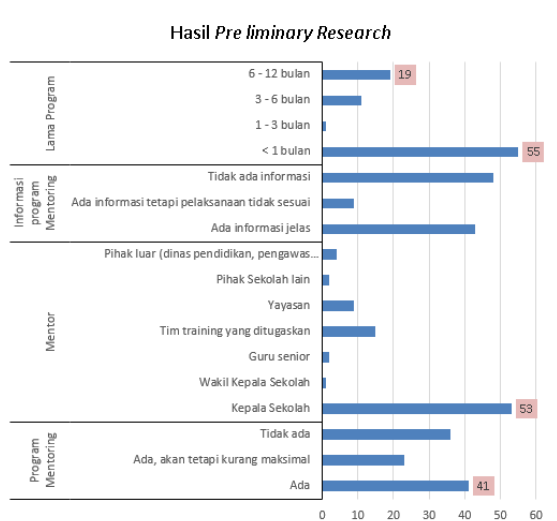

Fig. 2: August 2021 preliminary research results for 100 principals

Table 1: Research Position Compared with Previous Research

Study:	(Anderson, 2017) (Hawkins et al., 2018) (Valerio, 2016)	(Sabina, 2018)	The ongoing research.
Research Type	In this research, the types of cases considered are only Single Case and Multiple Unit Analysis.	In this research, the types of cases are limited to Single Case and Single Unit Analysis.	Multiple Case and Multiple unit analisis
Research Subject	(Anderson, 2017) (Valerio, 2016) (Parfitt,, 2017) (Hawkins et al., 2018) (Cieminski, 2018) (Obianuju et al., 2021)	(Abdellah, 2021) (Aravena, 2020) (Armugam et al., 2019)	Research Subject: School Principal, Foundation / Education Supervisor, and Vice Principal / Senior Teacher
	The research subject is limited only to the School Principal and School Administrative Staff.	The research subject is limited solely to the School Principal.	
Analysis Unit	(Anderson, 2017) (Valerio, 2016) (Parfitt, 2017)	(Johnson, 2018)	The Analysis Unit in this research comprises Public Schools and Private Schools accredited with grade A.
	The selected Analysis Unit is only located in Public Schools.	The selected Analysis Unit is only located in Private Schools.	

Literature review
Principal Leadership
Definition of Principal

The principal has seven key duties and responsibilities, according to Mulyasa (2007: 98), including educator, manager, administrator, supervisor, leader, innovator, and motivator. In order to accomplish the objectives that have been jointly determined, the principle as a manager must be proficient in all tasks linked to organizing, planning, and managing the actions of all organization members.

In their roles as administrators, principals must be able to oversee the curriculum, students, infrastructure, and money. Meanwhile, he must be able to oversee all of the teaching personnel in his capacity as school principal supervisor. In order to effectively lead or serve as a principle, a person must possess professional expertise, a positive outlook, and the capacity to carry out the school's vision and purpose. Additionally, the principal must be able to identify and develop numerous ideas that may be imaginatively applied in schools. In addition, the school administrator should be able to motivate the whole faculty to do their jobs and tasks to the best of their abilities.

Principal as Educational Leader

The principal's attempts to guide, lead, and influence educational professionals as subordinates so that educational and instructional objectives may be reached via a sequence of preset actions can be viewed as leadership in the context of education (Anwar, 2003: 70). The principle, who is the leader, must undoubtedly strengthen the position of the stakeholders. The community outside of the school, which includes parents of pupils, need attention. Although there isn't a direct or ongoing interaction between the principal and the parents. However, his initiatives to include teachers and school committees have shown that school administrators really care about the parents of kids as partners in the achievement of educational objectives.

Effective leadership actions must be carried out. The driving force behind policies pertaining to schools and education in general is the school principle. According to Mulyasa (2004, p. 19), the direction of school policy will define how to accomplish educational and school objectives, and the leadership of the school principal works as both a driving force and a determinant of that direction. Meanwhile, school administrators must always increase the efficacy of their performance since they are managers of educational institutions. As an educator, manager, administrator, supervisor, leader, innovator, and motivator, the principal plays seven different functions (EMASLIM).

Founder Succession
The significance of Principal succession

Researchers and practitioners are now concerned in the succession of school leaders because it is seen to be the most crucial process for the success and sustainability of schools (Fink, 2011; Hargreaves, 2005; Hargreaves & Fink, 2006; Normore, 2004).

Though the idea of having a planned succession program has been around for a while, the school principal succession plan has only recently been developed and is now being reviewed more frequently as a result of the replacement of school principals who are members of the Baby Boomer generation who have retired. According to Fink (2011, p. 18), the key to a school's effectiveness is having the right person in the right place at the right time for the right reason. With planned succession in schools, it is hoped that the process of replacing the principal can result in a replacement who is more precise.

Succession Planning

In essence, succession planning is an organization's deliberate choice to support and encourage workers' ongoing professional growth and stability in important roles, which enables the company to meet its objectives. In the past, succession planning sometimes used a surrogate strategy and often concentrated on executive-level roles. A senior position for one or two successors may be quickly attained once they have been discovered and chosen, sometimes only on the basis of feedback from their current boss.

Succession planning is a strategic process designed to identify, develop, and retain talented individuals with the potential to fill key roles within an organization. It not only helps the organization cope with the departure of key employees but also promotes sustainable professional growth and employee stability within the organization.

Here are some steps that can be taken in succession planning:

1. Identification of Key Roles:
   Determine the key roles within the organization that have a significant impact towards achievement of company goals. Identify the skills, knowledge, and leadership qualities required to succeed in these roles.

2. Evaluation of Current Existing Employees:
   Review existing employees to identify individuals with the potential to fill key roles in the future. Try to consider performance, leadership abilities, and commitment to the organization.

3. Employee Development:
   Identify employee development needs to enhance the skills required for key roles. Provide appropriate training and development to help employees develop the necessary competencies.

4. Replacement Planning:
   Determine replacement plans for each key role, including who will fill the role if the current employee leaves the company. Ensure there are backup candidates for every strategic position.

5. Communication and Engagement:
   Communicate succession plans to employees to enhance understanding and engagement. Provide feedback to employees on their performance and development potential.

7. Monitoring and Ongoing Evaluation:
   Conduct continuous monitoring and evaluation of employees involved in succession planning. Adjust succession plans according to organizational needs and employee development.

8. Flexibility and Openness to Change:
   Make succession planning as a flexible process that can be adjusted to any strategic changes and business needs. Be open to organizational and external changes that may have impact toward succession plans.

9. Executive Support Provision:
   Ensure support from executive levels and top management for succession planning. Ensure that succession initiatives are integrated with the overall business strategy.

Research Techniques

This study employs a qualitative case study methodology and focuses on the issue of unprepared succession plans in schools when principals change. Written forms of qualitative research techniques are used to construct issues in the form of associative, descriptive, and comparative concerns.

Researchers may use people, groups, organizations, or even the community as their subjects. Case studies and qualitative research that investigates why and how issues make sense together. This is because case studies are designed to be in-depth investigations of reality.

A case study is a narrative about something particular, exceptional, and fascinating; the subject matter of the narrative may include people, groups, institutions, processes, or other entities. This approach entails explaining a specific issue, incident, or circumstance before requesting potential remedies. This approach may also be used to foster critical thinking and uncover fresh approaches to a problem (Figur 3)..

This study employs a multi-case study design with a focus on numerous units of analysis.

Several instances of case studies were discovered.

1. The appointment of principals by the foundation, bypassing the selection process, hinders the establishment of a proper succession plan and suitable preparation.
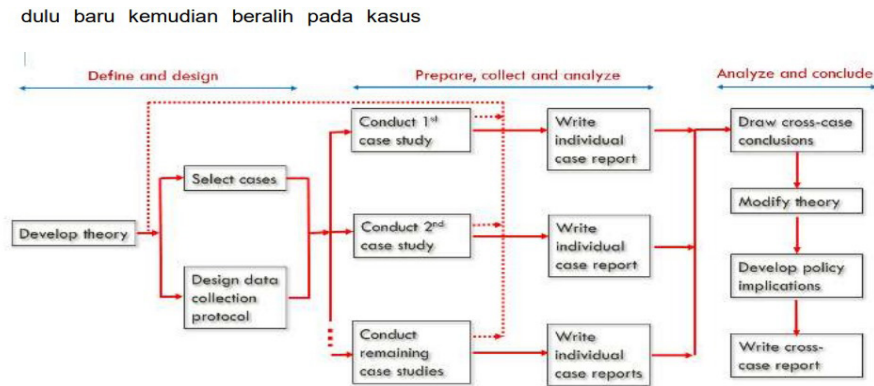
dulu baru kemudian beralih pada kasus

Fig. 3: Case Study Process Flow (Yin, 2014)

2. The former principle failed to make arrangements for the appointment of a successor principal.
3. The senior educator declines the opportunity to assume the role of principal.
4. The absence of a formal handover process between the previous and current school principals was observed.

In multiple unit analysis includes the following schools:

1. Banten Private School accredited A.
2. West Java Private School accredited A.
3. Banten State School accredited A.
4. West Java State School accredited A.

The selection of schools in this study was based on their possession of A accreditation, indicating that these schools successfully fulfilled feasibility and performance examinations, hence demonstrating their strong adherence to standard requirements. The principle, in their capacity as the leader of the educational institution, has a significant influence in the attainment of standard values. The selected principal has a background in teaching, demonstrates competence, and exhibits a comprehensive understanding of the primary responsibilities and functions associated with the role of a school principal.

Case Study in this research employs multiple case analysis and multiple unit analysis.

Multiple Case Analysis

Multiple Case Analysis involves the collection of data from several cases that share similar or different characteristics or contexts. This approach is employed to study variations among these cases, explore differences and similarities, and understand the contributing factors to the phenomenon under investigation. In multiple case analysis, each case is treated as a "unique case" providing insights and a richer understanding of the studied phenomenon.

Multiple Unit Analysis

Multiple Unit Analysis involves the comparison or analysis of several units or entities within a population that possess relevant characteristics or variables for the research. Units in this context can be individuals, groups, organizations, or geographical regions. This approach is used to understand variations and differences among these units, analyze factors influencing variability, and evaluate the impact or effects of interventions or policies.

Cross-case Analysis

Cross-case analysis in case study research is the process of comparing and analyzing data from multiple individual cases to identify patterns, common findings, and significant differences among these cases.

Data collection

Data collecting is a crucial and integral component of the research process, as it serves as the primary means of acquiring the necessary information. Given that the primary objective of research is to obtain data, the strategic nature of data collection becomes evident. Researchers must possess knowledge of data collection strategies in order to obtain data that adheres to recognized data standards (Sugiyono, 2009:224). The employed methodology for data collecting involves the utilization of interview techniques. An interview refers to a structured dialogue between two individuals, designed to gather data and information (Esterberg, 2002:95).

The present study used the purposive sampling technique. Purposive sampling is a frequently employed sampling technique for the purpose of selecting individuals who meet predetermined criteria and has relevance to a specific research inquiry. The determination of sample size, whether predetermined or not, is contingent upon the availability of resources and time, in addition to the study objectives.

The determination of purposive sample sizes is frequently based on the concept of theoretical saturation, which refers to the stage in data collection where the acquisition of new data no longer contributes additional insights to the study issue. Hence, the effectiveness of purposive sampling is maximized when the process of data collecting is complemented by thorough data assessment and analysis.

Researchers believe that the samples selected possess the most comprehensive knowledge on the issues to be investigated. The utilization of purposive sampling in this research endeavor was directed towards investigating the manner in which school principals adhere to the succession process and execute the implementation of succession inside educational institutions.

In this research endeavor, the scholars employed semi-structured interview procedures that facilitated in-depth exploration and analysis. This particular style of interview entails the acquisition of data for research objectives through a question-and-answer exchange conducted in person between the interviewer and the informant or interviewee.

Data analysis

Upon the completion and validation of the data, which consisted of interview transcripts, observations, photographs, subject diaries, and other relevant materials, the researcher proceeded with the data analysis phase. Data analysis is a fundamental process aimed at deriving meaning and understanding from data by various techniques such as organizing, sorting, grouping, coding, labeling, and categorizin. The following steps are used as guidelines: (1) Reading the entire transcript to obtain general information from each transcript. (2) Compiling these general messages to extract specific messages. (3) From these specific messages, the general pattern of the data can be identified. Subsequently, the data can be grouped based on the sequence of events, categories, and typologies.

In the data analysis, this is carried out through coding, the process of identification, and classification of data (coding) using the Atlas.Ti application. It is chosen because Atlas.Ti is qualitative data analysis software utilized in case study research. Atlas.Ti provides tools and features that enable researchers to organize, analyze, and explore qualitative data efficiently. These methods enable the data to be segmented into distinct segments depending on specific criteria, ultimately leading to the discovery of findings aligned with the initial problem formulation.

The subsequent procedures are employed as a framework:

1. It is recommended to thoroughly review the complete transcript in order to extract overarching information of a general nature from each transcript.

2. These overarching messages are then consolidated in order to extract individual messages.
3. From these unique signals, the overall data pattern will be discerned. Moreover, the data has the potential to be categorized according to the order of occurrences, classifications, and typologies.

Conducting a cross-case analysis in the context of case study research enables the acquisition of more extensive and profound insights into the topic being investigated. The act of comparing several cases can serve to find overarching patterns, enhance the internal validity of research, and yield valuable insights that can be applied to a broader population.

RESEARCH LIMITATIONS

The scope of this study is confined to the Elementary School (SD) level, which serves as the primary focus of analysis in this research endeavor. The provision of elementary school education is a concerted endeavor aimed at imparting knowledge and shaping the lives of individuals within a nation. The primary objective of fundamental education is to cultivate rudimentary cognitive abilities, acquire knowledge, develop one's individuality, foster virtuous character, and acquire practical skills necessary for self-sufficiency and continued academic pursuits. The attainment of success in secondary and higher education is significantly impacted by the level of achievement attained in primary school education. Based on this rationale, the researcher opted to conduct the study at the Elementary School (SD) level.

The schools that have been chosen possess a score of A in terms of accreditation. The selection criteria for this study included schools that possess an A accreditation score. These schools were chosen due to their shown adherence to feasibility and performance assessments, indicating a high level of compliance with standardization requirements. The chosen educational institutions encompass both public and private schools, situated within the regions of Banten and West Java. The selection of research venues is contingent upon the provinces' competency test scores surpassing the national average score. The study included both private and public elementary schools due to their shared utilization of the same accreditation assessment standards, specifically the 8 National Education Standards (SNP). This stands in contrast to international schools, which undergo multiple assessments from both domestic and foreign entities.

EVALUATION RESULTS AND DISCUSSION

The principal assumes a central role as a leader within the realm of education. The role of a school principle extends beyond mere exercise of authority, encompassing a broader

responsibility as an educational leader. Educational institutions consistently want to possess an exemplary leadership profile that can serve as a model for the collective they oversee, given their domain of influence within the realm of education. The principle is expected to serve as a role model for the educational staff within their school. The significance of the school principal's role in ensuring the sustainability of the education system and fostering harmonious relationships among organizational members cannot be overstated. Numerous prior research has substantiated the impact of the principal's leadership on teacher performance. The research undertaken by Verawati Wote and Patalatu (2019), Jaliah et al. (2020), and Rahawarin and Arikunto (2015) is noteworthy.

According to previous studies conducted by Nurhafifah et al. (2016), Maris et al. (2016), and Elvita et al. (2019), it has been found that educational institutions characterized by strong principle leadership exhibit a greater propensity for achieving educational excellence and ensuring the overall quality of education. Consequently, in order to ensure a high standard of education, it is imperative for educational institutions to employ principals who possess unwavering dependability and exceptional competence.

Evaluation Result

Based on the results of the evaluation of informants at the school, the school principal's succession process was generally not planned by the school so that the school principal's succession could not proceed as it should.

1. Stella Maris Private Elementary School BSD

Stella Maris Private Elementary School is an educational unit with an elementary level in Rawa Buntu, Kec. Serpong, South Tangerang City, Banten. In carrying out its activities, SD Stella Maris is under the auspices of the Ministry of Education and Culture. SD Stella Maris has 17 classes and is currently accredited A. Founded in 1995, it is committed to fully preparing the nation's generation through the Platinum Generation Program. Stella Maris values and guides the talents of every child both in academic and non-academic fields to become an excellent and successful person.

At Stella Maris Elementary School in terms of preparation, Stella Maris Elementary School does not yet have the infrastructure and curriculum for succession planning, and no special program has been created. But there are programs that are made based on the needs of the school and the results of the school principal's performance evaluation and assessment. In terms of succession development, SD Stella Maris has a pattern of developing a gradual career path, but mentoring and monitoring are not clear from whom is the main task. In terms of implementing succession, Stella

Maris Elementary School equips potential successors with the skills needed by the organization but in reality, prospective successors have not been able to implement these skills so that they cannot perform their duties optimally. The successor also does not yet have a plan to prepare the next principal candidate as the successor to replace him.

2. Bunda Maria Private Elementary School, Depok

SD Bunda Maria is an educational unit with an elementary level in Mekarsari, Cimanggis District, Depok City, West Java. In carrying out its activities, SD Bunda Maria is under the auspices of the Ministry of Education and Culture. Learning at Bunda Maria Elementary School is carried out in full for five days a week. SD Bunda Maria was founded in 1991 and currently has A accreditation.

Bunda Maria Private Elementary School in terms of preparation was fully carried out by the board and leadership of the foundation. For the position of prospective school principals, the process is directly appointed by the foundation, without going through a process of selecting or screening candidates. In terms of developing the succession of newly appointed school principals, time and opportunity are given to take part in the school principal training education program as a requirement for competency development as school principals and to elect deputy principals from existing teachers. In terms of the implementation of the school principal only focuses on carrying out his duties as school principal, while preparing the next principal remains the responsibility and duty of the foundation's management.

3. SD Negeri Binong III Tangerang

Binong III Public Elementary School is an educational unit with an elementary level in Binong, Kec. Curug, Kab. Tangerang, Banten. Starting to operate in 1986, SD Negeri Binong III is located at Kp. Babakan, Binong, Kec. Curug, Kab. Tangerang, Banten.

Learning at SD Negeri Binong III is conducted in the morning, has 14 class study groups and has 18 teaching staff including the school principal. Cibinong Public Elementary School in terms of preparations for changing the school principal are carried out directly by the local Education Office, teachers who take part in training and training to become school principals will receive a decree (SK) from the education office to be assigned to lead or become school principals in the basic education unit according to the area and location of the decree. In terms of development, the Head of School who has served has directly carried out his duties and functions as the head of the school, because he has received education and training before becoming the head of the school. In terms of implementing school principals, many promote teachers who are there to take part in the education and training of

prospective school principals whose information is obtained and socialized from the local education office, where there are 4 teachers who eventually graduate and receive decrees, but do not hold positions in schools that The same. In the end, these four graduates were transferred and were able to hold the position of school principals at Public Elementary Schools (SDN) in different locations.

4. Sukamju Baru 1 Public Elementary School, Depok

SD Negeri Sukamaju Baru 1 is an educational unit with an elementary level in Jatijajar, Kec. Tapos, Depok City, West Java. SD Negeri Sukamaju Baru 1 is located at Jl. Swadaya V, Jatijajar, Kec. Tapos, Depok City, West Java. Learning at SD Negeri Sukamaju Baru 1 is conducted in the morning and evening, has 18 class study groups and has 18 teaching staff including the school principal.

The Sukamaju Baru 1 Public Elementary School in terms of preparing for the replacement of the school principal is the task and authority of the local Education Office and the Education Supervisor who are given the task of supervising the course of the school principal's leadership in the area of the Tapos Depok sub-district. In terms of developing the Head of School who served directly carry out his duties and functions as a principal in accordance with the Decree (SK) received, because he had received education and training when he was before serving as head of school (Training). In the case of implementing school principals, there are many obstacles because senior teachers and teachers who are competently qualified to attend education and training to become school principals are reluctant and refuse the opportunity to register and take part in leadership training education programs to become candidates as prospective school principals. in the future.

The evaluation's findings show that schools often do not have a well-planned succession plan for school principals. These are a few of the evaluation's conclusions:

1. Stella Maris Private Elementary School, BSD: This institution lacks a succession planning-specific curriculum and infrastructure. There is no strategy in place to prepare a replacement for the principal's position, and development and training programs are unclear.
2. Bunda Maria Private Elementary School, Depok: The foundation's management choose the principal candidate without following a set procedure. The foundation is in charge of succession development, which places more of an emphasis on educational and training programs for the incoming principal. The charity, however, merely offers facilities as assistance.
3. Binong III Public Elementary School, Tangerang: The Department of Education regulates the succession

process, which requires teachers to go through training and seminars before being named as principals. Although there is a more organized procedure, it is still unclear who is responsible for succession planning.
4. Depok's Sukamaju 1 Public Elementary School It is advised that schools develop and execute a more organized principal succession process in light of the results of the interviews. Along with a more organized method of candidate selection, principals need to have a structured training and development program. In order to promote the primary succession process, it is also important to clarify the responsibilities of foundations and other relevant organizations.

In conclusion, Indonesia's elementary school principal succession planning and implementation are not yet at their best. To sustain and raise the quality of teaching at these institutions, more has to be done to increase awareness, training, and application of leadership succession.

Management Implications

1. Planned and Directed Succession Process: School leadership, particularly with relation to principal succession, requires meticulous preparation. A number of parties, including foundation administrators, former principals, and possible candidates, should be involved in the selection of the successor. To reduce vacancies and guarantee seamless leadership transfers, principle candidates should be chosen and prepared long in advance of the departing principal's tenure ending.
2. Development of Principal Candidates: It's crucial to create a plan for future principals. In order to prepare for leadership positions, prospective principals need the appropriate training, direction, and experiences. This advancement helps future principals comprehend the duties, functions, and necessary skills for successful leadership.
3. expertise and Knowledge: Former principals' expertise and knowledge may be very helpful for educating successors. The prior principal's background may provide prospective applicants insightful information that will assist them comprehend organizational dynamics, school culture, and past achievements and failures.
4. Preventing Past Entanglements: New principals who have weak links to the school's administrative structure provide new insights and are able to break away from the limitations of the past. This frees up new principals to implement needed improvements without being constrained by obsolete conventions.
5. Enhancing and Innovation: New ideas and various perspectives encourage innovation and transformation.

They are able to evaluate current procedures critically, improving productivity, efficiency, and output.

6. Participation and Communication: It's important to participate and communicate honestly. Participants should be included in the selection, development, and leadership transition processes to ensure that choices are accepted and understood by the school community.

7. Career Development and Motivation: Providing teachers with information on leadership career options may encourage them to seek positions of leadership. The excitement for becoming a principal may be increased through clear career routes and possibilities.

8. Evaluation and Continuous Improvement: It's important to continually evaluate. Effective leadership management depends on tracking new principal performance, assessing the effects of changes, and making adjustments as necessary.

Ultimately, strong and effective leadership continuity in the school environment is made possible by planned, inclusive, and sustainable systems for leadership and succession management.

DISCUSSION AND DISCUSSION

Challenge #1: Principals who are appointed by the foundation without going through the selection process so that the succession process and adequate preparation do not occur.

At Bunda Maria Elementary School, the Foundation has full authority to appoint prospective school principals, unfortunately the process that took place did not involve the previous principal and other teachers. If there is open discussion and communication between the Foundation and the old school principal, it can actually be a complementary input in the decision-making process by the Foundation. In daily implementation the principal is only asked to carry out his duties as the principal, while preparing the next principal remains the responsibility and duty of the foundation's management.

"The foundation chose me maybe because I'm already a senior. However, at that time the Foundation **did not provide direction or training that prepared me to become a school principal**. I was also initially less interested in becoming a school principal. I finally decided that I wanted to become a school principal because I wanted to serve and improve for the good of the school in the future. The principal before me had served for 10 years. The selection of the position of school principal is entirely the responsibility and duty of the foundation.

Challenge #2: The previous principal did not prepare a replacement principal.

At Stella Maris Elementary School there has not been a specific program made in succession planning for candidates to become the next school principal. In daily life at school the role of the principal is the main center for teachers. The principal is considered to be a leader who can bring progress, motivate and become an example for teachers working at Stella Maris Elementary School. Unfortunately, if there is one good principal, this principal does not yet have a plan to prepare a replacement candidate. This was also confirmed by HRD who also did not have a planned program in selecting and preparing the next candidates. Excerpts from interviews with school principals;

"I was not specially prepared. But from the previous Principal I could see his daily character, how to communicate, control his emotions and how well he carried out his profession as a Principal. He likes to say "Teachers who have a vision at work must have different performance and these teachers have the potential to become the next leaders in this school"

Challenge #3: Senior teacher refuses to become principal.

The obstacle at Sukamaju Baru 1 Elementary Public School is in the search for the next candidate to become the new principal. Senior teachers and teachers who competently meet the requirements to participate in the school principal education and training program are afraid and refuse to register for the candidate school principal program. Quote from the principal says;

"The obstacle I face is that there are many experienced senior teachers who meet administrative requirements. But when I was spoken to and given the opportunity to take the selection test for prospective principals, they avoided it and refused for various reasons."

Opportunity #1: New Principal Brings New Perspectives

The Principal will bring new experiences into the school organization. The new principal will tend to be careful in analyzing and freed from the burden of tradition or organizational culture. This will enable the principal to view the organization objectively, see its strengths and weaknesses and can even carry out competency analysis of teachers and all aspects of the organization based on measurable indicators. Based on their professional experience, new school principals can make comparative studies and create development programs for school organizations, whether that includes process effectiveness, relationships between people/positions

in school organizations, internal communication with stakeholders, cooperation with various third parties. The new school principal will use the lens of someone from outside the organization but his professional experience and competence open up opportunities for the future advancement of the school organization.

Opportunity #2: The New Principal Has No History Burden

The new principal does not have an individual relationship with the school organization. Does not have an inner bond with people in the new school organization he entered. This makes it easier for school principals to move, make breakthroughs, develop organizations without worrying about opinions or the burden of the history of their behavior so far. The new school principal tends to more easily form a positive self-image or impression that he wants to display in front of teachers, students, parents of students, stakeholders in the foundation. On the other hand, teachers tend to accept their leadership easily compared to when the new principal was a colleague and certain opinions circulated within the school organization. Members of the organization also have new hopes and enthusiasm with this kind of refreshment, which has been credited within organization has the opportunity to show a positive side. Refreshments and positive new impressions open up opportunities for the school organization to move in a better direction

Opportunity #3: School Principal Selection which was announced in advance

Succession Planning is important to be prepared jointly by the Foundation Management, the current Principal, the HRD department and other related parties who are considered to be able to contribute to the succession of the prospective Principals. The school principal selection process should be socialized in advance to potential candidates. At least two years before the principal's term of office ends, so that he can prepare the competencies, knowledge, attitudes and leadership needed when serving as a school principal.

Based on the results of research, unplanned succession can lead to vacancies for school principals. Some researchers claim that the vacancy of school principals is the result of a decrease in the attractiveness of teachers towards the position of principal, however Fink (2011) argues that the power of leaders is man-made and driven by a policy issued unilaterally to meet the interests of a group. The educational leader (principal) should employ measures to support future school leaders or principals, plan succession, mentoring and transition, and provide continuing professional development and pedagogical guidance to all subsequent school leaders.

Succession of school principals that are going well and retaining successful principals. All of these actions can be strengthened by developing a more formal succession plan. Without strong succession practices, principals can continue to experience difficulties in carrying out their duties of leadership, jeopardizing future success of the school and student achievement.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

According to research, unforeseen succession can result in school principal vacancies. Fink (2011) argues that the power of leaders is man-made and driven by a policy issued unilaterally to meet the interests of a group. Some researchers assert that the vacancy of school principals is the result of a decrease in the attractiveness of applicants for positions as school principals.

Based on the numerous findings, the following corrective measures are required:

1. Prior to becoming school principals, teachers who are elected vice principals must complete a succession preparation program while serving as vice principals.
2. The foundation is concerned about the importance of succession in maintaining organizational sustainability; therefore, it is necessary to prepare a planned succession program two years prior to the election of the vice principal as the new school principal.
3. The educational process pertaining to the Principal position and the leadership program are the foundational programs that must be implemented in order to identify more of the finest potentials among the instructors in the concerned schools.
4. After the succession process has been adequately implemented, the selection of the new principal will no longer be determined through direct appointment. However, it will be demonstrated by some of the most qualified candidates for principal who have gone through the school's scheduled succession process. By means of a selection process and conversations with the foundation and the previous principal.

The educational leader (principal) should implement measures to support future school leaders or principals, plan succession, mentoring, and transition, and offer professional development and pedagogical guidance to all succeeding school leaders. Although participating schools and participating schools use leadership development strategies such as vice principal development at various levels, leaders may place a greater emphasis on developing principals and co-teachers.

As succession planning in schools is a relatively new and underdeveloped concept, it is recommended that the study be conducted with a larger sample size, including participants from cities with higher principal attrition or reduced teacher satisfaction. Today's schools still require qualified principals who are committed to managing the institution. School leaders may be advised to train or retain school leaders who are a good fit for their institutions and will be effective long-term leaders. Succession planning can enhance the leadership abilities of school principals as they carry out their daily responsibilities.

The succession of the school principal's leadership is an ongoing process that provides numerous benefits to the school environment. This is demonstrated by the number of teachers who believe the school climate has improved since the change in principal. The improvement in the learning environment at this school is evidenced by the increased academic achievement and the large number of teachers who have received training to become principals of outstanding schools.

The Elementary School (SD) level, which is the unit of analysis in this study and which encompasses two Indonesian provinces, is still experiencing a shortage. So that it may be included and analyzed in future research at a higher level of education and in a larger number of provinces.

Recommendation

1. Succession planning and preparation must be conducted jointly by multiple parties, including not only the current school principal but also foundation administrators who play a role and are responsible for the recruitment and career development of teachers who are deemed to have the potential to become school principals.

2. Socialization and education about the career path and responsibilities of a school principal can make prospective candidates more interested in obtaining a position as a school principal. With proper training, it is anticipated that senior teachers will have greater enthusiasm, motivation, knowledge, and positive attitudes toward the principal's role as the school's chief administrator.

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