# The Role of the Principal as a Manager in Improving the Quality of Education through Sociocultural Strengthening

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**Abstract:**

This study aims to explain the role of school principals as managers in improving the quality of education through sociocultural strengthening. A qualitative approach with a single-case study design was used to explore the managerial practices of school principals in planning, organizing, implementing, and supervising local culture-based programs, such as the Barongsai extracurricular program and the Adiwiyata program. Data were collected through semi-structured interviews, participatory observations, and documentation studies, and then analyzed using data reduction techniques, data presentation, and conclusion drawing, with validation through the triangulation of methods and sources. The results showed that school principals carried out managerial functions adaptively and collaboratively by involving local communities, developing programs based on the identification of environmental potential, dividing tasks based on teachers' competencies and interests, and implementing evidence-based supervision and reflective evaluation. This research presents implications related to the importance of contextual and value-oriented local cultural managerial leadership as a sustainable strategy in improving the quality of basic education, especially in multicultural environments.

**Keywords:** *Principal, Quality of Education, School Management, Sociocultural Strengthening*

**Abstrak:**

Penelitian ini bertujuan untuk menjelaskan peran kepala sekolah sebagai manajer dalam meningkatkan mutu pendidikan melalui penguatan sosiokultural. Pendekatan kualitatif dengan desain studi kasus tunggal digunakan untuk menggali praktik manajerial kepala sekolah dalam merencanakan, mengorganisasi, melaksanakan, dan mengawasi program berbasis budaya lokal seperti ekstrakurikuler Barongsai dan program Adiwiyata. Data dikumpulkan melalui wawancara semi-terstruktur, observasi partisipatif, dan studi dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan dengan validasi melalui triangulasi metode dan sumber. Hasil penelitian menunjukkan bahwa kepala sekolah menjalankan fungsi manajerial secara adaptif dan kolaboratif dengan melibatkan komunitas lokal, menyusun program berdasarkan identifikasi potensi lingkungan, membagi tugas berdasarkan kompetensi dan minat guru, serta menerapkan supervisi berbasis bukti dan evaluasi reflektif. Penelitian ini menghadirkan implikasi terkait pentingnya kepemimpinan manajerial yang kontekstual dan berorientasi pada nilai budaya lokal sebagai strategi berkelanjutan dalam peningkatan mutu pendidikan dasar, khususnya di lingkungan multikultural.

**Kata Kunci:** *Kepala Sekolah, Mutu Pendidikan, Manajemen Sekolah, Penguatan Sosiokultural*

## INTRODUCTION

Elementary school is a pivotal phase of fundamental education that significantly influences the quality of human resources in the future (Li, 2024; Mohiuddin et al., 2022; Tohri et al., 2022). However, to date, many schools continue to face challenges in managing the quality of education, particularly in terms of resource allocation to enhance quality (Alenezi et al., 2023; Bulathwela et al., 2024; Gkrimpizi et al., 2023). Karangturi State Elementary School, as a multicultural elementary school, is recorded to have a 2024 quality report card (PBD) score that is concerning in several crucial aspects. One of the prominent indicators is the low proportion of school resources allocated to quality improvement, with a score of only 14.04, representing a 30.57-point decrease from the previous year. This decline puts schools in the bottom quartile at the district level (ranking 81–100%) (Karangturi, 2024). These findings suggest that previous managerial approaches have been ineffective in strategically optimizing local potential and resources. This condition provides a crucial foundation for examining how the managerial function of school principals, particularly those rooted in sociocultural contexts, can serve as a contextual and sustainable solution.

**Table 1. Report Card for PBD SD Negeri Karangturi with Insufficient Achievement Value in 2024**

| No | Indicators | Access | Score 2024 | Definition of Achievement | Changes from 2023 | 2023 Score | District Ranking |
|---|---|---|---|---|---|---|---|
| E.2 | Proportion of school resource utilization for quality improvement | Less | 14,04 | Low proportion of school resource utilization | Down 30.57 points | 44,61 | Lowest (81–100%) |

Various studies show that the leadership of school principals plays a crucial role in shaping school culture and the performance of educational organizations. Widodo et al. (2024) researched cultural intelligence-based principal leadership (CI-BPL). They found that CI-BPL immediately influences the organizational culture and the performance of teachers' duties through the mediation of school governance. Mergoni et al. (2025) examine the principals' managerial practices and note that effectiveness in organizing and supervision is significantly correlated with student achievement. Sunaengsih et al. (2023) show that the leadership of the principal in SD Sumedang Regency optimizes the managerial functions of decision-making, communication, evaluation, and the formation of school culture to achieve effective school management. In addition, the study's systematic review by Lumban Gaol (2023) emphasizes that the literature on school leadership in Indonesia consistently emphasizes the importance of local values, community collaboration, and cultural adaptation in the managerial practices of school

principals.

Although many studies confirm the importance of the managerial function of school principals in improving the quality of education, most have not thoroughly examined how managerial practices are implemented in complex sociocultural contexts, particularly in multicultural primary schools. Previous research has tended to emphasize macro approaches, such as policy effectiveness, general leadership styles, or the correlation between management and teacher performance, without structurally dissecting how planning, organizing, implementing, and supervising functions are carried out in a local value-laden environment. Meanwhile, the integration of local culture through programs such as Barong Sayaw or Adiwiyata schools is rarely explored as an effective managerial strategy. Thus, a gap exists in the literature regarding how principals design and implement managerial functions that are contextual and adaptive to the sociocultural environment. This is the basis for the formulation of the problem in this study.

This study aims to describe and analyze in depth how the principal at SD Negeri Karangturi carries out managerial functions, including planning, organizing, implementing, and supervising, in order to strengthen the sociocultural aspects of the school. With a qualitative approach of case studies, this study examines the concrete practices of school principals in compiling visions and programs based on local wisdom, distributing assignments according to competencies and interests, building teacher and community motivation, and evaluating cultural programs reflectively and sustainably. The research focuses not only on the technical aspects of management but also on the integration of local values that comprise the identity of a multicultural school. Thus, this study contributes to the understanding of local culture-based adaptive managerial leadership as a contextual and participatory approach for enhancing the quality of primary education.

**RESEARCH METHOD**

This study employs a qualitative method with a single-case study approach to examine in-depth the role of school principals as managers in improving the quality of education through sociocultural strengthening at SD Negeri Karangturi, Rembang Regency. This design was chosen because it enables the contextual exploration of distinctive social, cultural, and managerial aspects, aligning with the multicultural character of the Karangturi people (Cole, 2024; Mishra & Dey, 2022; Priya, 2021). A single case study focuses on the internal dynamics of educational institutions, especially the use of barongsai activities and adiwiyata programs as instruments to strengthen local values (Gelhaar et al., 2023; McDaniel et al., 2022; Stamou et al., 2021). A naturalistic-oriented qualitative approach was chosen to enable the researcher to gain a holistic understanding of the interaction between school principals, school residents, and the community in designing and implementing local culture-based management strategies (Errichiello & Drago, 2021; Lu et al., 2023; Zhang, 2024). In this study, researchers play an active role as

the primary instrument in data collection and analysis, directly involved in the field.

Data collection in this study was conducted through three primary techniques: semi-structured interviews, participatory observation, and documentary studies. Interviews were conducted with school principals, teacher representatives, parents, and community leaders to obtain data on the role of school principals as managers in sociocultural strengthening activities. Participatory observation is used to directly observe the implementation of activities, such as the Barongsai and Adiwiyata programs. At the same time, documentation includes RKT, RKAS, DECREE, additional tasks, photos, videos, picket schedules, and e-performance documents. The researcher plays an active role as a participant, recording data directly at the research location, namely SD Negeri Karangturi, located in Karangturi Village, Lasem District, Rembang Regency. This region has a distinctive multicultural character, making it a relevant location for studies based on local wisdom. The research will be carried out in June 2024. To maintain the credibility of the data, triangulation techniques are employed for methods and sources, as well as member checking (Loyola González-Salgado et al., 2024; Morgan, 2024; Vella, 2024). The following details the techniques and informants involved, as shown in Table 2.

**Table 2. Data Collection Techniques and Instrument**

| Data Collection | Instruments Used | Informant | Code |
|---|---|---|---|
| Semi-Structured Interviews | Interview | Principal | WKS |
| | | Teacher Representative | WG1–WG4 |
| | | Guardian of Pupils | WO |
| | | Community Leaders | WTM |
| Participatory Observation | Cultural Activities (Scotland, Scotland) | All informants | |
| Documentation | RKT, RKAS, SK, photos, videos, picket schedules, e-performance, RTL | Principal | WKS |

Data analysis in this study was conducted through three systematic stages: data reduction, data presentation, and data withdrawal (Kaur et al., 2021; Ray et al., 2021; Yang et al., 2023). At the data reduction stage, the researcher selects, sorts, and simplifies the data from interviews, observations, and documentation that are relevant to the research focus, specifically the role of school principals in sociocultural strengthening. The data presentation stage is carried out in the form of descriptive narratives and interview excerpts to facilitate the identification of patterns and relationships between information. The conclusion stage involves interpreting the data presented to formulate the research results. The credibility of the data is maintained through the triangulation of methods and sources, as well as *member checking* with the informant. Thus, the study's results accurately reflect the conditions and experiences of the informants.

## RESULT AND DISCUSSION

### Results

This study highlights the three main dimensions of the managerial function of school principals in strengthening sociocultural aspects in SD Negeri Karangturi. First, planning is formulated through a vision, mission, and programs based on local wisdom, which are compiled from data identification and collaboration with the community. Second, organizing is achieved through a fair and strategic distribution of tasks, by adjusting the competencies and interests of teachers to support cultural programs such as Barongsai and Adiwiyata. Third, implementation and supervision are carried out with a motivational approach, evidence-based monitoring of activities, and reflective evaluation. These three aspects demonstrate that adaptive managerial leadership, grounded in local values, can enhance the quality of education in multicultural schools. The visualization of the principal's managerial function in strengthening sociocultural aspects is presented in Figure 1.
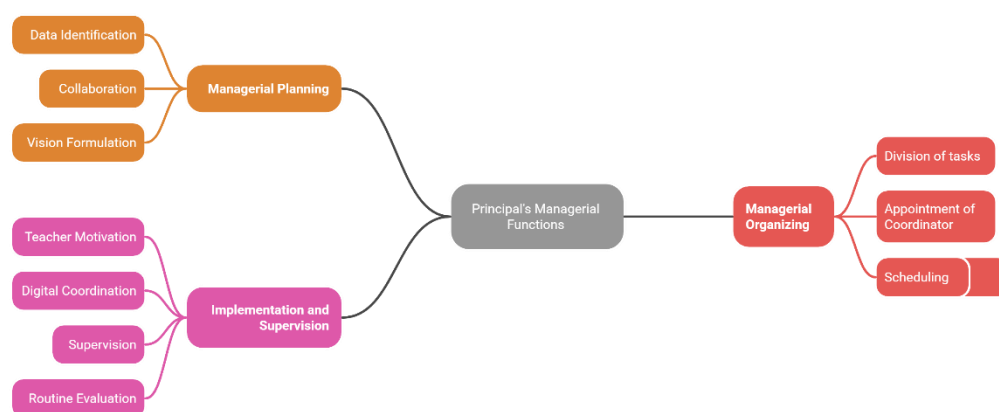


**Figure 1. Principal's Managerial Functions**

### Planning

The principal designs a managerial plan to strengthen socio-culture through a systematic and continuous process. The vision, mission, and educational programs are compiled not only in accordance with administrative standards but also in alignment with the local cultural values of the surrounding community. This process is carried out through school data analysis, environmental potential mapping, and active involvement of teachers, school committees, parents, and community leaders. This multi-stakeholder collaboration gives rise to planning that is not only formal but also relevant to the needs of students. According to the informant, the involvement of various parties is crucial to strengthening legitimacy and fostering a sense of shared ownership of the school's direction. With this approach, schools can develop an inclusive learning culture, foster tolerance, and create meaningful educational experiences tailored to local sociocultural characteristics.

As conveyed by the principal: "So my first step is definitely identification, I need data, Mrs. From data such as sources that can explain to me how SD Karangturi was before, Mrs., and what I would like to achieve. So I am doing the first step, first I visited or collaborated with community leaders here, Mrs. Like the

one closest to Abah Zaim's school, there are still Chinese community leaders, then the Karangturi community itself is indigenous, then kindergarten, then the Head of RT I asked the extent to which you observe the progress of SD Karangturi..." (WKS, 24 June 2025). This aligns with what one of the teachers expressed: "Yes, developing a vision and mission and then designing activities with all teachers is one of them, that is right, Mom" (WG4, 16 June 2025).

Through the results of the interview above, it can be understood that the principal started planning with data-based identification steps and a participatory approach. The information collected from community leaders is used to formulate a contextual vision and mission of the school. The involvement of teachers in designing programs also indicates internal synergy. In general, this quote emphasizes the importance of a collaborative approach in planning local cultural strengthening programs. This has implications for the birth of school programs that are not only administrative but also have strategic value in strengthening the identity and character of students.

The principal also utilizes the RKT and RKAS documents as an administrative basis for designing programs that reflect local culture. One of the flagship programs is the extracurricular Barongsai and Adiwiyata School, which is formally listed in the annual plan. The RKT contains indicators of success, while the RKAS regulates the allocation of the budget for these activities. The involvement of the school committee and parent representatives in the planning meeting confirms the application of a participatory approach. The program is not run as a routine, but as a strategy to strengthen students' attachment to their social and cultural environment. Departing from this, the form of planning found is presented in Table 3.

**Table 3. Planning Documents to Support Sociocultural Strengthening**

| Document | Main Contents | Information |
| --- | --- | --- |
| CTR | Local cultural programs, extracurricular activities, and supercurricular schools are indicators of success. | Composed by the principal and team |
| RKAS | Budget for cultural and environmental activities | Supporting program sustainability |

The managerial planning of the principal is carried out through a collaborative pattern that is based on data and oriented to local sociocultural values. The identification of the school's potential and needs is carried out by involving community leaders, teachers, and parents, ensuring that each program designed is contextual and able to strengthen the character of students. The RKT and RKAS documents serve as strategic instruments to ensure the comprehensive and sustainable integration of cultural programs within the school system. From an academic perspective, this practice demonstrates that adaptive and participatory planning not only strengthens the legitimacy of school policies but also lays the foundation for creating a quality education that is both relevant to local wisdom and values. Thus, the resulting planning is not just administrative, but has strategic value for the development of an inclusive, tolerant, and rooted school culture rooted in the social reality of the local community.

**Organizing**

Managerial organization is a process of structuring human resources and distributing tasks systematically to school principals, ensuring the effective implementation of school programs. In the context of sociocultural strengthening, organizing involves distributing teacher and staff duties based on competencies, domicile, and interests, as well as establishing coordination structures to support local culture-based programs. This is crucial, which faces cultural complexity and a limited number of teachers, making the efficiency and suitability of assignment placement the primary factors in the success of the barongsai and adiwiyata programs.

As stated by the principal: "... And if there is an extra layer of detail I would like to add to it... without exception. Well, so the function is really all about feeling, having a school, Mrs. Lili. However, I still determined one coordinator for each activity. Well, I see the coordinator's competence, Mrs.. For example, if you are a superhero, it means that according to your superhero's duties, what the hell must he be able to master..." (WKS, 24 June 2025). In line with that, the fourth teacher stated: "... Even if all teachers can also be suitable per POGJA. So no one can get their assignment. Sometimes there are even concurrent issues because we lack teachers" (WG4, 16 June 2025).

Based on the results of the interviews conducted, the organization at SD Negeri Karangturi operates with a flexible yet directed pattern. The appointment of coordinators is made based on the competencies of each individual, while the division of tasks is carried out in an even manner, reflecting a participatory leadership style. The principal attempts to allocate responsibility based on the teacher's expertise and interests, so that each individual can contribute optimally. Even though the number of educators is limited, the organization is still carried out through the spirit of collaboration and the principle of justice, ensuring that the workload does not lead to inequality. Upon listening to this description, it is clear that adaptive organization plays a crucial role in ensuring the sustainability of school culture programs. The active participation of all elements is key, ensuring that each activity designed is not only carried out administratively but also has a real impact in fostering character and strengthening the cultural identity of students within the school environment.

The principal not only relies on informal mechanisms for organization, but also prepares detailed operational documents. The document includes the Decree on Additional Duties for Teachers, the schedule for the extracurricular picket of the barongsai, and the formation of an adiwiyata team. These documents serve as guidelines for the implementation and legitimacy of teachers' assignments in assisting with cultural activities on a periodic and scheduled basis. Teacher placement is not carried out randomly, but by considering each other's interests and concerns. For example, the environmental coordinator is assigned to teachers who have a special interest in ecological issues. At the same time, the lion dance activity is positioned not only as a vehicle for art development but also as a social adhesive medium that bridges the interaction of students across religions and ethnicities. The active support of parents and community leaders further strengthens the sustainability of this organization. The format for presenting

research results is outlined in Table 4.

**Table 4. Document for Organizing Tasks in Sociocultural Programs**

| Document | Function | Information |
|---|---|---|
| Decree on Additional Duties for Teachers | Allocation of additional duties for annual teachers | Updated annually |
| The Superior School Basketball Team | Structure and responsibilities of the environmental team | Compiled since 2023 |
| Barongsai Picket Schedule | Scheduling of teacher accompaniment for cultural activities | Sorted weekly and monthly |

Managerial organization is carried out by emphasizing flexibility, efficiency, and collaboration. The principal is not only oriented to the administrative aspect, but also considers the character, competence, and interests of the teacher in determining the task. The preparation of documents, such as the Additional Task Decree and the picket schedule, as well as the formation of the work team, demonstrates that the school's sociocultural program is designed systematically, not incidentally. With these guidelines, every cultural activity has a clear direction, guaranteed sustainability, and a fair distribution of roles. From the perspective of informants, this approach fosters synergy among school residents, strengthens a sense of belonging, and creates opportunities for community participation. Thus, the organization not only supports the effectiveness of the program but also serves as an important instrument in shaping students' character through the internalization of local cultural values that are integral to the school environment.

## Supervision Implementation

Implementation and managerial supervision are two crucial functions of the principal in ensuring that the program runs smoothly and achieves the set goals. The implementation involves providing motivation, direction, and coordination of tasks carried out by the principal for school residents. Meanwhile, supervision includes monitoring activities, assessing performance, and following up on the results of activity evaluations. In the context of strengthening sociocultural aspects at Karangturi State Elementary School, the implementation and supervision of this program focus on the barongsai and adiwiyata programs, involving all elements of the school and the community. The effectiveness of this function is highly dependent on intensive communication, the use of technology, and the collaborative work culture built by the principal.

As stated by the principal: "... So before I come here, Karangturi is a quiet village. So, what should I do? Give a doctrine. The second thing is that I always appreciate it whenever they participate in any activities. Thanks. Amazing, you have helped us in making this event a success. "That is a reward, Mrs." (WKS, 24 June 2025). In line with that, the second teacher stated: "Support us. If we want our school to develop and get many students, we must carry out all activities or programs that have been designed by the school..." (WG2, 16 June 2025).

The interview above demonstrates that the principal employs a humanist approach in implementing the program. The strategy employed emphasizes positive reinforcement-based motivation through rewarding and intensive communication to maintain the collaborative spirit among school residents.

Teachers are not only positioned as technical implementers, but are also encouraged to understand their strategic role in determining the success of school culture programs. To support coordination, school principals utilize digital communication media, such as WhatsApp groups, which accelerate the flow of information, accompanied by direct monitoring through personal involvement and the use of intermediaries. This implementation pattern shows adaptation to technological developments as well as sensitivity to school social dynamics. Thus, the implementation function is not only administrative, but also emphasizes harmonious social relations and the active participation of all school elements.

The principal at SD Negeri Karangturi carries out the supervisory function through direct briefings and the use of digital communication media. Supervision is also carried out by setting a picket schedule, appointing activity coordinators, and utilizing administrative evidence as a control instrument. Although there is no written supervision standard available, supervision practices continue to function through the use of photos of activities, attendance lists, and reports collected periodically. Program evaluations are conducted at the end of every month through coordination meetings involving teachers and relevant parties, with the results outlined in the Follow-up Plan (RTL) as a guideline for program improvement. The evidence collected also shows the active involvement of the community in the activities of Lion Sai and Adiwiyata, which not only strengthens the implementation of the program but also enriches the internalization of local cultural values in schools. With this pattern, the supervisory function is both adaptive and oriented towards the sustainability of cultural programs. Based on these findings, the form of implementation and supervision is presented in Table 5.

**Table 5. Sociocultural Program Implementation and Supervision Document**

| Document | Main Contents | Information |
|---|---|---|
| Picket and Coordinator Schedule | Assignment of a teacher in charge of activities | Compiled periodically and monitored directly |
| Photos & Activity Reports | Evidence of the implementation of cultural and environmental activities | Used as an informal supervision instrument |
| RTL (Follow-up Plan) | Evaluation and improvement strategies | Compiled every year-end by the adiwiyata and barongsai teams |
| Coordination Meeting Minutes | Monthly evaluation and follow-up | Become a reference for future program corrections |

The implementation and supervision function of the principal at SD Negeri Karangturi is carried out collaboratively and based on appreciation. The principal encourages teacher participation by providing clear motivation and direction and ensuring the smooth running of the program through direct monitoring and the use of communication technology. Although there is no written supervision standard yet, the informal approach is reasonably practical thanks to a participatory and responsive work culture. Monthly evaluations and annual RTL are evidence that supervision is directed towards continuous improvement. These findings suggest that the principal's leadership plays a central role in ensuring the

success of local culture-based programs through targeted implementation and adaptive supervision.

**Discussion**

The results of this study confirm that school principals play a strategic role in strengthening sociocultural values in multicultural elementary schools, as seen in the context of Karangturi State Elementary School. These findings align with a research focus that explores principals' leadership practices in planning, organizing, implementing, and supervising local culture-based programs. The relevance of the findings is high, considering the urgency of adaptive education to cultural diversity in Indonesia, particularly in shaping the character of students from the elementary level. By utilizing both internal and external resources, the principal at SD Negeri Karangturi has successfully integrated local values into the education system systematically and sustainably. The following discussion section outlines the theoretical analysis and findings of previous research related to the managerial function of school principals in strengthening sociocultural aspects.

The principal's managerial planning in strengthening sociocultural aspects at SD Negeri Karangturi demonstrates a data-driven and collaborative approach that aligns with strategic planning theory in education management (Guiamalon, 2023). The principal identifies the need through the analysis of quality report cards and interviews with community leaders. This practice aligns with Alsharija & Watters (2021), which emphasizes the importance of recognizing both supporting and inhibiting factors in school-based planning. The results of this study also corroborate the findings of Pham et al. (2025), which suggest that the involvement of local stakeholders enhances the legitimacy and acceptance of the program. The determination of flagship activities, such as barongsai and adiwiyata, reflects a response to the local cultural context as well as differentiation strategies aimed at improving the quality of education. Thus, planning is not only administrative, but also serves as an instrument of social transformation rooted in local values.

The organization of human resources by school principals is based on the principles of justice, competence, and interest. Jia & Tu (2024) emphasize that the suitability between individual tasks and capacities greatly influences the effectiveness of educational organizations. The assignment distribution strategy at SD Negeri Karangturi also takes into account geographical aspects and cultural diversity, aligning with the principles of participatory management (Blomkamp, 2022; Gurney et al., 2021; Liao, 2022). The results of this study are strengthened by Huda et al. (2021), which emphasizes the importance of flexible coordination structures in the context of multicultural education. The appointment of an interest- and expertise-based activity coordinator demonstrates that the principal maximizes the individual's potential to support cultural programs. This is consistent with Layek & Koodamara (2024), who found that work motivation increases when teachers feel valued and placed according to their potential. Thus, adaptive organization is a prerequisite for the sustainability of sociocultural programs.

The implementation and supervision function of the principal at SD Negeri Karangturi is carried out through a motivational approach and participatory

communication. School principals use reward and appreciation strategies as a form of intrinsic motivation, according to research by Mavrogordato et al. (2023) about the importance of activating and mobilizing human resources. Additionally, the use of communication technologies, such as WhatsApp Groups, accelerates the coordination process, aligning with the findings of Huda et al. (2021) regarding the effectiveness of e-performance in educational supervision. Although there is no written supervision standard, documentation-based supervision practices and collective reflection show adaptation to resource limitations. This aligns with the opinion of Sachdev et al. (2023), which emphasizes that supervision is meaningful if it leads to improvement. Thus, the implementation and supervision functions carried out show a balance between administrative, motivational, and adaptive aspects.

This research provides a practical contribution in the form of a strategic reference for school principals in managing local value-based education in a multicultural context. Collaborative experiences at SD Negeri Karangturi show that similar practices have the potential to be replicated in other schools with comparable social characteristics. The barongsai and adiwiyata programs have been proven not only to strengthen the school's cultural identity but also to encourage the active involvement of the community in supporting the educational process. From a theoretical perspective, the results of this study contribute to the enrichment of educational management studies by introducing sociocultural dimensions as a variable that influences the effectiveness of school principals' managerial functions. The results of this study also strengthen the POAC (Planning, Organizing, Actuating, Controlling) framework by emphasizing that the success of school management is highly dependent on the extent to which local cultural values are integrated in the planning, organizing, implementation, and supervision stages of educational programs.

This research demonstrates that the managerial role of school principals in sociocultural strengthening hinges on their ability to adapt to the local context and foster collaboration with various stakeholders. Planning, organizing, implementing, and supervising strategies based on local cultural values have proven effective in creating an inclusive, relevant, and meaningful educational environment for students. The results of the study also confirm that the leadership of school principals is not sufficiently administrative, but needs to emphasize the cultural dimension that is in harmony with the social dynamics of society. The contribution of this research lies in affirming the importance of integrating local cultural values into the managerial function of school principals, as well as providing practical guidance for multicultural schools in strengthening the identity and character of their students. For the following study, it is recommended to deepen transformative leadership models in other multicultural schools, as well as to develop culture-based supervision tools that can ensure the sustainability of sociocultural programs in educational institutions.

**CONCLUSION**

This study demonstrates that the principal at SD Negeri Karangturi undertakes a comprehensive managerial role in promoting sociocultural values by planning, organizing, implementing, and supervising programs rooted in local

wisdom. Planning is carried out in a participatory manner by integrating the potential of local culture into the school's vision, mission, and programs. Organizing emphasizes the suitability of tasks in relation to the teacher's competencies and interests, as well as the establishment of a work structure that supports the sustainability of cultural programs. A motivational approach and intensive communication guide implementation are employed, with supervision conducted reflectively through evidence of activities and routine evaluation. The results of this study confirm the importance of adaptive and values-oriented managerial leadership in creating an inclusive and contextual educational environment. The contribution of this research lies in strengthening the role of school principals as cultural agents and opening up space for the exploration of culture-based leadership models in multicultural schools.

## ACKNOWLEDGMENT

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