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Challenges and Solutions in School Management in the Binduriang Sub-District: A Descriptive Qualitative Approach

H. Lukman Asha, H. Hamengkubuwono, Murni Yanto, Eka Apriani et Irfan Qowwiyul Aziz Alhajj

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Résumé de l'article

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Abstract

This study examines the management of education in a crime-prone area, specifically through a case study in the Binduriang district of Rejang Lebang district of Bengkulu province, Indonesia. This area is known for its high crime rates, which are especially associated with drugs, gambling, theft, and robbery. The study used a descriptive qualitative approach, collecting data through semi-structured interviews and open-ended questionnaires from nine school principals and 10 teachers in the Binduriang subregion. The data analysis used thematic analysis, which included transcription, manual and NVivo coding, categorization, and subject identification to ensure strict pattern recognition and reliable findings. The results show that the main challenges in managing Binduriang education include limited human resources, insufficient financial resources, and a lack of community participation and educational awareness. The study also highlights a number of solutions implemented, such as improving teachers' skills through workshops, and collaborating with security forces and other stakeholders. In addition, the study proposes practical plans to improve the quality of education, including the formation of a strong management team. It also aims to contribute to the understanding and resolution of educational management problems in crime-prone areas, and can serve as a model for other regions facing similar challenges.

Introduction

The Binduriang sub-district of Rejang Lebang, Bengkulu province, Indonesia, faces major challenges in providing quality education due to its high crime rate. This issue affects both the community and the educational environment, disrupting the learning atmosphere and academic performance (Makaremi et al., 2024). Effective education management plays a key role in addressing these challenges by ensuring schools remain resilient and conducive to learning (Muliati et al., 2022).

In areas like Binduriang, where crime and violence affect schools, strong leadership is critical for improving student outcomes, teacher performance, and overall school success. Sims (2002) defines management as using people and resources to achieve goals, while Connolly et al. (2017) emphasize combining human and material resources for effective management. The National Institute of Education (2019) adds that educational management involves planning, supervision, and implementation, with a focus on human resource management. Comprehensive educational leadership integrates these elements to foster growth and development.

Educational management involves strategic planning, policy development, human-resource management, curriculum design, financial management, community engagement, and quality assurance. Effective leaders need visionary thinking, communication, decision-making, emotional intelligence, and adaptability. The main goals are improving student outcomes, enhancing teacher efficiency, fostering a positive school culture, promoting community engagement, and ensuring efficient resource use (Latorre-Medina & Blanco-Encomienda, 2013).

Effective educational leadership addresses challenges like diversity, inequality, technological change, teacher well-being, and responsibility. Best practices include collaborative leadership, data-driven decisions, professional development, community engagement, and strategic planning. These strategies help create management systems that improve teaching quality, student outcomes, and school environments (McCarthy et al., 2023). In challenging areas like Binduriang, where crime disrupts education, effective management strategies build resilience and support success. Simatupang et al. (2023) highlight the importance of setting clear goals, guiding staff, and fostering a positive school culture to support education and career growth.

Leithwood et al. (2020) emphasize that strong leadership involves creating a positive culture, building relationships, and implementing policies to meet social and academic goals. This is critical in high-crime areas, where capable leadership promotes safety and a supportive environment (Karim et al., 2024). Effective educational management focuses on developing institutions by driving improvements, adapting to change, and making informed decisions. Leaders use strategic communication, collaboration, emotional intelligence, and data-driven insights to promote positive school cultures, enhance teacher efficiency, and engage communities (Reddy et al., 2024; Carvalho et al., 2021; Andrin et al., 2023).

One thing that makes the Binduriang area so notoriously scary is that crime in the area is very high, especially related to drugs, cockfighting, gambling, theft, and robbery. The sale of narcotics and the storage of stolen goods are common activities in this area. Data from the Bengkulu Police's Directorate of Drug Detection reveals a large number of drug abuse cases in the Binduriang sub-district. In 2016, out of 132 cases, 16.3% occurred in the Binduriang sub-district area, namely 36 cases. Furthermore, in 2017, out of 91 cases, 12% occurred in the Binduriang area, namely 24 cases. In 2018, out of 83 cases, there were 16.58%, namely 38 cases. Then in 2019, out of 125 cases, there were 21 cases. There were 103 suspects secured from 2016 to 2019, where 60% of them do not have permanent jobs and are still of productive age, with 55% of high-school education backgrounds (Directorate of Drug Detection, 2019).

This alarming trend reflects deficiencies in local educational leadership. A lack of strategic planning and effective educational programs leaves students disengaged and vulnerable to criminal activities. Strong school management can provide career guidance, extracurricular activities, and community engagement programs to divert youth from crime. Additionally, fostering partnerships with local businesses and organizations for employment and vocational training can reduce youth unemployment (Camarero-Figuerola et al., 2022). The absence of proactive leadership in Binduriang exacerbates the region's crime rates, highlighting the urgent need for educational reform. Prioritizing leadership reform can lead to a safer, more prosperous society and improved educational outcomes for future generations (Çetin & Karsantık, 2022).

Effective management of education can create a safe and favourable learning environment, improve the quality of education, and motivate students to reach their full potential (Boston et al., 2024). Research shows that effective educational leadership can reduce crime rates by encouraging community participation in maintaining neighborhood safety and promoting a culture of discipline and responsibility among students.

Research shows that education and leadership play key roles in reducing crime. Hunt (2020) found that collaborative leadership improves school safety in high-crime areas. Holden and Rosén (2014) noted that education reduces crime by offering better job opportunities and discouraging delinquent behavior. Access to quality education equips individuals with skills for the labor market, lowering the risk of criminal activity. It also shapes character and morality, reducing deviant behavior. Sari and Azhari (2019) highlighted that education reduces crime but increases poverty in Indonesia.

Finally, a study conducted by Armin and Idris (2020) on the influence of education, unemployment, income inequality, and poverty on crime in Indonesia (2015-2019) found that unemployment and education have a significant negative impact on crime, while poverty and income inequality have a significant positive impact. Based on reviews of the presented literature, it is possible to identify the following gaps and differences in scientific research. The above literature review identified a number of research gaps and gaps in education management in areas prone to crime. This study focuses on the crime-prone local context, specifically the Binduriang sub-district of Rejang Lebang in Indonesia, and the role of school leaders (Marzbali et al., 2016).

This study emphasizes the need to explore strategies school leaders use and the impact of educational interventions in crime-prone areas like Binduriang. It seeks to identify practices that improve educational outcomes and address issues like drug abuse and community engagement (Biwer et al., 2020). Although the link between poverty, unemployment, and crime is noted, these relationships are not explored in detail. More research is needed to assess the impact of educational programs and understand community perceptions for better strategies (Mavrot et al., 2024). Effective leadership is vital for improving student outcomes, teacher satisfaction, and community engagement while ensuring a safe learning environment. This study identifies challenges, proposes solutions, and provides strategies for managing education in crime-affected areas (Tintoré et al., 2020).

Research Questions

This study aims to address the following research questions related to school management in the Binduriang sub-district:
1. What are the problems faced in school management in the Binduriang sub-district?
2. What are the existing problems related to human resources, infrastructure, finance, students, learning, and community relations in schools in the Binduriang sub-district?

3. What solutions and problem-solving strategies are currently implemented in schools within the scope of the Binduriang sub-district?
4. What is the ideal concept or plan that schools can adopt to ensure that the Binduriang sub-district remains in its original condition and is not contaminated by criminality?

Research Purpose and Objectives

This study underscores the need for deeper research into strategies employed by school leaders and the effectiveness of educational interventions in crime-prone areas. Focusing on the challenges in the Binduriang subregion, it seeks to identify practices that enhance educational outcomes and address issues like drug abuse and community engagement. The study aims to identify the challenges schools face in daily operations and administration, including issues related to human resources, infrastructure, finances, student performance, learning processes, and community relations. It also examines the solutions and strategies currently implemented to overcome these challenges. Finally, the study proposes ideal plans that schools can adopt to maintain their integrity, sustain educational practices, and mitigate the negative impact of criminality on the community and learning environment.

Problem Statement

The settlement of Binduriang faces significant challenges in school management, especially in areas susceptible to crime. School leaders face a variety of challenges, including insufficient human resources, inadequate infrastructure, financial constraints, and limited community engagement. These problems hinder the effective delivery of education, and put the safety and well-being of students at risk.

To address these pressing issues, this study aims to explore the obstacles faced by school leaders in managing education in crime-prone areas, with a particular focus on the Binduriang subregion. By exploring the experiences of school leaders and teachers, this research seeks to identify key issues, provide solutions, and inform evidence-based strategies for effectively managing the school in similar contexts.

Literature Review

Conceptualizing the Demographic Condition of the Binduriang Sub-District: An Analysis of Key Demographic Factors

Binduriang is a settlement located in the Rejang Lebong Regency, Bengkulu Province, Indonesia. Named after a village along the highway between Curup and Lubuklinggau, it is primarily inhabited by the Lembak ethnic group, which also gives its name to the region (Rejanglebongkab.go.id, 2023). The Lembak community, along with local leaders, is centered around the historically significant Jami Mosque in Curup. While the region boasts a rich cultural history, Binduriang has been stigmatized since 2009, gaining a reputation as a place of fear and danger, a perception that still persists today (Lena et al., 2020). This understanding influences the social dynamics of the community and the educational environment, affecting both local inclusion and the overall quality of life.

School Management and Leadership in Education

School management is a dynamic process that coordinates resources to achieve educational goals (Liou, 2015). It involves planning, organizing, leading, and managing human resources such as teachers, students, and staff, as well as financial and physical resources like infrastructure and learning materials. Leadership by principals and administrators is crucial in setting goals, creating a positive culture, and ensuring accountability (Kalkan, 2020).

Effective schools involve teachers, parents, and students in decision-making to align policies with community needs. Strategic planning connects long-term goals with curriculum, staffing, and facilities, while a positive school climate ensures safety, inclusion, and a love for learning. In such environments, both students and teachers feel valued and motivated (Mahardhika & Raharja, 2023).

Managing schools in high-crime areas presents additional challenges such as violence, vandalism, and gang activity. Leaders in these settings must implement safety protocols, install security measures like CCTV, collaborate with law enforcement, and train staff to handle emergencies (Aballe et al., 2022). Beyond physical safety, schools must address behavioral issues linked to socio-economic challenges. Many students may exhibit behavioral problems due to exposure to crime, requiring trauma-informed practices to address emotional needs. Counseling, mentoring, and socio-emotional learning are essential (Koslouski et al., 2023).

Educational management integrates several leadership frameworks. Transformative leadership inspires change through charisma (Arar & Oplatka, 2022). Servant leadership focuses on meeting others' needs and promoting community (Shakeel, 2019). Ethical leadership emphasizes ethical decision-making and transparent communication. Distributed management promotes shared leadership, emphasizing collaboration and the belief that leadership skills can be cultivated at all levels (Baștea et al., 2023). Culturally responsive leadership prioritizes equity and inclusion, ensuring all cultural perspectives are respected (Ahmed, 2020).

In crime-prone areas, leadership requires a combination of transformative leadership, strategic management, and staff development. Transformative leadership is key to building teacher commitment (De Nobile & Bilgin, 2022). Security challenges often hinder sustaining such an environment, making strategic management crucial for proactively responding to external pressures while aligning activities with long-term goals. Understanding the local context is critical for effective leadership (VanGronigen & Meyers, 2017).

Staff development is essential, especially in challenging environments. Leaders must provide continuous opportunities for teachers to acquire new skills, balancing immediate security needs with long-term educational goals (Lee et al., 2016). A holistic leadership approach is needed to address these challenges while planning for sustainable improvement (Leithwood, 2021). Engaging the community and offering consistent support to students are vital for long-term success.

These challenges highlight the importance of adaptive, strategic, and supportive leadership in education, particularly in environments influenced by external factors. A multifaceted approach, combining strategic planning, transformational leadership, and a commitment to equity and continuous improvement, is essential for fostering resilience and achieving educational success (Pak et al., 2020; Nadeem, 2024).

Recent studies highlight several effective strategies for leadership education, particularly in challenging environments, like crime-prone areas:

a. Transformational leadership focuses on inspiring and motivating followers through a shared vision, intellectual stimulation, and individualized consideration. This approach has

been shown to increase organizational commitment and performance, especially in educational settings, where fostering a positive and inclusive school culture is vital for overcoming challenges.
   b. Active learning and design thinking are also key strategies that encourage critical thinking and problem-solving. Design thinking, a human-centred approach to innovation, helps students develop creative solutions to complex problems, and has been effective in improving students' innovative thinking and critical judgment skills.
   c. Collaborative leadership training emphasizes teamwork, shared responsibility, and problem-solving, which is particularly beneficial in stressful and high-risk environments. This method fosters a strong sense of community and common purpose.
   d. Ethical and inclusive leadership is recognized as essential for leadership education. Training programs that focus on ethical decision-making, cultural competence, and inclusiveness prepare leaders to navigate and overcome challenges in crime-prone areas. Ethical leadership promotes trust and integrity, which are critical to building resilient and cohesive educational communities.

Key Issues in School Management and Leadership

Human resource management in schools focuses on recruiting, developing, and retaining skilled staff to improve performance. This includes teachers, administrative staff, and support personnel, all essential to a school's success (Mahapatro, 2021; Tanjung, 2020). In high-crime areas, schools need staff who are not only qualified but also capable of handling unique challenges (Calderoni et al., 2021). Teachers often take on roles beyond instruction, such as mentoring and counseling students facing trauma.

Ongoing professional development is crucial to help teachers manage both academic and behavioral challenges. Training should cover classroom management, conflict resolution, and trauma-sensitive teaching. Given the added stress in high-crime areas, support systems like counseling, stress management, and financial incentives are vital for retention (Shakimova et al., 2024). Performance management should recognize emotional labor and provide feedback and growth opportunities (Page, 2016). Recruiting locally can also promote cultural understanding and shared responsibility (Al-Yakin et al., 2023).

Educational infrastructure is key to quality education (Barrett, 2019). Well-maintained classrooms, labs, and technology improve learning, while poor conditions hinder it. Schools in high-crime areas need additional security, such as cameras and strong gates, to protect against vandalism and theft (Yangambi, 2023). Infrastructure should be durable, crisis-resilient, and foster a positive school culture (Mirzaei et al., 2019; Rooney, 2014).

Financial management is essential, especially in resource-limited areas. Schools must plan and allocate funds for salaries, infrastructure, and materials while addressing extra costs like security (Sugiharti et al., 2022). External funding from grants and sponsors often supports these efforts. Financial managers should prioritize needs, plan for emergencies, and ensure transparency to build trust with the community (Mncube et al., 2023; Aldridge & McLure, 2023).

Strong community relations are important for fostering trust and collaboration (Hands, 2023; Eden et al., 2024). Transparent communication and regular updates help improve the school's image and strengthen ties with stakeholders. In high-crime areas, these efforts counter stereotypes and build resilience (Ferrara & Jacobson, 2019; Bormann et al., 2021). Schools should also collaborate with law enforcement to improve safety and manage crises effectively. By emphasizing their role in addressing local challenges, schools can secure resources and transform

into symbols of hope and stability in their communities (Mapp & Kuttner, 2013). Ultimately, strong community engagement helps schools in crime-prone areas become beacons of hope and stability (Bryk & Schneider, 2002).

Research Methodology

Research Design

This study focuses on the Binduriang region of the Rejang Lebang region of Bengkulu province in Indonesia and examines the administration of management education in crime-prone areas using descriptive methods and a qualitative approach. The qualitative approach is especially well suited for this type of research, as it allows for an in-depth study of the complex, dynamic, and important aspects of the topic being studied (Flick, 2014). Through descriptive research, the goal is to provide a holistic understanding of admininistration of education management techniques in schools that are located in high-crime areas. This design allows for a richer representation of the diverse experiences and perspectives of teachers and principals in the Binduriang subregion. In addition, as a scientist, the author seeks to gain a thorough understanding of the social context from the point of view of the participants. In this case, the author is the main research tool who actively interacts with participants, to collect data through interviews and observations (Lim, 2024). Such direct involvement increases the richness of the collected data, providing for a more nuanced study of the topic. Thus, the choice of the author as a research tool is an integral part of the design of this research, emphasizing the importance of personal involvement in qualitative research.

Sampling and Participation

The research data were collected from a combination of informants and documents. Interviews were conducted with nine school leaders, and questionnaires with open-ended questions were distributed to teachers, receiving responses from 10 participants. These participants were chosen through purposive sampling, a non-probability method commonly employed in qualitative research. This approach involves selecting individuals based on their specific roles and experiences, ensuring they can provide meaningful and diverse perspectives on the research topic (Rai & Thapa, 2019).

The questionnaires were distributed to teachers from nine schools located in the Binduriang district of Bengkulu Rejang Lebang, Indonesia, covering both urban and rural areas. The 10 teachers who responded offered valuable insights into school management practices, problem-solving strategies, and methods for addressing challenges. All nine schools participated, with responses collected from teachers at each institution.

The purposive sampling method targeted participants based on their expertise in management and educational administration, particularly in areas prone to crime. School leaders and teachers were chosen due to their direct involvement with educational institutions and their firsthand knowledge of the management challenges and strategies specific to the Binduriang region. A diverse group of respondents was included to provide a comprehensive understanding of the issues, representing schools of varying types and service lengths. Only individuals who provided informed consent were included in the study, ensuring transparency and sincerity in their shared experiences (Nyimbili & Nyimbili, 2024).

Data Collection

Data collection methods included in-depth interviews and open-ended questionnaires (Rutledge & Hogg, 2020). In-depth interviews, a key primary data collection technique, were conducted with school principals to gather detailed insights into their experiences and perceptions regarding leadership education management in crime-prone regions. These semi-structured interviews focused on four main indicators:

1. School Management Issues: Examining challenges faced by schools in the Binduriang sub-district, particularly leadership strategies affecting student achievement.
2. Human Resources, Infrastructure, Finance, Students, Learning, and Community Relations: Exploring obstacles across these critical domains to improve school operations and resource optimization.
3. Solutions and Problem-Solving Strategies: Investigating strategies used by school principals to address challenges, including self-evaluation methods, innovative resource allocation, community engagement, and improving educational outcomes.
4. Ideal Concepts and Plans for Crime Prevention: Identifying effective crime prevention strategies, community partnerships, and programs that enhance safety for students and residents in Binduriang.

The open-ended questionnaire, another qualitative data collection tool, allowed participants to express their views, experiences, and opinions in their own words (Lahmar, 2022). Designed to address themes such as leadership challenges, management strategies, and the effects of crime-prone environments on educational leadership, the questionnaire was distributed to teachers across nine schools in the Binduriang sub-region. A total of 10 teachers participated, offering a diverse range of perspectives. Confidentiality was ensured, with participants' identities known only to the researcher.

Questionnaires were collected over a set period and analyzed using data coding to identify recurring themes and patterns. The results were compared with those from in-depth interviews to enhance the reliability of the findings. The open-ended format provided additional insights, allowing participants to reflect and give detailed responses at their own pace, often leading to more thoughtful and comprehensive feedback (Kurzhals, 2021). These four main indicators were also referenced in the questionnaires, covering school management issues, general problems, solutions, and ideal plans to address challenges.

Data Analysis

The interview transcripts and open-ended questionnaire responses were analyzed using a qualitative approach. Interview recordings were first transcribed verbatim for accuracy. Then, manual coding was conducted with the assistance of NVivo software to identify themes and sub-themes (Allsop et al., 2022). A thematic analysis approach was applied to uncover patterns and relationships, while the constant comparative method was used to compare and contrast data across participants. Content analysis was employed to analyze the open-ended questionnaire responses, focusing on classifying themes and patterns (Naeem et al., 2023).

The coding and categorization processes grouped related responses into overarching themes and sub-themes. The open-ended interview data were systematically analyzed to identify key themes and patterns, which were cross-verified with other data sources and peer-reviewed to enhance validity. The analysis followed Huberman and Miles' (2012) interactive model, which includes data collection, reduction, display, and verification. To ensure credibility, techniques such

as persistence, triangulation, and peer debriefing were used. NVivo software facilitated the organization and analysis of the data, ensuring an efficient process (Maher et al., 2018). These methods provided a thorough understanding of leadership education management in the Binduriang sub-district of Indonesia.

Results and Discussion

Results of Interview with the Principal

a. School Management Issues in the Binduriang sub-district
Based on the results of interviews related to school-management issues in the Binduriang sub-district, school principals provided the following explanations:

> "Our close cooperation with local governments, Babinsa, Babinkamtibmas, village heads, sub-district heads, and other relevant parties enables us to effectively address students' safety and education[al] needs. For example, we meet regularly with these stakeholders to plan and implement measures that improve school safety and student and family support networks." (Principal One)

> "To reduce the financial burden on parents, we have implemented several initiatives. Promoting the use of private vehicles, which drastically lowers transportation costs, is one of our tactics. We have also reduced the length of study sessions without compromising academic standards, which contributes to the overall cost reduction. It is imperative to protect student[s'] safety, especially in a neighbourhood like Binduriang, which has a high crime rate. We give top priority to driving safety for children going to school. In addition, to proactively address safety issues, we established the Prevention of Violence in Schools Team (TPPKS). This team has received training to recognize and neutralize possible dangers, ensuring a safe learning environment". (Principal Eight)

Based on the interviews above, the school aims to reduce the cost of education for parents and the underprivileged by using private vehicles, reducing study duration, prioritizing road safety, and utilizing alternative internet access (Ainscow, 2020). They work with local government, security, and other stakeholders to accommodate their needs. The majority of parents are primary school graduates, and a school violence prevention team (TPPKS) was formed to address security concerns. Collaborative strategies with Babinsa, Babinkamtibmas, sub-district heads, village heads, religious leaders, and community leaders are also used.

b. Human resources, infrastructure, finance, students, learning, and community relations issues at schools in the Binduriang sub-district.
Based on the results of interviews related to human resources, infrastructure, finance, and community relations issues at schools in the Binduriang sub-district, school principals provided the following explanations:

> "Our strategy centers on ensuring [that] our facilities are operational, and our teachers are well equipped. After recruiting temporary teachers, we make significant investments in their professional development through workshops and in-house training (IHT) programs. This strengthens our staff's sense of community, while enhancing their

teaching skills. One crucial issue is infrastructure. We make the best use of existing spaces and buildings, concentrating on renovating necessities, such as toilets and designing learning gardens to enhance the children's educational experience[s]. We create a supportive environment for teaching and learning, by streamlining our infrastructure." (Principal Four)

"Strategic financial management is required. We support families experiencing financial difficulties and encourage parental involvement in education[al] funding. This ensures that our funding is well distributed, prioritizing critical areas, such as the procurement of educational resources and equipment". (Principal Five)

The human resources department focuses on recruiting temporary teachers and enhancing their skills through workshops, in-house training (IHT), and strategic initiatives. Infrastructure is optimized by making the best use of existing facilities, rehabilitating toilets, and planning learning gardens. Priority is given to procuring learning materials and tools, while financial resources are allocated effectively.

Financial management involves encouraging parental involvement in funding education, offering financial relief to those in need, and optimizing budgets proportionally based on priorities. Students are supported through literacy programs, positive cultural activities, and collaboration with religious scholars and community leaders. Programs are in place to regulate gadget use and provide ongoing guidance to address related challenges.

Learning is improved through regular briefings, supervision, observation programs, and communication-focused problem-solving approaches. Efforts include fulfilling facility needs, creating a comfortable and supportive learning environment, and fostering collaboration with stakeholders to enhance safety and educational outcomes in crime-prone areas (Wahyuningtyas et al., 2022).

c. Solutions and Problem-Solving Strategies by School Principals in the Binduriang sub-district

Based on the results of the interviews with the school leaders in the Binduriang district about solutions and problem-solving, regarding school safety and improvement, the principals gave the following explanations about their strategies:

Enhancing Connectivity:

"Recognizing the importance of connectivity, we have introduced TelkomFlash modems to provide internet access. It helps both students and teachers stay connected for educational purposes, no matter where we are. In addition, we have optimized the use of existing equipment to improve the learning experience and ensure resource efficiency." (Principal One)

"For us, taking care of transportation is very important. We have encouraged parents to use private vehicles to facilitate access, and this has worked well to ensure the safety and accuracy of students. We've also changed our school hours to accommodate different transportation schedules, which has improved attendance." (Principal Six)

"Our first concern is security. We have appointed special officers to monitor the security protocols on school property. By taking precautions, we can ensure a safe atmosphere that makes it easier for our children to learn." (Principal Six)

Comprehensive Solutions:

- The school proposed a range of solutions to address various challenges, including:
- encouraging the use of private vehicles for transportation
- reducing the duration of attendance to accommodate students' needs
- prioritizing life safety through designated security personnel
- utilizing TelkomFlash modems for reliable internet access
- optimizing existing equipment to enhance the learning environment

By implementing these strategies, Binduriang school leaders are actively working to overcome the challenges facing their educational environment by ensuring a safer and more effective academic setting for their students.

d. Concepts and ideal plans are carried out so that the Binduriang sub-district remains in its original condition, and is not contaminated by criminality.

Based on the results of interviews relating to the concept and ideal plan conducted so that the Binduriang sub-district remains in its original condition and is not contaminated by criminality. The school principals provide the following explanation:

"The high rate of juvenile delinquency in our community, which jeopardizes the safety and ability of our students to concentrate in class, is one of our biggest concerns. To monitor crime trends and their impact on our children, we regularly provide assessments and collaborate with local law enforcement. To help students who may be at risk of engaging in criminal activities, we require stricter security protocols, as well as counseling programs". (Principle Seven)

"We plan educational initiatives that incorporate environmental awareness and regional culture into our curriculum. This strategy helps develop a sense of responsibility and pride in our children. We have established a strong school-management team with committed employees, who work together to make and implement decisions. We continue to apply strict standards for discipline, and encourage moral behaviour through ongoing training sessions and leadership by example". (Principal Nine)

To maintain the Binduriang sub-district free from criminal influence, the following plan was developed based on interview results:
a) Identify problems
b) Identify needs
c) Assess the school's internal and external characteristics
d) Design programs tailored to the school's resources and ecosystem
e) Form a strong school management team
f) Develop a school code of conduct based on positive culture and practices
g) Ensure commitment to appropriate learning duration
h) Commit to the duties of school leadership (supervisors, managers, and learning leaders)
i) Increase activities to discover and develop student talents through character education
j) Innovate learning activities to engage students through collaborative projects and community involvement
k) Provide ongoing coaching for teachers and staff
l) Continuously coach the management and other school teams
m) Strengthen cooperation with parents, community, government, religious leaders, and authorities

n) Gradually engage parents of students with problems
o) Enforce discipline, integrity, and loyalty
p) Lead by example
q) Make careful, firm, and fair decisions, avoiding discrimination and corruption
r) Maintain patience and wisdom
s) Practice active listening to subordinates
t) Offer constructive criticism and be democratic
u) Involve all stakeholders in relevant activities
v) Prioritize feasible programs

Questionnaire Results

The purpose of the questionnaires was to look at school management problems, general problems, the process and method of problem solving, and the ideal plan to overcome these difficulties. Table 1 provides a summary of the questionnaire results obtained from eight teachers.

Table 1: Summary of questionnaire results

No.	Informants	Key Problems	Key Solutions	Future Plan
1	Informant 1	transportation, internet access, teacher quality, community support	extend study duration, improve internet, promote literacy	build teams, promote cooperation, character education
2	Informant 2	low community and guardian support, financial issues	monthly mentoring, meetings with parents	engage mentors, monthly meetings, student role models
3	Informant 3	limited community support, lack of resources	HR training, guest teachers, community involvement	internal meetings, appoint coordinators, evaluate progress
4	Informant 4	inadequate parental support, financial constraints	government coaching, improve guardian awareness	regular coaching, strengthen parental involvement
5	Informant 5	underfunding, low community involvement	apply for financial aid, involve local government	increase community and government support
6	Informant 6	poor facilities, limited HR, low parent attendance	HR schedule, seek funds, improve parent communication	long-term planning, comparative studies
7	Informant 7	discipline issues, transportation delays	strengthen HR, and use infrastructure efficiently	SWOT analysis, joint school committee programs
8	Informant 8	inadequate equipment, teachers out of field	SWOT analysis, comparative studies	build better community

				relations, strengthen HR

The questionnaire results from the teachers in the Binduriang sub-district revealed major problems in the management of leadership education in crime-prone areas. These challenges include inadequate infrastructure, inadequate human resources, insufficient finances, lack of community involvement, and difficulties in security and discipline (Akram et al., 2017).

Strategic Interventions for Educational Enhancement

To tackle the significant challenges in the educational system and improve learning quality in the Binduriang sub-district, a set of strategic interventions has been identified. These initiatives aim to strengthen educators' capacity, improve school infrastructure, and encourage community involvement. By focusing on professional development, resource mobilization, and collaboration, these strategies aim to create a more supportive and effective educational environment for both teachers and students.

- Teacher Empowerment: Provide training and support to improve teaching practices and performance.
- Resource Mobilization: Organize fundraising efforts to upgrade infrastructure and support educational programs.
- Community Engagement: Collaborate with local stakeholders to enhance school management, infrastructure development, and community involvement.
- Mentorship Programs: Create support systems for new teachers, focusing on induction and professional growth.
- Collaborative Planning: Encourage teachers to work together for school improvement and better student outcomes.

Additionally, a strategic plan is proposed, which includes comparative research, a code of conduct, promotion of character education, and SWOT analysis (Satria & Shahbana, 2020). By implementing these strategies and problem-solving approaches, schools in Binduriang can improve educational quality and address the existing challenges (Bantilan et al., 2023).

Discussion

School leadership in Binduriang, Indonesia, underscores the importance of flexible, collaborative approaches to address challenges in crime-prone areas. Interviews with school leaders reveal efforts to reduce educational costs for disadvantaged families through strategies like using private vehicles, shortening instructional times, and prioritizing road safety (Fisher et al., 2023). Collaboration with local authorities, security forces, and other stakeholders is essential to create a safe and conducive learning environment. Research by Leithwood et al. (2020) and Ahmed (2020) emphasizes the significance of school-community partnerships in addressing social and economic challenges in crime-affected regions. These collaborations foster a supportive educational environment, leading to enhanced student engagement and improved educational outcomes. Additionally, the establishment of school violence prevention teams (TPPKS), along

with partnerships with local leaders, Babinsa, and Babinkamtibmas, contributes to creating a safe learning space in Binduriang.

Human resources, infrastructure, and financial challenges in Binduriang schools are addressed through various strategies. The HR department focuses on hiring honorary teachers and enhancing their skills through workshops and in-house training (Fernández et al., 2023). School infrastructure is optimized by utilizing existing buildings and rehabilitating essential facilities like toilets. Prioritizing the procurement of learning materials and involving parents in financing education further strengthens financial management. Leithwood et al. (2020) highlight that effective resource management and active parental involvement are crucial for improving education in areas facing unique challenges. Binduriang schools have introduced literacy programs, including reading clubs, writing workshops, and family literacy evenings, to boost student engagement. Initiatives for character education, community service, and student recognition also contribute to a supportive learning environment. Moreover, strategies to limit gadget use and provide continuous guidance for teachers and students address the local community's educational needs (Mhlongo et al., 2023). Teacher questionnaires revealed several school management issues, such as limited human resources, inadequate facilities, financial constraints, and challenges in community relations.

School management challenges in Binduriang primarily involve limited human resources and inadequate facilities (Klopova et al., 2018). Informant one highlighted several factors influencing school success, including access to transportation, internet, environmental conditions, teachers' commutes, parents' education levels, security, and a sense of community belonging.

Beyond human resources, infrastructure, finance, and community relations, factors such as ownership and accountability also impact school success. Informant two noted that the lack of ownership among teachers, students, and guardians leads to frequent loss of school assets. This suggests the need for greater engagement from all stakeholders. Henderson and Mapp (2002) support this by showing that strong community involvement enhances academic achievement and reduces negative behavior in schools.

Financial limitations further complicate the situation. Informant three pointed out that schools face challenges such as a shortage of skilled teachers, low experience levels, and insufficient resources. Government programs, such as the Indonesia Smart Program (PIP), have been proposed to support underprivileged students. Several informants suggested strategies to address these challenges, such as improving school facilities, providing educator training, and enhancing internet access (Pangestu & Hariri, 2022). Informant four emphasized the need for ongoing coaching from government agencies or academic institutions to educate administrators and guardians about their educational responsibilities, fostering shared awareness. Leithwood (2021) supports this, indicating that continuous training and external support are critical for strengthening school management capacity.

In their ideal plan, schools in Binduriang aim to extend learning hours, prioritize road safety, improve internet access, establish violence-prevention teams, and provide financial support to disadvantaged families. They also plan to develop literacy programs, promote positive school culture, and integrate religious education. These strategies align with Bryk and Schneider's (2002) emphasis on a holistic approach, combining academic and non-academic elements to create a safe and supportive learning environment.

However, implementing these solutions is challenging due to limited funding and low community involvement. Informants five and six highlighted that financial constraints and insufficient local participation hinder progress. To overcome these obstacles, a long-term strategy involving the government, local communities, and NGOs is essential. The OECD (2022)

emphasizes that partnerships between schools and external stakeholders can provide critical support and address resource limitations. Studies show that such partnerships, particularly with parents and community organizations, are effective in enhancing educational support and overcoming resource constraints. This is echoed by Leithwood (2021), who stresses the importance of community engagement in improving educational outcomes.

Given these challenges, schools in Binduriang must continue to adapt and innovate to improve education quality. Ongoing coaching and training, better facilities, and active community involvement are key to addressing school management issues in high-crime areas. With adequate support, these schools can serve as models for successful educational management in similar contexts (Ping et al., 2024).

Conclusion

This study on school management issues in Binduriang, Indonesia, including affordability, road safety, and internet access, aligns with existing research highlighting similar challenges. The key problems identified, such as inadequate infrastructure, limited resources, financial constraints, lack of community involvement, and security issues, reflect common challenges in educational resource management. The problem-solving methods used in this study, focusing on collaboration, infrastructure optimization, and stakeholder engagement, are supported by effective school leadership research. The proposed plan includes strategies like teacher training, fundraising, infrastructure improvement, community collaboration, mentoring, and promoting character education, all grounded in best practices. The study shows that collaborative leadership and community involvement are vital in addressing school leadership challenges, though implementing change can be difficult. This study offers valuable insights for policymakers, educators, and stakeholders, and future research should evaluate the effectiveness of these strategies and explore contextual policy developments.

Based on the findings of this research on school leadership challenges in the Binduriang subregion, including issues with affordability, road safety, and internet connectivity, this study concludes that collaborative and contextual solutions are essential. The following strategies are recommended: organizing stakeholder seminars, forming partnerships to improve infrastructure, implementing community engagement programs, training educators and administrators, monitoring and evaluating strategies, developing contextual policies, creating sustainable financial models, integrating technology, and providing leadership training. These efforts aim to improve school management, reduce crime, and enhance educational outcomes in Binduriang and similar areas.

Implication of the Study to Policymakers

This study provides policymakers with valuable insights into the specific challenges faced by school leaders in Binduriang, helping them develop targeted interventions for issues like poor infrastructure and limited financial resources. It also supports creating partnerships to improve infrastructure and developing policies that promote community engagement. By prioritizing collaboration and involving various stakeholders, policymakers can enhance the effectiveness of educational initiatives and ensure that resources are allocated properly to meet the unique needs of schools in crime-prone areas.

Implication of the Study to Educators

For educators, this study emphasizes the importance of professional development and collaboration in addressing leadership challenges. The findings show that continuous training and mentoring can significantly enhance teaching effectiveness. Educators are encouraged to use innovative teaching methods and collaborate with the community to foster a supportive learning environment. By adopting strategies like integrating technology and promoting character education, teachers can better meet students' needs and contribute to improved educational outcomes.

Implication of the Study to Stakeholders

This study provides valuable insights for stakeholders, including school leaders, local government officials, and community organizations. It highlights the need for collective efforts in solving school management problems. By promoting partnerships and cooperation, stakeholders can help develop initiatives that increase community engagement and support for schools. The focus on monitoring and evaluating strategies offers a framework for stakeholders to assess their efforts and make informed decisions.

Implication of the Study to the Community

This study underscores the role of the community in supporting educational initiatives. Community engagement is essential for addressing challenges like affordability and road safety. By actively participating in school activities and supporting educational programs, community members can help create a better learning environment. The research encourages community involvement through workshops and collaborative projects, fostering ownership and accountability in local schools. This engagement not only improves educational outcomes but also strengthens community ties, benefiting both students and residents of Binduriang.

Declaration of Interest Statement

The authors reported no potential competing interest.

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