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Effective Leadership Styles In Elementary Educational Institutions In Indonesia

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ABASTRACT

This study aims to analyze the effectiveness of various principal leadership styles in improving the quality of primary education in Indonesia, with a specific focus on the context of primary education institutions on Lombok Island, West Nusa Tenggara. Using a descriptive qualitative approach with in-depth interviews, participant observation, and documentation studies, the study was conducted from March to May 2025. The findings indicate that a transformational leadership style has a significant influence on increasing teacher motivation and a collaborative learning culture in schools. Instructional leadership styles have also been shown to strengthen the principal's role in academic supervision and curriculum management. Meanwhile, a participatory style creates a democratic environment and increases teacher participation in decision-making. The situational style is considered effective in addressing various managerial conditions and challenges based on the contextual needs of each school. These findings emphasize the importance of flexibility and adaptive leadership combinations to create high-quality, inclusive, and sustainable learning environments. This research provides practical contributions to the professional development of principals and education policymakers at the regional and national levels.

INTRODUCTION

Leadership in education plays a crucial role in shaping the quality of learning processes and outcomes, particularly at the elementary level, which serves as the primary foundation for the character and competency development of the nation's children. As the central figure of an educational organization, the principal is required not only to possess managerial skills but also to inspire, empower, and direct all elements of the school toward a quality vision and mission. Several studies, such as those by Ardiani et al. (2023) and Roesminingsih & Windasari (2023), show that a transformational leadership style has been shown to significantly improve teacher motivation and the quality of learning in elementary schools. In Indonesia's diverse and dynamic context, the role of leadership cannot be solely administrative; it must be transformative, adaptive, and collaborative.

Furthermore, an instructional leadership style oriented toward directly strengthening the quality of learning has been shown to positively influence teacher performance and student learning outcomes (Andriadi & Sulistiyo, 2024; Rachman et al., 2023). Instructional leadership requires the principal to be active in supervising learning, developing the curriculum, and improving teachers' pedagogical competencies. Meanwhile, a participatory approach that encourages the involvement of the entire school community in decision-making has been proven to foster a healthy work climate and strengthen collective commitment to achieving quality education (Purwanto et al., 2020; Santiari et al., 2020). When teachers feel involved, their sense of belonging to the school increases, impacting their motivation and performance.

On the other hand, the complexity of social, cultural, and geographical conditions in Indonesia requires principals to adopt a more flexible and contextual leadership style, namely situational leadership. This style allows principals to adapt their leadership approach to the conditions of the teachers, students, and the external school environment (Burke et al., 2006; Spillane et al., 2001). In practice, principals who are able to combine various situational leadership styles, such as transformational and participatory in stable situations and authoritative in times of crisis, tend to be more effective in maintaining school stability and progress.

Various research findings, such as those from Thika et al. (2024), Narulita et al. (2023), and Komara et al. (2024), reinforce the conclusion that there is no single, universally ideal leadership style, but its effectiveness is highly dependent on the internal and external context of the educational institution. Therefore, a deeper exploration of effective leadership practices in Indonesian primary education is crucial for establishing an effective educational institution.

THEORETICAL REVIEW

I. Leadership in Elementary Education

1. Definition of Educational Leadership

Educational leadership refers to the ability of an individual (usually a principal) to influence, direct, and manage human and institutional resources to achieve quality educational goals (Leithwood, Harris, & Hopkins, 2020). In the elementary school context, the principal is not only an administrator but also an agent of change who can create a productive and participatory learning climate. According to Hallinger (2003), educational leadership is crucial for driving organizational culture, building healthy social relationships, and improving teacher and student performance.

2. Transformational Leadership Style

Transformational leadership is a style that emphasizes developing a long-term vision, inspiration, empowerment, and continuous innovation (Bass, 1999; Marks & Printy, 2003). In numerous studies in Indonesia, this style has proven highly effective in elementary education institutions. Ardiani et al. (2023) showed that transformational principals are able to create a positive learning environment and improve the quality of the learning process. Similarly, Roesminingsih & Windasari (2023) found that transformational leadership significantly boosts teacher performance by strengthening professional learning communities. Thika et al. (2024) stated that transformational leadership has a direct impact on organizational commitment and the work climate in elementary schools, ultimately increasing teacher productivity. Other research by Narulita et al. (2023) and Komara et al. (2024) emphasized that teacher work motivation and learning culture develop rapidly under transformational leadership. Widyastuti et al. (2024) also supported this argument in the context of early childhood education.

3. Instructional Leadership Style

Instructional leadership is a leadership style that emphasizes the quality of the learning process directly, such as teaching supervision, curriculum improvement, and teacher coaching

(Hallinger, 2003). In the context of elementary schools in Indonesia, this approach is becoming increasingly important as demands for improving students' basic competencies increase. Andriadi & Sulistiyo (2024) demonstrated that a combination of instructional and transformational leadership yields optimal results for teacher performance, job satisfaction, and student academic achievement.

Rachman et al. (2023) emphasized that strong instructional leadership can improve work culture and increase teacher motivation, particularly in strengthening pedagogy and evaluating learning. A study by Marks & Printy (2003) even integrated both approaches (transformational and instructional) as complementary leadership styles that result in high school performance.

4. Participatory and Situational Leadership Styles

Participatory leadership is characterized by the involvement of teachers, staff, and the school community in decision-making, which creates a sense of shared ownership of the school's vision and mission. Purwanto et al. (2020) found that collective participation in school planning and evaluation resulted in improved teacher performance and synergy among stakeholders. Santiari et al. (2020) added that this style strengthens the work climate and increases the intrinsic motivation of educators.

Meanwhile, a situational leadership style is a flexible approach tailored to the conditions and needs of the school, as well as the characteristics of individual teachers (Burke et al., 2006). In the highly socially and geographically diverse context of Indonesian elementary schools, a situational style is crucial for responding to local complexities. Spillane et al. (2001) and Harris & Spillane (2008) refer to this approach as part of "distributed leadership," where authority and influence are distributed collaboratively and adaptively.

Interim Conclusions of the Theoretical Study. Various theories and empirical studies show that transformational, instructional, participatory, and situational leadership styles each have their own strengths in the context of primary education. However, their effectiveness is largely determined by the principal's ability to integrate these approaches synergistically and contextually. Amidst educational challenges in Indonesia, such as low basic literacy, lack of teacher motivation, and limited resources, adaptive, visionary, and collaborative educational leaders are key to sustainable transformation.

II. Effective Leadership in Elementary Education

1. Conceptual Introduction

Leadership in elementary education institutions plays a strategic role in ensuring educational quality. The effectiveness of a principal's leadership is not solely related to administrative management but rather encompasses the ability to direct vision, inspire teachers, build a culture of learning, and improve student performance (Leithwood, Harris, & Hopkins, 2020). In the Indonesian context, the shifting educational paradigm demands a leadership style that is more transformative, participatory, and adaptive to change.

2. Transformational Leadership Style

Transformational leadership is characterized by four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1999). Principals who employ this style tend to be successful in creating a positive and productive learning climate, as well as increasing teacher motivation and student performance (Marks & Printy, 2003).

Research by Ardiani et al. (2023) shows that principals with a transformational style successfully improve the quality of learning in elementary schools through motivation, teacher empowerment, and innovative support. Roesminingsih & Windasari (2023) also emphasized that this style strengthens professional learning communities and teacher performance.

Komara et al. (2024) added that the transformational style can foster a collaborative learning culture among teachers. Meanwhile, Narulita et al. (2023) and Thika et al. (2024) confirmed a positive relationship between transformational leadership, organizational climate, and work commitment on teacher performance. Kasman et al. (2024) demonstrated the importance of women's roles in implementing transformational leadership to build competitive integrated Islamic schools.

3. Instructional Leadership as a Complementary Approach

Instructional leadership focuses on improving the quality of learning through supervision, teacher evaluation, curriculum development, and monitoring student learning outcomes (Hallinger, 2003). This approach is relevant in elementary education, which requires direct attention to student learning processes and outcomes. Andriadi & Sulistiyo (2024) found that the combination of transformational and instructional styles positively impacted work motivation, teacher satisfaction, and student achievement. Rachman et al. (2023) also emphasized the importance of a conducive school culture and instructional leadership style in improving teacher motivation and performance.

4. Participatory Leadership and Distributed Leadership

Participatory leadership encourages the involvement of the entire school community in decision-making, creates a sense of shared ownership, and builds collective commitment to the school's vision. Purwanto et al. (2020) show that teacher involvement in decision-making strengthens organizational culture and improves performance.

Spillane et al. (2001) and Harris & Spillane (2008) offer the concept of distributed leadership, where leadership is shared and delegated to school work teams. This model is highly relevant to the context of elementary education in Indonesia, which often faces resource constraints and local complexities.

5. Situational and Adaptive Leadership

Situational leadership styles emphasize flexibility in approach according to the level of teacher readiness and competency. Burke et al. (2006) suggest that a balance between task-oriented leadership and interpersonal relationships is crucial for team effectiveness. In the context of elementary education, principals must be able to adapt their leadership approach to the characteristics of teachers, students, and the local community.

6. The Impact of Effective Leadership on Teacher Performance and Educational Quality

Several studies (Monoyasa et al., 2017; Wote & Patalatu, 2019; Santiari et al., 2020) show that effective leadership is positively correlated with teacher performance, job satisfaction, and intrinsic motivation. Rachmad et al. (2023) corroborate these findings in the context of Islamic elementary schools, where leadership transformation also influences the effectiveness of religious and character education.

Widyastuti et al. (2024) also emphasize the strategic role of transformational leaders in early childhood education, extending the validity of leadership theory across the broader spectrum of elementary education.

7. Theoretical Synthesis

Effective leadership in elementary education is not the result of a single style but rather the integration of several approaches that adapt to the conditions on the ground. Transformational leadership provides the energy for change and motivation; instructional leadership ensures the quality of teaching; participatory and distributed leadership foster collaboration; and situational leadership offers strategic flexibility.

Consistent with the claims of Leithwood et al. (2020), successful schools are led by principals who are able to unify the vision, facilitate teacher learning, and build organizational structures that support sustainable change.

Overall, leadership effectiveness in elementary education institutions in Indonesia is largely determined by the extent to which principals are able to implement a transformative, instructional, and contextually adaptive leadership approach. These theoretical implications provide an important basis for formulating future leadership models in elementary education that are more responsive, collaborative, and innovative.

RESEARCH METHODS

1. Research Approach and Type

This study used a quantitative approach with a survey method. This approach was chosen to obtain empirical data that could be statistically analyzed to measure the influence and tendencies of principal leadership styles on teacher performance effectiveness and learning quality achievement in elementary schools. This research is descriptive, quantitative, and verifiable, with the aim of systematically describing the dominant leadership styles and analyzing their relationship to performance variables in elementary education units.

2. Research Location and Time

The research was conducted on Lombok Island, West Nusa Tenggara Province, encompassing three regencies and one city: West Lombok Regency, Central Lombok Regency, East Lombok Regency, and Mataram City. This location was selected based on the diverse geographic and sociocultural characteristics that reflect the complexity of leadership dynamics at the elementary school level. The study lasted for three months: March, April, and May 2025.

3. Population and Sample

The population in this study was all principals and teachers at public and private elementary schools on Lombok Island. The sampling technique used was stratified random sampling, based on geographic zone and school status (public/private). The sample size was 120 respondents, consisting of 30 principals and 90 teachers from 30 different elementary schools.

4. Data Collection Techniques

Data collection was conducted through

Questionnaire: The main instrument consisted of closed-ended questions on a 1–5 Likert scale to measure leadership styles (transformational, instructional, participatory, and situational) and their perceived effectiveness on performance and learning. **Semi-structured interviews:** Used with a small sample of respondents (10 principals and 10 teachers) to deepen the quantitative findings and identify local contexts influencing leadership practices. **Documentation:** Collected secondary data in the form of school profiles, performance reports, and school development plans (RKS) to strengthen data validity.

5. Research Instrument

The questionnaire instrument was developed based on leadership style indicators from Bass & Avolio's (1994) theory for transformational leadership, Hallinger's (2003) theory for instructional leadership, and Hersey and Blanchard's theory for situational leadership. Instrument validation was conducted through expert judgment and content validity testing, while reliability was tested using Cronbach's Alpha (a value ≥ 0.70 is considered reliable).

6. Data Analysis Techniques

Data were analyzed using SPSS (Statistical Package for the Social Sciences) software. The analysis techniques used included: **Descriptive statistics** to determine the tendency of

dominant leadership styles. **Pearson correlation tests** to examine the relationship between leadership styles and teacher performance effectiveness and learning outcomes. **Multiple linear regression tests** to examine the simultaneous influence of leadership styles on the effectiveness of elementary education institutions. **Thematic analysis** for interview data to interpret qualitative findings contextually.

RESULTS AND DISCUSSION

A. Research Results

This research was conducted in 30 elementary schools (SD) on Lombok Island, involving 30 principals and 90 teachers. Data were collected through questionnaires, semi-**structured** interviews, and documentation. Analysis was conducted to identify dominant leadership styles and their influence on the effectiveness of educational institutions.

1. Dominant Leadership Style Based on the descriptive analysis of the questionnaire, the following data were obtained:

Leadership Style	Dominance Percentage	Mean Likert Scale Score
Transformational	56,7%	4,24
Instructional	21,1%	3,87
Participative	13,3%	3,66
Situational	8,9%	3,41

These results indicate that transformational leadership is the most dominant leadership style implemented by principals on Lombok Island, with the highest scores on the indicators of inspirational vision, teacher empowerment, and individual attention.

2. The Influence of Leadership Style on Teacher Performance and Learning Quality

Multiple linear regression tests showed the following results: Transformational leadership style has a significant influence on teacher performance (sig. = 0.002) and learning quality (sig. = 0.005). Instructional style also has a positive but more moderate influence (sig. = 0.031). Participative and situational styles have statistically insignificant influences in this measurement context (sig. > 0.05). In-depth interviews confirmed these findings, with teachers stating that principals who inspire, support innovation, and provide morale reinforcement have a positive impact on work enthusiasm and learning success.

3. Factors Supporting and Inhibiting Leadership Effectiveness

From the interviews and documentation, several factors were identified that support and inhibit the effectiveness of leadership styles:

Supporting Factors:

a) Leadership training from the Education Office
b) Positive and collaborative school climate
c) Personal commitment of the principal

Inhibiting Factors:

a) Limited school budget
b) Disparities in human resource capacity between schools

c) Top-down policy interventions

DISCUSSION

1. Transformational Leadership: A Key Pillar of Elementary School Effectiveness.

Transformational leadership is the most dominant and effective leadership style in the context of elementary education on Lombok Island. Principals with this style are able to transform personal vision into collective enthusiasm for the school community. According to Ardiani et al. (2023), transformational leaders encourage innovation, build trust, and create an inspiring learning environment. Roesminingsih & Windasari (2023) found that transformational leaders play a central role in forming professional learning communities, which significantly impact teacher performance. This finding is also confirmed by Thika et al. (2024), who found that transformational leadership can increase organizational commitment and a positive work climate. In terms of motivation and productivity, Narulita et al. (2023) emphasized that transformational leaders have the power to build work enthusiasm and empower individual teachers, while Komara et al. (2024) stated that this style has a positive impact on teacher learning culture. Even in the context of early childhood education, this style has been shown to promote better learning quality (Widyastuti et al., 2024). Theoretical support from Leithwood et al. (2020) and Hallinger (2003) suggests that transformational leadership is strongly correlated with improving the quality of educational institutions, particularly in the context of continuous change and renewal.

2. Instructional Leadership: Strengthening Academic Focus and Learning Objectives

Instructional leadership is an approach that emphasizes the role of the principal as an academic leader. Based on research by Andriadi & Sulistiyo (2024), instructional leadership style has a positive correlation with student achievement, teacher motivation, and job satisfaction. In practice on Lombok Island, principals who implement this style appear to be active in a) setting high academic standards, b) monitoring the teaching and learning process, and c) providing feedback to teachers. Rachman et al. (2023) support these findings by demonstrating that instructional leadership encourages a structured work culture directed at improving student achievement. Marks & Printy (2003) suggest an integration of transformational and instructional styles, as the combination of the two forms "holistic leadership" that not only encourages innovation but also ensures the achievement of academic goals.

3. Participatory Leadership: Encouraging Collaboration and Democratization of Decision-Making.

Participatory leadership emphasizes the involvement of teachers, staff, and the community in the school decision-making process. Although only implemented by 13.3% of principals on Lombok Island, this style has shown positive contributions to a) increasing the sense of ownership of school programs among school residents, b) strengthening teamwork, and the growth of collective leadership (distributed leadership), as discussed by Spillane et al. (2001) and Harris & Spillane (2008). Participatory leadership also contributes to the creation of an open and adaptive organizational culture, as emphasized by Purwanto et al. (2020) and Santiari et al. (2020). However, this style faces challenges in the context of decision-making times that can be slower and the need for high collaborative capacity from all parties.

4. Situational Leadership: Flexible but Dependent on the Leader's Adaptability.

The situational leadership style was found in only 8.9% of school principals on Lombok Island. This style focuses on the leader's ability to adapt their approach based on the context, the level of teacher preparedness, and school conditions. Burke et al. (2006) stated that the effectiveness of this style depends on a combination of task and interpersonal styles, meaning leaders must possess emotional intelligence, social sensitivity, and strong managerial skills.

However, the research found that the implementation of the situational style is still weak because most principals lack adequate adaptive training. However, in the context of the diversity of school conditions in Indonesia, this style has great potential if applied in a targeted manner.

5. Integration of Leadership Styles for Maximum Effectiveness.

Based on the literature review and field findings, there is no single, perfect leadership style. Instead, leadership effectiveness depends on the principal's ability to integrate various approaches:

a) transformational to build a vision and spirit of change and
b) instructional to ensure academic quality.
c) Participatory to foster synergy within the school community.
d) Situational leadership to flexibly respond to field dynamics.

Studies by Hallinger (2003) and Harris & Spillane (2008) recommend the importance of distributed leadership as a long-term strategy for creating adaptive, effective, and sustainable schools.

CONCLUSION

Transformational leadership has proven to be most influential in improving the quality of basic education in Indonesia, including on Lombok Island. However, an integrative approach with instructional, participatory, and situational elements will yield more optimal results in a complex and multicultural educational context like Indonesia.

SUGGESTION

Improving Transformational Leadership Competencies

Primary school principals are advised to participate in ongoing training and professional development in transformational leadership. This is crucial for fostering a strong educational vision, inspiring teachers, and encouraging learning innovations that positively impact educational quality.

Strengthening the Principal's Instructional Role.

Educational institutions need to facilitate the principal's role as an instructional leader by providing time and structural support to enable them to be more active in teacher development, academic supervision, and curriculum development. This way, the learning process can be managed systematically and directed toward improving student learning outcomes.

Developing a Participatory Leadership Culture.

It is important for principals to involve the entire school community—teachers, students, school committee members, and parents—in decision-making. An open and collaborative leadership culture will foster a sense of ownership and shared responsibility in building a positive and productive learning environment.

Flexibility of Situational Leadership Style.

Principals are expected to be sensitive to the social and cultural contexts and individual circumstances of teachers and staff when determining appropriate leadership approaches. By adaptively applying situational styles, principals can more effectively address managerial and pedagogical challenges.

Recommendations for the Government and Education Offices.

Regional governments, particularly the Education Offices in West Nusa Tenggara and other regions in Indonesia, are advised to integrate transformational, instructional, participatory, and situational leadership materials into principal development programs. Regular evaluation of leadership effectiveness in schools is also necessary and systematic.

Academic Support and Further Research.

Researchers and academics are encouraged to conduct further studies on the effectiveness of leadership style combinations in various geographic and cultural educational contexts. Longitudinal research and in-depth qualitative studies are also needed to understand the psychosocial dynamics that influence leadership success at the elementary education level.

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