

# THE INFLUENCE OF PRINCIPAL LEADERSHIP ON SCHOOL CULTURE AND TEACHER PERFORMANCE: A LITERATURE REVIEW

<sup>1)</sup> Mansur Sihadji, <sup>2)</sup> Supriadi Torro, <sup>3)</sup> A.Octamaya Tenri Awaru

<sup>1</sup> Mahasiswa Program Studi S3 Ilmu Sosiologi Universitas Negeri Makassar

<sup>2,3</sup> Program Studi Ilmu Sosiologi, Fakultas Ilmu Sosial dan Hukum, Universitas Negeri Makassar, Indonesia

\*Correspondence Author: [mansursihadji@gmail.com](mailto:mansursihadji@gmail.com) 081242006770

## Article Info

### Keywords:

Educational Management; Principal Leadership; School Culture; Teacher Performance; Systematic Literature Review

## ABSTRACT

This study aims to analyze the relationship between principal leadership, school culture, and teacher performance from the perspective of educational management and social sciences through a *Systematic Literature Review* (SLR) approach. The research employed a descriptive qualitative method using the PRISMA framework to ensure a systematic and comprehensive review process. Data were collected from scientific publications published between 2015–2025 through databases including Google Scholar, Scopus, SINTA, ERIC, and DOAJ. Data analysis used *content analysis* to identify themes, research trends, and relationships among variables. The findings indicate that principal leadership significantly influences school culture and teacher performance. Transformational, democratic, and visionary leadership models are effective in improving teacher motivation, organizational commitment, collaboration, and learning quality. Positive school culture also contributes to student character development, discipline, innovation, and sustainable educational improvement. Furthermore, digital transformation and globalization require school leaders to possess adaptive and innovative leadership skills. This study contributes to the development of educational management theory and provides practical references for strengthening school leadership and organizational culture.

## Informasi Artikel

### Kata Kunci:

Manajemen Pendidikan; Kepemimpinan Kepala Sekolah; Budaya Sekolah; Kinerja Guru; Systematic Literature Review

## ABSTRAK

Penelitian ini bertujuan untuk menganalisis hubungan antara kepemimpinan kepala sekolah, budaya sekolah, dan kinerja guru dalam perspektif manajemen pendidikan dan ilmu sosial melalui pendekatan *Systematic Literature Review* (SLR). Penelitian menggunakan metode kualitatif deskriptif dengan kerangka PRISMA untuk memastikan proses kajian dilakukan secara sistematis dan komprehensif. Data penelitian diperoleh dari publikasi ilmiah tahun 2015–2025 melalui basis data Google Scholar, Scopus, SINTA, ERIC, dan DOAJ. Analisis data dilakukan menggunakan teknik *content analysis* untuk mengidentifikasi tema, tren penelitian, dan hubungan antar variabel. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah memiliki pengaruh signifikan terhadap budaya sekolah dan kinerja guru. Model kepemimpinan transformasional, demokratis, dan visioner terbukti efektif dalam meningkatkan motivasi guru, kolaborasi, komitmen organisasi, dan kualitas pembelajaran. Budaya sekolah yang positif juga berkontribusi terhadap pembentukan karakter siswa, disiplin, inovasi, dan peningkatan mutu pendidikan secara berkelanjutan. Selain itu, transformasi digital dan globalisasi pendidikan menuntut kepala sekolah memiliki kemampuan kepemimpinan yang inovatif dan adaptif. Penelitian ini memberikan kontribusi teoritis dan praktis dalam pengembangan manajemen pendidikan dan budaya organisasi sekolah.

## Article History

Received : 15/03/2026

Revised : 28/05/2026

Accepted : 21/07/2026

✉ **Corresponding Author:** (1) Mansur Sihadji, (2) Departmen Pendidikan Sosiologi, (3) Universitas Negeri Makassar, (4) Makassar, Indonesia, (5) Email: [mansursihadji@gmail.com](mailto:mansursihadji@gmail.com)

## 1. Introduction

Education is a strategic sector in human resource development because it plays a significant role in improving the intellectual, moral, social, and practical skills of society. In the current era of globalization and digital transformation, education is expected to produce human resources that are adaptive, creative, and competitive in facing increasingly complex social changes. According to UNESCO reports, twenty-first-century education emphasizes not only academic competence but also character development, critical thinking skills, communication, collaboration, and digital literacy. Therefore, improving the quality of education has become a major priority in national development in many countries, including Indonesia.

In Indonesia, efforts to improve the quality of education still face various challenges, such as disparities in school quality, low teacher competence, weak school organizational culture, and suboptimal educational management systems. Data from the Programme for International Student Assessment (PISA) 2022 indicate that Indonesian students' literacy in reading, mathematics, and science remains below the average of Organisation for Economic Co-operation and Development (OECD) countries. This condition demonstrates that improving educational quality requires strengthening effective and sustainable school management (OECD, 2023).

In the school context, educational management is an important factor in determining the success of the learning process. Educational management refers to the process of planning, organizing, implementing, and supervising educational resources in order to achieve educational goals effectively and efficiently. The success of educational management is strongly influenced by the leadership of the principal as the primary manager of the educational organization. Principals have a strategic role in directing school policies, developing organizational culture, enhancing teacher professionalism, and creating a conducive learning environment (Bush & Glover, 2016).

Principal leadership is one of the main indicators of school success in improving educational quality. Research conducted by the OECD shows that schools with effective leadership tend to have better learning quality, higher levels of discipline, and a more collaborative work culture. Principals function not only as administrators but also as transformational leaders who can provide motivation, inspiration, and innovation to all school members (Leithwood et al., 2020).

From a social science perspective, schools are viewed as social institutions that contain complex interaction systems among principals, teachers, students, educational staff, and the community. These social interactions shape school culture, which reflects the values, norms, traditions, and behavioral patterns of school members. A positive school culture can create a comfortable learning atmosphere, improve discipline, strengthen collaboration among teachers, and continuously develop students' character (Deal & Peterson, 2016).

School culture is closely related to the effectiveness of educational organizations. Schools with strong organizational cultures are generally characterized by open communication, effective teamwork, and a high commitment to educational quality. On the other hand, weak school culture may lead to low teacher motivation, poor organizational coordination, and declining educational service quality. Therefore, school culture has become an important aspect in the development of modern educational management (Schein & Schein, 2017).

One leadership approach that has been widely studied in educational management is transformational leadership. Transformational leadership emphasizes the ability of leaders to create positive change through inspiration, motivation, and strengthening interpersonal relationships within organizations. Research by Kenneth Leithwood explains that transformational leadership of principals significantly influences teacher work motivation, instructional innovation, and school effectiveness (Leithwood et al., 2020). Principals who apply transformational leadership styles tend to

be more capable of building collaborative and adaptive school cultures.

In addition, technological advancements and social changes following the COVID-19 pandemic have also influenced educational systems in schools. The shift from conventional learning to digital learning requires principals to possess innovative and adaptive leadership skills. Recent studies show that flexible and collaborative school leadership has become an important factor in maintaining the stability of educational organizations during periods of crisis and digital learning transition (Harris & Jones, 2020).

Various previous studies indicate that principal leadership has a significant relationship with improving teacher performance and educational quality. Teachers who work in schools with positive cultures tend to have higher work motivation, better professional competence, and greater job satisfaction. However, most previous studies have discussed school leadership and organizational culture separately. Therefore, a more comprehensive study is needed to examine the relationship between these two aspects from the perspectives of educational management and social sciences.

Based on these conditions, this study was conducted through a literature review approach to analyze various research findings over the last ten years related to principal leadership, school culture, and teacher performance. This study is expected to contribute theoretically to the development of educational management studies and serve as a practical reference for schools in improving leadership quality and educational organizational culture.

## 2. Method

This study employed a literature review method with a descriptive qualitative approach to analyze various studies on principal leadership, school culture, and teacher performance from the perspectives of educational management and social sciences. The literature review approach was chosen because it provides a comprehensive understanding of the development of theories, concepts, and

previous research findings relevant to the research topic. According to Snyder (2019), the literature review method functions to identify, evaluate, and synthesize research findings systematically in order to produce a more in-depth and structured scientific study. In this study, the Systematic Literature Review (SLR) approach was applied by adopting the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to ensure that the processes of searching, selecting, evaluating, and synthesizing the literature were conducted systematically, transparently, and scientifically accountable (Page et al., 2021).

### 2.1 Research Design

This research employed a descriptive qualitative design using a library research approach. The study focused on collecting and analyzing various scientific articles discussing principal leadership, school culture, educational management, and teacher performance. The descriptive approach was used to describe the research phenomenon based on the synthesis of various relevant scientific sources (Creswell & Creswell, 2018). The stages of the research included literature identification, article screening, eligibility assessment, content analysis, and synthesis of research findings. The use of the Systematic Literature Review method enabled the researcher to map research trends, methodological approaches, and major findings that have developed in the field of educational management over the last ten years. The PRISMA-based SLR method was also considered effective in increasing research objectivity and minimizing bias in the literature review process (Xiao & Watson, 2019).

### 2.2 Data Sources

The research data were obtained from various national and international scientific literature sources relevant to the research topic. Literature searches were conducted through several academic databases, namely Google Scholar, Scopus, SINTA, ERIC, and DOAJ. These databases were selected based on the credibility of the sources, international publication coverage, and relevance to the fields of educational management and social sciences (Booth et al., 2021). The literature used included accredited

national journal articles, reputable international journals, conference proceedings, scientific books, and research documents that had undergone a peer-review process. The use of various database sources aimed to broaden the literature coverage while enhancing the validity and reliability of the research findings.

### 2.3 Literature Search Technique

The literature search process was conducted using several main keywords related to the research topic, such as “educational management,” “school leadership,” “principal leadership,” “school culture,” “teacher performance,” “manajemen pendidikan,” “kepemimpinan kepala sekolah,” “budaya sekolah,” and “kinerja guru.” These keywords were combined using Boolean operators such as AND and OR to obtain more specific and relevant search results (Snyder, 2019). The search focused on articles published between 2015 and 2025 to ensure the use of recent sources reflecting developments in the field over the last decade. In addition, the search process also considered thematic relevance, journal quality, and the relationship of the studies to the focus on principal leadership and school culture.

### 2.4 Inclusion and Exclusion Criteria

This study applied inclusion and exclusion criteria to determine the eligibility of the analyzed articles. The inclusion criteria consisted of articles published between 2015 and 2025, discussing principal leadership, school culture, teacher performance, and educational management, originating from accredited national journals or reputable international journals, available in full-text format, and employing clear scientific research methods. Meanwhile, the exclusion criteria included articles irrelevant to the research topic, duplicate articles from different databases, non-scientific opinion articles or popular news articles, and articles not available in complete form. After the initial identification process, the collected articles underwent screening, eligibility evaluation, and final selection based on the PRISMA flow to obtain articles suitable for further analysis (Page et al., 2021).

### 2.5 Data Analysis Technique

Data analysis in this study employed content analysis techniques. This technique was used to identify major themes, patterns of relationships among variables, and research trends related to principal leadership and school culture (Krippendorff, 2018). The analysis process was conducted through several stages, namely identifying relevant articles, classifying articles based on research themes, conducting content analysis of research findings and discussions, and synthesizing research findings to obtain general conclusions. Through the synthesis process, the researcher integrated various research findings to identify conceptual relationships between principal leadership, school culture, and teacher performance within the context of educational management. A thematic synthesis approach was applied to strengthen data interpretation and provide a more comprehensive understanding of the phenomenon under study (Braun & Clarke, 2021).

### 2.6 Data Validity

Data validity was ensured through source triangulation techniques by comparing research findings from various national and international journals (Patton, 2015). In addition, article quality evaluation was conducted based on thematic relevance, research methodology, publication source credibility, and consistency of research findings. The use of reputable academic databases such as Scopus, ERIC, and SINTA aimed to enhance the reliability and validity of the review results. Therefore, this study is expected to produce an objective and systematic literature synthesis that contributes scientifically to the development of educational management and social sciences in schools.

## 3. Results and Discussion

### 3.1 Principal Leadership in Educational Management

The results of the literature review indicate that principal leadership plays a strategic role in determining the success of educational management in schools. Principals function not only as educational administrators but also as leaders who are capable of directing, motivating, and building

effective school organizational cultures. In various studies conducted over the last ten years, transformational leadership has emerged as the most dominant leadership model in improving educational quality, teacher performance, and school organizational effectiveness.

Research conducted by Leithwood et al. (2020) explains that transformational leadership can increase teachers' commitment to school goals through motivation, emotional support, and strengthening collaboration among educators. Visionary and communicative principals tend to create more conducive working environments, enabling teachers to demonstrate higher work motivation. In addition, research by Harris and Jones (2020) shows that adaptive and participatory school leadership influences schools' ability to respond to social changes and technological developments in education after the COVID-19 pandemic.

The literature review also demonstrates that democratic leadership positively affects teacher participation in school decision-making processes. Teachers who are involved in organizational processes tend to possess greater responsibility toward educational quality. In the context of modern educational management, principals are required not only to have administrative competence but also interpersonal, innovative, and collaborative abilities in managing educational organizations.

Table 3.1 Literature Review on Principal Leadership, School Culture, and Teacher Performance (2015–2025)

No	Researcher & Year	Research Focus	Method	Research Findings
1	Leithwood et al. (2020)	Transformational leadership	Qualitative	Improves teacher motivation and commitment
2	Harris & Jones (2020)	Leadership during the pandemic	Literature review	Adaptive leadership is important during crises
3	Bush (2021)	Educational management	Descriptive	Principals determine organizational culture
4	Hallinger (2018)	Effectiveness of school leadership	Meta-analysis	Influences learning quality
5	Schein & Schein (2017)	School organizational culture	Qualitative	Positive culture improves productivity

6	Fullan (2016)	Change leadership	Case study	School innovation is influenced by leadership
7	Deal & Peterson (2016)	School culture	Literature review	School culture shapes student character
8	Wahjosumidjo (2019)	Principal leadership	Descriptive	Principals act as teacher motivators
9	Mulyasa (2020)	Principal professionalism	Qualitative	Supervision improves teacher performance
10	Robinson (2017)	School leadership	Meta-analysis	Leadership affects learning outcomes
11	Day et al. (2016)	Effective leadership	Longitudinal study	Teacher collaboration increases
12	Louis et al. (2018)	School organizational culture	Mixed methods	Positive culture improves discipline
13	Hargreaves (2019)	Social change in education	Literature review	Schools must adapt to globalization
14	OECD (2023)	Global education quality	Survey	School leadership affects quality
15	UNESCO (2022)	Twenty-first-century education	Global report	Innovative leadership is essential
16	Sergiovanni (2015)	Culture and leadership	Descriptive	School values are influenced by leaders
17	Hopkins (2021)	Educational reform	Qualitative	Collaborative leadership is effective
18	Hattie (2017)	School success factors	Meta-analysis	Teachers and principals are key factors
19	Mulford (2016)	School effectiveness	Qualitative	Work culture affects achievement
20	Dinham (2018)	Instructional leadership	Field study	Academic supervision improves quality
21	Chapman (2020)	School improvement	Literature review	Leadership supports innovation
22	Caldwell (2017)	Educational management	Qualitative	Effective management improves quality
23	Harris (2021)	Collaborative leadership	Descriptive	Collaboration strengthens school organizations
24	Darling-Hammond (2020)	Teacher professionalism	Mixed methods	School support improves competence
25	Pont et al. (2019)	Leadership policy	Comparative study	Leadership policy determines

educational  
quality

### 3.2 School Culture and Social Dynamics

Based on the synthesis of the literature, school culture is an important element in shaping the quality of social interaction within educational environments. School culture reflects the values, norms, traditions, and habits that develop in daily school life. From a social science perspective, school culture is formed through continuous social interactions among principals, teachers, students, and the broader school community.

Research by Edgar H. Schein explains that a positive organizational culture can increase organizational loyalty and create productive working environments. In educational contexts, conducive school cultures are characterized by high discipline, effective communication, collaboration among teachers, appreciation of achievement, and comfortable learning environments.

Various studies show that positive school culture significantly contributes to improving learning quality and shaping student character. Schools with collaborative cultures tend to have lower levels of organizational conflict and are better able to enhance teacher professionalism. Conversely, negative school cultures may lead to low work motivation, weak organizational coordination, and decreased learning effectiveness.

### 3.3 The Relationship Between School Culture and Teacher Performance

The findings indicate that school culture has a substantial influence on teacher performance. Teacher performance is not only affected by internal factors such as competence and individual motivation but also by external factors such as work environments and school organizational culture.

Studies conducted over the last decade show that positive work environments can increase teachers' enthusiasm for teaching and strengthen instructional innovation. Teachers working within collaborative school cultures tend to be more active in sharing teaching experiences, developing creative learning methods, and improving interaction quality with students.

Furthermore, principal support through academic supervision and recognition of teacher achievement has proven effective in improving teacher professionalism. A culture of discipline and open communication also influences the effectiveness of teaching and learning processes. Therefore, school culture serves as an important instrument for continuously improving educational quality.

### 3.4 Effective Leadership Models in Schools

Based on the literature review, several leadership models are considered effective in improving educational quality and building positive school cultures. (a) Transformational Leadership; Transformational leadership emphasizes leaders' abilities to provide inspiration, motivation, and positive change for organizational members. Principals who apply transformational leadership tend to improve teacher motivation, strengthen teamwork, and encourage instructional innovation. (b) Democratic Leadership; Democratic leadership positions teachers and school staff as important participants in organizational decision-making. This leadership model can increase responsibility, participation, and teacher commitment toward school goals. (c) Visionary Leadership; Visionary leadership emphasizes principals' abilities to formulate long-term school visions and direct all school members toward achieving shared goals. Visionary principals are generally able to create innovative and adaptive organizational cultures in response to social change and technological development in education.

Overall, the review findings demonstrate that transformational, democratic, and visionary leadership models significantly contribute to creating positive school cultures, improving teacher performance, and strengthening educational management effectiveness.

### 3.5 The Influence of Transformational Leadership on Teacher Motivation and Professionalism

The literature review findings indicate that transformational leadership significantly influences teacher work motivation and professionalism. Principals applying transformational leadership styles tend to build positive interpersonal

relationships with teachers through open communication, motivation, and appreciation of teacher performance. In educational management contexts, transformational leadership focuses not only on achieving organizational goals but also on developing human resource capacity within schools.

Research by Michael Fullan explains that principals who function as change agents can increase teacher involvement in instructional innovation and school development. Teachers who receive emotional and professional support from principals tend to demonstrate higher job satisfaction and greater enthusiasm for improving teaching competence. Additionally, research by John Hattie shows that effective school leadership indirectly affects student achievement through improved teacher quality and learning effectiveness.

Several national studies also indicate that principals implementing continuous academic supervision can improve teachers' pedagogical competence. Supervision functions not only as administrative control but also as professional mentoring aimed at improving teaching strategies. Thus, transformational leadership significantly contributes to improving educational quality through strengthening teacher professionalism.

### **3.6 The Role of School Culture in Character Development**

School culture influences not only teacher performance but also student character development. Based on the literature review, schools with positive cultures tend to create safe, disciplined, and socially supportive educational environments. Positive school cultures are generally characterized by values such as responsibility, cooperation, tolerance, discipline, and appreciation of achievement.

From a social science perspective, school culture results from continuous social interaction among all school members. Social values implemented in schools shape students' behavioral patterns in daily life. Research by Thomas J. Sergiovanni explains that strong school cultures can build educational organizational identities and increase members' sense of belonging toward schools.

Moreover, studies show that schools with positive cultures tend to experience lower levels of disciplinary violations compared to schools with weak organizational cultures. School environments that support collaboration and open communication also help students develop better social and emotional skills. In the era of globalization and technological development, school culture plays an important role in shaping adaptive, creative, and responsible student character.

### **3.7 Principal Leadership in Facing Educational Digital Transformation**

The development of information and communication technology has brought major changes to educational systems. Educational digital transformation requires schools to adapt to the use of technology in learning processes, school administration, and organizational communication. Under these conditions, principals play strategic roles as change leaders in directing digital transformation in schools.

The review findings indicate that principals with digital competence and innovative leadership styles are more capable of developing technology-based learning systems. UNESCO research explains that digital leadership has become one of the essential competencies for school principals in twenty-first-century education. Principals are expected to encourage teachers to utilize educational technology effectively and to establish digital cultures within schools.

Following the COVID-19 pandemic, the use of educational technology increased significantly. Schools with adaptive leadership were generally quicker to adjust to online and hybrid learning systems. Principals capable of providing technological training for teachers proved more effective in improving digital learning quality. In addition, school management support for digital platform use also enhanced teacher creativity in instructional processes.

However, several studies indicate that educational digital transformation still faces challenges such as limited technological infrastructure, low teacher digital competence, and

unequal internet access in certain regions. Therefore, innovative, collaborative, and responsive school leadership is required to address educational technological changes effectively.

### **3.8 Challenges of Educational Management in the Era of Globalization**

Globalization has significantly influenced educational systems worldwide, including in Indonesia. Social change, technological development, and global competency demands require schools to adapt to the dynamics of modern society. In this context, educational management no longer focuses solely on school administration but also on innovation development, character strengthening, and educational competitiveness.

The literature review findings show that one of the main challenges of educational management is improving human resource quality in schools, particularly the competence of principals and teachers. OECD research demonstrates that school leadership quality is closely related to learning quality and student achievement. Schools with effective leadership are generally more capable of responding to curriculum changes, technological development, and global educational demands.

Another challenge in educational management involves building organizational cultures adaptive to social change. Schools are expected not only to produce academically excellent students but also individuals capable of critical thinking, creativity, communication, and collaboration. Therefore, principals need to implement innovative and participatory leadership models to create school cultures that support twenty-first-century competencies.

From a social science perspective, globalization has also transformed patterns of social interaction within schools. The influence of digital media and global culture may affect student and teacher behavior. Consequently, schools need to strengthen organizational cultures based on character values and social ethics to maintain educational environmental quality.

### **3.9 Synthesis of Research Findings**

Based on the synthesis of various studies conducted over the last decade, it can be concluded that principal leadership is closely related to school culture and teacher performance. Transformational, democratic, and visionary leadership models have proven to be the most effective in improving educational quality and creating conducive school environments.

Positive school culture also significantly influences teacher work motivation, teacher professionalism, student character development, and learning effectiveness. Furthermore, technological advancement and globalization require principals to possess innovative and adaptive leadership capabilities in responding to twenty-first-century educational transformation.

Overall, the literature review findings demonstrate that the success of educational management is strongly influenced by the quality of principal leadership and school organizational culture. Therefore, strengthening principals' leadership competence, developing positive school cultures, and enhancing teacher professionalism are essential factors in continuously improving educational quality.

## **4. Conclusion**

Based on the results of the Systematic Literature Review of various studies conducted over the last ten years, it can be concluded that principal leadership plays a very important role in improving the quality of educational management, developing school culture, and enhancing teacher performance. Principals function not only as educational administrators but also as leaders who are capable of directing change, creating conducive working environments, and strengthening collaboration among school members.

The findings of this study indicate that transformational, democratic, and visionary leadership models are the most effective approaches in improving educational quality. Transformational leadership has been proven to increase teacher work motivation, strengthen teacher professionalism, and

encourage instructional innovation. Meanwhile, democratic leadership enhances teacher participation in school decision-making processes, thereby creating stronger responsibility and organizational commitment. Visionary leadership also plays an important role in establishing school development directions that are adaptive to social and technological changes.

In addition, positive school culture has been shown to significantly influence learning effectiveness and student character development. School cultures characterized by discipline, effective communication, collaboration among teachers, appreciation of achievement, and comfortable learning environments are able to improve teacher motivation and create productive and harmonious educational atmospheres.

The development of globalization and digital transformation in education has also created new challenges in educational management. Principals are required to possess innovative and adaptive leadership competencies in responding to technological developments and changes in learning systems in the digital era. Therefore, strengthening principal leadership competence, developing positive school culture, and enhancing teacher professionalism are strategic factors in improving educational quality sustainably.

Overall, this study demonstrates that the success of educational management is strongly influenced by the quality of principal leadership and school organizational culture. Therefore, strengthening educational leadership and developing a collaborative school culture should become a priority in the future development of the education system.

#### References

1. Booth, A., Sutton, A., & Papaioannou, D. (2021). *Systematic approaches to a successful literature review* (3rd ed.). Sage Publications.
2. Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. Sage Publications.
3. Bush, T. (2021). *Theories of educational leadership and management* (5th ed.). Sage Publications.
4. Bush, T., & Glover, D. (2016). *School leadership and management in education*. Sage Publications.
5. Caldwell, B. J. (2017). *The autonomous school: A challenge for the future*. Routledge.
6. Chapman, C. (2020). School improvement research and practice: A case for system leadership. *Educational Management Administration & Leadership*, 48(4), 567–583. <https://doi.org/10.1177/1741143219852425>
7. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
8. Darling-Hammond, L. (2020). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8(1), 1–44. <https://doi.org/10.14507/epaa.v8n1.2000>
9. Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes. *Educational Administration Quarterly*, 52(2), 221–258. <https://doi.org/10.1177/0013161X15616863>
10. Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture*. Jossey-Bass.
11. Dinham, S. (2018). *Leading learning and teaching*. ACER Press.
12. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
13. Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, 46(1), 5–24. <https://doi.org/10.1177/1741143216670652>
14. Hargreaves, A. (2019). *Teacher collaboration and educational change*. Routledge.
15. Harris, A. (2021). Collaborative leadership and school improvement. *School Leadership & Management*, 41(1–2), 1–5. <https://doi.org/10.1080/13632434.2021.1885338>
16. Harris, A., & Jones, M. (2020). COVID-19 and school leadership. *School Leadership & Management*, 40(4), 243–247. <https://doi.org/10.1080/13632434.2020.1811479>
17. Hattie, J. (2017). *Visible learning for teachers*. Routledge.
18. Hopkins, D. (2021). *School improvement for real*. Routledge.
19. Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). Sage Publications.
20. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
21. Louis, K. S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2018). *Learning from leadership*. University of Minnesota.
22. Mulford, B. (2016). School leadership for organizational learning and improved student outcomes. *Educational Leadership Review*, 17(2), 12–24.
23. Mulyasa, E. (2020). *Menjadi kepala sekolah profesional*. Remaja Rosdakarya.
24. OECD. (2023). *PISA 2022 results*. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
25. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
26. Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage Publications.
27. Pont, B., Nusche, D., & Moorman, H. (2019). *Improving school leadership*. OECD Publishing. <https://doi.org/10.1787/978926401784-en>

28. Robinson, V. M. J. (2017). *Student-centered leadership*. Jossey-Bass.
29. Schein, E. H., & Schein, P. (2017). *Organizational culture and leadership* (5th ed.). Wiley.
30. Sergiovanni, T. J. (2015). *The principalship: A reflective practice perspective*. Pearson Education.
31. Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
32. UNESCO. (2022). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing. <https://unesdoc.unesco.org/>
33. Wahjosumidjo. (2019). *Kepemimpinan kepala sekolah*. Rajawali Pers.
34. Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research*, 39(1), 93–112. <https://doi.org/10.1177/0739456X17723971>

