

The UPI-UPSI International Conference 2025

"Transforming Education in the Digital Era to Prepare Adaptive and Competitive Global Citizens"

Volume 1, Edisi 1, 2025

Open Access: <https://proceedings.upi.edu/upi-upsi>



The Strategies of Educational Leaders in Fostering Organizational Resilience During the Era of Disruption

Dina Haya Sufya

Universitas Islam Negeri Sultan Syarif Kasim Riau, Pekanbaru, Indonesia

E-mail: dina.haya.sufya@uin-suska.ac.id

ABSTRACT

The study examines systematically the strategies Indonesian educational leaders use to develop organizational resilience in educational institutions in Indonesia that are seriously challenged by disruption. This investigation has been motivated by a desire to explore how leaders can traverse the myriad issues of infrastructural gaps, cultural differences, and policy turbulence evident within an Indonesian context. Using a PRISMA-based systematic review of the literature approach, the study extracted results from eight pertinent peer-reviewed studies. The estimation showed that successful leadership practices are complex, using adaptive learning systems, vision-based open communication, and focused human resource development. One important insight is that resilience is not achieved by individual actions so much as through a combination of operational adaptiveness and strategic foresight. Of utmost importance, the author shows that the most successful resilience model combines dynamic capability—sensing, seizing, and reconfiguration of resources—and culturally responsive leadership based on respect for and engagement with local wisdom and religious values. The paper contributes to the conclusion that for Indonesian schools not just to withstand disruptive forces but instead remain healthy and flourishing, their propitious leadership requires an integrated, place-alternate approach which intermeshes technological and pedagogical flexibility with deep cultural awareness presented as a blueprint of sustainable resilience in practice.

© 2025 UPI-UPSI

ARTICLE INFO

Article History:

Submitted/Received 19 Nov 2025

First Revised 21 Dec 2025

Accepted 4 Jan 2026

First Available online 10 Jan 2026

Publication Date 10 Jan 2026

Keyword:

Educational Leadership, Organizational Resilience, Dynamic Capability, Culturally Responsive Leadership, Indonesia

1. INTRODUCTION

Indonesia's education system has faced unprecedented challenges in recent times, most notably during the COVID-19 pandemic, which has highlighted and exacerbated the country's deep-seated systemic issues. Education authorities were forced to quickly pivot to online education, introduce health guidelines, and ensure the quality of education under resource constraints and policy turbulence. These obstacles were more pronounced in rural and remote areas where infrastructural constraints (poor internet connection, lack of digital devices) had an impact on learning continuity and effective school leadership. Coupled with the digital divide and teachers' lack of preparedness to deliver online coursework, there was a dramatic decline in student engagement and learning outcomes, which fell especially heavily on marginalized populations.

Indonesian schools struggled particularly once COVID-19 arrived. Those running schools had to switch to online classes quickly, figure out how to keep everyone healthy, yet still offer good teaching despite limited funds, alongside shifting rules. Out in the countryside, things got really tough. Spotty internet, alongside an insufficient number of computers, hindered education; schools struggled to get started. The gap between those who had access and those who did not grew - teachers unprepared for online lessons only made things tougher. Consequently, students lost interest, falling behind, particularly those who were already struggling (Hariri et al., 2025; Kusuma, 2022).

Indonesia's education system faces hurdles beyond just supplies or tech. It also navigates a rich mix of customs alongside beliefs. Take Islamic schools – choices about how things stem from faith, yet consider what feels right locally. Those in charge attempt to refresh teachings yet respect what came before. How leaders see what matters impacts how they handle tough times - it colors their whole approach to education (Effendi et al., 2020; Hamdanah et al., 2025). Moreover, changes such as shifting power away from central control, alongside new rules (think Merdeka Belajar), mean school chiefs must now be flexible, understanding both big-picture goals while being keenly aware of the unique needs of their community (Hidayat et al., 2020; Nugraha et al., 2021)

Even with attempts at improvement, schools have not quite figured out how to spot those who will lead later. It is hard to unearth, prepare, and consequently nurture excellent principals. This problem hits hardest in communities lacking funds or far from help; there, principals must get creative despite scarce resources (Harta et al., 2024; Lumban Gaol, 2023; Murtiana, 2024). Better schools across Indonesia mean opportunity for all students - wherever they are. Examining how school leaders contribute to community recovery, this research offers a fresh perspective informed by existing knowledge. Rather than focusing on one aspect of leadership or toughness, it employs an idea called "dynamic capability" - essentially, recognizing changes, acting promptly, and then reshaping things, specifically within Indonesian schools. Moreover, it considers how culture and faith, especially in villages and Islamic schools, matter, alongside older ways of leading versus new tech-based approaches (Lisdiono et al., 2022; Renouw et al., 2025). This work explores how school leaders in Indonesia can navigate challenging times – including shifting rules, new technology, and emergencies – by blending established ideas about leadership with insights into what makes Indonesian communities tick. It demonstrates how the innovative use of basic web resources, combined with real-world methods, fosters resilience through practical application and good sense.

This systematic review of the literature is an innovative contribution, synthesizing evidence on how Indonesian educational leaders address disruptive situations to create a resilient organization. Unlike most studies that explore the components of leadership or resilience individually, this paper adopts the theory of dynamic capability, focusing on

how these elements are sensitively informed by the Indonesian context. It also stands out in its analysis of local cultural and religious values, particularly those of Islamic and rural schools, and in its examination of the relationship between traditional models of leadership and new digital (e-leadership) practices, inspiring a new way of thinking about educational leadership and resilience (Sugiarti et al., 2024; Suparwadi et al., 2025)

This study contributes to knowledge by connecting global leadership theories with the particularities of Indonesia's sociocultural context, Hannah contributes to our knowledge of how educational leaders can successfully navigate amidst policy turmoil, technological dynamism, and crisis. It also emphasizes the creative use of low-cost, low-bandwidth digital tools and direct, community-centered strategies, such as participatory decision-making and community engagement, to offer a comprehensive model of resilience that is both theoretically rigorous and immediately actionable.

The primary aim of this comprehensive review is to identify and analyze the strategies employed by Indonesian educational leaders to foster organizational resilience during periods of disruption. Specifically, the study seeks to:

- (1) Explore the contextual factors—such as infrastructural, cultural, and policy-related challenges—that influence leadership strategies in Indonesia.
- (2) Evaluate the effectiveness and transferability of these strategies across various educational settings, including rural, remote, and faith-based schools.
- (3) Examine the integration of dynamic capability theory, which focuses on an organization's ability to adapt and change in response to external disruptions, and culturally responsive leadership models, which emphasize the importance of understanding and respecting cultural differences in leadership, in shaping organizational resilience.

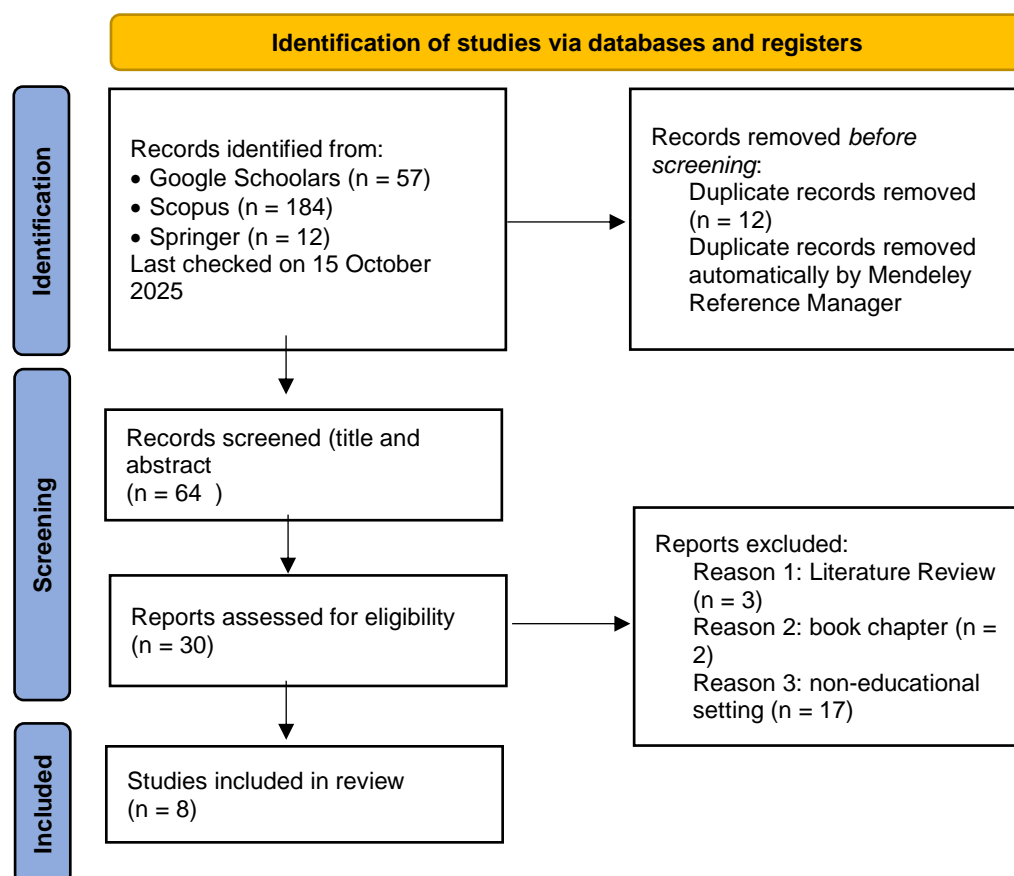
2. METHODS

The methodology of a systematic literature review was used for this study, the aim being to follow the Preferred Reporting items for Systematic reviews and Meta-Analyses (PRISMA) guidelines as rigorously as possible in order to meet all the criteria and ensure complete transparency (Page et al., 2021). The review began with a thorough search of three electronic databases--Scopus, SpringerLink, and Google Scholar - for articles published between January 2020 and October 2025 in order to obtain recent trends about educational leadership amidst major disruptive events. The search strategy involved logically combined terms associated with educational leadership, organizational resilience, and the Indonesian context using Boolean operators in order to facilitate a maximum extraction of salient literature.

After the first identification of records, the process was guided according to four independent steps of the PRISMA framework: identification, screening, eligibility, and inclusion. Two reviewers performed this systematic and independent retrieval in an attempt to ensure its reliability and minimize any potential bias; it resulted initially in 253 records that, after the removal of duplicates and systematic analysis, yielded eight studies that met all pre-determined eligibility criteria. The criteria for including this study were an empirical study that concerned K-12 settings, in Indonesia or a similar collectivist society, and we excluded non-empirical articles and studies about only higher education.

A standardized data extraction form was used for bibliographic, methodological, and contextual characteristics as well as key findings. The methodological quality of the included studies was assessed with the Mixed Methods Appraisal Tool (MMAT), which

contains stringent standards for assessing qualitative, quantitative, and mixed methodology study designs (Hong et al., 2018). For data synthesis, we used thematic analysis according to Braun and Clarke's established guideline, covering the six stages of familiarization, initial code development, searching for themes, reviewing themes, defining themes, and report writing (Braun & Clarke, 2006). This cyclic analytical sequence allowed for the recognition of consistency, patterns, and trends throughout all reviewed literature that were further used to develop a holistic synthesis as to leadership strategies in developing organizational resiliency in Indonesian Schools. The PRISMA flow diagram will be utilized to illustrate the process of literature selection. Picture 1 is a textual representation of the PRISMA flow diagram:



Picture 1. Systematic data extraction from the included literature

3. RESULTS AND DISCUSSION

A total of 253 articles were obtained from Google Scholar (57 articles), Scopus (184 articles), and Springer (12 articles). There were 12 articles in the database to be excluded, and 64 articles remained. Of the 64 articles, 22 were excluded because 3 had no methodology (literature reviews), 2 were only theory and discussion (book chapters), and 17 articles were not related to the topic (non-educational setting). The results of filtering articles obtained 30 for eligibility screening, and excluded related explanations, and complete articles obtained eight related articles. The eight articles that were analyzed employed a mix of quantitative and qualitative methodologies. Among the eight articles to be analyzed, all of them discuss the strategies of educational leaders in fostering organizational resilience. The population in the analyzed articles consisted of educational stakeholders, including school principals, teachers, and university

managers, primarily within the Indonesian context, with comparative studies from Ethiopia and China. All the analyzed articles found several impacts that can arise from enhancing institutional adaptability, teacher effectiveness, student performance, and overall organizational robustness during periods of disruption. This article examines the specific leadership approaches and contextual factors that contribute to building resilience in educational institutions. The results of a review of 8 articles indicate that integrating instructional, culturally grounded, and agile leadership practices, supported by a favorable organizational climate and innovation, is crucial for navigating crises and fostering sustainable resilience.

The synthesis of the literature provides a holistic answer, revealing that leadership approaches are significantly shaped by that leadership approaches are greatly influenced by an intricate web of infrastructure, cultural, and policy-related issues that altogether shape the Indonesian education ecosystem. Underserved infrastructural gaps, including poor digital infrastructure in public universities (Marlia et al, 2025) and geographical challenges associated with remote areas (Juharyanto et al., 2020), push leaders to embrace community-based conventional solutions other than relying on high-end technology (Bafadal et al., 2020). Complicating this situation, as previous sections have suggested, is a fluid policy context featuring regulatory constraints (Marlia et al, 2025) and an ongoing process of decentralization that provides room for bottom-up decision-making to be fostered (Bandur, 2012) but also requires leaders to remain flexible in translating national directives such as the Merdeka Belajar into locally relevant actions. The study demonstrates that the complex interplay of infrastructural, cultural, and/or policy challenges strongly influences leadership approaches. Infrastructure gaps, especially in remote regions (Juharyanto et al., 2020), challenge leaders to rely on community-based and low-tech approaches. Culturally, the power of leadership is very embedded in local wisdom, as is apparent, for example, with the strategy "Gethok Tular", which operates based on Javanese communication principles and Islamic values adopted in religious-affiliated schools (Hamdanah et al., 2025). In addition, the complexity of policy disruption and interventions such as Merdeka Belajar demands agility from school leaders who must transform national policies into local practices, amidst resource limitations (Sandy, 2024).

At the same time, its social and religious texture has much to do with how effective leadership is. Leadership of *Kyai* in Islamic Boarding Schools, is dependent on the leader's ability to skillfully handle local wisdom (Sari et al., 2024), like Sasak community values and culture (Sugiarti et al., 2024), with the balance of national education goals and religious teachings. This underscores the complexity of the leader's role and the importance of cultural understanding. As a result, these context-bound challenges are not only hurdles to surmount, they constitute the terrain out of which resilient leadership is built, requiring strategies that are policy-responsive as well as innovative in view of infrastructural limitations and deeply respectful of cultural and religious context.

The tested leadership strategies demonstrate not only practical effectiveness but also significant transferability when thoughtfully adapted to local conditions. Instructional leadership consistently proves effective in enhancing teacher self-efficacy and student outcomes across diverse contexts, from urban Indonesian madrasah (Ridwan et al., 2024) to rural schools in Ethiopia (Gechere et al., 2025). In rural and remote Indonesian schools, successful leadership requires customized approaches that promote sustainability through home visit programs and distributed leadership responsibilities (Mazhabi, 2025), while utilizing both conventional communication technology and face-to-face interactions to overcome geographical barriers (Bafadal et al., 2020).

Table 1. Analytical Summary of the Included Articles

Title	Author	Objective	Methods	Population and Sampling	Results
“Gethok Tular” as the Leadership Strategy of School Principals to Strengthen Multi-Stakeholder Forum Role in Improving the Quality of One-Roof Schools in Remote Areas in Indonesia	Juharyanto et al., 2020	This research aimed to identify the practical leadership approach practised by one-roof school headmasters in remote areas of Indonesia. The study aimed to investigate how these principles are implemented in multi-stakeholder forums (MSFs) designed to enhance the quality of one-roof schools in such volatile environments.	This research employed a qualitative approach with a multi-site design. The data collection primarily relied on information provided by the Indonesian Educational Innovation Training and Consultant (LPKIPI), an organisation that has mentored one-roof schools for many years. Data was obtained from school principals who served as key informants. Additionally, focus group discussions (FGDs) were conducted with various participants, including all school principals, LPKIPI representatives, education staff, school supervisors, and other stakeholders. The findings were triangulated academically and compared with relevant previous research. Data validity was ensured through reduction analysis, presentation, verification, and drawing of conclusions. Credibility was established through continuous involvement in	The sample consisted of 24 school principals who participated in unstructured, in-depth interviews as key informants. These principals were located at eight one-roof schools in East Java Province and 16 in West Sulawesi Province. Focus group interviews were conducted to gather a comprehensive and objective dataset, based on the topics covered and the participants. These FGDs were conducted in three clusters: Polewali Mandar, West Sulawesi; Mamuju, West Sulawesi; and Bondowoso, East Java. Participants included regional heads, principals, teachers, education department heads, district chiefs, village heads, youth organisation leaders, integrated health centre heads, industry representatives, military personnel, police, and representatives from Islamic school centres.	The study highlights that one-roof schools in remote areas face multifaceted challenges in terms of cultural, social, economic, demographic, geographical, and historical aspects. Successful principals in these contexts demonstrate strong personal and leadership qualities. The "Gethok Tular" strategy, rooted in local wisdom and emphasising credible, verified, and engaging communication, is presented as the most effective method to strengthen multi-stakeholder forums and improve school quality by fostering community support and involvement. This approach ensures that school programs are aligned with community values and needs, leading to improved student attendance, learning activities, and academic outcomes.

			MSF activities, observations of performance, member checks, intercolleague discussions, data audits, and confirmation of relationships between collected data, received information, and interpretations	Additional FGDs were conducted with participants from the West Papua Province Education Department, education officers and supervisors from Papua Province, principals and supervisors from Malang, East Java, lecturers from Palangkaraya University, and lecturers from Universitas Negeri Malang.	
Education in Disruption 4.0 Era Development of Work Culture in Elementary School at Banjarmasin South Kalimantan Indonesia	Suriansyah et al., 2020	The primary purpose of this study was to investigate the model work attitude with its elemental roles in the elementary school during the Industrial Revolution 4.0 era, also known as a disruption era, where human resources must possess strong character and intelligence capabilities to overcome regional and global challenges.	The research employed a qualitative approach, specifically a case study, with the researchers serving as the primary data collectors. Data was collected through in-depth interviews, participant observation, and documentation.	Respondents were selected using snowball sampling, ensuring a diverse range of perspectives, including key informants such as school principals, deputy principals, teachers, community leaders, education office staff, and former students. Data verification was ensured through criteria of credibility, transferability, dependability, and confirmability, and analysis was performed using a model developed by Creswell.	The Quality Work Culture Development Model in elementary schools is significantly influenced by a set of interconnected factors, beginning with the establishment of a clear vision, mission, norms, values, and strategies that strongly emphasize both quality and equity. The core development process is built upon a framework that includes fostering commitment, competence, autonomy, empowerment, and continuous improvement among teachers. Key to sustaining this culture are several foundational elements: the intensive and systematic socialization of the organization's vision, mission, and values to ensure shared

<p>The Influence Of Transformative Learning, Affective Commitment, Digital Transformation, Capability Dynamic, Ambidexterity, And Education Policy Toward</p>	<p>Primahendra et al., 2024</p>	<p>The study aims to identify the influences of transformative learning, affective commitment, digital transformation, dynamic capability, and ambidexterity on educational leadership. Its ultimate goal is to craft an</p>	<p>The CB-SEM method was used for the analysis of this study. The approach is acceptable for testing specific theoretical models, evaluating the mapping of latent and observed variables onto indicators, and incorporating measurement error into a model. The CB-SEM model</p>	<p>The research analysis focuses on senior high schools in DKI Jakarta Province, which are either public or private. The population includes the promotional schools of Jakarta, specifically those with management personnel, such as principals, vice principals,</p>	<p>belief; the cultivation of essential staff qualities such as professionalism and strong character; the practical implementation of autonomy and participation in decision-making; and the formal appreciation and recognition of contributions. Ultimately, achieving this quality culture requires transformational, collegial, and collaborative leadership, coupled with transparency, and it must be consistently upheld through periodic internal and external monitoring and evaluation to ensure strict adherence to external quality standards. The study emphasizes that achieving quality education in the Disruption 4.0 era depends entirely on the successful implementation of this rigorous, quality-focused work culture.</p>	<p>The study found that Transformative Ethics Agile (TEA) Leadership is influenced by ambidexterity, transformative learning, affective commitment, and educational policy. Digital transformation and dynamic capability were found to have insignificant direct influences on TEA Leadership. However,</p>
---	---------------------------------	--	---	---	--	--

Educational Leadership: a Case From Indonesia	educational leadership model specifically tailored to the Indonesian context. This research also aims to review and reformulate previous high school management and educational leadership practices.	analysis was performed using SPSS and AMOS software.	teachers, and school staff, as well as parents of children who attend 133 high schools in Jakarta—a total of 244 respondents were sampled.	ambidexterity plays a mediating role, influencing the dynamic capability's effect on TEA Leadership. The mediating effect of ambidexterity was significant for dynamic capability and transformative learning variables, but not for digital transformation and commitment to Pancasila. Transformative learning, affective commitment, educational policy, and ambidexterity have a direct and positive impact on the effectiveness of TEA leadership. Digital transformation and dynamic capabilities have an insignificant direct influence on TEA leadership, but the influence of dynamic capabilities becomes significant when mediated by ambidexterity	
Instructional Leadership and Teacher Self-Efficacy on Job Satisfaction: The Mediating Effect of School Climate in Indonesian Islamic Senior High Schools	Ridwan et al., 2024	The primary objective of this research was to investigate the relationships between instructional leadership, teacher self-efficacy, and job satisfaction among teachers in Indonesian Islamic Senior High Schools (Madrasah Aliyah). A central theme was to explore school climate as a	The research design employed a concurrent mixed-methods approach, with a primary focus on quantitative surveys. Analysis of the data was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) to measure the relationships among variables and the mediating role of school climate. Content Validity	The research was conducted on a population of more than 2,000 teachers in one province in Indonesia. The participants were recruited using quota sampling, stratified by gender and classification level. The sample size was calculated using GPower software, estimated at 210 participants, with a statistical power of 0.95. The survey was completed	The study highlighted the critical role of instructional leadership in directly enhancing school climate and teacher job satisfaction. While teacher self-efficacy positively influenced school climate, the mediating effect of school climate on the relationship between instructional leadership and job satisfaction was not statistically significant. These findings offer valuable insights into the dynamics within Indonesian

		<p>mediator in the relations between these variables. This study also sought to fill a gap in the literature, which had yet to explore such dynamics among Indonesian Madrasah Aliyah due to their unique cultural, religious and organisational contexts. This approach was designed to generate a nuanced understanding and specific recommendations for enhancing teacher effectiveness and education quality within this distinctive context.</p>	<p>Index (CVI) was employed to establish the instrument's reliability. It was developed based on measures from pre-existing research models and previous studies related to Job Satisfaction, Instructional Leadership, Teacher Efficacy, and School Climate, comprising 54 items that included demographic questions. Responses were scored using a 5-point Likert scale; the instrument was translated into Indonesian and validated through expert judgment and focus groups.</p>	<p>by 219 teachers, of whom slightly more than half were women (52.97%). Most had obtained a bachelor's degree (75.34%), indicating a highly educated staff and a gender balance among respondents.</p>	<p>Islamic Senior High Schools, emphasizing the direct impact of leadership on teacher well-being and the school environment.</p>
<p>Navigating uncharted waters: leadership insights from successfully reopened schools amid the COVID-19 pandemic</p>	<p>Sandy, 2024</p>	<p>The primary purpose of this study is to investigate in depth the experiences, challenges, efforts and lessons learned by Indonesian school principals at the time schools were reopened after the COVID-19 pandemic. Based on the guiding question,</p>	<p>The study employed a qualitative, interpretive approach using hermeneutic phenomenology, purposive sampling of Indonesian school principals, semi-structured interviews guided by a leadership framework, and reflexive thematic analysis to understand the complex</p>	<p>The target population in this study was Indonesian school principals and their roles in bringing about the reopening of schools post-COVID-19 pandemic. A Purposive sampling method was employed for selecting the relevant experiential and expert participants in this study. 15 school heads were</p>	<p>Five key themes emerged from school reopening research that were critical for post-pandemic educational success. The key to success was strong collaboration and open communication, in which teachers, parents, and students fully engaged on multiple channels and accepted a shared responsibility for goal alignment. Leaders also showed considerable adaptability and</p>

"How do school principals experience their activity during the post-COVID-19 pandemic school reopening?", the research aims to explore their stories to gain valuable insights. These findings serve as the basis for policy decisions and for enhancing support mechanisms for other schools undergoing similar changes. By recognising examples of best practices and areas of concern, the study seeks to answer an important question for the educational leadership literature in a post-pandemic world. At the end of the day, it seeks to pave the way for practical models that increase education leaders' abilities to handle crises and lead organisations through change, plus develop healthy stakeholder engagement. Moreover, the results

leadership experiences during school reopening post-COVID-19

chosen to offer a range of experiences and viewpoints

innovation, including the use of IT as a teaching aid for teacher training, revising the curriculum to focus more on depth than breadth (relearning quest) and offering targeted professional development for teachers. Crucially, as with the previous wave of reform more than two decades earlier, it was implemented with the backing and buy-in of teachers, parents and school foundations — to ensure that both systems remained operationally stable and that policy doers continued to do better by children in practice. Proactive learning from other organisations via webinars and peer exchange supported leaders in honing their strategies through shared best practices. Supporting all these initiatives were resilience and trust, which provided the foundation from which leaders could endure trials, delegate authority successfully, and create a strong shared confidence that was sufficient to act together for the common good. Taken together, these findings outline the profile of a comprehensive and multifaceted leadership model necessary for guiding school

	<p>should encourage changes in leadership preparation programs so that future leaders are better prepared to deal with messy and uncertain cases. The research will essentially seek to give a comprehensive picture of how Indonesian school leaders dealt with the complexity of reopening schools, and lessons that are potentially invaluable and transferable for local and global education systems.</p>	<p>communities through crises and ambiguity.</p>
<p>Influence of principals' instructional leadership and teachers' efficacy on students' performance in secondary schools in the Wolaita Zone, South Ethiopia</p>	<p>Gechere et al., 2025</p> <p>The purpose of this study was to determine the relationships among principals' instructional leadership (PIL), teachers' self-efficacy (TSE), and students' performance (SP) in secondary schools in Wolaita Zone, South Ethiopia. This study was intended to gain insight into how these elements are</p>	<p>A mixed-method approach using a concurrent design was employed to examine the relationships between principals' instructional leadership, teachers' self-efficacy and student achievement in 22 public secondary schools of Wolaita Zone in Ethiopia. The existing data consisted of scores on questionnaires to assess instructional leadership (PIMRS) and teacher self-efficacy</p> <p>The study design was conducted in the Wolaita Zone of Southern Ethiopia. The target population included teachers, department heads, unit leaders, and students in the secondary schools of the location. There are a total of 80 government secondary schools in the zone. Using simple random sampling, 27.5% of the total schools, or 22 in number, were randomly picked based on</p> <p>The study's findings demonstrate that both principals' instructional leadership (PIL) and teacher self-efficacy (TSE) are significant, positive correlates of student performance (SP), with Pearson correlations of 0.68 and 0.818, respectively. While PIL was a significant predictor, explaining 46.2% of the variance in SP, TSE emerged as a substantially stronger predictor, accounting for 66.9% of the variance in SP. Analysis revealed an imbalance in leadership</p>

interconnected and act together in affecting student academic performance in a limited-resources environment (TSES), semi-structured interviews with principals, and documented student achievement in such basic subjects as reading/language arts and mathematics. A total of 369 respondents, who consisted of teachers, department heads and students, were involved in the study via random and purposive sampling methods. The quantitative data were analysed by performing descriptive statistics, Pearson correlation and linear regression in SPSS software, whereas thematic analysis was conducted for qualitative data. The optimal processes were assured with expert validation and high reliability coefficients (Cronbach's $\alpha = 0.82-0.87$), which yielded a valid examination of the interacting relationship among leadership practices, teacher efficacy, and academic achievements under investigation.

geographical and socioeconomic representation. The total number of respondents was 85 teachers, 274 students, and 10 administrators (unit leaders and department heads): supervisors were selected using simple random sampling, while the unit leaders were selected through quota sampling. The sample size was calculated using the Kothari formula to achieve a 95% confidence level and a 5% margin of error. This sample size guaranteed the statistical significance of the independent variables: instructional leadership and teacher efficacy, and the dependent variable: student performance.

practices, with principals prioritising the promotion of a favourable school climate over strategic goal definition and instructional program management. Concurrently, teachers reported the highest efficacy in instructional strategies and student engagement, but lower confidence in classroom management. These results underscore that while effective instructional leadership is crucial for establishing a supportive learning environment, teachers' self-belief in their capabilities is an even more powerful driver of academic outcomes, with direct implications for achieving Sustainable Development Goal 4 targets regarding educational quality and equity.

<p>Instructional leadership malfunction in rural areas: Examining the influence of principal instructional leadership on instructional quality in Chinese rural schools</p>	<p>Lin & Hu, 2025</p>	<p>The purpose of this study was to explore the effects of principal instructional leadership on teachers' instructional quality in rural Chinese schools, and to examine teacher motivation as a mediator between these two. This study aimed to investigate the role of various leadership practices in enhancing classroom instruction in rural areas and the mediating influence of teacher motivation on the relationship between leadership and instructional quality. By investigating these relationships within the specific rural education context, the study not only contributes to current conceptions of emotional and motivational pathways through which principals influence teachers' practices, but</p>	<p>This study employed a multi-stage sampling approach to investigate the influence of principal instructional leadership on instructional quality in rural Beijing secondary schools, utilising structural equation modelling for data analysis. Through initial convenience sampling of 23 schools, followed by purposive selection of 13 schools that met specific rural characteristics and leadership criteria, the research collected 292 valid teacher responses using established measurement scales with high reliability (Cronbach's alpha = 0.893-0.948). The structural equation modelling analysis in Mplus 7.0 examined both direct effects and mediating pathways through teacher self-efficacy and job satisfaction, incorporating bootstrap analysis with 2000 samples to test indirect effects. This approach provided a comprehensive</p>	<p>Using a multi-stage sample design, this study investigated instructional leadership in rural middle schools in Beijing. Random sampling was used to select 13 schools from the above-mentioned 23, after which at least one school from each of the eight provinces was identified. The last sample consisted of schools that had typical rural barriers, such as geographical isolation, economic deprivation, and a lack of resources, while being diverse in terms of size and leadership composition. A total of 13 subjects, serving as principals with diverse demographic and professional backgrounds, and 292 teachers with valid questionnaire answers were selected from the pool of 485 educators in the schools under study to generate an inclusive database for investigating leadership practices within China's unique rural educational environment.</p>	<p>The study's structural equation modelling analysis demonstrated that principal instructional leadership indirectly affects instructional quality in Chinese rural schools by complex motivational mechanisms. None of the four PIL dimensions directly predicted instructional quality; however, "promoting teacher learning" exerted a significant total effect through complete mediation by teacher self-efficacy ($\beta = 0.319$, $p < 0.05$). The other two dimensions—"defining school goals" and "building an instructional management team"—did not significantly correlate with any independent variable, although the latter experienced the lowest implementation score ($M = 3.29$). Implications for school leadership derived from Rumelhart's four-level model suggest that in rural Chinese districts, instructional leadership has an indirect impact on teaching quality, achieved by enhancing the psychological capital of teachers rather than implementing organisational changes. Professional growth reinforcement appears to be the most potent form of leadership.</p>
---	---------------------------	---	--	---	--

		also provides practical suggestions on how to enhance leadership effectiveness in "at-risk" education settings.	examination of the leadership-instructional quality relationship within the context of rural educational disparities.		
Remote engagement and creative climate: Driving strategy to raising the innovation and organizational resilience	Wahyuningsih & Rahmawati (2024)	The research objective of this study is to empirically examine antecedents of organizational resilience from the aspect of proximal correlates, including remote engagement, creative climate, and organizational innovation, as explanatory variables. Placed at the post-pandemic adaptive landscape of Muhammadiyah Universities in Indonesia, the research attempts to examine how these two factors—managing engagement levels and nurturing a creative environment—shape an organization's ability to adapt and transform, and hence the realization of	Employing a quantitative, hypothesis-testing methodology, this research collected data from 191 managerial-level staff at Muhammadiyah and Aisyiyah Universities in Indonesia via an online survey between June and July 2021. The study utilized validated and reliable multi-item instruments, translated into Indonesian, to measure the key variables of creative climate, remote engagement, organizational innovation, and organizational resilience. The collected data were subsequently analyzed using path analysis and regression techniques to test the direct hypotheses. At the same time, Sobel calculations were employed to examine the mediating role of	The sample studied is managers at Muhammadiyah and Aisyiyah Universities in Indonesia. In those universities, respondents at the managerial and structural levels were explicitly targeted by the researchers, as they are believed to be influential in organizational resilience. The study involved 191 respondents. The demographic profile of the sample was predominantly female (56%), with males aged 41-60 years accounting for 67% of the total respondents.	According to the study's main findings, a creative climate has a direct and positive effect on organizational innovation as well as on organizational resilience. In addition, although remote engagement contributes to organizational innovation directly, it does not have a substantial direct impact on resilience. Importantly, organizational innovation is identified as a key mediating process; it is through innovation that creative climate and telework indirectly affect organizational resilience. This highlights that although a supportive climate is good, and the remote engagement works for innovation, the path to increasing resilience of HEIs, especially under critical situations such as COVID-19, attempts to strengthen organisational innovation fundamentally.

organizational resilience in an effective manner under a turbulent situation.	organizational innovation in the model.
---	--

Similarly, in faith-based institutions, leaders must develop adaptive strategies that balance Islamic values with educational reform objectives through social capital leveraging and collaborative culture-building (Amalia et al., 2025; Sary et al., 2024). Furthermore, structured professional development programs remain essential for enhancing teaching conditions in isolated areas, with remote training effectively overcoming physical isolation limitations (Nhlumayo, 2024; Eiraldi et al., 2022; Calvert et al., 2025). The core principles of transformational and agile leadership—including shared decision-making, transparent communication, and continuous innovation—maintain their relevance across settings, as evidenced in post-pandemic school reopenings (Sandy, 2024) and quality work culture development (Suriansyah et al., 2020). Crucially, while context-specific approaches like 'Gethok Tular' are culturally unique, their underlying philosophy of trust-building and aligning school initiatives with community values represents a universal strategy for stakeholder engagement (Sugiarti et al., 2024; Forfang & Paulsen, 2024). This confirms that effective leadership transcends specific contexts through adaptable core practices while requiring cultural integration for sustainable implementation.

The results provide strong support for coalescing dynamic capability and culturally responsive leadership into a robust model for building organizational resilience in Indonesian educational settings. This synthesis makes evident that resilience springs from the ability of leaders to navigate the complex interdependence between adaptive change and cultural grounding. The sensing, seizing, and reconfiguring capabilities of leaders are parallel in many ways: "sensing" involves monitoring student engagement and policy changes (Sandy, 2024) whilst "seizing" opportunities involves the implementation of blended learning and agile management around existing research findings (Muttaqin et al., 2024; Prasetyo et al., 2022), and both capacities lead to enhancing teacher capacity and community networks (Salam et al., 2025). However, it is only in intersecting with culturally responsive frameworks that this adaptive potential is fully realized, as shown by Primahendra et al. (2024), who argued that alignment with local context and values directly affected transformative learning and affective commitment, the main components of DC. Indonesian schools' leaders also represent this integration; the transformational leadership approach innovates as much as they can (Salam et al., 2025), yet must be in a culturally rooted way to respect local wisdom and religious values (Bhowmik et al., 2023). Strategic planning of comprehensive strategies that integrate governance and incorporate culturally sensitive policies is important for long-term changes. For example, leaders effectively traverse policy chasms by utilizing social capital and resourcefulness (Evangeline, 2025) that works to sustain the cultural authenticity of their organizations. This dual focus is what we might call "contextualized agility" – the capacity to act quickly, but with changes that are sensitive to local cultural context and meaning.

Organizational resilience, for that reason, in the context of Indonesian education is not a technical capacity but one that finds its source in leaders capable of orchestrating adaptive change that both honours and uses cultural resources (Rismawati et al., 2025), such institutions becoming dynamically responsive and culturally enduring.

4. CONCLUSION

This systematic review concludes that fostering organizational resilience in Indonesian educational institutions is a complex process requiring a multi-dimensional and integrated leadership approach. The study's results indicate that effective strategies are not isolated initiatives, but a combination of adaptive operational mechanisms, long-term planning, supportive human resource interventions, and vibrant community interactions. Educational administrators can navigate disruptions by implementing adaptive learning systems, such as blended learning and agile management, and practicing visionary leadership through proactive planning and open communication.

The study demonstrates that the strategies to build resilience need to be sensitive to Indonesian's constraints/limitations in terms of infrastructure, cultures, and policies. There are so many ingenious and creative solutions demonstrated by leaders to convert constraints into opportunities, while developing a community-based solution that makes maximum use of local wisdom, such as in the "Gethok Tular" approach, as well as the importance of culturally contexted forms/or modes of leadership. Importantly, alignment of dynamic capability theory with transformative culturally responsive leadership provides an attractive framework for enabling institutions' adaptive agility with cultural integrity, thereby respecting and valuing the local wisdom.

The research highlights that the key to organizational resilience lies with the development of human capital and focuses on, for example, emotional intelligence training, building staff resilience, and nurturing inclusive ecosystems where all stakeholders are made to feel valued and empowered, thereby making them integral to the process. Ultimately, this study therefore offers school leaders a complete roadmap of how to survive-not 'cope' – with disruption, and use it as an opportunity for growth and innovation to guarantee the sustainability of educational quality in the face of dynamic disruption.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. REFERENCES

- Amalia, E. R., Yuliansyah, M., Agustyarini, Y., Sunnah, M. L., Nasucha, J. A., & Ria Kusriani, N. A. (2025). Habitus and Change: Phenomenological Insights into Curriculum Adaptation in Indonesian Islamic Schools. *Nazhruna: Jurnal Pendidikan Islam*, 8(2), 363–381. <https://doi.org/10.31538/nzh.v8i2.134>
- Bafadal, I., Arifin, I., Saputra, B. R., & Adha, M. A. (2020). The use of conventional communication technology as an effective principal leadership strategy in strengthening the role of multi-stakeholder's forum for school quality improvement.

Elementary Education Online, 19(4), 1963–1973.
<https://doi.org/10.17051/ilkonline.2020.762773>

Bandur, A. (2012). School-based management developments: Challenges and impacts. *Journal of Educational Administration*, 50(6), 845–873.
<https://doi.org/10.1108/09578231211264711>

Bhowmik, M. K., Walker, A., & Bryant, D. (2023). Reconceptualizing inclusive leadership to address diversity in schools. *Multicultural Education Review*, 15(2), 139–156.
<https://doi.org/10.1080/2005615X.2023.2250713>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Calvert, H. G., Fleming, C. M., Lowe, M., Lewis, T., Siebert, C. F., Havlicak, A., Anderson, N., Castleton, T., & Turner, L. (2025). Training and Technical Assistance Increase the Fidelity of Implementation of a Universal Prevention Initiative in Rural Schools: Results from a 3-Year Cluster-Randomized Trial. *Prevention Science*, 26(1), 56–68.
<https://doi.org/10.1007/s11121-025-01776-0>

Effendi, Y. R., Bafadal, I., Degeng, I. N. S., & Arifin, I. (2020). The principal's transformational leadership approach based on local wisdom in strengthening the character of students. *Malaysian Online Journal of Educational Management*, 8(4), 24–42. <https://doi.org/10.22452/mojem.vol8no4.2>

Eiraldi, R., McCurdy, B. L., Khanna, M. S., Goldstein, J., Comly, R., Francisco, J., Rutherford, L. E., Wilson, T., Henson, K., Farmer, T., & Jawad, A. F. (2022). Development and evaluation of a remote training strategy for the implementation of mental health evidence-based practices in rural schools: pilot study protocol. *Pilot and Feasibility Studies*, 8(1). <https://doi.org/10.1186/s40814-022-01082-4>

Evangeline, S. I. (2025). Educational leadership in implementing blended learning for crisis preparedness. In *Implementing Blended Learning Policies and Programs for Crisis Preparedness* (pp. 45–65). <https://doi.org/10.4018/979-8-3693-8402-2.ch003>

Forfang, H., & Paulsen, J. M. (2024). Linking school leaders' core practices to organizational school climate and student achievements in Norwegian high-performing and low-performing rural schools. *Educational Management Administration and Leadership*, 52(1), 99–115.
<https://doi.org/10.1177/17411432211064424>

Gechere, T., Oumer, J., & Ouke, T. (2025). Influence of principals' instructional leadership and teachers' efficacy on students' performance in secondary schools in the Wolaita Zone, South Ethiopia. *Discover Sustainability*, 6(1), Article 967. <https://doi.org/10.1007/s43621-025-01797-3>

Hamdanah, Mardia, & Rusydi, M. (2025). Visionary leadership in Islamic boarding schools: Implications for institutional management within the Barakka framework. *International Journal of Learning, Teaching and Educational Research*, 24(8), 1041–1057. <https://doi.org/10.26803/ijlter.24.8.46>

Hariri, H., Mukhlis, H., Sumintono, B., & Supriyono. (2025). Islamic leadership and school resilience in times of crisis: Lessons from Indonesian primary schools post-COVID-

- 19 pandemic. In A. H. Al Athas & I. K. Maharaj (Eds.), *Sustainable Development Goals Series* (pp. 167–180). Springer. https://doi.org/10.1007/978-981-96-4971-6_13
- Harta, R., Susanti, E., Septiadi, M. A., & Alia, S. (2024). The study of the transformation education policy and regulation during the COVID-19 pandemic. *Journal of Governance and Regulation*, 13(4), 93–105. <https://doi.org/10.22495/jgrv13i4art10>
- Hidayat, D., Anisti, Purwadhi, & Wibawa, D. (2020). Crisis management and communication experience in education during the covid - 19 pandemic in indonesia. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(3), 67–82. <https://doi.org/10.17576/JKMJC-2020-3603-05>
- Hong, Q.N., Fàbregues, S., Bartlett, G., Boardman, F.K., Cargo, M., Dagenais, P., Gagnon, M., Griffiths, F.E., Nicolau, B., O’Cathain, A., Rousseau, M.C., Vedel, I., & Pluye, P. (2018). The Mixed Methods Appraisal Tool (MMAT) version 2018 for information professionals and researchers. *Education for Information*, 34, 285 - 291.
- Juharyanto, J., Sul-toni, S., Arifin, I., Bafadal, I., Nurabadi, A., & Hardika, H. (2020). “Gethok Tular” as the leadership strategy of school principals to strengthen multi-stakeholder forum role in improving the quality of one-roof schools in remote areas in Indonesia. *SAGE Open*, 10(2), 1–12. <https://doi.org/10.1177/2158244020924374>
- Kusuma, I. P. I. (2022). EFL teachers’ online teaching in rural schools during the COVID-19 pandemic: Stories from Indonesia. *Studies in English Language and Education*, 9(1), 203–221. <https://doi.org/10.24815/siele.v9i1.21239>
- Lin, Y., & Hu, D. (2025). Instructional leadership malfunction in rural areas: Examining the influence of principal instructional leadership on instructional quality in Chinese rural schools. *Educational Management Administration & Leadership*, 1–18. <https://doi.org/10.1177/17411432251346085>
- Lisdiono, P., Said, J., Yusoff, H., & Hermawan, A. A. (2022). Examining leadership capabilities, risk management practices, and organizational resilience: The case of state-owned enterprises in Indonesia. *Sustainability (Switzerland)*, 14(10). <https://doi.org/10.3390/su14106268>
- Lumban Gaol, N. T. (2023). School leadership in Indonesia: A systematic literature review. *Educational Management Administration and Leadership*, 51(4), 831–848. <https://doi.org/10.1177/17411432211010811>
- Marlia, M. A., Fahmy, R., Lukito, H., & Games, D. (2025). An Exploratory Study on Effective Leadership and Change Management in the Transformation of Indonesian Public Universities Towards World-Class University Status. *Sustainability (Switzerland)*, 17(3). <https://doi.org/10.3390/su17031300>
- Mazhabi, Z. (2025). Investigating leadership attributes and strategies during times of crisis and educational change: A story of public primary school principals in Lombok, Indonesia. *Educational Management Administration and Leadership*. <https://doi.org/10.1177/17411432241300280>
- Murtiana, R. (2024). Voices of early-career EFL teachers during emergency remote teaching (ERT) in rural areas in Indonesia: "My students were missing". In D. T. T. Ha & J. S. Burton (Eds.), *Access, equity and engagement in online learning in TESOL: Insights on the transition to remote learning* (pp. 46–62). Routledge. <https://doi.org/10.4324/9781032657233-4>

- Muttaqin, S., Azkiyah, S. N., Bills, A., & Bell, M. (2024). Dynamic Capability Framework for Indonesian School Adaptation in Unstable Public Policy Times. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2024.2339871>
- Nhlumayo, B. S. (2024). Developing Teachers through School-Based Leadership: A Case Study of One Rural Primary School in South Africa. *Journal of Culture and Values in Education*, 7(2), 173–187. <https://doi.org/10.46303/jcve.2024.18>
- Nugraha, A. T., Prayitno, G., Hasyim, A. W., & Roziqin, F. (2021). Social capital, collective action, and the development of agritourism for sustainable agriculture in rural Indonesia. *Evergreen*, 8(1), 1–12. <https://doi.org/10.5109/4372255>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., ... Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ (Clinical research ed.)*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Prasetyo, A., Mursitama, T. N., Simatupang, B., & Furinto, A. (2022). Enhancing mega project resilience through capability development in Indonesia. *International Journal of Economics and Finance Studies*, 14(3), 1–21. <https://doi.org/10.34109/ijefs.20220060>
- Primahendra, R., Purba, J. T., Ugut, G. S. S., & Budiono, S. (2024). The influence of transformative learning, affective commitment, digital transformation, capability dynamic, ambidexterity, and education policy toward educational leadership: A case from Indonesia. *Revista de Gestão Social e Ambiental*, 18(8), 1–26. <https://doi.org/10.24857/rgsa.v18n8-037>
- Renouw, A. A., Sudibjo, N., & Antonio, F. (2025). How e-leadership in education enhances perceived academic research performance: A study on private universities in Papua, Indonesia. *International Journal of Educational Organization and Leadership*, 32(2), 93–126. <https://doi.org/10.18848/2329-1656/CGP/v32i02/93-126>
- Ridwan, A., Hendra, R., Guillén-Gámez, F. D., Fauzan, M., Alqahtani, T. M., Yaqin, L. N., & Setambah, M. A. B. (2024). Instructional leadership and teacher self-efficacy on job satisfaction: The mediating effect of school climate in Indonesian Islamic senior high schools. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 8(2), 732–745. <https://doi.org/10.22437/jiituj.v8i2.37023>
- Rismawati, R., Junaid, R., Darmayasa, I. N., Salju, S., Supriadi, S., & Wagay, J. A. (2025). Crisis-responsive education: Integrating blended learning models through agile management practices. In *Implementing Blended Learning Policies and Programs for Crisis Preparedness* (pp. 9–44). <https://doi.org/10.4018/979-8-3693-8402-2.ch002>
- Salam, R., Rahardjo, K., Arifin, Z., & Iqbal, M. (2025). The indirect effect of transformational leadership on business resilience: the mediating role of innovation capability and competitive advantage. *Cogent Business and Management*, 12(1). <https://doi.org/10.1080/23311975.2025.2561236>
- Sandy, W. (2024). Navigating uncharted waters: leadership insights from successfully reopened schools amid the COVID-19 pandemic. *School Leadership and Management*, 44(4), 494–517. <https://doi.org/10.1080/13632434.2024.2345068>

- Sary, F. P., Farihin, A., Tamam, B., Prasetio, A., & Rahmatika, A. F. (2024). The influence of leadership on factors related to teachers in Islamic boarding schools. *Edelweiss Applied Science and Technology*, 8(5), 26–39. <https://doi.org/10.55214/25768484.v8i5.1628>
- Sugiarti, T., Purba, J. T., & Pramono, R. (2024). Enhancing human resource quality in Lombok model schools: A culture-based leadership approach with Tioq, Tata, and Tunaq principles. *Societies*, 14(12), Article 251. <https://doi.org/10.3390/soc14120251>
- Suparwadi, Al Musadieg, M., Riza, M. F., & Hutahayan, B. (2025). Examining the nexus of transformational leadership, intellectual capital, and innovation: Implications for organizational performance. *WSEAS Transactions on Computer Research*, 13, 259–269. <https://doi.org/10.37394/232018.2025.13.24>
- Wahyuningsih, S. H., & Rahmawati, A. (2024). Remote engagement and creative climate: Driving strategy to raising the innovation and organizational resilience. In X.-S. Yang, S. Sherratt, N. Dey, & A. Joshi (Eds.), *Proceedings of Ninth International Congress on Information and Communication Technology: ICICT 2024* (pp. 725–739). Springer. https://doi.org/10.1007/978-981-97-3562-4_47