

Principals' Strategies in Improving Student Achievement: A Multi-Site Study

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ABSTRACT

Improving student achievement is a complex challenge that requires an adaptive leadership approach, especially in educational institutions with different environmental and curricular characteristics. This phenomenon demands a profound understanding of how instructional leadership strategies are effectively implemented in the field. Therefore, this study aims to analyze and compare the principals' strategies in improving student achievement in two educational institutions with different characteristics: Madrasah Ibtidaiyah (MI) IMAMI Kepanjen and Elementary School 4 Panggungrejo. This study used a qualitative approach with a multi-site study design. Data was collected through in-depth interviews, participant observation, and documentation studies to obtain a comprehensive picture of the policies and program implementation in both locations. The findings indicate that at MI IMAMI, the strategy focused on six integrated approaches: developing collaborative programs based on the Independent Curriculum, improving teacher quality through academic supervision, systematic learning evaluation, providing adequate facilities, developing interests and talents, and intensive communication with parents. Meanwhile, at Elementary School 4 Panggungrejo, the strategy emphasized integrated program planning, improving teaching staff competencies, supplementary and remedial programs, strategic partnerships, and a comprehensive reward system. The results of this study indicate that a contextual approach and strong instructional leadership are key to successfully improving student achievement across multiple dimensions. This study provides theoretical and practical contributions regarding the importance of adapting leadership strategies that are responsive to institutional characteristics and the specific needs of students at the elementary school level.

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1. INTRODUCTION

Student achievement is a key indicator of an educational institution's success in carrying out its academic and character-building missions (Gamage et al., 2021; Issah et al., 2023). Globally, student academic and non-academic achievements serve not only

as a benchmark for educational quality but also as a foundation for developing human resource competencies (Marfán, 2025), a key determinant of national competitiveness in the knowledge economy. In Indonesia, improving student achievement is a priority in the 2020–2024 National Medium-Term Development Plan (RPJMN), which emphasizes the importance of equitable access and improving the quality of education (Prihatin et al., 2025). This information demonstrates that student achievement is not only important for individuals but also contributes to a nation's socio-economic development (Erdem & Kaya, 2023).

Educational institutions, encompassing both formal and informal sectors, function as pivotal entities in enabling the realization of students' potential (Darmawan et al., 2024). The legal framework, enshrined in Law No. 20 of 2003 concerning the National Education System, defines the mission of education as a process to develop individual capacity while simultaneously shaping the character and civilization of a dignified nation. In this context, student achievement is a multidimensional construct that includes cognitive (academic knowledge), affective (attitudes and values), and psychomotor (applicative skills) domains (Anand et al., 2024; Mallillin et al., 2021; Ridha et al., 2025). These domains must be developed in a way that is both integrated and holistic. However, challenges such as quality gaps between institutions, limited infrastructure, and variations in students' socio-economic backgrounds often hinder the achievement of these goals.

Student achievement holds significant importance in shaping an individual's future (Sisk et al., 2018; Suleiman et al., 2024). A study by Roksa and Kinsley (2019) shows that academic success is positively correlated with employment opportunities, income, and well-being. Furthermore, educational institutions that successfully produce high-achieving students tend to gain community trust, which ultimately increases stakeholder participation and support (Rahmat, 2021). In the context of Madrasahs and elementary schools, student achievement is not only a measure of curriculum success but also reflects the effectiveness of school management, including the role of the principal in creating a conducive learning environment (Anwar et al., 2023; Indriyanti et al., 2024; Wulandari et al., 2025).

In the Indonesian context, educational institutions such as Madrasahs (Islamic-based schools) and elementary schools play a strategic role in achieving national education goals (Pasaribu, 2017; Selvia, 2024). However, differences in philosophical background, curriculum, and management between Madrasahs and elementary schools often impact the effectiveness of improving student achievement (Selvia, 2024). Principals, as institutional leaders, play a central role in designing and implementing management strategies that impact the quality of learning (Day et al., 2016; He et al., 2024).

This study seeks to fill a theoretical gap in the study of contextual educational leadership by comparing the implementation of principal strategies in two types of educational institutions with distinct characteristics: Madrasah Ibtidaiyah (under the Ministry of Religious Affairs) and Public Elementary Schools (under the Ministry of Education, Culture, Research, and Technology). Previous research has not thoroughly

explored the differences in philosophical background, regulations, and socio-cultural environments between Madrasah Ibtidaiyah and Elementary School when implementing leadership strategies (Dewi et al., 2025; Mubarak et al., 2024). Furthermore, this study seeks to apply strategic management theory concretely in practice by analyzing how principals' strategic decisions and actions are implemented to influence educational outcomes. Moreover, an in-depth examination of the factors influencing success and the obstacles to strategy implementation will substantially aid in formulating a pragmatic framework for enhancing the quality of basic education.

Madrasah Ibtidaiyah (MI) IMAMI Kepanjen is a private Islamic educational institution under the auspices of the Hasyim Asy'ari Foundation (Izzah, 2018). Under the Foundation's auspices, the school has achieved A-level accreditation and enjoys high demand from the surrounding community. The school's increasing enrollment each year demonstrates its popularity. This school also shows that it can do well in many areas, both academically (for example, it won the 2024 ENER9ETIC Mathematics Olympiad) and non-academically (for example, it won gold medals in the men's and women's Quranic memorization (tahfidz) competitions at the Malang Regency level and first place in the Da'i Semarak Ramadhan 1446H competition). Another advantage lies in its model of integrating Islamic values with academic development through its flagship tahfidz program and 16 extracurricular activities, including robotics, coding, and banjari (traditional Javanese script).

Furthermore, Elementary School 4 Panggungrejo, a public elementary school, has consistently met national education standards, earning an A accreditation (Kartikasari & Nuryasana, 2022). The Education Office actively organizes numerous events where the school excels. For example, it won first place in solo singing, first place in storytelling, and second place in creative dance at the FLS2N (National Student Arts Festival and Competition). The excellence of Elementary School 4 Panggungrejo lies in its focus on strengthening its managerial system and contextual learning, with a strong commitment to implementing an adaptive curriculum and developing teacher professionalism through the Teacher Working Group forum.

The many successes of students from these two schools are due to the hard work of everyone in the academic community, with the principal being the main force behind it all. The principal, who bears primary responsibility for improving the quality of education, implements a leadership strategy that is inseparable from this success. Improved student achievement is a key indicator of this strategy.

Most research on principal leadership tends to focus on a single type of school (either Islamic elementary schools or only elementary schools) (Arar et al., 2023; Brooks & Mutohar, 2018; Karim et al., 2025; Salas & Masluhah, 2024; Sasaki et al., 2024). This study offers a comparative-integrative perspective that examines the effectiveness of leadership strategies under the auspices of different ministries (Ministry of Religious Affairs vs. Ministry of Education, Culture, Research, and Technology). This novelty lies in the findings on how principals' strategies integrate spiritual values (in Islamic elementary schools) and nationalistic/general values (in elementary schools) as boosters for students' academic and non-academic achievements. This study reveals how

principals utilize limited school autonomy to continue innovating in improving student achievement amidst regulatory differences between public and private schools (if the selected site includes both). Furthermore, this study uses a "multi-site" strategy model; unlike single-case studies, a multi-site design allows for the discovery of universal strategy patterns that can be applied across various types of elementary schools, while simultaneously identifying specific strategies that are only effective in certain school cultures. Therefore, this study aims to analyze and compare the principals' strategies in improving student achievement in two educational institutions with different characteristics.

2. METHOD

This research employed a qualitative approach with a case study design to deeply analyze various aspects of the phenomenon under study, with the goal of understanding the context holistically and comprehensively. In this study, the researcher actively acted as the primary instrument responsible for collecting and interpreting descriptive data. This strategy is quite effective in understanding social phenomena through the exploration of relevant and in-depth information. The informant selection method in this study employed purposive sampling, a technique for selecting samples based on specific objectives to represent characteristics relevant to the research.

The research took place at Madrasah Ibtidaiyah (MI) IMAMI Kepanjen and Elementary Schools 4 Panggungrejo, with the focus on the principal, vice principal for curriculum, teachers, vice principal for student affairs, and students. This was because these groups interact most directly and are directly involved in the dynamics of the school work environment. Therefore, they experience the tangible impact of the principal's leadership. Qualitative research generally uses limited sample sizes because its primary focus is on gathering information that can provide an in-depth description of the difficulty, complexity, variation, or context of a phenomenon.

Data were collected through semi-structured interviews and observations. All data were then validated using a triangulation approach to strengthen the analysis, verify the findings, and provide stronger support for the constructs to be developed. This study employed a comprehensive approach through method triangulation to ensure the validity and depth of the data. The data collection process utilized three complementary primary techniques: active participant observation at Madrasah Ibtidaiyah (MI) IMAMI Kepanjen and Elementary Schools 4 Panggungrejo to directly observe the implementation of the principal's strategies; in-depth interviews with various key informants (the principal, vice principal, teachers, high-achieving students, extracurricular coaches, and parents); and documentation review of important documents such as the school's vision and mission, school work plan, learning outcome reports, meeting minutes, and school profile.

Data analysis was conducted systematically through three interactive stages according to the Miles and Huberman model: data condensation to filter and focus the raw data; data presentation to organize and identify patterns; and drawing conclusions that were repeatedly verified. The validity of the data was strengthened through the

application of four types of triangulation—method, data source, inter-researcher, and theory—which ensured that the research findings were valid, reliable, and comprehensive in revealing the principals' strategies for improving student achievement in both educational institutions.

3. RESULTS AND DISCUSSION

Results

Research findings indicate that the principal's strategy at MI IMAMI Kepanjen to improve student achievement is implemented systematically through four main steps, as illustrated in Figure 1.

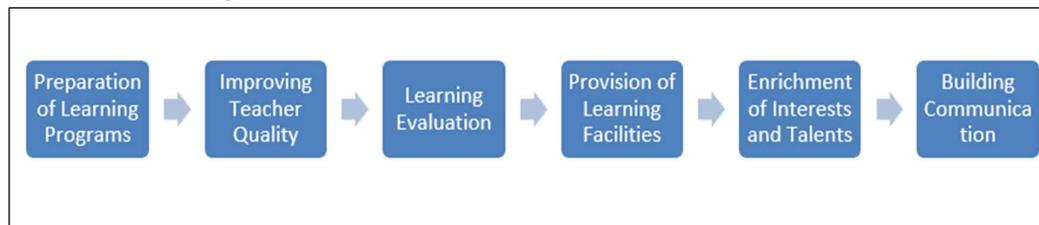


Figure 1. The Principal's Strategy at MI IMAMI Kepanjen

Learning Program Development

The principal stated, "*At the commencement of each academic year, we conduct a work meeting.*" Educators collaborate to create educational programs aligned with the relevant curriculum and foundational policies. We oversee and grant educators the latitude to create lesson plans and supplementary materials tailored to the students' attributes and the madrasah's circumstances.

The principal leads the creation of a structured and team-based learning program by holding a meeting with teachers at the beginning of the school year to develop the Annual Program (Prota), Semester Program (Promes), Education Calendar, and Lesson Plans, following the guidelines of the Independent Curriculum, which allows teachers to create teaching methods that fit their students' needs. In concurrence with KS, Wakur remarked, "*In collaboration with the principal, we assist in organizing and ensuring that all educators prepare their instructional materials systematically.*" Every educator must finalize three primary planning documents—the Annual Program (Prota), Semester Program (Promes), and Lesson Implementation Plan—prior to the commencement of the new academic year. Subsequently, we compile and examine all these documents collectively. The objective is to guarantee that each educator's instructional plan corresponds with the school's academic schedule and fulfills the designated competency standards.

Improving Teacher Quality

By implementing consistent academic monitoring each semester and facilitating training aimed at enhancing pedagogical competences, active learning, and the utilization of innovative educational media, we may offer feedback to educators and promote learning innovations. The Head of School asserted that "*the fundamental basis*

of student achievement is the manner in which the teaching and learning process occurs". Consequently, we consistently perform academic oversight, offer resources and motivation for educators to engage in essential training, and foster a favorable and conducive educational atmosphere. Additionally, *"I directly oversee academic activities and assess progress by visiting classes to witness the learning process."*

Learning Evaluation

This strategy is implemented in a structured and continuous manner with the aim of assessing student learning progress and providing appropriate interventions for students experiencing difficulties. This learning evaluation includes daily tests, midterm assessments, final assessments, and tryouts. Deputy Principal for Curriculum stated:

"At our school, learning evaluations are conducted continuously. These include daily tests, mid-term assessments, final assessments, and tryouts for the final year. From these evaluation results, we can see how far students have achieved the basic competencies outlined in the curriculum."

An interview with the Vice Principal for Curriculum revealed that learning evaluation at this institution is not merely an administrative routine but rather serves as a strategic tool for monitoring student progress in real time. Three main points can be interpreted from this statement.

1. Continuous Evaluation and Structure: The evaluation strategy is implemented systematically and continuously through various stages, from small to large scale (daily tests, mid-semester assessments, final assessments, and tryouts). This demonstrates the school's efforts to maintain a consistent learning rhythm for students and not rely solely on final exams.
2. Evaluation as a Diagnostic Tool: Data obtained from various forms of assessment are used as a "compass" to measure the extent to which students have mastered the core competencies in the curriculum. Thus, evaluation serves as a diagnostic tool to map students' specific academic strengths and weaknesses.
3. Basis for Decision-Making and Intervention: The statement regarding "appropriate interventions for students experiencing difficulties" indicates that evaluation results serve as the basis for subsequent instructional policies. Schools do not allow gaps in students' understanding to persist, but rather immediately take corrective action (remedial or special mentoring) based on data evidence (evidence-based teaching).

Theoretically, this evaluation pattern is in line with the principles of effective instructional leadership, where school leaders ensure a strict student progress monitoring system to ensure the achievement of established academic quality standards.

Provision of Learning Facilities

The principal of Madrasah Ibtidaiyah (MI) IMAMI Kepanjen demonstrates a strategic role in planning and ensuring the availability of school facilities. He doesn't

simply wait or leave everything to others but actively advocates for what is needed to support the teaching and learning process, from planning, providing, and utilizing facilities. As stated by the principal:

"We strive to provide comfortable, attractive, and adequate learning facilities because I feel this can stimulate students' enthusiasm for learning. At the beginning of each school year, we sit down with the teachers to assess what school facilities need repair or additions. Based on this data, we then develop a procurement plan tailored to the available budget from the School Operational Assistance Fund. We use these funds to purchase science teaching aids, globes, stationery, projectors, and even repair damaged tables and chairs. Essentially, we strive to ensure that children can learn comfortably and optimally. Furthermore, we also strive to keep up with current developments. We have now directed learning towards utilizing digital media. We provide laptops and projectors for teachers so they can present material more engagingly. I also encourage teachers to learn to create their own digital teaching media."

Building upon the statement from the Principal of MI IMAMI Kepanjen, it was found that providing facilities is not merely fulfilling the school's physical needs, but rather a proactive leadership strategy oriented towards increasing student learning motivation. The leadership at MI IMAMI Kepanjen successfully integrates managerial aspects (fund management) with instructional aspects (digital media development), so that facilities function as a catalyst in the process of transforming learning at the school.

By providing adequate facilities through participatory planning with teachers and utilizing School Operational Assistance (BOS) Funds for the procurement of teaching aids, furniture repairs, and the provision of technological devices such as projectors and laptops, we create a conducive learning environment. Several teachers stated that these learning facilities help make the learning process more engaging and interactive, especially for lower-grade students who require visual aids. As Mrs. S, a Grade 2 teacher stated:

"The principal is very attentive to our needs in class. If there are any learning materials missing, he quickly addresses them. For example, when we needed new math teaching aids and a new whiteboard, they were immediately budgeted for through a school meeting."

Enriching Interests and Talents

To develop students' interests and talents, the Principal and the Vice Principal coordinate with extracurricular teachers to consistently monitor student development, ensuring they participate in upcoming competitions. The principal stated:

"Children's achievements are numerous, not just academic. Therefore, we accommodate these children's talents through various extracurricular activities,

allowing them to develop their talents and achieve success in their respective fields by participating in various competitions."

Agreeing with the principal's statement, Mr. IZ, the Vice Principal of Student Affairs at MI IMAMI, stated:

"We provide a variety of extracurricular activities to accommodate the children's talents and interests. We recruit external teachers who are truly dedicated to their fields. There are 16 types of extracurricular activities, and these extracurricular activities are mandatory for grades 3-6. Grades 1 and 2 focus on reading, writing, and arithmetic."

Building Communication

The school has established an effective communication system with parents through two main approaches. First, through regular monthly meetings. Second, the school utilizes technology through WhatsApp groups. The Head of School explained:

"We recognize that effective education requires the collaboration of three parties: the school, students, and parents. Therefore, we have established a structured communication system through regular monthly meetings and WhatsApp groups. At the beginning of each school year, we socialize our shared commitment that parents are our strategic partners. In these regular meetings, we not only report on academic progress but also discuss character development, social behavior, and children's participation in school activities. Most importantly, we listen to parents' input and concerns, as they understand their children best at home."

Meanwhile, research findings at Elementary School 4 Panggungrejo Kepanjen indicate that improving student achievement is implemented through a comprehensive approach that encompasses both academic and non-academic aspects. This is illustrated in Figure 2.

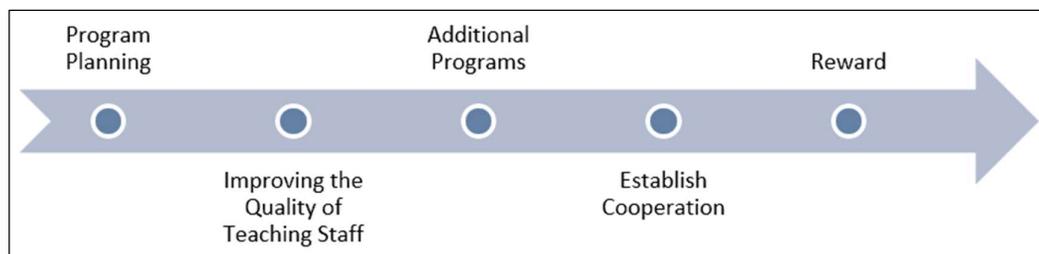


Figure 2. The Principal's Strategy at Elementary School 4 Panggungrejo Kepanjen

Program Planning

The principal stated that improving student achievement is a crucial part of the school's vision, which is to develop students who are not only academically intelligent but also possess character, creativity, and achievement in skills. *"We recognize that*

every child has different potential. Therefore, the school must provide space for all children to develop their talents. At the beginning of each school year, we develop a program of academic and non-academic activities, involving all teachers and supervisors to ensure the activities run smoothly." These two programs are planned simultaneously and support each other. The schedules are arranged to avoid conflicts, allowing students to participate optimally in both types of activities.

Improving the Quality of Teaching Staff

through ongoing training, workshops, and academic supervision, by providing teachers with the flexibility to develop contextual and innovative lesson plans tailored to students' learning styles. The Principal of Public Elementary School 4 Panggungrejo, Kepanjen, stated the following: *"At Public Elementary School 4 Panggungrejo, we believe that high-quality learning is the primary driver of improved student achievement. Our strategy in this regard focuses on empowering teachers and creating a supportive learning environment. This includes the development of integrated and innovative Lesson Plans, the use of technology in learning, and ongoing learning evaluation. Quality teachers will produce quality students."*

Additional Programs

The principal explained that the additional tutoring program was designed as a follow-up to student learning evaluation results, particularly for students who have not yet achieved the Minimum Completion Criteria. This additional program includes afternoon tutoring, remedial classes, and intensive tutoring focused on priority subjects such as Mathematics, Indonesian, and Science, specifically for students who have not yet achieved the Minimum Completion Criteria. The Deputy Head of Curriculum explained:

"Together with the teaching team, we determine the schedule, priority subjects, and student targets. Extra tutoring focuses on subjects that are nationally tested and often pose difficulties for students, such as Mathematics, Indonesian, and Science. Furthermore, we schedule the sessions to ensure they don't interfere with core learning activities, usually in the afternoon or after regular school hours. We hold these extra programs after school hours, guided directly by homeroom teachers and subject teachers, as needed."

Forging Collaborations

The principal collaborates with various parties to broaden teachers' horizons and provide opportunities for students to excel in both academic and non-academic areas. The school actively participates in competitions organized by the Education Office, the Teachers' Working Group, and community groups. Principal statement:

"We always try to send student representatives to every competition, both at the sub-district and district levels. This not only enhances the students' experience but also

brings honor to the school. As for the mentors, several parents and alumni with skills in the arts and sports participate in extracurricular activities, such as dance and soccer. This way, the coaching is more effective because they have direct experience in those fields."

Reward

The principal understands that motivation is an important factor in fostering a spirit of achievement. Therefore, the school regularly provides rewards or awards to students who have achieved academic and non-academic achievements, both at the school level and external competitions.

"We want to build a culture of appreciation in the school environment. Not only for those who win big competitions, but also for students who are active and enthusiastic in participating in activities. Awards can be in the form of certificates, remarks on the wall magazine, or announcements at ceremonies because we want all students to know that their efforts and talents are appreciated."

This agrees with Wakur who also said: *"To motivate students so that their enthusiasm for learning does not decrease, we always give rewards to students who excel in both academic and non-academic achievements."*

Discussion

Research findings show that the principal acts as an instructional leader, ensuring collaborative learning program development through teacher work meetings. In these activities, teachers jointly develop the Prota (Protection Plan), Promes (Promes), the Education Calendar, and the Lesson Plan, adhering to the principles of the Independent Curriculum, which allows teachers the flexibility to adapt learning to student characteristics. This finding aligns with [Pan and Chen \(2021\)](#) view that the principal plays a strategic role in directing learning planning, while teacher flexibility in adapting learning has been shown to increase learning effectiveness. [Chang and Huang \(2022\)](#) research, which confirms that collaborative planning enhances learning quality, also aligns with the participatory process of developing learning documents.

Efforts to improve teacher quality are carried out through regular academic supervision and ongoing training focused on pedagogical competence, the use of innovative media, and active learning. These practices support the findings of [Rasdiana et al. \(2024\)](#) that academic supervision and improving teachers' digital competence directly impact the quality of the teaching and learning process. Furthermore, the principal is actively involved in monitoring classroom learning, demonstrating his commitment to ensuring a conducive learning process that meets quality standards.

Learning evaluation is carried out systematically and in stages, encompassing daily tests, midterm assessments, final assessments, and tryouts. Through this ongoing evaluation system, teachers can map student learning achievements and identify areas requiring further study. Evaluation data then serves as the basis for designing

appropriate learning interventions, particularly for students who are struggling to achieve targeted competencies. This approach aligns with [Zeng et al. \(2018\)](#) findings, which state that an ongoing evaluation system serves not only as a tool for measuring learning outcomes but also as a source of critical information for improving the learning process. Furthermore, as [Swan Sein et al. \(2021\)](#) noted, structured evaluation allows teachers to provide prompt feedback and implement personalized follow-up, including remedial and enrichment programs, so that all students can develop according to their potential.

In terms of learning resources, the principal of MI IMAMI demonstrates proactive leadership by regularly assessing facilities, prioritizing needs, and utilizing BOS funds for the procurement of facilities such as teaching aids, furniture repairs, projectors, and ICT equipment. The provision of these learning facilities supports [Hamidah et al. \(2023\)](#) research, which states that the completeness of learning resources significantly impacts learning quality. The digitalization of learning also aligns with the direction of educational transformation emphasized by the Ministry of Education, Culture, Research, and Technology.

Students' interests and talents are developed through various extracurricular activities and consistent coaching, as well as encouraging them to participate in competitions to assess their abilities. This strategy supports the findings of studies by [Fakhretdinova et al. \(2020\)](#), which confirmed that extracurricular activities can improve students' social skills, self-confidence, and non-academic achievements.

The achievement improvement strategy at Elementary School 4 Panggunrejo is implemented through integrated academic and non-academic program planning involving all teachers and instructors. This strategy aligns with [Ramli \(2025\)](#), who state that student development must simultaneously encompass cognitive, social, and interest-talent components. Furthermore, the school offers remedial sessions and afternoon tutoring for children who have not yet achieved the minimum competency, which aligns with [Ardiansyah's](#) research on the efficacy of focused learning interventions.

Collaboration with the Education Office, the Teachers' Working Group, community groups, and the involvement of external expert instructors expands opportunities for student achievement, as recommended in the school-community partnership concept. To strengthen motivation, the school also provides rewards to high-achieving students, both in academic and non-academic areas. This reward strategy supports [Kusumawati et al. \(2023\)](#) research, which confirms that providing rewards can increase student motivation and enthusiasm for learning.

Overall, the principals' strategies at both institutions indicate that improving student achievement requires an integrative approach that combines lesson planning, teacher competency enhancement, facility provision, systematic evaluation, interest and talent development, partnership building, and intensive communication with parents. All of these findings align with the principles of school-based management and contemporary educational leadership practices that emphasize continuous improvement in efforts to enhance educational quality.

4. CONCLUSION

This research confirms that the principal's strategy plays a fundamental role in improving student achievement, both at Madrasah Ibtidaiyah (MI) IMAMI Kepanjen and Elementary School 4 Panggungrejo. The findings indicate that the success of both institutions in achieving academic and non-academic achievements is not a coincidence but the result of a series of systematic, targeted, and sustainable managerial strategies. At Madrasah Ibtidaiyah (MI) IMAMI Kepanjen, the achievement improvement strategy is implemented through six main pillars: (1) developing a collaborative learning program that adopts the principles of the Independent Curriculum; (2) improving teacher quality through academic supervision and ongoing professional development; (3) systematic learning evaluation that forms the basis for learning interventions; (4) providing adequate learning facilities through participatory planning; (5) developing interests and talents through structured extracurricular programs; and (6) building effective communication with parents through regular meetings and digital platforms.

Meanwhile, Elementary School 4 Panggungrejo implements its strategy through five integrated approaches: (1) planning integrated academic and non-academic programs; (2) improving the quality of teaching staff through ongoing training and workshops; (3) additional programs based on student needs; (4) establishing strategic partnerships with various stakeholders; and (5) a reward system that strengthens student learning motivation. The findings of this study strengthen instructional leadership theory by demonstrating that successful student achievement is not solely dependent on academic aspects but requires a comprehensive approach that includes teacher professional development, a continuous evaluation system, the provision of adequate facilities, the development of talents and interests, and strong partnerships with parents and the community. The implementation of contextual strategies tailored to the characteristics of each institution demonstrates that an adaptive and responsive approach to specific needs can produce optimal educational outcomes.

This research also makes an important contribution to the development of educational leadership theory in Indonesia, particularly in the context of educational institutions with diverse characteristics. These findings can serve as a reference for developing policies to improve the quality of basic education and strengthen school leadership capacity in various educational institutions..

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