

Routledge Research in Educational Leadership

EDUCATIONAL LEADERSHIP AND ASIAN CULTURE

CULTURALLY SENSITIVE LEADERSHIP PRACTICE

Edited by Peng Liu and Lei Mee Thien



The field of school leadership is in the early stages of understanding how school leaders' values and behaviors are shaped by their cultural contexts. With over 60% of the world's population residing in Asian countries, this timely book examines school leadership practices that expand our understanding of what transpires in non-Western societies. Examining a variety of indigenous Asian countries influenced by Confucian, Taoist, Buddhist, Hindu, and Islamic philosophies and traditions, the authors provide empirical evidence and practical illustrations of how these cultural perspectives shape school leaders' expectations and actions. Readers will be enlightened by the variety of Asian cultures represented, from high-population, ethnically diverse countries to much smaller, homogeneous societies.

Bruce Barnett, *Professor Emeritus, University of Texas at San Antonio (USA)*

The field of educational leadership has been dominated by Western and especially Anglo-centric perspectives. But leadership operates in different and overlapping ways in the East compared to the West. This important book introduces readers to the unique contribution of Asian perspectives in educational leadership and leadership in general that don't merely complement Western ones, but also challenge them in important ways. This is a book that will open minds in a way that is essential in an increasingly diverse world of global dimensions in education.

Andy Hargreaves, *Professor, Boston College (USA),
University of Ottawa (Canada)*

The literature on school leadership has long been dominated by perspectives developed in the Western world, so this new book brings both challenges and complementary insights from a rich and diverse set of Asian cultural and spiritual values. Twenty-seven authors from eight Asian countries elaborate on approaches to leadership rooted in philosophical and religious traditions that include Confucianism, Taoism, Buddhism, and Islam among others, thus broadening and enriching the literature as well as demonstrating a genius for harmony that is deeply Asian. The book will appeal to educational practitioners, researchers and a wider public.

Ruth Hayhoe, *Professor, University of Toronto (Canada)*

Educational Leadership and Asian Culture

Providing a window on educational leadership from an Asian cultural perspective, Liu and Thien's edited collection describes how educational leadership is linked with national culture in the context of different Asian countries.

While much of the scholarship on this topic has been built on Western paradigms, this book examines the measurement of school leadership from a diverse lens by taking cultural context into account while examining educational leadership. Drawing on cross-cultural perspectives, the authors investigate the relationship between leadership for learning and societal culture, in addition to the relationship between leadership style and culture. The text provides a theoretical basis for understanding leadership in the context of Asian countries and offers practical suggestions for identifying effective and culturally sensitive leadership practices in similar cultural contexts.

This book is an excellent resource for graduate students, researchers in comparative education, educational practitioners looking to improve their education practices, and anyone interested in cultural leadership practices.

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Preface

Peng Liu and Lei Mee Thien

Since 1800, the study of leadership has been dominated by a European-centred perspective. Over the years, leadership theories have had different focuses such as traits school of leadership, a behavioural school of leadership, a contingency school of leadership, a relational school of research, an information-processing school of leadership, and new leadership schools – Neocharismatic/Transformational/Visionary (Antonakis et al., 2004). However, it remains arguable that the leadership theories established in a European context might not be able to fully explain the education phenomena in other countries. Specifically, in terms of educational leadership development, in a Confucian cultural context, for example, self-nurturing is highly regarded as a universal way to be a great leader, but this phenomenon is not easily identified in the Western leadership literature.

In fact, there has been a pressing call for further exploration of education administration leadership from a cultural perspective over decades (Bush & Qiang, 2000; Dimmock & Walker, 2005; Fisher, 2021; Hallinger, 1995; Hallinger & Leithwood, 1996). Notwithstanding this, comprehensive empirical studies into how local culture impacts educational leadership in culturally diverse societies are limited in the literature (Fisher, 2021). Specifically, there has been a lack of scholarly investigation into educational leadership from an Asian cultural perspective, even though Asian countries have diverse cultures and various understandings of leadership. For instance, Chinese leadership is inseparable from a mixture of Confucian Heritage Culture, Daoism, Sun Zi's thought, and Buddhism (Liu, 2016). For a multicultural and multiracial country such as Malaysia, a Malaysian culture composed of diverse ethnic characteristics has uniquely shaped Malaysian leadership. Malaysian leaders are characterised as people who strongly believe cordial and harmonious relationships with others are important and have a strong sense of social sensitivity (Thien et al., 2022). The richness of Asian indigenous culture has inspired this book to explore how educational leadership is expressed in an Asian cultural context and contributes to the theoretical development of educational leadership across a diversity of Indigenous Asian cultures.

This book has both theoretical and practical significance that can enrich the educational management and leadership literature. First, the empirical findings

offer the perspectives of effective leadership from local societal cultural perspectives, which provide new insights that may inform change in educational practice. In essence, it paves the way for further studies on the relationship between educational leadership and culture. Furthermore, this book complements the dominant cultural analytical framework, that of Geert Hofstede. It shows that Indigenous Asian cultural values provide new perspectives and a better understanding of the leadership practices in Asian countries' cultural contexts, while respecting the great contribution of European civilisation. It is hoped this book will serve as a valuable resource that could benefit academics, researchers, policymakers, school leaders, and postgraduate students.

This book consists of 12 chapters contributed by 27 authors from eight Asian countries. In Chapter 1, **Peng Liu**, **Huan Song**, and **Weiran Wu** explore how benevolent leadership can work effectively in Chinese turnaround schools in Mainland China. The authors elaborate on the point that Chinese principals have their own conceptualisation of benevolent leadership with significant and culturally specific elements. The study provides theoretical and practical implications for enhancing principal leadership practices in a Confucian heritage society.

In Chapter 2, **Lei Mee Thien**, **Siaw Hui Kho**, and **Chee Seng Tan** explore the perceptions of Malaysian Chinese primary school heads on their instructional leadership roles from a multicultural lens composed of Chinese, Malaysian, and British culture. The authors highlight the way in which Malaysian-based national values of developing racial harmony and inclusiveness have played an essential role for the Chinese school heads in managing instructional programmes.

In Chapter 3, **Xiaofei Chen**, **Song Liu**, and **Xiang Wang** explore the conceptualisation of Taoist leadership and identify its main element: The nature of Tao as a basic value, *Wu Wei* as a principle, the virtue of leaders, and the balance in Taoist leadership. The qualitative interviews results indicated that Taoist leadership could protect the academic interests of scholars, create harmonious working conditions, and enhance the academic leader's ability to formulate effective strategies for the development of a university.

The fourth chapter, by **Waheed Hammad**, **Yara Yasser Hilal**, and **Khalsa Al-Harthi**, explores the conceptions of Omani school principals regarding effective school leadership. The authors underscore the point that the conceptualisations of principal leadership can be understood within the conceptual tools of Islam and tribalism and the centralised educational system in Oman. The findings expand our understanding of how cultural context influences effective school leadership in an Islamic society.

Embedded in the Islamic culture and post-colonial influences, in Chapter 5, **Ahmed Mohamed** and **Aminath Shafiya Adam** explore the influence of societal culture on the leadership practices of school leaders in the Maldives. This phenomenological study revealed that the school leadership practices were influenced by the Maldivian society with a high power-distance, low future orientation, high uncertainty avoidance, high performance orientation, and high gender egalitarianism.

In Chapter 6, **Donnie Adams** and **Ravadhi Periasamy** report the essential characteristics of headteachers' instructional leadership practices and illuminate how headteachers' instructional leadership practices are influenced by the Indian culture of Tamil vernacular primary schools in Malaysia. The authors have highlighted the practical implications of the study for refining principal preparation programmes and informing future school improvement designs and plans in Malaysia's multicultural society.

In Chapter 7, **Masaaki Katsuno** discusses the infusion of new public management on school management and leadership in Japan, helping us to understand the resistance from Japanese culture during the implementation of new public management in the Japanese education sector. This study ascertained that paternalistic elements in Japanese culture (*tate shakai*) enabled headteachers to manage and lead teachers through personal and emotional ties without resorting to mandates.

In Chapter 8, **Elmina Kazimzade**, **Cathryn Magno**, and **Azin Mirzaei** explore the social-emotional leadership practices of school leaders in an Azerbaijani collectivist cultural context with a special focus on family relationships, age, and gender. This chapter explains that the empathic leadership of Azerbaijani school leaders is rooted in family-oriented social models and concludes that social-emotional leadership in Azerbaijan is solidly anchored in these cultural characteristics.

In Chapter 9, **Bambang Sumintono**, **Hasan Hariri**, and **Erika Setyanti Kusumaputri** present a systematic review of Indonesian knowledge development in Educational Leadership, Administration and Management (ELAM) which reflects limited studies associated with Indonesian culture and school leadership. The review calls for more future empirical studies to connect educational leadership theoretical-based studies cooperated with local culture in Indonesian schools. Similarly, in Chapter 10, **Cheng Yong Tan** provides a comprehensive review of Singaporean educational leadership research. The review demonstrates that different values affecting school leadership are not essentially consistent, thus paving the way for researchers to inspect the foundations leading to of tension within school leadership.

In Chapter 11, **Jonathan Wee Pin Goh**, **Simon Qing Wei Lim**, and **Salleh Hairon** investigate cultural work values of school leaders, middle managers, and teachers in Singapore using a Rasch analysis. The authors used the cultural work values framework from Hofstede's seminal work as a basis to explicate the nuances of leadership practices in Singapore schools. They have further suggested more nuanced approaches to research are needed to study how cultural work values may continue to affect leadership practices. Finally, the editors – **Peng Liu** and **Lei Mee Thien** – provide a chapter of Conclusion containing a recapitulation of the 11 chapters and suggestions for future studies.

Overall, the book chapters have provided a wide range of topics in educational leadership from an Asian cultural perspective, covering eight Asian countries. These chapters would benefit not only education practitioners and

researchers but also postgraduate students as well as the local and international academic stakeholders. Besides, it is hoped that this book will inspire scholars and researchers to conduct further exploration of educational leadership from a cultural perspective in future.

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9 School Leadership and Indonesian Culture

Revealing the Local Knowledge Development in Post-New Order Indonesia

*Bambang Sumintono, Hasan Hariri,
and Erika Setyanti Kusumaputri*

Introduction

There has been debate in leadership studies internationally, such as the differentiation between management and leadership, effects of leadership on student learning, and universality of leadership theories. For the former, many writers have suggested that leadership is about development whereas management is about maintenance (Hammad & Hallinger, 2017). As for the latter, more and more empirical studies have shown that different cultures, localities, and belief systems strongly influence leadership, making it unique and unable to be generalised to the different societies, cultures, and organisations (see, for example, Adams et al., 2021; Arar et al., 2023; Oplatka & Arar, 2017; Shah, 2006). In his classic study, Hofstede (2001) stated that culture and leadership are inseparable, where underlying perspectives dictate how people react and behave. This also applies to educational leadership as Shah (2017, p. 39) stated that, 'It will be simplistic and even misleading to assume that there could be one classification or descriptive scheme for educational leadership that could serve for all contexts', to which she has indicated, since a long time ago, that the international literature on this has been dominated by Western perspectives (see Hallinger & Kovačević, 2019).

As a response to this, studies on educational leadership in non-Western cultures have become the trend since the 2000s, and these manuscripts have competed to appear in the top educational leadership and management (ELAM) journals (see Hallinger, 2017; Hammad & Hallinger, 2017). In many parts of the world, particularly developing countries, educational leadership knowledge keeps growing, for example, in countries in Southeast Asia (Adams et al., 2021; Lumban Gaol, 2021), the Middle East (Gümüş et al., 2020; Hammad et al., 2022; Oplatka & Arar, 2017), Africa (Hallinger, 2017), Latin America (Castillo & Hallinger, 2018), and even those with a Muslim majority (Ahmed, 2023; Arar et al., 2023). However, as Hallinger and Bryant (2013) put it, many reviews conducted through database searching and identification have

been mainly based on manuscripts written in English. This means that the knowledge is written in the local languages of many other cultures, which reflects the culture, and philosophical and theoretical understanding of educational leadership in the respective countries (Bajunid, 1996) is still latent to the international audience and needs to be revealed.

Studies by Lee and Hallinger (2012) and Jawas (2017) found that the school principals in Indonesia emphasise school management rather than school leadership. This situation has been so since earlier reports (see Beeby, 1979; Sumintono et al., 2019). However, several studies have also discovered something unique – the national culture embedded into educational leadership. Raihani (2008) found that Indonesian principals practised local cultural beliefs and values, such as *kekeluargaan* (kinship) and *amanah* (trust) when leading their schools. Another distinctive home culture that is usually mentioned in the Indonesian context is leaders in organisations, including schools, normally prioritising consultation (*shura*) to reach a shared decision, known as *musyawarah* (Brooks & Mutohar, 2018). The term *musyawarah* comes from the Arabic word *syawara*, which means to negotiate, consult, or say and propose something, showing the strong influence of religious belief in Indonesia. Thus, *musyawarah* is combined with humility in order to make joint decisions in settling or solving problems (finding a way out) involving educational affairs.

This chapter attempts to review manuscripts in the Indonesian language that are related to educational leadership, which link closely to the country's culture and education system, and thus capture unique information (see, for instance, Adams et al., 2021). All reviewed manuscripts selected from the GARUDA (*Garba Rujukan Digital*, or Digital Reference Collection) database are owned by the Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology, Indonesia. This is the platform created for the publication of all scientific journals in Indonesia, reflecting the country's shared grounded and empirical knowledge. This review then tries to reveal the understanding of educational leadership in these selected papers and its connection to Indonesian culture.

Indonesian Educational Leadership and Its Political and Sociocultural Forces

The Republic of Indonesia is the biggest country in the Southeast Asia region, located strategically between the Indian and Pacific Oceans, and it became an independent country in 1945. Indonesia is an archipelago country that consists of 17 thousand islands stretching 5 thousand kilometres from West to East, and comprising 38 provinces with a very diverse population of more than 300 ethnic groups (CNN Indonesia, 2022). As of 2021, Indonesia is the fourth most populous country, and the third largest democracy in the world. It has more than 270 million people, 87% of whom are Muslims. The Indonesian education system is based on the 6-3-3-4 schooling-year system from primary to university level (bachelor's degree), educating more than 55 million

students, where 3 million educators teach in more than 216 thousand schools (BPS, 2022; MoECRT, 2021).

Unlike other Southeast Asian countries such as Malaysia, Brunei, Singapore, and the Philippines, the Indonesian education system is not directly inherited from the colonial government (Poerbakawatja, 1970). Rather, in many parts, it is self-developed, with many constraints and challenges in the first 20 years after independence (see Sumintono et al., 2019). The school system expanded very quickly during these two decades because, due to the sizeable revenue gained from the oil bonanza, the policy of having a school in every village in the country was able to be implemented (Raihani & Sumintono, 2010; Sumintono & Subekti, 2015). However, in terms of educational leadership, there was little advancement in knowledge on principalship as well as the preparation and professional development of school principals (Beeby, 1979), mostly because the state system in the New Order (1965–1998) under Suharto emphasised stability more (Nielsen, 2003). Sumintono et al. (2019) illustrate this with the only textbook available in this era about principalship.

The fall of Suharto's New Order regime in 1998 brought about many significant changes in the education sector. In particular, the state system changed from centralised to decentralised/regional autonomy, where the district level had more power and authority. This change was reflected in Law No. 20/2003 on National Education System, and Law No.14/2005 on Teachers and Lecturers (Kristiansen & Pratikno, 2006; Sumintono, 2006). The Ministry of Education aimed to have a fresh start by restructuring the education system, including establishing an accreditation system for schools (Zamjani, 2022), and creating a body for society involvement at the school and district levels through school-based management (SBM) (Sumintono, 2009), implementing indiscriminate school operational cost policies (Fitriah et al., 2013), and more importantly, introducing competency requirements for principals, and systematic training for school leadership (Sumintono et al., 2019).

After the year 2000, Indonesia entered what is called the Reform era, which has undoubtedly seen many changes in the education sector, showing the country's dynamic development (see, for instance, Amirrachman, 2021). However, despite such changes, in terms of international student assessment scores, such as PISA (OECD, 2019) and TIMSS (Mullis et al., 2020), the performance of Indonesian students did not show significant improvement. In addition, the national public examination, where policy since 2003 has determined that student graduation be rolled back to the central government, faced many complicated situations (OECD & ADB, 2015; Zamjani, 2022), and it was consequently completely dissolved in 2020. Regarding school leadership, Lumban Gaol (2021, p. 1) informs that Indonesian students' achievement could possibly be related to challenges faced by the principals, and their understanding of educational leadership, resulting in such problems as the 'lack of capacity [of the principals] to lead and manage schools, insufficiency of published studies, and the inappropriateness of principal selection processes'. Then, it is interesting that the development of knowledge about educational

leadership by Indonesian academicians and researchers, empirically grounded during the Reform era, is still not yet integrated into the international literature due to it being written in the national language.

Methodology

Systematic review studies conducted by previous scholars on educational leadership in Indonesia have had limitations in terms of the number of articles and database sources. For example, although the number of the articles on educational leadership in Indonesia has increased, with Hallinger and Bryant identifying only one article in 2013, and Gaol 16 articles in 2021, such numbers are considered relatively few in the international literature. Therefore, it is necessary to reveal the 'hidden literature' about this discipline written in the Indonesian language, not just in English. This chapter used a systematic literature review method to find out the pattern of knowledge production on educational leadership related to the Indonesian culture. Specifically, this study used the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method that guided the process thoroughly (Peixoto et al., 2021; Rethlefsen et al., 2021).

The time frame used for the search was 20 years, starting from 2001 to 2021, in order to provide a big picture of the knowledge development in the Reform era. The search was conducted in the GARUDA (short for *Garba Rujukan Digital*, or Digital Reference Collection) (<https://garuda.kemdikbud.go.id/>) database as it is the platform for all scientific journal and conference articles in Indonesia, mainly written in the Indonesian language as well as English. Articles in the GARUDA are also indexed in Google Scholar, which makes them accessible from the original journal websites, and good verified sources.

This study focuses only on Indonesian ELAM journal articles stored in GARUDA. The keywords used were in the Indonesian language, such as *kepala* (head/leader), *kepemimpinan* (leadership), and *manajemen* (management), with *sekolah* (school) and *pendidikan* (education). These searched keywords in the GARUDA database appeared in the 'title' and 'abstract' of the articles, and only full-text articles were downloaded (mostly in PDF format).

The first stage in the selection of articles was identifying and removing duplicates. Thirty per cent of the articles were identified as duplicates. The second stage was screening whether or not the articles were in the scope of ELAM. Most of the articles, which were on the topics of business, management, and even health sciences, were excluded. The third stage was through close inspection of the ELAM content itself, meaning that articles that focused on different areas of education such as teaching-learning, higher education, informal and non-formal education, and educational technology were also not

included. The number of articles that passed all the stages above was only 119 (complete list provided in Appendix 9.1 of this chapter).

To analyse the extracted data, the information for each article was keyed into a spreadsheet to make it manageable for sorting and identification. The information entered into the spreadsheet consisted of article type, author name, article title, journal title, topic, year of publication, research method used, school level, and research location (see Hallinger et al., 2018). The first stage of analysis was based on descriptive analysis using information from the spreadsheet to provide the big picture of the knowledge production of ELAM in the Indonesian language. The next stage of analysis is based on the type of article, whether a concept or empirical paper, where relevant interpretive review was conducted to see the patterns regarding educational leadership and the Indonesian culture. Since the size of the data was manageable, the analysis was conducted manually.

Findings

Descriptive Statistics Information

As shown in Appendix 9.1 of this chapter, compared to the total articles deposited in the GARUDA database, the number of ELAM articles in Indonesia is surprisingly relatively small. Out of 119 total articles, 48% (57 articles) were categorised as concept papers, and the rest (62 articles) were empirical studies. In the empirical study category, interestingly, 38 papers (or 61%) used a qualitative approach, and 24 (39%) used quantitative. Something noteworthy is that, of these ELAM publications, 87% (103 out of the 119 articles) were published after 2013; this was the year when the Directorate of Higher Education, Ministry of Education, Republic of Indonesia, released a circular letter about the policy requiring lecturers and postgraduate students to publish their work in scientific publications, with those published at the international level being highly encouraged. The effect of the policy is very clear: publications rose significantly, showing that the potential of Indonesian academicians and researchers to disseminate their research work is huge. This development also indicates that Indonesian publications in ELAM are really contemporary, where more than 70% were published in the last five years before 2021.

Based on the writers' affiliation and location, Java Island, the most developed area in Indonesia, dominated the ELAM publications (46 articles), followed by Sumatera Island (19 articles), and Sulawesi Island (9 articles) (all those islands contain many provinces) while the other areas had minimal contribution, and the rest of the articles (39) were without domicile. The trend of publication also indicated that authors from the other islands published mostly after 2016, whereas pre-2014 was exclusively dominated by those from Java (see Appendix 9.1). This indicates a good trend that other developing regions in Indonesia are trying to catch up on knowledge production on this topic. In terms of the data collection locations in the empirical studies, Java also dominated (60%)

compared to the other islands. Therefore, this shows that researchers from Java tend to conduct ELAM studies close to their domicile, also suggesting that performing data collection outside of their region may be costly. This result is consistent with other researchers from different regions too.

Findings of the ELAM research based on education level were also interesting, whereby general education contributed the largest number of articles (67 out of 119, or 56%), followed by primary education (years 1–9) (33 articles or 28%), and secondary education (years 10–12) levels (19 articles or 16%). The reason that general education had the highest contribution is because most of the articles reviewed were concept papers and did not specifically mention the school category. This result shows that Indonesian ELAM researchers focused more on leadership issues in general (discussing educational leadership theories, models, and styles), which is then followed by empirical application at the school level.

One thing that all the papers reviewed had in common was that they heavily cited Indonesian language sources, mainly from textbooks, followed by monographs, and journal articles. This dependency on same-language sources shows that the researchers' limitations in their reading and writing skills in other languages resulted in them also publishing their work in the local language. However, some articles also referenced international literature written in English from North America, the United Kingdom, and Australia. For example, in the reviewed papers, textbooks were used as sources by the authors, and they contained adaptations and adoptions of Western educational leadership theories.

Concept Paper Analysis

There were 57 concept paper-type articles collected, which contained various educational leadership issues and topics presented in the Indonesian language. For a more focused discussion, these articles could be divided into two topics, which are general, and Islamic educational leadership. Around 75% (43 articles) of the reviewed concept papers were on general educational leadership. Something salient from the content of the pre-2013 article publications is that they tended to discuss and emphasise normative information about becoming leaders in schools. This shows the strong influence of the previous state system (i.e., the New Order) which emphasised stability and uniformity in the education sector. Post-2013 articles were too few to discuss; nevertheless, the articles showed the era of democratisation, and openness of new ideas during the Reform era of Indonesia. For instance, several articles discussed strategic leadership, entrepreneurial competency, curriculum leadership, leadership for learning, social leadership, industrial revolution 4.0, and even profiling of a certain educational leader. In other words, this was actually an exciting period to review articles in Indonesian ELAM.

Seasonal topics also appeared in the beginning of the Reform era especially on how to manage schools with the regional/decentralised autonomy. This topic became popular, but it did not appear anymore post-2013. Something that kept emerging as a concept-paper topic was leadership for SBM.

However, the discussion diverged from its original idea on the devolved power on budget, curriculum, and people to the school level (Sumintono, 2006) and, rather, was mostly on school management issues.

The more salient topic in the concept papers was school management, which was something crucial, and considered the main job of the principal by many Indonesian ELAM authors. This kind of paradigm reflects the reality in the Indonesian schools, where more than half of the concept-paper articles emphasised this. This phenomenon shows the schools' slow process of adapting to the change from educational management to educational leadership.

From these concept papers, it was identified that there are various leadership styles that can be applied by principals in Indonesian schools. For instance, these leadership styles include autocratic (Husnayain, 2017), Islamic (Husna, 2017), and religious (Rozi & Wahyuni, 2017). Other articles also discussed empowering subordinates (Ajefri, 2017); one article discussed that, while principals are responsible for school development, the supervisors, who serve the schools together with the principals, also need professional development (Nurmadiyah, 2017).

Something unique which also reflects the spirit of the Reform era is research that can be considered out of the box, when educational leadership is connected to local wisdom, multicultural situations, Hinduism perspectives, masculinity, and femininity (Rozi & Wahyuni, 2017), and even the authoritarian style. These topics could be considered an affirmation of the self-identity of the researchers as well as their subjects as in the previous era, these topics could not even be discussed openly in public. This indicates that the progress of democracy in Indonesia has opened many opportunities, including research topics on ELAM.

On the other hand, there were 14 papers (25%) that discussed Islamic educational leadership, which covered various topics from improving educational quality, institutional development, Islamic transformative leadership, Islamic educational management to total quality management. The range of issues discussed shows an exploration of leadership ideas based on religious views that could be contextual and necessary for the articles' authors. For instance, one paper suggested that the quality of Islamic educational institutions would be greatly influenced by the leadership of individuals in leading institutions (Husna, 2017). With 87% of the Indonesian population being Muslims, this kind of situation is common. However, something missing from the articles is a connection to the growing discussion on Islamic educational leadership at the international level, to which Indonesian ELAM researchers can significantly contribute since their Islamic views tend to be both moderate (*wasathiyah* Islam) and progressive.

Empirical Study Analysis

There were 62 empirical papers selected, which consisted of 38 articles (62%) using the qualitative approach and 24 articles (38%) using quantitative. The larger number of qualitative articles was surprising and promising since this method would be a good source to reveal the leadership in the Indonesian

context. However, further detailed analysis on the qualitative articles concluded that this was far from what was expected.

Firstly, this topic in the empirical approach was surprisingly similar to that in the concept-paper articles. The favoured topic was still educational management, with some variations, like the application of SBM, improving educational organisation processes, school leader communication patterns, leadership in innovation management, and even the leadership management of certain figures. Nevertheless, despite the difference in approach, the prevailing issue addressed was the school management paradigm.

Secondly, although there were hopes of generating new theories through the qualitative method, in fact, most of it merely confirmed the existing leadership models, theories, and styles presented in the literature review section of the articles. This indicates that the researchers tended to treat the qualitative method as similar to the quantitative, not trying to oppose or come up with different or alternative explanations to the findings. A philosophical understanding of the nature of the qualitative method is something that was not really highlighted in the Indonesian ELAM articles in this context.

Lastly, the typical qualitative data analysis in nearly all the reviewed articles was authors' analysis, with it seldom appearing in the respondents' voice, quotations, or direct statements. This shows that the capacity of the Indonesian ELAM researchers in terms of the qualitative paradigm needs to be improved.

Regarding the leadership style topic in the empirical qualitative method, the papers explored a variety of leadership styles, including transformational (Rahayu, 2018), participatory/participative (Erwan, 2018; Faisal, 2017; Fitriani, 2018; Muhani et al., 2016), situational (Darmawan & Ariyanto, 2018; Marzuwan & Ibrahim, 2016), spiritual (Daud & DJafri, 2018), consultative, directive, telling (Daud & DJafri, 2018), delegating (Muhani et al., 2016), autocratic (Ishaq et al., 2016; Ritmanto & Safitri, 2018), charismatic (Nuraeni & Ishak, 2017), and democratic (Kurnia, 2018; Nuraeni & Ishak, 2017; Pamungkas, 2017; Ritmanto & Safitri, 2018). The flexibility of the qualitative method allows for the exploration of all these various leadership approaches.

Musyawarah is also one of the topics chosen by some researchers (Azmi, 2018; Setiawan, 2019). Some studies reported that *musyawarah* was done between the principal and other internal stakeholders of a Banda Aceh public special needs elementary school before setting school programme policies (Kasidah, 2017; Murniati & Bahrun, 2016). It was also found that *musyawarah* is prioritised by the madrasah principals in order to embrace followers (Faisal, 2019). It is the best way to solve problems related to the school (Muhamad & Wibowo, 2022). The researchers revealed that, in their leadership, madrasah and school principals prioritised *musyawarah* with stakeholders such as the vice principals, teachers, and school committee before they started school activities to successfully implement school programmes and thus improve school quality.

On the other hand, papers that used quantitative methods show a dependency on using educational leadership as a variable, where they often explored

transformational or instructional leadership. This variable was combined with others, such as teacher motivation, performance and professionalism, school culture, and even student achievement. For example, Ginanjar et al. (2018) found that the principalship of a public junior high school in Karawang, West Java had a positive effect on the pedagogical competence of the Islamic Religious Education subject, or Idris (2017), in a public elementary school in Tanjung, found that the principal's leadership orientation, and teacher performance have a significant effect on the quality of the school.

All the instruments used in the papers had already been translated into the Indonesian language, using Likert rating scales to measure the respondents' perception, opinion, and attitude. The kinds of statistical analyses used in the articles were mostly correlation tests (14 out of 24 or 58%), followed by regression analyses (6 articles), *t*-tests and path analyses (2 articles each), and descriptive analysis (1 article). Something prominent here is the use of previously established leadership styles taken from Western educational leadership theories, demonstrating their influence in Indonesian ELAM. Another pattern that was identified was that all articles used the classical test theory approach with regards to the way scores were collected and managed, and little effort was made by the authors to comprehensively discuss the reliability and validity of the instruments used in their studies.

Nearly all the quantitative-method papers were not careful in terms of reporting their findings. Even though all used non-experiment designs relying on questionnaire-surveys, the researchers used the words 'influence' or 'impact' when presenting the inferential statistics results. Kosim (2017), for instance, conducted research in a private junior high school, and a private vocational high school in Garut, and found that the quality of learning can be improved by enhancing principal leadership and teacher performance. On the other hand, Firmawati and Usman (2017) also found that the school principal had a significant influence on teacher performance in a public senior high school in Banda Aceh. Another issue to note is the sample size used in the studies, where many used a very small number of respondents (less than 150 people), which usually makes data stability a rather difficult claim. This implies that the authors need to have better understanding of methods, types of data, and the limitations of statistical analyses in order to report the findings in a more scientifically appropriate manner.

Discussion and Conclusion

In this chapter, the Indonesian perspectives on ELAM as appearing in journal articles written in the local language from the GARUDA database were explained. It is interesting to note that the knowledge production in ELAM has increased sharply since 2013. This is not surprising as, after then, the Ministry stipulated the policy for all lecturers to publish scientific articles as a requirement for their job and for postgraduate students to graduate from their respective master's dan doctorate programmes. Consequently, this policy resulted in

the fast growing number of manuscripts written in English especially those indexed by Scopus, where the quantity of papers from Indonesia had risen astronomically. However, this somehow also led to another effect on Indonesian researchers' reputations especially in terms of the publication of conference proceeding papers (Purnell, 2021), and the prevalence of potential predatory publications (Macháček & Srholec, 2021; Marina & Sterligov, 2021), both of which can be detected in the Scopus database. This shows that the 'frog leap' policy to international publications in fact needs to be done in stages, whereby empowering local and national journal publications should be the first priority, including those in the ELAM research area. The findings of this study show that ELAM manuscripts in the Indonesian language are mostly contemporary, where more than two-thirds were published in the last five years, a good indication of productivity in knowledge production especially for authors from developing regions (outside Java).

The conceptual papers have shown an interesting trend along the years. In the beginning of the Reform era, ELAM articles discussed the normative function of educational leaders, and things to be done in the schools. Undoubtedly, remnants of the previous centralised system regime were still in place (Amirrachman, 2021; Bjork, 2005; Nielsen, 2003), also showing that the educational researchers tended to have little choice of action, doing something similar to bureaucracy (Sumintono, 2006). However, this is no longer the case; since 2013, the Indonesian ELAM researchers have come up with many variations of ideas in their studies, showing the spirit of the Reform era.

Consistently with the concept papers, a majority emphasised school management rather than educational leadership. The choices of topics could be varied; however, there was a common thread among them – utilising management tools, strategies, and operations to maximise the effectiveness and efficiency of the school organisation. This is in line with what was stated by Sumintono et al. (2019) that, in a large survey study involving principals, teachers, and supervisors in Indonesia, the respondents agreed that managing the school is the more crucial part, compared to becoming an educational leader that emphasises people development (Jawas, 2017; Lee & Hallinger, 2012). This indicates that, in Indonesian culture, stakeholders tend to emphasise educational management more than educational leadership, where educational management refers to the maintenance and synchronisation of rules and regulations, which is perceived as the intended achievement of all stakeholders, especially the school's superior officers. This is interesting because, although the main content of pre-principal training is instructional leadership (Sumintono et al., 2019), the reality, both in schools and from the perspective of the ELAM researchers, is different. The cultural value in educational leadership that emerged is *musyawarah*, which is considered a good strategy to come to a consensus that makes all stakeholders happy.

Some papers discussed Islamic educational leadership, which is inevitable in a Muslim-majority country. However, the content of the studies and discussion unfortunately show little connection to international literature (see, for example,

Brooks & Mutohar, 2018; Shah, 2006, 2017; Sumintono et al., 2023). The growing number of publications on this topic can help Indonesian ELAM authors to join the international conversation and upgrade the discussion (see Ahmed, 2023; Arar et al., 2023). The content of the reviewed articles somehow prefers monologues, whereby the thesis-antithesis of scientific ideas did not happen, as shown with no citations recorded. However, some of these authors on Islamic educational leadership are Indonesians (e.g., Brooks et al., 2020; Raihani, 2007, 2017), who are supposed to be the experts in the field who can be accessible to the local ELAM network, thus showing that intensive communication and coaching are still needed for local ELAM researchers in this niche.

The challenge in conducting qualitative research in Indonesian ELAM is related to the researchers' capacity, as shown in the reviewed articles. For example, updating research skills, understanding their paradigms, and planning careful data analyses are needed to make sure that the data can be well explained and presented to provide better narration and important research findings (see, for instance, Braun & Clarke, 2021; Saldana, 2021; Saldana & Omsasta, 2021). Regarding the research topics discussed, using the empirical approach was somehow no different from what were in the concept papers, that is, the emphasis on school management instead of educational leadership. This shows that managerialism in the education sector still dominates, with the choice of the empirical approach not making any difference. In other words, school management is regarded similar to school leadership in the articles. Utilising methods to reveal something deeper under the surface about Indonesian ELAM is still in the early stages and needs more efforts to expand the local views of educational leadership (see, for instance, Bajunid, 1996; Raihani, 2008). Many articles also experimented with various leadership styles, where the authors tried to connect the leadership theories to the culture in Indonesian schools.

The papers which used a quantitative approach had several common characteristics. First, they were not really careful in terms of using phrases or terms that should be differentiated between studies involving treatments (experimental design study) and surveys (non-experiment). The terms often used in the manuscripts, such as influence (*pengaruh*), impact (*dampak*), and effect (*efek*) do not fit the quantitative paradigm (see Barrowman, 2014) that utilises surveys for data collection to measure the perception, opinion, and attitude of the respondents in ELAM. Second, the influence of Western leadership models, and their instruments was also prominent in publications on Indonesia's ELAM, with some adapting and modifying such instruments. This shows little effort to develop an original and unique ELAM scale/inventory based on local culture and knowledge while also implying the need to upgrade skills in instrument development. Third, all the articles examined had research instruments using the classical test theory approach. The validation of the research instrument used was only confirmed at the variable level and depended on reliability indices which did not provide full information. At the moment, there is no article that used individual-centred statistics paradigms which showed information at the item and person level, or comprehensive validation evidences

using other approaches like item response theory, as in another ELAM study (see, for example, Hallinger & Wang, 2015).

Regarding Indonesian perspectives on ELAM in the local language, what can be seen is that the knowledge corpus of this area is growing fast and provides some unique contribution compared to articles written in English (Hallinger & Bryant, 2013; Lumban Gaol, 2021). However, there is a limitation to this study, which makes this chapter unable to be clearly claimed as Indonesian ELAM literature – so many sources that are usually referred to as ‘grey literature’, such as monographs, master’s theses, and doctoral dissertations which classify as unpublished manuscripts are not included in the analysis. Nevertheless, the studies conducted in this context of ELAM in Indonesia have a close intersection in terms of ideas, arguments, and perspectives presented in the Indonesian language, which are important to be known, with the last five years showing fast increase. This also opens up the opportunities to improve and strengthen the collaboration with and exposure to international ELAM experts as indicated by Lumban Gaol (2021), which is similar to the situation in Malaysia as well (Adams et al., 2021). Nevertheless, in the case of Indonesia, despite the fact that the articles written in *Bahasa Indonesia* (Indonesian language) indicate a need for guidance and international collaborations, the progress made so far in ELAM is in the right direction.

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Appendix 9.1 Articles details in the review from GARUDA database

No	Publication year	Authors' name	Type of publication	Methods	School level	Location
1	2002	Encep Syatifudin	Concept paper		Gen	
2	2003	Rasmianto	Concept paper		Gen	
3	2003	H.K. Sukardji	Concept paper		Gen	
4	2006	H. Baharuddin	Concept paper		Gen	
5	2006	Farid Firmansyah	Concept paper		Gen	
6	2010	Suryaman	Concept paper		Gen	
7	2011	Yanti Hasmayati	Empirical	Quant	Sec	Java
8	2013	Mohammad Mustari	Empirical	Quant	Pri	Many provinces
9	2013	Moh. Subhan	Concept paper		Gen	
10	2015	Imam Taulabi	Concept paper		Gen	
11	2013	Baso Marannu	Concept paper		Pri	
12	2013	Farmilawati	Empirical	Qual	Sec	Sumatera
13	2013	Muhammad Halili	Concept paper		Gen	
14	2013	Maryatin	Concept paper		Gen	
15	2013	Y. Ason	Empirical	Quant	Pri	Kalimantan
16	2014	Imas Srinana Wardani	Concept paper		Gen	
17	2014	Maimunah	Concept paper		Gen	
18	2014	Jabal Nur	Concept paper		Gen	
19	2014	Ihsan, Djailani, A.R., Sakdiah Ibrahim	Empirical	Qual	Pri	Sumatera
20	2014	Sulaiman	Empirical	Quant	Pri	Java
21	2014	Sulaiman	Empirical	Quant	Pri	Sumatera
22	2014	Wahyudi, Heri Retnowati	Empirical	Quant	Pri	Java
23	2014	Handayani	Empirical	Qual	Pri	Java
24	2014	Haryani Diyati, Muhyadi	Empirical	Qual	Pri	Java
25	2014	Syarwan Ahmad	Concept paper		Gen	
26	2014	Arief Aulia Rachman	Concept paper		Gen	
27	2015	Maria Fatima Uto Lamak, Hotner Tampubolon	Empirical	Quant	Gen	Java
28	2015	Elda Syafitri, Yusrizal, Djailani A.R.	Empirical	Qual	Pri	Sumatera
29	2015	Hidayati	Concept paper		Gen	

30	2015	M. I. Suhifatullah	Concept paper			Gen	
31	2015	Ardhana Januar Mahardhani	Concept paper			Gen	
32	2015	Wahyudin Nur Nasution	Concept paper			Gen	
33	2015	Sermal	Concept paper			Gen	
34	2015	Virgana	Empirical	Quant	Pri	Gen	Java
35	2015	Syaiful Sagala	Concept paper			Gen	
36	2015	M. Okprint Rafiqah, Irwan Nasution	Empirical	Quant	Sec	Gen	Sumatera
37	2015	Anastasia Lipursari	Concept paper			Gen	
38	2015	Rosdina, Murniati, Yusrizal	Empirical	Qual	Pri	Gen	Sumatera
39	2015	Nugroho	Empirical	Quant	Sec	Gen	Java
40	2015	Maria Theresia Waltera, Hotner Tampubolon	Empirical	Qual	Gen	Gen	Java
41	2015	Siti Umayah	Empirical	Qual	Pri	Gen	Java
42	2016	Imam Taulabi	Concept paper			Gen	
43	2016	Puja Darma, Cut Zahri Harun, Yusriza	Empirical	Qual	Gen	Gen	Acceh
44	2016	Ahmad Jakaria, Cut Zahri Harun, Khairuddin	Empirical	Qual	Pri	Gen	Sumatera
45	2016	Murniati A.R., Bahrnun, Cut Aja Irawati	Empirical	Qual	Pri	Gen	Sumatera
46	2016	Ishaq, Yusrizal, Bahrnun	Empirical	Qual	Sec	Gen	Sumatera
47	2016	Muhani, Ali Imron, Kusmintardjo	Empirical	Qual	Pri	Gen	Java
48	2016	Marzuwan, Cut Zahri Harun, Sakdiah Ibrahim	Empirical	Qual	Sec	Gen	Sumatera
49	2016	Muhammad Faizul Husnayain	Concept paper			Gen	
50	2016	M. Shobirin	Empirical	Qual	Sec	Gen	Java
51	2017	Feska Ajefri	Concept paper			Gen	
52	2017	Syafwan Rozi, Dewi Wahyuni	Concept paper			Gen	
53	2017	Faiqatul Husna	Concept paper			Gen	
54	2017	Amirudin	Concept paper			Gen	
55	2017	Ramayan Putra	Empirical	Qual	Pri	Gen	Sumatera
56	2017	Kasidah, Murniati A.R., Bahrnun	Empirical	Qual	Pri	Gen	Sumatera
57	2017	Tarhid	Concept paper			Gen	Java
58	2017	M. Hidayat Ginanjar, Marfuah As-Surur	Empirical	Quant	Pri	Gen	Java
59	2017	Sarkowi	Concept paper			Gen	Java
60	2017	Ambo Lang & Kasful Anwar	Empirical	Qual	Sec	Gen	Sumatera
61	2017	Teguh Karya Pamungkas	Empirical	Qual	Sec	Gen	Java
62	2017	Firmawati, Yusrizal, Nasir Usman	Empirical	Quant	Sec	Gen	Sumatera
63	2017	Anton Idris	Empirical	Quant	Pri	Gen	Java
64	2017	Nurmadiyah	Concept paper			Gen	Sumatera

65	2018	Ritmantop P., Apriani Saftrip	Empirical	Qual	Pri	Sulawesi
66	2018	Erwan, Yusrizal, Bahrun	Empirical	Qual	Gen	Sumatera
67	2018	Farasnaini, Andi Irwan, Pariyati	Empirical	Qual	Pri	Sulawesi
68	2018	Sugeng Sriyanto	Empirical	Quant	Sec	Java
69	2018	Renita Silvia Rahayu	Empirical	Qual	Pri	Java
70	2018	Selvianti Daud, Arwildayanto, Novianty Djafri	Empirical	Qual	Sec	Sulawesi
71	2018	Regina Sipayung	Empirical	Quant	Sec	Sumatera
72	2018	Istikomah	Concept paper		Gen	Sumatera
73	2019	Achmad Krisbiyanto	Concept paper		Pri	Java
74	2019	Aan Fardani Ubaidillah, Ibrahim Bafadal, Nurul Ulfatin, Achmad Supriyanto	Empirical	Quant	Sec	Java
75	2019	Liah Siti Syarifah	Empirical	Quant	Pri	Java
76	2019	Muhammad Shaleh Assingkily	Concept paper	Qual	Pri	Sulawesi
77	2019	Ahmad Mukhlisin	Concept paper		Gen	Java
78	2019	Siti Kafidhoh	Empirical	Qual	Gen	Java
79	2019	Vivi Nindiantika, Nurul Ulfatin, Juharyanto	Empirical	Qual	Pri	Java
80	2019	Yusuf Dwi Hadi	Empirical	Qual	Sec	Java
81	2019	Dian Tri Wibawani, Bambang Budi Wiyono, Djum Noor Benty	Empirical	Qual	Pri	Java
82	2019	Ahmad Tramizy Hasibuan, Andi Prastowo	Concept paper		Gen	Java
83	2019	Muffasir, Roni Mohamad, Abdurahman Mala	Empirical	Qual	Sec	Sulawesi
84	2019	Rasmuin	Empirical	Qual	Pri	Java
85	2019	Sahibudin	Empirical	Qual	Sec	Java
86	2019	Daru Tri Anggoro, Mundilarno	Empirical	Qual	Pri	Java
87	2019	Ahmad Febri Kurniawan	Concept paper		Gen	
88	2019	Abdullah Latief, Mujahid Damopoli, Arten H Mobonggi	Empirical	Quant	Pri	Sulawesi
89	2019	Fahmi Khumaeni, Rz Ricky Satriawan Wiranata	Concept paper		Gen	Java
90	2019	Azhar	Empirical	Qual	Pri	Nusa Tenggara
91	2019	Hifza, Muhammad Suhardi, Aslan, Silvia Ekasari	Concept paper		Gen	Java
92	2019	Ahmad Khozin	Concept paper		Gen	
93	2019	Husaini, Yuyun Wahyuni	Empirical	Qual	Gen	Sumatera

94	2019	Ramlah Pontoh, Kasim Yahiji, Lisdawati Muda	Empirical	Qual	Gen	Sulawesi
95	2019	Nico Tanles Tjhin, Dylmoon Hidayat	Empirical	Qual	Gen	Java
96	2019	Zuli Dwi Rahmawati,	Concept paper		Gen	Java
97	2019	Muhamad Fatih Rusydi Syadzili	Concept paper		Gen	Java
98	2019	Sohiron, Ahmad Syukri, Kasful Anwar US	Concept paper		Gen	Java
99	2019	Hoerul Ansori	Concept paper		Gen	Java
100	2019	Sujono	Concept paper		Gen	Java
101	2020	Lilis Kholifatul Jannah	Empirical	Qual	Sec	Java
102	2020	Citra Ayu Anisa	Concept paper		Gen	Java
103	2020	Abdurahman Jemani	Concept paper		Gen	Java
104	2020	Novianty Djafri	Empirical	Quant	Gen	Sulawesi
105	2020	Indah Wahyuni, Muhammad Nuruzzaman, Husaini Usman, Darmono	Empirical	Quant	Sec	Java
106	2020	Muhammad Fajar, Mattalatta, Muhammad Natsir	Empirical	Quant	Gen	Sulawesi
107	2020	Bahrum Mustakim	Concept paper		Gen	
108	2020	Murni	Concept paper		Gen	
109	2020	Fajar Ramdhani Mashuri	Concept paper		Gen	
110	2020	Boniy Taufiqurrahman	Concept paper		Gen	
111	2020	Harun	Concept paper		Gen	
112	2021	Yanti Krismayanti, Irma Anggreini, Jajang Supriatna, Ishak Adulhak, Achmad Mudrikah	Empirical	Qual	Pri	Java
113	2021	Novianty Djafri, Arwildayanto, Arifin Sukung	Empirical	Quant	Gen	Sulawesi
114	2021	Kartini Dewi Ningsih, Edi Harapan, Destiniar	Empirical	Quant	Pri	Sumatera
115	2021	Izzuddin Rijal Fahmi	Concept paper		Gen	
116	2021	Aisyatur Rosyidah, Suyadi	Concept paper		Gen	
117	2021	Teguh Triwiyanto, Junaidin, Asmaa Asbusamra	Concept paper		Gen	
118	2021	Agi Syarif Hidayat, Rofi Rofaida	Empirical	Quant	Gen	Java
119	2021	Kurniatul Faizah	Concept paper		Gen	

Notes: Pri = Primary education (years 1-9); Sec = Secondary education (years 10-12); Gen = General education; Qual = Qualitative methods; Quant = Quantitative methods.

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