

Strategic Principal Leadership in Educational Institution Development Planning

Miki Sandi^{1*}, Akhmad Muaddin², Muchammad Eka Mahmud³

^{1,2,3} Universitas Islam Negeri Sultan Aji Muhammad Idris, Samarinda, Indonesia

Email: mikisadi8@gmail.com¹, muadinahmad18@gmail.com², ekamahmud.74@gmail.com³

*Corresponding Author

ABSTRACT

Educational institutions face complex challenges that demand effective leadership, yet school planning often remains a mere administrative compliance rather than a strategic improvement tool. This study aims to analyze the strategic role of principal leadership in the educational institution development planning process. Utilizing a systematic literature review with a thematic analysis approach, this research examined relevant peer-reviewed articles published between 2020 and 2026 sourced from major academic databases. The findings reveal four pivotal themes regarding effective planning leadership. First, successful principals shift towards data-driven planning and root-cause analysis integrated with local institutional values. Second, they implement distributed leadership to foster collaborative planning and cultivate teacher leadership. Third, effective development plans prioritize teacher professional development in their strategic programs and resource allocation, ensuring continuous knowledge transfer. Fourth, principals must exercise managerial flexibility through short-cycle planning to overcome bureaucratic constraints and administrative traps. Ultimately, the study concludes that principals must transcend their traditional administrative roles to act as strategic architects. By integrating data, distributing leadership, prioritizing teacher capacity, and maintaining agility, principals can transform rigid planning documents into dynamic catalysts for sustainable school improvement and educational excellence.

Keywords: Principal Leadership, Strategic Planning, School Development, Distributed Leadership, Teacher Professional Development.

INTRODUCTION

Educational institutions are continually required to pursue organizational development to respond to social changes, technological advancements, and increasingly complex educational quality demands. In this context, the success of educational institution development is determined not only by the availability of resources but also by the quality of leadership capable of directing all organizational components toward established goals. Various studies demonstrate that school principal leadership is a crucial factor contributing

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to school effectiveness, instructional quality improvement, school culture development, and the long-term success of school development programs.¹

In the perspective of modern educational management, school principals are no longer confined to executing administrative functions; rather, they act as change agents responsible for planning, implementing, and evaluating various school development programs. This role has become increasingly vital as schools confront multifaceted challenges, including digital transformation, teacher quality enhancement, public accountability demands, and the necessity to build a quality culture oriented toward continuous improvement.² Consequently, principal leadership serves as a strategic element in determining the developmental direction of educational institutions.

A number of studies indicate that principal leadership influences the enhancement of teacher professionalism, instructional quality, and school performance. Ayumi and Nasution (2025)³ found that principals who implement participatory leadership are capable of improving teacher competence through academic supervision, continuous professional development, and teacher involvement in decision-making processes. Similar findings were reported by Zaeni and Wasliman (2025),⁴ demonstrating that the application of integrated management functions alongside leadership practices can strengthen teacher professionalism and support sustainable behavioral changes in the workplace. Furthermore, a systematic review conducted by Ninković and Knežević Florić (2024)⁵ confirms that school leadership indirectly affects instructional practices by enhancing teacher collaboration, professional learning, and teacher self-efficacy.

Within the context of school development, planning serves as an essential instrument linking leadership vision with program implementation. Carvalho et al. (2022)⁶ explain that school strategic planning is a primary tool for driving quality improvement, though many schools remain unable to formulate development plans that comprehensively satisfy quality indicators. Meanwhile, Meyers and VanGronigen (2020)⁷ discovered that numerous school

¹ Lisa Hellström and Curt Hagquist, "School Effectiveness in Sweden: Psychometric Properties of an Instrument to Measure Pedagogical and Social Climate (PESOC) Focusing on Pedagogical Leadership," *International Journal of Leadership in Education* 24, no. 6 (2021): 855–75, <https://doi.org/10.1080/13603124.2019.1623921>; George Nervous Shava, "Principal Leadership and School Performance: Intergrating Instructional and Transformational Leadership in South African Schools Context," *International Journal of Education and Learning* 3, no. 1 (2021): 1–12, <https://doi.org/10.31763/ijele.v3i1.119>; Stefan Ninković and Olivera Knežević Florić, "School Leadership and Teaching Practice: A Systematic Review of Studies of the Indirect Effects," *Journal of Educational Administration* 62, no. 4 (2024): 357–72, <https://doi.org/10.1108/JEA-08-2023-0190>.

² Nur Diyana Zakariah et al., "Strategic Leadership in Malaysia Education: A Systematic Literature Reviews," *Jurnal Akuntabilitas Manajemen Pendidikan* 11, no. 2 (2023): 1–9, <https://doi.org/10.21831/jamp.v11i2.60524>; Amelie Sprenger et al., "School Leadership Networks in the Context of Digital School Development," *Education Sciences* 15, no. 10 (2025): 1320, <https://doi.org/10.3390/educsci15101320>; Rahmat Rizky Basuki et al., "School Principals' Leadership Strategies in Creating a Quality Culture: A Systematic Literature Review in Secondary Education," *Journal of Educational Sciences* 10, no. 3 (2026): 221–37, <https://doi.org/10.31258/jes.10.3.p.221-237>.

³ Malika Ayumi and Inom Nasution, "Leadership of School Principals in Improving The Quality of Teacher Learning," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 14, no. 2 (2025): 464–78, <https://doi.org/10.54437/urwatulwutsqo.v14i2.2201>.

⁴ Lutfy Muhamad Zaeni and Iim Wasliman, "Principal Leadership Management Strategies in Developing Teacher Professionalism," *Journal of Innovation and Research in Primary Education* 4, no. 4 (2025): 2639–51, <https://doi.org/10.56916/jirpe.v4i4.2161>.

⁵ Ninković and Knežević Florić, "School Leadership and Teaching Practice."

⁶ Marisa Carvalho et al., "Strategic Action Plans for School Improvement: An Exploratory Study about Quality Indicators for Schools' Plan Evaluation," *Journal of Social Studies Education Research* 13, no. 1 (2022): 143–63.

⁷ Coby V. Meyers and Bryan A. VanGronigen, "Planning for What? An Analysis of Root Cause Quality and Content in School Improvement Plans," *Journal of Educational Administration* 59, no. 4 (2020): 437–53, <https://doi.org/10.1108/JEA-07-2020-0156>.

improvement plans are not grounded in deep root-cause analysis, rendering the resulting strategies less capable of addressing the actual needs of the school organization. These findings indicate that the effectiveness of school development planning is heavily influenced by the principal's leadership capacity to analyze school conditions and articulate precise strategic steps.

Other research also emphasizes that successful school development necessitates collaborative and participatory leadership. Heikonen and Ahtiainen (2025)⁸ found that leadership practices involving multiple stakeholders in decision-making processes can enhance shared responsibility for school development. The research results of Oppi et al. (2023)⁹ also indicate that school principals play an influential role in creating an environment that supports the emergence of teacher leadership as part of a sustainable school development strategy. Accordingly, development planning in educational institutions cannot be separated from the principal's ability to build collaboration and empower all school members.

Although various studies have discussed the relationship between principal leadership, educational quality, and school development, most research continues to focus broadly on teacher performance enhancement, school culture, or overall leadership effectiveness.¹⁰ Studies specifically examining the precise role of principal leadership in the educational institution development planning process remain relatively limited. Yet, planning constitutes a fundamental stage that determines the long-term direction, strategy, and ultimate success of educational institution development.¹¹ Based on this rationale, this study aims to analyze the role of strategic principal leadership in educational institution development planning. This inquiry is essential to provide a deeper understanding of how school principals cultivate a vision, formulate strategies, foster stakeholder participation, and direct various institutional resources to achieve educational development goals effectively and sustainably.

METHOD

This study employs a qualitative approach with a library research method to deeply examine the role of principal leadership in educational institution development planning. Library research was selected because it allows the researcher to obtain a comprehensive understanding of concepts, theories, and prior research findings related to school principal leadership, strategic planning, school development, and educational quality improvement. An interpretive approach is used to interpret various research findings to generate a

⁸ Lauri Heikonen and Raisa Ahtiainen, "Interrelations between Teachers' Perceptions of School Leadership Group Practices and Collaborative School Development in Finland," *Educational Management Administration & Leadership* 53, no. 5 (2025): 1258–76, <https://doi.org/10.1177/17411432241268987>.

⁹ Piret Oppi et al., "Seeking Sustainable Ways for School Development: Teachers' and Principals' Views Regarding Teacher Leadership," *International Journal of Leadership in Education* 26, no. 4 (2023): 581–603, <https://doi.org/10.1080/13603124.2020.1849809>.

¹⁰ Shava, "Principal Leadership and School Performance"; Ervin Alberthina Dimara et al., "Principal Leadership in Fostering an Effective School Culture in Primary Education," *Curricula: Journal of Curriculum Development* 4, no. 1 (2025): 479–92, <https://doi.org/10.17509/curricula.v4i1.84113>; Basuki et al., "School Principals' Leadership Strategies in Creating a Quality Culture."

¹¹ Tiffany S. Aaron et al., "Principals' Perspectives on the Shift to Short-Cycle School Improvement Planning," *Educational Management Administration & Leadership* 52, no. 6 (2024): 1519–37, <https://doi.org/10.1177/17411432221137462>; Assemgul Bukutova and Mir Afzal Tajik, "Myths and Realities of School Development Planning: Kazakhstani Principals' and Teachers' Perspectives," in *Redefining Educational Leadership in Central Asia: Selected Cases From Kazakhstan and Kyrgyzstan*, ed. Mir Afzal Tajik and Tsediso Michael Makoelle (Emerald Publishing Limited, 2024), <https://doi.org/10.1108/978-1-83797-390-320241008>.

conceptual synthesis regarding the contribution of school principal leadership to educational institution development.

The research data sources are derived from various scientific literatures obtained through academic databases, such as Google Scholar, Sinta, Scopus, Web of Science, and ResearchGate. The literature used includes national and international journal articles, academic books, scientific proceedings, and educational policy documents relevant to the focus of the study. To maintain the relevance of the review, this study prioritizes publications published within the 2016–2026 timeframe. The literature search process was conducted using keywords such as *principal leadership*, *school leadership*, *educational leadership*, *school development*, *school improvement planning*, *leadership kepala sekolah*, *pengembangan lembaga pendidikan*, and *manajemen sekolah*.

Literature selection was conducted based on several inclusion criteria, namely: (1) articles discussing school principal leadership within an educational context; (2) research examining school development planning, educational management, or educational institution quality improvement; (3) scientific publications published during the 2020–2026 period; and (4) articles that explain the research methods clearly and verifiably. Meanwhile, articles that lacked direct relevance to the focus of the study, publications that were not fully available in full-text, and sources that did not meet academic standards were excluded from the analysis process.

The collected data were analyzed using thematic analysis techniques. The first stage involved reading and understanding all selected literature thoroughly. The next stage was to code and categorize the literature based on the emerging main themes, such as school principal leadership, school strategic planning, educational organization development, school quality culture, teacher professional development, and educational quality improvement. Subsequently, various research findings were compared to identify similarities, differences, and research result trends developing in the field of educational leadership.

The final stage of the analysis was carried out through a conceptual synthesis process by connecting the various discovered themes to obtain an integrated understanding of the role of principal leadership in educational institution development planning. Through this process, this study not only describes previous theories and research findings but also generates a conceptual mapping of how school principals play a role in formulating visions, drafting development strategies, building stakeholder collaboration, and directing various institutional resources to achieve educational goals effectively and sustainably.

RESULTS AND DISCUSSION

Formulating Data-Driven Plans and Identifying Root Causes

The first crucial stage in school development leadership is a paradigm shift from planning based on assumptions or past routines toward planning that relies on empirical evidence (*data-driven planning*). The results of the literature review consistently show that effective principals do not formulate programs speculatively; instead, they utilize measurable self-evaluation instruments and environmental analyses. The implementation of SWOT analysis (strengths, weaknesses, opportunities, and threats), for instance, serves as a dominant managerial tool to map internal capacities and external challenges precisely.¹² Through this systematic environmental mapping, principals do not merely respond to surface-level issues

¹² Atin Chusniyah et al., “Strategic Planning for Education Quality Improvement Based on SWOT Analysis: A Case Study,” *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 9, no. 02 (2023): 199–210, <https://doi.org/10.32678/tarbawi.v9i02.8366>; Yunita Sari and Muh Saidil Ikhwan, “SWOT ANALYSIS IN PREPARING STRATEGIC PLANS FOR IMPROVING THE QUALITY OF EDUCATION,” *Jurnal Tinta* 6, no. 1 (2024): 157–64, <https://doi.org/10.35897/jurnaltinta.v6i1.1286>.

but are able to design holistic strategies that encompass building an ideal learning community, optimizing educational services, and efficiently allocating budgets.¹³

Despite the availability of analytical tools, in practice, planning effectiveness is frequently hindered by weaknesses during the analytical diagnosis phase by school leaders. An in-depth study conducted by Meyers and VanGronigen (2020)¹⁴ analyzing hundreds of School Improvement Plans discovered that the quality of root-cause analysis performed by school leaders was generally low, typically at the "beginning" or "developing" stages. More concerningly, fewer than one-third of these planning documents maintained a system-level focus. This failure of principals to identify systemic organizational root causes often leads to planning bias, where the documents mistakenly identify teachers as the root cause of lower school performance, rather than evaluating failures within the managerial system or school policies themselves. This indicates that leadership capacity in executing a root-cause analysis is an absolute competence so that improvement planning becomes a strategic response to essential challenges rather than a cosmetic solution.¹⁵

Furthermore, the data literacy possessed by school principals must not stand alone; it must be integrated with an understanding of institutional culture and values. Nurbani et al. (2025)¹⁶ emphasize that strategic leadership in planning does not solely rely on the ability to process academic numbers and statistics, but also on the principal's skill to translate that data into the philosophical, religious, and local cultural values envisioned by the school. In this context, data-driven planning integrated with spiritual values proves capable of generating school improvement programs that are not only empirically measurable but also contextually responsive, ensuring a strong cultural foundation that is more readily accepted and implemented by all school members. Consequently, school principals bear a heavy responsibility to bridge the data literacy gap among teachers through continuous mentorship.

Fostering Stakeholder Collaboration and Participation in Planning

Progressive school development planning demands a transformation in command structures, moving away from a hierarchical, top-down instructional approach toward a fully collaborative mechanism. Based on the literature review, modern school principals are expected to practice distributed leadership by actively sharing authority and leadership roles with teachers.¹⁷ This practice of role-sharing is proven to be crucial, as involving teachers in strategic decision-making not only alleviates the principal's administrative burden but also serves as a vehicle for developing the professional capacities of teacher leaders themselves. Moreover, shared instructional leadership practices through the delegation of authority and fostering strong dialogue are proven to significantly strengthen social capital (trust and team cooperation), which acts as a powerful predictor of school effectiveness.¹⁸ The success of this collaborative model is also even evident in the implementation of co-principalship,

¹³ Chusniyah et al., "Strategic Planning for Education Quality Improvement Based on SWOT Analysis."

¹⁴ Meyers and VanGronigen, "Planning for What?"

¹⁵ Meyers and VanGronigen, "Planning for What?"

¹⁶ Destisari Nurbani et al., "Strategic Principal Leadership in Data-Driven and Value-Based School Planning: A Case Study from Indonesian Primary Education," *Jurnal Pendidikan Islam* 14, no. 1 (2025): 75–89, <https://doi.org/10.14421/jpi.2025.141.75-89>.

¹⁷ Marisol Galdames-Calderón, "Distributed Leadership: School Principals' Practices to Promote Teachers' Professional Development for School Improvement," *Education Sciences* 13, no. 7 (2023): 715, <https://doi.org/10.3390/educsci13070715>.

¹⁸ Muhammet Ibrahim Akyurek et al., "The Impact of Shared Instructional Leadership and Social Capital on School Effectiveness," *Journal of School Leadership* 34, no. 3 (2024): 234–58, <https://doi.org/10.1177/10526846241230950>.

where dividing specific responsibilities between the principal and deputy principal in planning curriculum or infrastructure creates solid managerial synergy.¹⁹

The active engagement of teachers within planning committees or groups exerts a substantial psychological and structural impact on the work culture. Heikonen and Ahtiainen (2025)²⁰ revealed that teachers who are directly involved in the school development leadership group demonstrate a much stronger sense of shared responsibility and ownership compared to those who are not involved. This group leadership, coherent with shared values, successfully fosters a highly conversational environment where every planned policy can be constructively debated for the best interest of students. This fact underscores that when teachers are granted space, trust, and autonomy to articulate school goals, resistance to new programs decreases dramatically during the implementation phase.

Nonetheless, cultivating teacher leadership readiness within the school improvement planning process is not an automatic journey; it requires an active environmental design facilitated by the principal. Oppi et al. (2023)²¹ highlight the phenomenon where many schools experience stagnation in development because teachers' understanding regarding their roles as "change leaders" remains rather limited. Teachers frequently feel that strategic planning is the exclusive domain of the bureaucratic hierarchy. Therefore, the most influential task of the school principal is to deconstruct this bureaucratic culture and transform it into an innovation-oriented school climate. Principals must pioneer a school culture that is psychologically safe for teachers to take initiative, voice improvement ideas, and embrace the risks associated with the innovations they plan together.

Prioritizing Teacher Competence Enhancement within Strategic Programs

Excellent school strategic planning documents do not restrict their focus to physical infrastructure improvements or institutional branding; instead, they position teacher professional development as the highest priority in budget and time allocations. Literature confirms that teacher instructional quality is the primary determinant of student success, making investments in teacher capacity the most essential strategy for school development. Empirical studies by Farooq et al. (2026)²² and Rafique et al. (2026)²³ prove that strategic leadership practices and consistent administrative support are strong predictors of teacher professional development and overall institutional advancement. When principals intentionally incorporate a vision, strategic direction, and resource allocation specifically dedicated to professional learning into school planning documents, teachers feel supported and demonstrate high motivation to continually improve their instructional effectiveness.

Nevertheless, good intentions to develop teacher competence must be translated into systematic and measurable managerial mechanisms within the school development plan. Zaeni and Wasliman (2025)²⁴ emphasize that teacher professional development initiatives frequently fail to deliver a significant impact due to a gap between management theory and

¹⁹ Najib Mubarak et al., "Co-Principal in the Development of the Educational Institution at Smp Islam Ngadirejo," *At Turots: Jurnal Pendidikan Islam*, December 31, 2024, 1039–50, <https://doi.org/10.51468/jpi.v6i2.938>.

²⁰ Heikonen and Ahtiainen, "Interrelations between Teachers' Perceptions of School Leadership Group Practices and Collaborative School Development in Finland."

²¹ Oppi et al., "Seeking Sustainable Ways for School Development."

²² Museera Farooq et al., "Strategic Leadership Practices and Administrative Support as Predictors of Teachers' Professional Development and School Development," *Journal of Social Sciences Research & Policy* 4, no. 1 (2026): 475–88.

²³ Samina Rafique et al., "Administrative Support and Strategic Leadership as Predictors of Teachers' Professional Development and School Advancement," *Journal of Asian Development Studies* 15, no. 3 (2026): 161–66, <https://doi.org/10.62345/jads.2026.15.3.14>.

²⁴ Zaeni and Wasliman, "Principal Leadership Management Strategies in Developing Teacher Professionalism."

educational leadership practices in the field. Therefore, school principals are required to implement integrated management functions starting from the planning phase—beginning with a comprehensive needs assessment of teacher competencies, proportional resource allocation, down to the articulation of specific strategic objectives. This organization requires school leaders to plan contextual and interactive training, such as the implementation of community of practice methodologies and hands-on workshops, rather than merely sending teachers to external seminars that may not be relevant to the specific challenges in their classrooms.²⁵

Furthermore, the greatest and most frequently overlooked challenge in planning teacher competence enhancement is ensuring a sustainable transfer of training into the real learning ecosystem. Tanghe and Schelfhout (2025)²⁶ remind pimpinan that participating in high-quality professional development programs alone does not guarantee a concrete transfer and sustainable implementation without active intervention and follow-up from the school principal. The school strategic plan must explicitly encompass a conversion phase, where theoretical insights or new skills acquired from training are transformed into concrete action plans at the school level. In other words, the principal must act as a catalyst and a coach who monitors the application of those skills post-training. Without a behavioral evaluation framework and school-based coaching, the time and budget invested in teacher training risk evaporating without delivering a tangible impact on long-term school quality improvement.²⁷

Planning Flexibility in Facing Administrative Challenges

Although strategic planning is theoretically a crucial instrument for quality improvement, real-world conditions show that many school principals remain trapped in the formalities of compliance-based planning. A systematic review conducted by Tamadoni et al. (2024)²⁸ and Tintoré et al. (2022)²⁹ confirms that workload complexity, accountability pressures from educational authorities, and high administrative demands frequently exhaust the principal's focus. Consequently, formulating a school development plan is often reduced to an annual ritual to clear administrative obligations, rather than serving as a responsive strategic guide tailored to the real needs of students. This condition aligns with the findings of Aaron et al. (2024),³⁰ who highlight the emergence of satisficing behaviors among school principals, which ultimately produce low-quality school improvement plans that are not rooted in essential problems.

²⁵ Zaeni and Wasliman, "Principal Leadership Management Strategies in Developing Teacher Professionalism."

²⁶ Els Tanghe and Wouter Schelfhout, "Sustainable Transfer of Training after Participation in a Professional Development Programme for School Leaders: Influential Factors Related to School Leaders and Their School Context," *Management in Education*, April 10, 2025, 08920206251330427, <https://doi.org/10.1177/08920206251330427>.

²⁷ Els Tanghe and Wouter Schelfhout, "Professionalization Pathways for School Leaders Examined: The Influence of Organizational and Didactic Factors and Their Interplay on Triggering Concrete Actions in School Development," *Education Sciences* 13, no. 6 (2023): 614, <https://doi.org/10.3390/educsci13060614>; Zaeni and Wasliman, "Principal Leadership Management Strategies in Developing Teacher Professionalism."

²⁸ Alireza Tamadoni et al., "A Systematic Review of Key Contextual Challenges Facing School Principals: Research-Informed Coping Solutions," *Educational Management Administration & Leadership* 52, no. 1 (2024): 116–50, <https://doi.org/10.1177/17411432211061439>.

²⁹ Mireia Tintoré et al., "A Scoping Review of Problems and Challenges Faced by School Leaders (2003–2019)," *Educational Management Administration & Leadership* 50, no. 4 (2022): 536–73, <https://doi.org/10.1177/1741143220942527>.

³⁰ Aaron et al., "Principals' Perspectives on the Shift to Short-Cycle School Improvement Planning."

Furthermore, the implementation of strategic plans often clashes with structural and cultural barriers within the school environment. Cansoy et al. (2025)³¹ reveal that a lack of authority and autonomy granted to school principals, limited resources, and excessive workloads stand as major barriers to translating instructional leadership into tangible action plans. These contextual challenges force school principals to confront a dilemma between enacting a pedagogical leadership vision or merely serving the procedural demands of the educational hierarchy above them. This situation underscores the need for macro-level policy changes that can provide greater flexibility for school principals to align performance targets with the local sociocultural context of each school.

As a solution to this bureaucratic rigidity, recent literature encourages a transformation toward managerial flexibility through a short-cycle school improvement planning approach. Aaron et al. (2024)³² propose that schools disrupt traditional, rigid yearlong planning practices and shift toward more concise and dynamic planning cycles. This short-cycle approach enables school principals and development teams to conduct constant evaluations, provide quick feedback, and adjust intervention strategies before problems accumulate at the end of the school year.³³ With this type of planning agility, school development documents are no longer "dead documents" tucked away in administrative drawers, but instead transform into a living, adaptive, and sustainable operational compass for safeguarding educational quality.

CONCLUSION

Based on the literature review, it can be concluded that the role of principal leadership holds central control in determining the direction and effectiveness of educational institution development planning. Successful principals in the modern era no longer formulate plans intuitively or hierarchically; instead, they act as "strategic architects" who integrate four managerial dimensions. These dimensions include formulating plans rooted in empirical data and institutional cultural values, implementing distributed leadership to build collaboration with teachers, positioning teacher professional development as the top priority in resource allocation, and applying managerial flexibility—such as short-cycle planning—to overcome bureaucratic rigidity and administrative demands. These four dimensions ensure that planning documents do not merely serve as formalities but truly become catalysts for sustainable school quality improvement.

Although this study provides comprehensive conceptual insights, it has limitations as it relies entirely on a literature review (library research), meaning the findings have not been cross-examined directly with empirical dynamics and specific sociocultural challenges in the field. Therefore, future research is recommended to conduct field studies (such as action research or longitudinal case studies) to practically evaluate the effectiveness of implementing short-cycle planning and distributed leadership across various school typologies (e.g., between urban and remote schools). Furthermore, empirical studies on the extent to which the successful transfer of teacher training—as a result of the principal's strategic planning—improves student academic achievement are highly recommended to enrich the scientific body of knowledge in educational management.

³¹ Ramazan Cansoy et al., "Challenges in Implementing Instructional Leadership: Insights from Turkish School Principals," *Educational Management Administration & Leadership* 53, no. 5 (2025): 991–1015, <https://doi.org/10.1177/17411432241263915>.

³² Aaron et al., "Principals' Perspectives on the Shift to Short-Cycle School Improvement Planning."

³³ Saefudin Saefudin, "Digital Transformation in Islamic Education: A Strategic Framework for IT-Based Instructional Design," *Kawruh: Journal of Islamic Studies* 1, no. 1 (2026): 14–28.

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