



## Participative Leadership in Indonesian Education: A Systematic Literature Review

Retno Rahayuningsih<sup>1\*</sup>; Ary Iswanto Wibowo<sup>2</sup>; Sayyid Khairunas<sup>3</sup>

<sup>1,2,3</sup>Bina Sarana Informatika University, Indonesia

<sup>1\*</sup>Corresponding Email: [retno.rrg@bsi.ac.id](mailto:retno.rrg@bsi.ac.id)

### Article History:

Received: April 28, 2025

Revised: Oct 03, 2025

Accepted: Dec 24, 2025

Online First: Jan 01, 2026

### Keywords:

Implementation,  
Participatory Leadership,  
Systematic Literature  
Review.

### Kata Kunci:

Kepemimpinan Partisipatif,  
Penerapan,  
Systematic Literature  
Review.

### How to cite:

Rahayuningsih, R., Wibowo, A. I., & Khairunas, S. (2026). Participative Leadership in Indonesian Education: A Systematic Literature Review. *Edunesia : Jurnal Ilmiah Pendidikan*, 7(1), 1-18.

This is an open-access article under the CC-BY-NC-ND license



**Abstract:** This study aims to systematically review the implementation of participatory leadership in Indonesia's educational context, across schools and higher education institutions, using a Systematic Literature Review (SLR) guided by the PRISMA framework. This research collected and analyzed studies from Google Scholar, Scopus, and Web of Science. Of the 780 articles screened, 15 were selected for final analysis. The results reveal that participatory leadership positively influences teacher and lecturer performance, enhances organizational commitment, and fosters innovation. For instance, participatory leadership and teacher motivation accounted for 86% of the improvement in school quality. Several models were identified, including collective, consensus-based, and democratic models, often overlapping with adaptive leadership. Despite its benefits, challenges such as limited leadership capacity and inconsistent implementation persist. This study contributes theoretically by expanding knowledge of educational leadership models and, practically, by offering evidence-based recommendations for academic leaders and policymakers. The findings provide a basis for creating more inclusive and collaborative environments to improve student learning outcomes and institutional performance.

**Abstrak:** Penelitian ini bertujuan untuk meninjau secara sistematis penerapan kepemimpinan partisipatif dalam konteks pendidikan Indonesia, yang mencakup sekolah dan institusi pendidikan tinggi. Menggunakan pendekatan Systematic Literature Review (SLR) yang dipandu oleh kerangka PRISMA, penelitian ini mengumpulkan dan menganalisis studi dari Google Scholar, Scopus, dan Web of Science. Dari 780 artikel yang disaring awalnya, 15 artikel dipilih untuk analisis akhir. Hasil penelitian menunjukkan bahwa kepemimpinan partisipatif berpengaruh positif terhadap kinerja guru dan dosen, meningkatkan komitmen organisasional, serta mendorong inovasi. Sebagai contoh, kepemimpinan partisipatif dan motivasi guru berkontribusi sebesar 86% terhadap peningkatan kualitas sekolah. Beberapa model diidentifikasi, termasuk model kolektif, berbasis konsensus, dan demokratis, yang sering kali tumpang tindih dengan kepemimpinan adaptif. Meskipun memiliki manfaat, tantangan seperti keterbatasan kapasitas kepemimpinan dan inkonsistensi penerapan masih tetap ada. Secara teoretis, penelitian ini berkontribusi pada pengembangan pengetahuan tentang model kepemimpinan pendidikan, dan secara praktis memberikan rekomendasi berbasis bukti bagi pemimpin akademik dan pembuat kebijakan. Temuan ini menjadi dasar untuk menciptakan lingkungan yang lebih inklusif dan kolaboratif guna meningkatkan hasil belajar siswa dan kinerja institusional, dan praktisi.

## A. Introduction

The leadership paradigm in global education has shifted significantly, moving away from traditional, top-down, authoritarian models toward more inclusive, distributed leadership frameworks (Li & Liu, 2022; Murphy & Brennan, 2022). In Indonesia, this shift has become critically urgent. Field reports indicate that many educational institutions, from schools to higher education, continue to struggle with implementing effective leadership practices. Traditional, authoritarian leadership styles often fail to enhance teacher motivation, suppress creativity, and hinder the innovation necessary to meet modern educational challenges (Al Rahbi et al., 2017; Goestjahjanti et al., 2020; Khassawneh & Elrehail, 2022). Consequently, a gap emerges between the need for adaptive institutional governance and the reality of outdated leadership practices, ultimately negatively impacting institutional performance and student outcomes. The urgency of this research stems from the need to identify a leadership model that fosters collaboration, empowerment, and innovation within the Indonesian educational context. Building on this foundation, contingency theorists such as Mark & Erude (2023) emphasize that leadership effectiveness depends on contextual suitability, which influences key factors such as effort and collaboration, while decision-making theories (e.g., Shenkar & Ellis, 2022) highlight how the leader's involvement shapes subordinate satisfaction and achievement.

As a solution to these challenges, participative leadership emerges as a highly relevant approach. This leadership style is defined as one in which leaders actively encourage employee participation in decision-making and involve them in significant organizational processes (Elsetouhi et al., 2023; Wang et al., 2022), fostering a collaborative environment conducive to innovation. According to Somech (2006), this leadership style enhances employee engagement in innovation by fostering creative thinking and supporting experimentation. When staff feel their input is valued, they are more motivated to contribute novel ideas (Elsetouhi et al., 2022; Lythreatis et al., 2022; Mata et al., 2023). Ultimately, by cultivating a culture of inclusion and support, participative leadership unlocks the creative potential of the workforce, thereby propelling organizational innovation (Chen et al., 2020; Hanaysha, 2023; Madigm & Karim, 2021). Recent research consistently demonstrates that this leadership style significantly increases employee motivation, job satisfaction, and overall institutional performance (Purwanto et al., 2023), strengthens accountability and loyalty (Busch-Casler et al., 2020; Elsetouhi et al., 2023). Furthermore, by involving teachers in decision-making and creativity (Khassawneh et al., 2022), participative leadership is proven to strengthen organizational commitment (Wang et al., 2022) and cultivate a heightened sense of ownership of the institution's goals (Elsetouhi et al., 2023; Sepahvand et al., 2020; Silla et al., 2020).

Despite the global recognition of its benefits, a significant research gap persists within the Indonesian education sector. Existing studies on participative leadership tend to be fragmented, highly localized, and narrowly focused, often examining single institutions or isolated leadership variables without offering a comprehensive and integrative perspective. Moreover, the majority of prior research has not employed rigorous synthesis

methodologies, such as a Systematic Literature Review (SLR), to systematically evaluate broader patterns, contextual challenges, and leadership outcomes across different educational levels in Indonesia.

Addressing this gap, the novelty of the present study lies explicitly in its methodological approach. Unlike previous fragmented investigations, this study systematically synthesizes empirical research on participative leadership in Indonesian education using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. This approach ensures methodological transparency, analytical rigor, and reproducibility, which have been largely absent in similar leadership studies conducted within the Indonesian context.

Accordingly, the general objective of this study is to identify key research trends, dominant thematic focuses, recurring challenges, and unresolved research gaps related to participative leadership in Indonesian educational institutions. By analyzing peer-reviewed articles retrieved from reputable academic databases, including Google Scholar, Scopus, and Web of Science (WOS), this study seeks to provide a holistic and evidence-based understanding of how participative leadership is conceptualized, implemented, and evaluated across both school and higher education settings.

To achieve these objectives and guide the systematic review process, this study is directed by the following research questions: (RQ1) What are the dominant research trends and publication patterns related to participative leadership in Indonesian education? (RQ2) What research designs, methodological approaches, and educational contexts are most frequently employed in studies on participative leadership in Indonesia? (RQ3) What key impacts of participative leadership on educational outcomes such as teacher and lecturer performance, motivation, organizational commitment, and innovation are reported in the existing literature? (RQ4) What mediating factors and contextual conditions influence the effectiveness of participative leadership in Indonesian educational institutions? and (RQ5) What persistent challenges and research gaps remain that warrant further investigation in future studies?

The contribution of this study is twofold. Theoretically, it advances scholarly understanding of participative leadership by situating empirical findings within the Indonesian sociocultural and institutional context. Practically, it provides evidence-based insights and recommendations for educational leaders, policymakers, and practitioners seeking to foster more inclusive, collaborative, and adaptive leadership practices to enhance institutional performance and student learning outcomes.

## **B. Method**

This study employed a Systematic Literature Review (SLR) approach to examine participative leadership practices in Indonesian Education. The SLR method was selected for its ability to guide researchers in a structured, transparent, and replicable process of identifying, evaluating, and synthesizing relevant literature (Snyder, 2019). The selection process adhered to the PRISMA (Preferred Reporting Items for Systematic Reviews and

Meta-Analyses) guidelines to maintain objectivity and consistency throughout the review process (Page et al., 2021).

### Identification

The review followed several key stages, including formulating research questions, identifying relevant literature sources, critically evaluating selected studies, synthesizing findings, and interpreting results. Data sources comprised scientific journal articles indexed by SINTA published between 2017 and 2025. These materials were gathered from reputable databases, including Google Scholar, Scopus, and Web of Science (WOS). A systematic search strategy was implemented using specific keywords, including “*Participatory Leadership in Education*”, “*Participatory Leadership Practices in Schools*”, and “*Participatory Leadership Practices in Higher Education*”. Boolean operators (AND, OR) were applied to refine and combine the search terms effectively.

### Inclusion and Exclusion Criteria

To ensure the quality and relevance of the literature, inclusion and exclusion criteria were applied during the selection process (Miranda et al., 2024; Swift & Wampold, 2018).

**Table 1.** Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Articles published in English or Bahasa Indonesia between 2017 and 2025.	Articles outside the publication date range (2017–2025).
Peer-reviewed scientific articles indexed in SINTA, Scopus, and WOS, Copernicus.	Non-peer-reviewed materials such as conference proceedings, theses, books, or book chapters.
Studies that explicitly discuss participative or participatory leadership practices	Studies not related to education or leadership.
Studies conducted within the Indonesian education context (schools or higher education).	Studies conducted outside of Indonesia
Articles that are empirical in nature (qualitative, quantitative, or mixed-methods).	Theoretical or conceptual papers without empirical data
Full-text articles are available.	Duplicate records from different databases

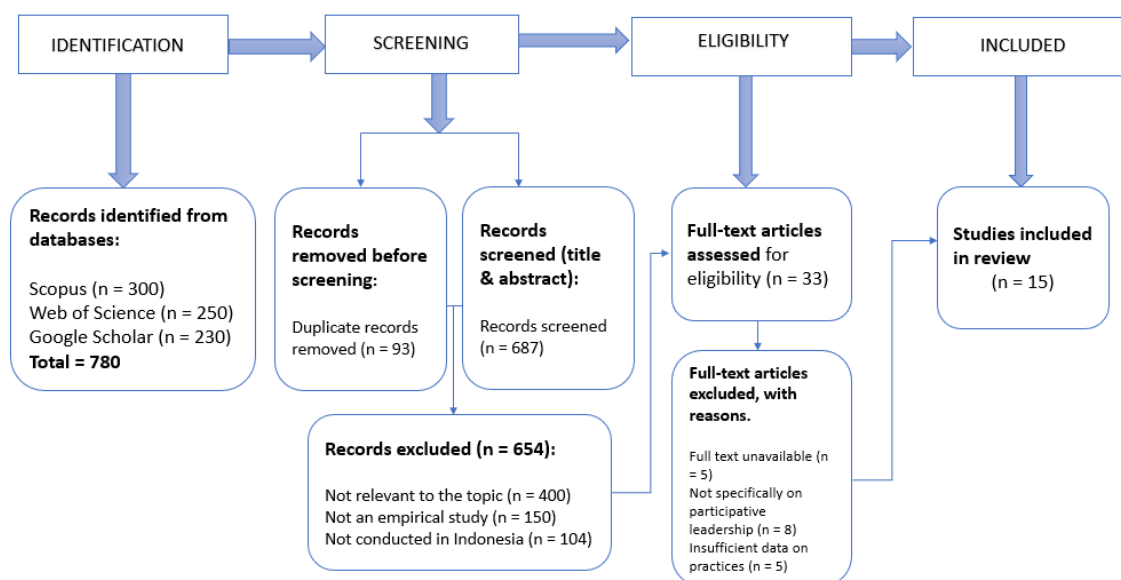
### Selection Process (Screening & Eligibility)

The selection process followed the PRISMA flow diagram, as illustrated in Figure 1. The initial database search yielded 780 records. After removing 93 duplicate records, 687 articles remained for title and abstract screening. At this stage, 654 articles were excluded because they were irrelevant to the topic, conducted outside the Indonesian context, or non-empirical. The remaining 33 articles were retrieved for full-text assessment for eligibility. After a detailed review, 18 articles were excluded for lacking sufficient data on specific leadership practices or for not focusing specifically on participative leadership. Ultimately, 15 articles were included in the final systematic review for data extraction and synthesis.

## Data Extraction and Analysis

A data extraction form was developed to collect information from the 15 included studies systematically. The extracted data included: *author, year of publication, research type, number of participants/respondents, and research location*. This information was synthesized into a summary table (see Table 1) to provide an overview of the selected literature's characteristics.

Data analysis was conducted using content analysis techniques, which facilitated the identification of key themes, recurring patterns, and research gaps across the selected studies (Elo & Kyngäs, 2008). This method allowed the researchers to organize findings thematically, enabling a deeper understanding of the trends and developments in participative leadership research within Indonesian educational settings.



**Figure 1:** Flow Diagram of the Systematic Search and Selection Process of Sources from PRISMA

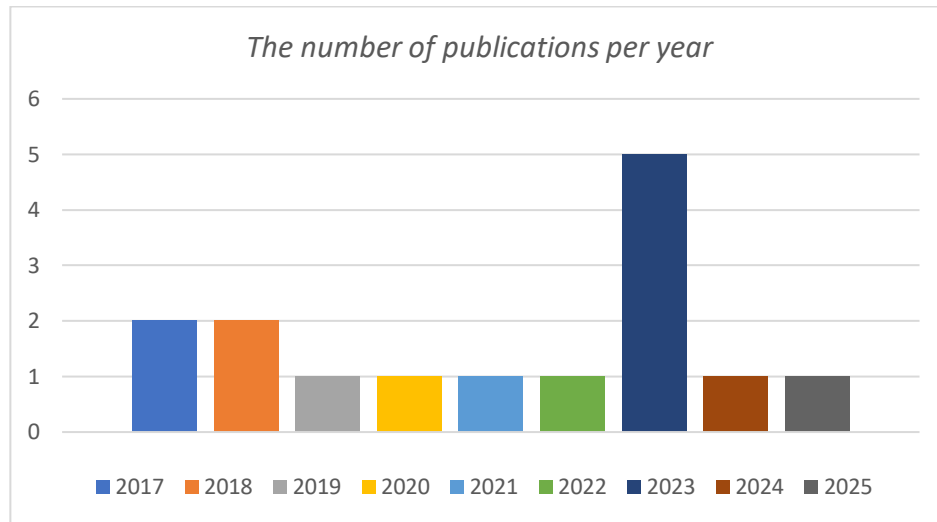
## C. Result

This study aims to comprehensively analyze participative leadership practices within the Indonesian educational context through a systematic and transparent review of existing empirical research. Using a rigorous Systematic Literature Review (SLR) approach guided by the PRISMA protocol, this study conducted a structured identification, screening, and eligibility process. From an initial pool of 780 articles retrieved from reputable academic databases—namely Google Scholar, Scopus, and Web of Science (WOS) a total of 15 studies met the predefined inclusion criteria and were selected for final analysis.

A detailed examination of these selected studies reveals several important trends concerning the development, implementation, and impact of participative leadership across Indonesian educational institutions. These trends encompass patterns of publication over time, dominant research methodologies, primary educational contexts, and recurring thematic findings related to leadership outcomes and implementation challenges.

Collectively, these findings provide a systematic overview of how participative leadership has been studied and practiced in Indonesia, thereby laying a solid foundation for deeper thematic synthesis and discussion in the subsequent sections.

## 1. Publication Trends

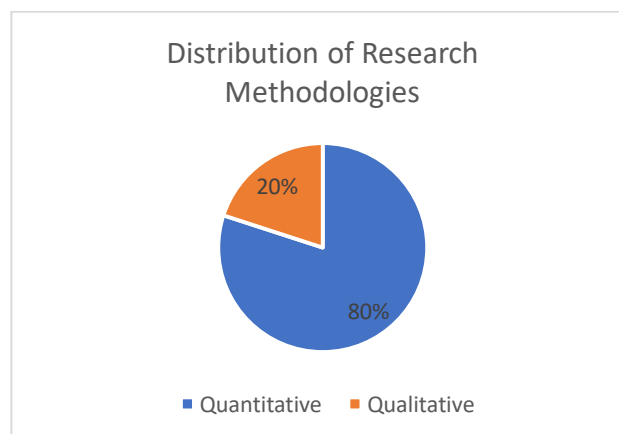


**Figure 2.** Distribution of Publications by Year

Analysis reveals a significant increase in research interest on this topic in recent years, with a peak in publications in 2023 (5 articles), followed by 2017 (2 articles) and 2018 (2 articles). This trend indicates a growing academic focus on participative leadership in the Indonesian education sector.

## 2. Research Methodologies

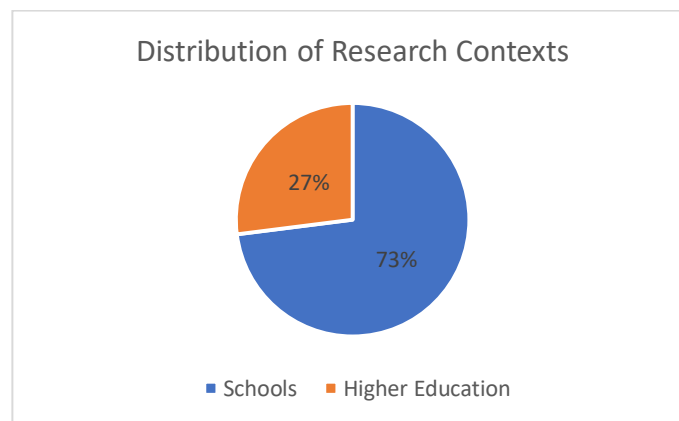
The included studies predominantly used quantitative methods. A total of 12 studies (80%) employed quantitative methods, such as surveys and regression analysis, to test hypotheses. In contrast, three studies (20%) used qualitative approaches, including case studies and literature reviews, to explore the phenomena in depth.



**Figure 3.** Distribution of Research Methodologies

### 3. Primary Contexts

The research was conducted across two main educational contexts. The majority of the studies (11 articles, 73%) focused on participative leadership practices in primary and secondary schools. A smaller but significant portion, four articles (27%), investigated these practices within higher education institutions.



**Figure 4.** Distribution of Research Contexts

### 4. Thematic Synthesis of Findings

**Table 2.** Participatory Leadership Practices in Schools & University

Author	Focus	Design	Key Findings
(Yuneti et al., 2019)	<i>Impact of participative leadership &amp; communication</i>	Quantitative	Enhances teacher performance.
(Wahib, 2023)	<i>Influence of participative leadership &amp; school climate</i>	Quantitative	Significantly strengthens teacher work ethic.
(Winardi et al., 2017)	<i>Effect of leadership &amp; teacher competence</i>	Quantitative	Significantly influences school effectiveness.
(Azizah et al., 2018)	<i>Leadership in developing literacy culture</i>	Qualitative	Program design aligned with government guidelines.
(Ade et al., 2018)	<i>Implementation of participative leadership</i>	Qualitative	The principal used context-specific participatory decision-making methods.
(Sumiarsih, 2017)	<i>Effect of participative leadership &amp; learning organizations</i>	Quantitative	No direct impact on performance; requires psychological empowerment as a mediator.
(Junaris, 2023)	<i>Influence of participative leadership &amp; teacher competence.</i>	Quantitative	Significantly improves teacher performance.
(Bukhori et al., 2020)	<i>Role conflict, training, and participative leadership on performance</i>	Quantitative	Participative leadership positively impacts teacher performance.
(Zega et al., 2022)	<i>Principal participative leadership management</i>	Quantitative	Significant positive correlation with teacher performance.
(Prasetyo & Kifla, 2023)	<i>Participatory leadership &amp; teacher motivation</i>	Quantitative	Combined, they account for 86% of the variation in school quality.

Author	Focus	Design	Key Findings
(Jaelani et al., 2023)	<i>Influence of leadership, climate, and commitment on productivity</i>	Quantitative	Improves work productivity, both directly and through mediation of organizational commitment.
<b>Higher Education Context</b>			
(Damanik et al., 2021)	<i>Influence of leadership, quality culture, and job satisfaction</i>	Quantitative	Enhances lecturer job satisfaction and organizational commitment.
(Riza et al., 2025)	<i>Effect of leadership, culture, and innovation on performance</i>	Quantitative	Enhances innovation and organizational commitment.
(Suherni et al., 2023)	<i>Analysis of adaptive and participatory leadership models</i>	Qualitative	Participative leadership is an integral part of adaptive leadership.
(Damanik et al., 2024)	<i>Level of leadership, culture, satisfaction, and motivation</i>	Quantitative	High levels of participative leadership and quality culture, but medium job satisfaction.

Based on the analysis of the 15 studies, several key themes emerged regarding the practice and impact of participative leadership in Indonesian education.

### Predominant Positive Impact on Performance and Organizational Outcomes

The most consistent finding across the literature is the significant positive relationship between participative leadership and desirable organizational outcomes. A significant majority of studies (73%, 11 out of 15) report that participative leadership enhances performance, motivation, and effectiveness. For instance, research in schools consistently shows that principals who adopt this style positively influence teacher performance (Junaris, 2023; Zega et al., 2022) and overall school quality (Prasetyo & Kifla, 2023). Similarly, in higher education, participative leadership is linked to increased lecturer job satisfaction and organizational commitment (Damanik et al., 2021).

### The Critical Role of Mediating and Interacting Factors

The findings indicate that participative leadership does not operate in a vacuum. Its effectiveness is often enhanced or mediated by other organizational variables. Several studies highlight that a supportive school climate (Wahib, 2023) and high teacher competence (Winardi et al., 2017) strengthen the positive impact of leadership. Furthermore, organizational commitment is identified as a crucial mediator, with Jaelani et al (2023) demonstrating that participative leadership indirectly boosts work productivity by first fostering commitment. This suggests that a holistic approach, where leadership is part of a supportive ecosystem, yields the best results.

## Implementation Challenges and Nuanced Findings

Despite the overwhelmingly positive trends, the literature also presents nuanced findings and identifies critical challenges. One study found that participative leadership alone did not directly impact teacher performance unless it was supported by psychological empowerment and a strong learning organization culture (Sumiarsih, 2017). Another study highlighted a gap in perception, where participative leadership and quality culture were rated high, but lecturer job satisfaction remained only medium (Damanik et al., 2024). These findings underscore that simply implementing a participative style is not a panacea; it requires genuine cultural alignment and attention to staff psychological needs.

## Consistency Across Educational Contexts and Theoretical Connections

The positive effects of participative leadership are consistent across both school and higher education contexts, although the volume of research is skewed towards schools. The study by Suherni et al (2023) provides a valuable theoretical contribution by linking participative leadership to the broader concept of adaptive leadership. This suggests that effective leaders must not only involve others in decision-making but also adapt their approach to the specific individuals and context, reinforcing the need for flexibility and sensitivity in modern educational leadership.

## D. Discussion

Based on the metadata synthesized in this systematic literature review (SLR), the discussion is structured around three interrelated aspects: the positive impact of participative leadership, the challenges and contextual nuances of its implementation, and its extension into a broader adaptive leadership framework. These three dimensions are not treated as isolated components but are integrated into a coherent analytical narrative to provide a comprehensive understanding of participative leadership within the Indonesian educational context.

The findings overwhelmingly confirm that participative leadership has a significant positive impact on the Indonesian educational ecosystem. Evidence synthesized from 15 empirical studies consistently demonstrates that this leadership style enhances teacher performance (Junaris, 2023; Zega et al., 2022), strengthens work ethic and motivation (Prasetyo & Kifla, 2023; Wahib, 2023), and fosters stronger organizational commitment and innovation (Damanik et al., 2021; Jaelani et al., 2023). These findings indicate that participative leadership enables teachers and educational staff to move beyond their traditional roles as policy implementers and become active stakeholders who contribute meaningfully to school development and decision-making.

A critical question emerging from these findings concerns why participative leadership is particularly effective in educational settings. The reviewed studies suggest several interconnected explanations. First, participative leadership directly addresses fundamental psychological needs for autonomy, recognition, and respect, as articulated in Self-Determination Theory. By involving teachers and staff in decision-making processes,

school leaders empower them and foster a sense of ownership over institutional policies and practices. This sense of ownership has been shown to enhance intrinsic motivation and improve decision-making quality, as those closest to the learning process can provide practical, context-sensitive insights (Ade et al., 2018).

Second, the findings of this SLR align closely with international best practices in educational leadership. Reports by the World Bank emphasize that effective education systems are increasingly moving away from rigid, top-down governance models toward leadership approaches that empower school leaders and teachers (Khairina et al., 2024). The positive outcomes identified in the Indonesian context – such as improved teacher morale, enhanced professional engagement, and better school quality – reflect the very objectives pursued in these global reforms. Similarly, the OECD (2016) highlights collaborative leadership as a key driver of improved student outcomes, as it promotes a culture of professional learning and collective responsibility. The consistency between this SLR's findings and these authoritative international sources reinforces the argument that participative leadership is not merely a contextual trend but a globally recognized pillar of effective educational management.

Despite these positive findings, the review also reveals important challenges and nuances that complicate the implementation of participative leadership in practice. Notably, Sumiarsih (2017) reported no direct impact of participative leadership on performance, a finding that challenges the assumption that participative leadership automatically produces positive outcomes. Rather than representing an anomaly, this result provides a critical insight into the contextual and procedural conditions under which participative leadership may fail to function effectively. One possible explanation lies in the phenomenon of *pseudo-participation*, in which leaders formally solicit input from teachers but retain unilateral control over decision-making, or in which organizational norms discourage the genuine expression of differing opinions.

A deeper analysis suggests that such limitations are rooted in several contextual barriers within the Indonesian education system. First, hierarchical organizational cultures characterized by high power distance and paternalistic norms (*bapakisme*) remain deeply embedded. In such environments, teachers may be culturally conditioned to avoid challenging authority, leading to superficial compliance rather than authentic participation. Consequently, even when school leaders attempt to adopt participative practices, these efforts may be met with silence or uncritical agreement, thereby diminishing their effectiveness. This cultural dynamic helps explain why some studies, such as Sumiarsih (2017), do not identify a direct relationship between participative leadership and performance outcomes.

Second, limited leadership capacity among school principals represents a significant constraint. Lumban Gaol (2021) highlights a critical gap in the training and selection of school leaders, noting that many principals are appointed based on administrative seniority rather than demonstrated leadership competence. Effective participative leadership requires a complex skill set, including trust-building, facilitating group discussions, mediating

conflicts, and integrating diverse perspectives into coherent decisions. Without targeted professional development in these areas, principals may struggle to implement participative leadership effectively and may revert to more familiar autocratic leadership styles.

Third, systemic and structural constraints further limit meaningful participation. Indonesia's education system remains highly centralized, with a nationally prescribed curriculum and strict bureaucratic regulations. As a result, school-level decision-making authority is often limited to minor operational matters, while strategic decisions on curriculum, budgeting, and staffing remain centralized. This restricted autonomy can lead to teacher disillusionment, particularly when participation is perceived as symbolic rather than substantive, thereby undermining the intended benefits of participative leadership.

Fourth, the effectiveness of participative leadership may vary significantly across geographical contexts. Schools in urban areas are more likely to have access to better resources, more professionally trained teachers, and greater exposure to contemporary management practices. In contrast, rural schools often face resource limitations, stronger adherence to traditional hierarchies, and different community expectations. This disparity suggests that the findings of this SLR may disproportionately reflect experiences from more accessible and developed regions, highlighting the need for future research that explicitly examines urban-rural differences in leadership implementation and outcomes.

These findings collectively point to a broader insight: participative leadership should not be understood as a single, universally applicable model. Several studies reviewed in this SLR emphasize the importance of linking participative leadership to the broader concept of adaptive leadership. In particular, [Suherni et al \(2023\)](#) argue that effective school leaders are those who can flexibly adjust their leadership approach in response to contextual demands, organizational culture, and staff readiness. From this perspective, participative leadership is not an end in itself but a repertoire of practices that must be applied selectively and strategically.

For instance, in schools characterized by strong hierarchical norms, leaders may initially adopt a more consultative or collective form of participation to build trust and demonstrate the value of teacher input. Over time, as collaborative norms become more established, leaders can gradually transition toward consensus-based decision-making for more strategic issues. Such an adaptive approach requires high levels of emotional intelligence, situational awareness, and reflective capacity, further underscoring the importance of advanced leadership training and professional development for school principals in Indonesia.

In conclusion, this systematic literature review confirms that participative leadership holds considerable promise for enhancing educational quality in Indonesia. Its positive effects on teacher motivation, performance, and organizational commitment are well supported by empirical evidence ([Junaris, 2023](#); [Zega et al., 2022](#); [Prasetyo & Kifla, 2023](#); [Wahib, 2023](#); [Damanik et al., 2021](#); [Jaelani et al., 2023](#)) and are consistent with global leadership frameworks ([OECD, 2016](#); [Khairina et al., 2024](#)). However, successful implementation is neither automatic nor guaranteed. It is constrained by entrenched

cultural norms, centralized governance structures, and gaps in leadership capacity (Sumiarsih, 2017; Lumban Gaol, 2021). Therefore, the key implication of this review is not merely a call for principals to “be more participative,” but a call for a systemic and context-sensitive strategy that includes: (1) reforming principal recruitment and training to emphasize adaptive and facilitative leadership competencies; (2) fostering a genuine culture of trust and collaboration across the education system; and (3) tailoring participative leadership practices to the specific social, cultural, and institutional realities of each school.

## E. Implication

The research presents multiple implications. The first is a theoretical insight that enhances our understanding of educational leadership by emphasizing participatory and adaptive leadership and their impact on institutional outcomes. The second pertains to practical applications, offering evidence-based guidance for principals, university administrators, and policymakers. Adopting participatory leadership approaches is crucial because they promote staff engagement, foster innovation, and ultimately boost student achievement. Consequently, leaders should receive comprehensive and practical training to develop these inclusive leadership skills. At the governmental and institutional policy level, the findings strongly advocate for systemic reforms to cultivate a new generation of educational leaders. There is an urgent need to reform the recruitment and selection system for school leaders. Current criteria, which often prioritize seniority and administrative experience, should be revised to include demonstrated competencies in collaboration, communication, and adaptive thinking. Furthermore, the development of comprehensive, ongoing, and participatory-based training programs is essential.

The promotion of participative leadership in educational institutions catalyzes a wider cultural shift. By actively building a culture of *musyawarah* (deliberation and consensus) in schools and universities, these institutions can become models for democratic values in action. This challenges deeply entrenched hierarchical social norms and fosters an environment where critical thinking, respect for diverse opinions, and collaborative problem-solving are not just taught but also practiced. When students experience this form of inclusive governance, they are better prepared to become engaged, democratic citizens who can contribute positively to a more collaborative and progressive society. This long-term cultural impact may be the most profound implication of all, extending far beyond the school walls.

## F. Limitation and Suggestion for Further Research

There are several limitations to implementing participative leadership. First, Cultural and Social Barriers: Indonesia's diverse cultural norms and hierarchical societal structures may hinder the adoption of participative leadership practices that emphasize openness, collaboration, and shared decision-making. Second, Resistance to Change: Educators and administrators accustomed to conventional top-down leadership models may be reluctant to adopt participative approaches, thereby reducing their effectiveness.

Third, Limited Resources and Training: Insufficient training programs and institutional resources may hinder leaders' capacity to consistently and meaningfully implement participative leadership in educational settings.

In addition to these practical limitations, this study also has methodological constraints. The analysis was based on only 15 selected articles, most of which employed quantitative designs, limiting the depth of contextual understanding. Furthermore, relying on a limited number of academic databases may introduce selection bias, as potentially relevant studies from alternative sources might have been excluded. For future research, more rigorous and context-sensitive approaches are recommended. Scholars are encouraged to adopt mixed-method designs to capture both measurable outcomes and nuanced cultural dynamics of participative leadership. Longitudinal studies are also needed to examine how participative practices evolve and sustain over time. Comparative research across Asian countries would provide broader insights into regional similarities and contextual variations. Moreover, further studies should explore conflict management in participative leadership settings and develop practical strategies to address the cultural, structural, and resource-related challenges identified.

## G. Conclusion

This study systematically synthesizes research on participative leadership in Indonesian educational settings. It demonstrates that this leadership style is consistently associated with improved teacher and lecturer performance, stronger organizational commitment, and enhanced institutional innovation. Rather than restating the discussion, the findings collectively affirm that participative leadership is a strategic mechanism for strengthening school and university effectiveness in the Indonesian context.

This study contributes by mapping participative leadership trends in Indonesia and highlighting its link to innovation and organizational performance. Through a systematic review guided by the PRISMA framework, this research offers a clearer picture of how participative leadership is conceptualized, implemented, and evaluated across diverse educational levels.

Furthermore, the review underscores the relevance of participative leadership for developing more adaptive, collaborative, and high-performing educational institutions, aligning with global leadership reforms. The insights generated from this synthesis are expected to guide policymakers, institutional leaders, and researchers in designing more inclusive leadership practices that support sustainable educational improvement.

## References

- Ade, F., Undap, A. K., & Kambey, D. C. (2018). Kepemimpinan partisipatif di SMA Labschool Kebayoran Jakarta (*Participative Leadership at SMA Labschool Kebayoran Jakarta*). *Tasharruf: Journal Economics and Business of Islam*, 3(1), 19-38. <https://doi.org/10.30984/tjebi.v3i1.583>

- Al Rahbi, D., Khalid, K., & Khan, M. (2017). The Effects of Leadership Styles on Team Motivation. *Academy of Strategic Management Journal*, 16(2), 1-13.
- Azizah, A. L., Latief, A. M., & Tumanggung, A. (2018). Effectiveness of Principal's Leadership in Developing Literacy Culture. *IQ (Qur'an): Journal of Islamic Education*, 1(2), 177-192. <https://doi.org/10.37542/iq.v1i02.14>
- Bukhori, I., Nora, E., & Suputra, I. N. (2020). Role Conflict, Training, and Participative Leadership on Teachers' Performance: Lesson from Junior High School in Mojokerto of Indonesia. *International Journal of Scientific and Technology Research*, 9(3), 3264-3266.
- Busch-Casler, J., Haubner, S., & Pinkwart, A. (2021). Employee Involvement in Innovation Activities in Hospitals: How Perception Matters. *Health Services Management Research*, 34(2), 70-79. <https://doi.org/10.1177/0951484820943600>
- Chen, L., Wadei, K. A., Bai, S., & Liu, J. (2020). Participative Leadership and Employee Creativity: A Sequential Mediation Model of Psychological Safety and Creative Process Engagement. *Leadership & Organization Development Journal*, 41(6), 741-759. <https://doi.org/10.1108/LODJ-07-2019-0319>
- Damanik, S., Situmorang, B., & Dewi, R. (2021). The Influence of Participatory Leadership, Quality Culture, and Job Satisfaction on Lecturer Organizational Commitment (Case Study of Universities in Indonesia). *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(1), 654-663. <https://doi.org/10.33258/birci.v4i1.1648>
- Damanik, S., Suprayitno, Mesnan, & Nasution, U. (2024). Level of Participative Leadership, Quality Culture, Job Satisfaction and Achievement Motivation Lecturer at the Faculty of Sports Science, Universitas Negeri Medan. *Journal of Ecohumanism*, 3(5), 194-201. <https://doi.org/10.62754/joe.v3i5.3886>
- Elo, S., & Kyngäs, H. (2008). The Qualitative Content Analysis Process. *Journal of Advanced Nursing*, 62(1), 107-115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Elsetouhi, A. M., Elbaz, A. M., & Soliman, M. (2022). Participative Leadership and Its Impact on Employee Innovative Behavior through Employee Voice in Tourism SMEs: The Moderating Role of Job Autonomy. *Tourism and Hospitality Research*, 23(3), 406-419. <https://doi.org/10.1177/14673584221119371>
- Goestjahjanti, F., Novitasari, D., Hutagalung, D., Asbari, M., & Supono, J. (2020). Impact of Talent Management, Authentic Leadership and Employee Engagement on Job Satisfaction: Evidence from South East Asian Industries. *Journal of Critical Reviews*, 7(19), 67-88. <https://doi.org/10.31838/jcr.07.19.09>
- Hanaysha, J. R. (2023). Impact of Participative and Authoritarian Leadership on Employee Creativity: Organizational Citizenship Behavior as a Mediator. *International Journal of Organization Theory & Behavior*, 26(3), 221-236. <https://doi.org/10.1108/IJOTB-08-2022-0165>





- Jaelani, A. K., Agung, A. A. G., Yudana, M., & Dantes, K. R. (2023). Influence of Participative Leadership, Organizational Climate, Organizational Commitment to Work Productivity of Vocational High School Teachers in Mataram City. *International Journal of Social Sciences and Humanities*, 7(2), 171–187. <https://doi.org/10.53730/ijssh.v7n2.14507>
- Junaris, I. (2023). The Influence of Participatory Leadership and Teacher Competence on Performance with Organizational Commitment. *Al-Hayat: Journal of Islamic Education*, 7(1), 98-111. <https://doi.org/10.35723/ajie.v7i1.379>
- Khairina, N., Yarrow, N., Cilliers, J., & Dini, I. (2024). *Improving Teachers and School Leadership in Indonesia*. World Bank. <https://doi.org/10.1596/41472>
- Khassawneh, O., & Elrehail, H. (2022). The Effect of Participative Leadership Style on Employees' Performance: The Contingent Role of Institutional Theory. *Administrative Sciences*, 12(4), 195. <https://doi.org/10.3390/admsci12040195>
- Khassawneh, O., Mohammad, T., & Ben-Abdallah, R. (2022). The Impact of Leadership on Boosting Employee Creativity: The Role of Knowledge Sharing as a Mediator. *Administrative Sciences*, 12(4), 175. <https://doi.org/10.3390/admsci12040175>
- Li, L., & Liu, Y. (2022). An Integrated Model of Principal Transformational Leadership and Teacher Leadership That Is Related to Teacher Self-Efficacy and Student Academic Performance. *Asia Pacific Journal of Education*, 42(4), 661–678. <https://doi.org/10.1080/02188791.2020.1806036>
- Lumban Gaol, N. T. (2023). School Leadership in Indonesia: A Systematic Literature Review. *Educational Management Administration & Leadership*, 51(4), 831–848. <https://doi.org/10.1177/17411432211010811>
- Lythreatis, S., El-Kassar, A. N., Smart, P., & Ferraris, A. (2024). Participative Leadership, Ethical Climate and Responsible Innovation Perceptions: Evidence from South Korea. *Asia Pacific Journal of Management*, 41, 281–309. <https://doi.org/10.1007/s10490-022-09856-3>
- Madigm, A., & Karim, A. (2021). The Degree to Which Primary School Principals in Rahat Region Practice Participatory Leadership and Its Relationship to Teachers' Motivation Level from the Teachers' Point of View. *International Journal of the Humanities and Social Sciences*, 11(2), 163–181.
- Mark, T., & Erude, S. U. (2023). Contingency Theory: An Assessment. *American Journal of Research in Business and Social Sciences*, 3(2), 1-10. <https://doi.org/10.58314/WT2023>
- Mata, P., Mata, N. N., & Martins, J. (2023). Does Participative Leadership Promote Employee Innovative Work Behavior in IT Organizations? *International Journal of Innovation and Technology Management*, 20(08), 2350027. <https://doi.org/10.1142/S021987702350027X>









- Miranda, J. S., Abbade, L. P. F., Abbade, J. F., Thabane, L., Mbuagbaw, L., Pascon, G. C., Campanili, T. C. G. F., Santos, L. P., & de Gouveia Santos, V. L. C. (2024). Deficiencies in Reporting Inclusion/Exclusion Criteria and Characteristics of Patients in Randomized Controlled Trials of Therapeutic Interventions in Pressure Injuries: A Systematic Methodological Review. *International Wound Journal*, 21(2), e14351. <https://doi.org/10.1111/iwj.14351>
- Murphy, G., & Brennan, T. (2024). Enacting Distributed Leadership in the Republic of Ireland: Assessing Primary School Principals' Developmental Needs Using Constructive Developmental Theory. *Educational Management Administration & Leadership*, 52(1), 183–204. <https://doi.org/10.1177/17411432221086850>
- OECD. (2016). *School Leadership for Learning: Insights from TALIS 2013*. OECD Publishing. <https://doi.org/10.1787/9789264258341-en>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., et al. (2021). The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews. *Journal of Clinical Epidemiology*, 134, 178–189. <https://doi.org/10.1016/j.jclinepi.2021.03.001>
- Prasetyo, M. A. M., & Kifla, W. (2023). Participatory Leadership and Teacher Motivation in Improving School Quality. *EDUKASI: Jurnal Pendidikan Islam*, 11(2), 214–229. <https://doi.org/10.54956/edukasi.v11i2.387>
- Purwanto, E., Wahjono, S. I., & Perwitasari, M. (2023). Pengaruh Motivasi dan Kepemimpinan terhadap Kepuasan Kerja Karyawan pada Agensi Pemasaran Produk Cabang Surabaya. *Jurnal Bisnis dan Manajemen (JBM)*, 1(2), 101-110.
- Riza, M. F., Hutahayan, B., & Chong, H. Y. (2025). Fostering High-Performing Organizations in Higher Education: The Effect of Participative Leadership, Organizational Culture, and Innovation on Organizational Performance and Commitment. *Cogent Education*, 12(1), 2448884. <https://doi.org/10.1080/2331186X.2024.2448884>
- Sepahvand, F., Mohammadipour, F., Parvizy, S., Zagheri Tafreshi, M., Skerrett, V., & Atashzadeh-Shoorideh, F. (2020). Improving Nurses' Organizational Commitment by Participating in Their Performance Appraisal Process. *Journal of Nursing Management*, 28(3), 595–605. <https://doi.org/10.1111/jonm.12962>
- Shenkar, O., & Ellis, S. (2022). The Rise and Fall of Structural Contingency Theory: A Theory's 'Autopsy.' *Journal of Management Studies*, 59(3), 782–818. <https://doi.org/10.1111/joms.12772>
- Silla, I., Gracia, F. J., & Peiró, J. M. (2020). Upward Voice: Participative Decision Making, Trust in Leadership and Safety Climate Matter. *Sustainability*, 12(9), 3672. <https://doi.org/10.3390/su12093672>
- Snyder, H. (2019). Literature Review as a Research Methodology: An Overview and Guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>

- Somech, A. (2006). The Effects of Leadership Style and Team Process on Performance and Innovation in Functionally Heterogeneous Teams. *Journal of Management*, 32(1), 132–157. <https://doi.org/10.1177/0149206305277799>
- Suherni, E. S., Wahyudin, A., & Gunawan, A. (2023). Analysis of Adaptive and Participatory Leadership Models: Study of Educational Institutional Leadership Models. *Journal of Educational Analytics*, 2(4), 495–502. <https://doi.org/10.55927/jeda.v2i4.6732>
- Sumiarsih, I. (2017). The Effect of Participatory Leadership and Learning Organizations on Performance with Psychological Empowerment as a Mediator in Junior High School Teachers in Central Java and DIY Provinces. *Journal of Economics, Business, and Accountancy Ventura*, 19(3), 323–334. <https://doi.org/10.14414/jebav.v19i3.619>
- Swift, J. K., & Wampold, B. E. (2018). Inclusion and Exclusion Strategies for Conducting Meta-Analyses. *Psychotherapy Research*, 28(3), 356–366. <https://doi.org/10.1080/10503307.2016.1224871>
- Wahib, A. (2023). The Influence of the Principal's Participative Leadership Style and School Climate on Teachers' Work Ethic in MAN 2 Mojokerto, East Java, Indonesia. *International Journal of Educational Research & Social Sciences*, 4(6), 1101–1106. <https://doi.org/10.51601/ijersc.v4i6.748>
- Wang, Q., Hou, H., & Li, Z. (2022). Participative Leadership: A Literature Review and Prospects for Future Research. *Frontiers in Psychology*, 13, 924357. <https://doi.org/10.3389/fpsyg.2022.924357>
- Winardi, J., Nurkolis, N., & Yuliejantingsih, Y. (2017). The Effect of Principal Leadership and Teacher Professional Competence on Effective Schools in the State Junior High School of Rayon Patebon Kendal Regency. *Jurnal Manajemen Pendidikan*, 6(2), 158–175. <https://doi.org/10.26877/jmp.v6i2.1996>
- Yuneti, A., Hamdan, H., & Pranansa, A. G. (2019). Participatory Leadership and Principal Communication on Teacher Performance. *ALIGNMENT: Journal of Administration and Educational Management*, 2(2), 113–125. <https://doi.org/10.31539/alignment.v2i2.1011>
- Zega, N. A., Sitanggang, N., & Nasrun, N. (2022). Principal Participatory Leadership Management in Improving Teacher Performance. *Jurnal Pendidikan Indonesia*, 11(4), 748-757. <https://doi.org/10.23887/jpiundiksha.v11i4.53671>

### Author's Biography



**Retno Rahayuningsih, M.Pd.**     Born in Sukoharjo on July 29, 1991, she completed her undergraduate studies at a State Islamic College in the Faculty of English Education and later pursued a Master's degree in English Education. She is currently a lecturer in the English Literature Program at Universitas Bina Sarana Informatika.  
Email: [retno.rrg@bsi.ac.id](mailto:retno.rrg@bsi.ac.id)

	<p><b>Ary Iswanto Wibowo, M.Pd.</b>    Was born in Jakarta on February 11, 1986, and is commonly known as Ary. He began his higher education by earning a diploma in the English Department at Bina Sarana Informatika, which he completed in 2009. He obtained his bachelor's degree from STIBA Nusa Mandiri in 2012. He then continued his studies at Universitas Indraprasta PGRI, where he completed a master's degree in 2015. Currently, he works as a lecturer in the Faculty of Communication and Language at Universitas Bina Sarana Informatika. Email: <a href="mailto:ary.anb@bsi.ac.id">ary.anb@bsi.ac.id</a></p>
	<p><b>Sayyid Khairunas, S.S., M.Pd.</b>    Was born in Jakarta, Indonesia, on October 15, 1989. He earned his master's degree in Education from Universitas Indraprasta PGRI (UNINDRA) in 2016. He is currently a lecturer in the undergraduate English Literature Program at Universitas Bina Sarana Informatika. His area of expertise is sociolinguistics. Email: <a href="mailto:sayyid.skh@bsi.ac.id">sayyid.skh@bsi.ac.id</a></p>