

Participatory Leadership as a Strategic Determinant of Teacher Performance in Value-based Elementary Schools

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ABSTRACT

The low quality of education in Indonesia, as reflected in PISA 2022 and National Assessment 2024 results, indicates structural problems in classroom learning processes, particularly related to teacher performance and principal leadership. This study aims to analyze the effect of principals' participative leadership on teacher performance in value-based elementary schools implementing the Reflective Pedagogy Paradigm. A quantitative ex-post facto design was employed. The study involved 74 teachers selected through a total sampling technique from seven elementary schools. Data were collected using a Likert-scale questionnaire that had been validated through expert judgment and empirical testing, with reliability coefficients of 0.912 for participative leadership and 0.894 for teacher performance. The data were analyzed using simple linear regression with robust standard error estimation (HC3) to correct for heteroscedasticity. The results indicate that participative leadership has a positive and significant effect on teacher performance ($\beta = 0.776$, $p < .001$), explaining 59.7% of the variance in performance outcomes (Adjusted $R^2 = 0.597$). Teacher involvement in decision-making, dialogic communication, and professional empowerment were found to enhance overall performance. The study concludes that optimizing participative leadership is a strategic factor in improving teacher performance. The implication is that principal development programs should integrate value-based leadership training to foster professional empowerment and collaborative school culture.

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INTRODUCTION

A nation's competitive advantage is fundamentally determined by the quality of its education system. In international measurements conducted by the Programme for International Student Assessment (PISA), administered by the OECD, Indonesia's position still demonstrates serious structural challenges. PISA 2022 data recorded an average score of 366 for Indonesian students in mathematics, 359 for reading, and 383 for science; all three scores are far below the OECD averages of 472, 476, and 485, respectively (OECD, 2023). Furthermore, the proportion of students achieving minimum competency levels is relatively low. This condition indicates that the majority of Indonesian students have not yet mastered the literacy, numeracy, and science skills essential for critical reasoning and solving contextual problems in everyday life. This fact not only represents a gap in academic achievement but also reflects fundamental problems in the quality of the learning process at the classroom level. The gap between actual achievements in the field and international standards indicates a systemic problem that requires immediate intervention, particularly in the aspect of school leadership.

These low learning outcomes draw attention to internal school factors, particularly the performance of educators as central actors in the learning process. Various studies confirm that teachers are the most dominant intraschool factor influencing the quality of learning and student learning outcomes

(Darling-Hammond et al., 2017; John A.C. Hattie, 2009). However, teacher performance cannot be understood simply as a reflection of individual competency, but rather as a product of the entire school ecosystem. The social systems perspective in education emphasizes that teacher effectiveness is shaped through the dynamic interaction between individual professional capacity and the structural, cultural, and managerial support provided by the school organization (Hoy & Miskel, 2012). Therefore, improving teacher performance requires attention that is not limited to the development of personal competency, but also to the quality of school leadership.

The urgency of this issue is increasingly apparent in the national context. Based on the results of the 2024 National Assessment published in the 2025 Indonesian Education Report, the aggregate numeracy achievement of elementary school students remains in the moderate category, with the National Numeracy Index reaching 69.58%. More specifically, mastery of fundamental domains such as Numbers (53.20) and Algebra (52.21) remains relatively low. Furthermore, the ability at the cognitive level of application, which is crucial for problem-solving, is relatively weak (Curriculum Standards and Education Assessment Agency, 2025). These data suggest complex challenges in classroom learning practices and highlight the role of principals in creating a climate that supports teacher capacity building. This aligns with the findings of Irvansyah & Wijayanti (2025), who demonstrated that transformational principal leadership oriented toward systemic innovation can significantly drive improvements in academic achievement and school accreditation.

One leadership approach relevant to contemporary challenges is participatory leadership. This leadership style actively involves teachers as subordinates in decision-making, problem-solving, and school goal-setting (Yukl & Gardner, 2020). Previous studies indicate that participatory leadership contributes significantly to improving teacher performance. Suparno et al. (2019) found that participatory leadership can improve teacher performance by involving them in decision-making and strengthening a collaborative culture. Principals who implement a participatory style not only act as decision-makers but also as mentors, motivators, and facilitators, encouraging teachers to innovate in learning (Bukhori et al., 2020).

However, research gaps remain. Most previous studies tend to examine the influence of principal leadership only partially, leaving the dynamics of the relationship in specific contexts such as values-based elementary schools largely unexplored. However, the unique characteristics of values-based schools, which implement the Reflective Pedagogy Paradigm (PPR), have the potential to moderate or strengthen the influence of participatory leadership on teacher performance, a mechanism that has not been uncovered in the existing literature. Elementary schools under the auspices of the Kanisius Foundation in Yogyakarta possess unique characteristics through their implementation of PPR, which emphasizes the integration of learning experiences, critical reflection, and concrete action. The consequence of this mandate is a significant transformation in the role of teachers. Teachers are no longer positioned merely as transmitters of material but as reflective companions and role models of values. These multidimensional performance demands create a unique configuration, where the relationship between the principal's participatory leadership and teacher performance becomes increasingly complex and crucial to examine. Therefore, this study offers novelty by examining the influence of participatory leadership in the context of values-based elementary schools implementing PPR, a mechanism that has so far escaped the attention of mainstream educational management studies. Based on the problem construction that has been described, this study aims to empirically analyze the influence of the principal's participatory leadership on teacher performance at Kanisius Elementary School, Yogyakarta City. The hypothesis proposed in this study is that there is a positive and significant influence of the principal's participatory leadership on teacher performance.

METHOD

This study employed a quantitative approach with an ex-post facto design. This design was chosen because it allows for empirical testing of relationships between variables in a naturally occurring phenomenon without researcher intervention, consistent with the characteristics of the relationship between principal leadership and teacher performance in the school environment (Creswell & Creswell, 2018). The research procedure included instrument preparation, pilot testing, data collection, and data analysis.

The research was conducted in seven Kanisius Elementary Schools in Yogyakarta City, including SD Kanisius Gayam I, Kotabaru I, Kumendaman, Pugeran I, Wirobrajan I, Notoyudan, and Kintelan I. The research population was all teachers working in the seven schools, totaling 74 people based on basic education data. The total sampling (census) technique was applied because the population was relatively small, so that all members of the population became respondents (Sugiyono, 2025).

This study involved two variables. The independent variable was the principal's participatory leadership, defined as the principal's capacity to implement a collaborative approach through teacher involvement in strategic decision-making, open dialogic communication, delegation of professional authority, and spiritual role modeling that reflects Christian values. The dependent variable was teacher performance,

defined as the manifestation of teacher professional competence in planning, implementing, and evaluating learning that reflects mastery of pedagogical, personality, professional, and social competencies. Data collection was conducted using a closed-ended questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Table 1 presents the instrument grid developed based on the indicators for each variable along with their reference sources.

Table 1. The instrument grid developed

Variable	Indicator	Number of Items	Reference Source
Teacher Performance (Y)	Learning Planning	2	(Regulation of the Minister of Education and Culture No 15, 2018)
	Learning Implementation	4	(Danielson, 2013)
	Learning Assessment and Evaluation	4	(Guskey, 2002)
	Personality and Social Competencies	3	(Kemdikbud.go.id, 2022)
Participatory Leadership (X)	Involvement in Decision-Making	3	(Pearce & Conger, 2003)
	Open Communication and Transparency	3	(Yukl & Gardner, 2020)
	Empowerment and Delegation of Responsibility	2	(Pearce & Conger, 2003)
	Collaboration and Teamwork	2	(Pearce & Conger, 2003)
	Exemplary Spirituality and Ethical Leadership	2	(Olst, 2025)
Total		25	

Before being used on the main sample, the instrument was piloted on 30 teachers at Yogyakarta Christian Elementary School who had similar characteristics to the study population. Construct validity testing was conducted through expert judgment by two educational management experts who declared the instrument suitable for use after editorial improvements to several statement items. Empirical validity testing using Pearson Product Moment correlation with degrees of freedom ($df = 28$) at a significance level of 5% ($r_{table} = 0.361$) showed that all statement items were valid. The correlation range for the participatory leadership variable was 0.651–0.923, while for the teacher performance variable it was 0.550–0.782. Reliability testing using Cronbach's Alpha produced a coefficient of 0.912 for the participatory leadership variable and 0.894 for the teacher performance variable, indicating a very high level of reliability (Nunnally & Bernstein, 1994).

The data collection process began with coordination between the researcher and the school principals at each location to determine a schedule for completing the questionnaire. The researcher then visited each school to explain the research objectives and the instrument completion procedures. The questionnaire was distributed to 74 respondents via Google Form, complete with instructions and a data confidentiality statement. Respondents completed the questionnaire independently, and the collected data was automatically recorded in the system for further analysis.

Data analysis was performed using Jamovi software version 2.7.17 through three stages. The first stage is descriptive statistics to describe the data distribution of both variables (mean, median, standard deviation, minimum, and maximum values). The second stage is the analysis prerequisite test. The residual normality test using Shapiro-Wilk yielded a p -value = 0.132 ($p > 0.05$), indicating a normally distributed residual. The linearity test using the Residuals vs Fitted plot showed a random distribution of residual points, confirming that the linearity assumption was met. The heteroscedasticity test using Breusch-Pagan yielded a p -value = 0.010 ($p < 0.05$), indicating the presence of heteroscedasticity symptoms. The third stage is inferential analysis. Given the detection of heteroscedasticity, a simple linear regression analysis was performed with the robust standard error estimation method HC3 to correct for bias in the standard error. Hypothesis testing used the t -test at a significance level of 5%. The coefficient of determination (R^2 and Adjusted R^2) was calculated to measure the contribution of the independent variables to the dependent variable. Adjusted R^2 is used as the primary measure because it corrects for inflation due to the number of predictors and sample size (Hair et al., 2019).

RESULTS AND DISCUSSION

Results

This study involved all 74 respondents from Kanisius Elementary School, Yogyakarta City, across seven schools. Based on length of service, 33 teachers (44.6%) had less than five years of teaching experience, 14 teachers (18.9%) had five to ten years of experience, and 27 teachers (36.5%) had more than ten years of experience. This composition demonstrates the diversity of professional maturity levels, providing a comprehensive perspective on principal leadership practices and teacher performance across generations. Figure 1 presents the distribution of respondents based on length of service.

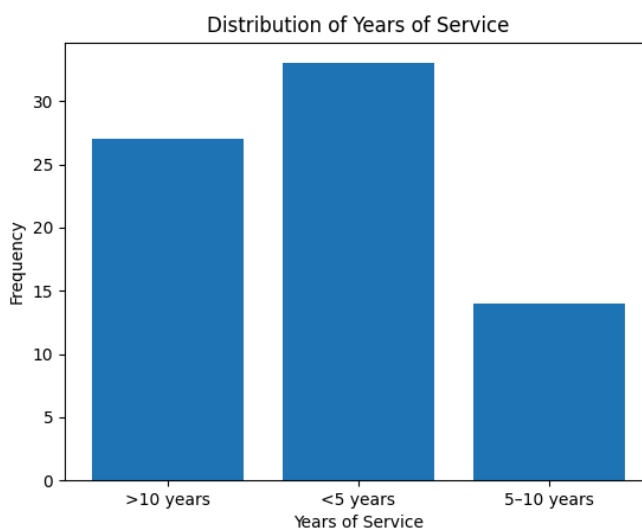


Figure 1. Distribution of Respondents Based on Length of Service

Descriptive statistics of research variables

Table 1 presents a summary of descriptive statistics for the participatory leadership and teacher performance variables. The close mean and median values for both variables indicate a symmetrical distribution of data. The variance for participative leadership (0.284) is higher than the variance for teacher performance (0.152), indicating that teacher perceptions of participative leadership styles exhibit greater heterogeneity across school locations. Conversely, teacher performance is perceived to be at a very high level with relatively good consistency across respondents.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Mean	Median	Deviation Standard	Min	Max
Participative Leadership	74	4,34	4,29	0,533	2,75	5,00
Teacher Performance	74	4,47	4,46	0,390	3,85	5,00

Prerequisite Analysis Test Results

Prior to hypothesis testing, a series of classical assumption tests were conducted. Table 3 summarizes the results of the analysis prerequisite tests.

Table 3. Summary of Analysis Prerequisite Test Results

Test Assumptions	Method	Statistic Value	Degrees of Freedom	Sig	Note
Residual Normality	Shapiro-Wilk	0,974	74	0,132	Normal
Heteroscedasticity	Breusch-Pagan	6,640	1	0,010	Heteroskedastisitas

The Shapiro-Wilk residual normality test ($p = 0.132 > 0.05$) confirmed that the residuals were normally distributed, as confirmed by Figure 2 which shows the residual points following the diagonal line in the Q-Q Plot. The linearity test through the Residuals vs Fitted plot in Figure 3 shows a random distribution of residual points around the zero-horizontal line without any particular pattern, so the linearity assumption is met.

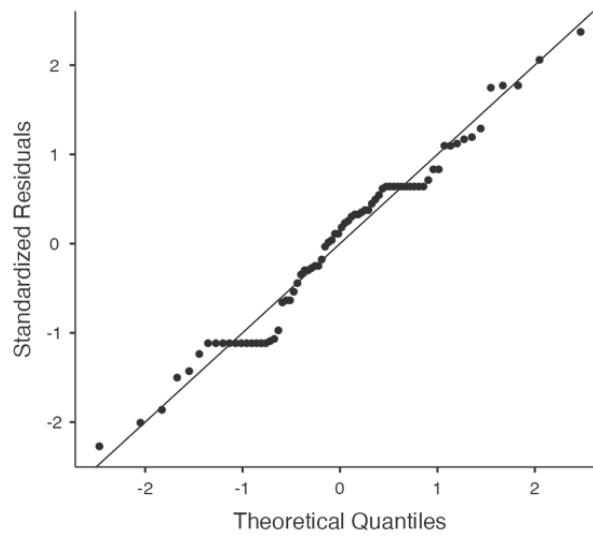


Figure 2. Residual Plots Q-Q Plot

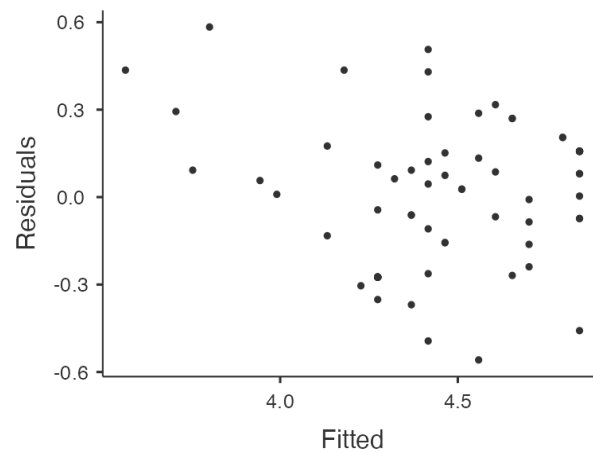


Figure 3. Residuals vs Fitted

The results of the heteroscedasticity test using the Breusch-Pagan method ($p = 0.010 < 0.05$) indicate the presence of heteroscedasticity symptoms in the initial regression model. Table 4 presents a comparison with alternative methods.

Table 4. Heteroscedasticity Test Results

	Statistic	p
Breusch-Pagan	6.64	.010
Goldfeld-Quandt	1.43	.147
Harrison-McCabe	0.411	.154

Although the Goldfeld Quandt and Harrison-McCabe tests do not show strong indications of heteroscedasticity, the significant findings in the Breusch-Pagan test are the main basis for making corrections in the regression model estimation.

Results of simple linear regression analysis

Considering the detection of heteroscedasticity, regression analysis was conducted using the robust standard error estimation method HC3. Table 5 presents the results of the regression analysis.

Table 5. Results of Simple Linear Regression Analysis with Robust Standard Error Estimation (HC3)

Fit Model

R ²	Adj. R ²	df	df (res)	F	p
0.602	0.597	1	72	109	<.001

Parameter Estimates (Coefficients)

Names	Estimate	SE	Lower	Upper	β	df	t	p
(Intercept)	4.468	0.029	4.410	4.525	0.000	72	155.161	<.001
Participative Leadership	0.568	0.062	0.444	0.692	0.776	72	9.133	<.001

The adjusted R² value of 0.597 indicates that participatory leadership explains 59.7% of the variation in teacher performance after accounting for the number of predictors and sample size. The F-test results (F = 109; p < 0.001) confirm that the overall regression model is significant. The resulting regression equation is $\hat{Y} = 4.468 + 0.568X$. The regression coefficient of 0.568 (p < 0.001) indicates that each unit increase in participatory leadership quality is predicted to increase teacher performance by 0.568 units. The standardized beta coefficient ($\beta = 0.776$) indicates a relatively strong effect. Based on the t-test (t = 9.133; p < 0.001), the null hypothesis is rejected. Thus, the research hypothesis stating that there is a positive and significant effect of participatory principal leadership on teacher performance is accepted at the 5% significance level.

Discussion

This study aims to analyze the influence of the principal's participatory leadership on teacher performance at Kanisius Elementary School in Yogyakarta City. As described in the introduction, the quality of education in Indonesia still faces serious challenges, as reflected in the achievements of the 2022 PISA and the 2024 National Assessment. This condition directs attention to internal school factors, particularly the role of the principal in creating a climate that supports teacher capacity building. Participatory leadership was chosen as the focus of this study because it is theoretically considered capable of encouraging teacher involvement in decision-making, strengthening intrinsic motivation, and ultimately improving their professional performance (Yukl & Gardner, 2020). The results of the analysis empirically prove that participatory leadership has a positive and significant effect on teacher performance, with a standardized regression coefficient of $\beta = 0.776$ (p < 0.001) and a contribution of 59.7% (Adjusted R² = 0.597) to the variation in teacher performance.

The Significance of the Influence of Participative Leadership in the Elementary School Context

The finding that participatory leadership explained 59.7% of the variation in teacher performance places this leadership style as a major determinant of teacher performance at Kanisius Elementary School. The standardized beta coefficient of 0.776 indicates a relatively strong influence, far exceeding the average influence reported in previous studies in the public-school context, which generally falls in the moderate range of $\beta = 0.250-0.350$ (Bukhori et al., 2020; Kanya et al., 2021). This difference in influence indicates that the effectiveness of participatory leadership is not universal but is strongly influenced by the institutional characteristics in which it is practiced. Figure 4 presents a visualization of the contribution of participatory leadership to teacher performance, where 60% of the variation in teacher performance is explained by participatory leadership, while the remaining 40% is influenced by factors outside the model.



Figure 4. Contribution of Participative Leadership to Teacher Performance

Source: Processed primary data

In the context of a Catholic value-based elementary school with a strong tradition of collegiality and shared reflection, participatory practices acquire a more substantive meaning compared to procedural participation practices in schools in general. This finding reinforces the main proposition of Yukl & Gardner's (2020) Participative Leadership Theory that the involvement of organizational members in the decision-making process, dialogic two-way communication, and delegation of authority contribute directly to increased internal motivation, commitment to the organization, and work performance. Furthermore, this finding also confirms the postulate of Gibson et al.'s (2012) Integrated Performance Framework, which states that individual performance is a function of the interaction of three main components: personal capacity (ability), internal drive (motivation), and support and opportunities (opportunity). Within this framework, the principal's participatory leadership plays a strategic role in the last two dimensions, namely stimulating motivation and creating opportunities for teachers to optimally actualize their professional competencies.

Value Resonance as a Mechanism for Strengthening Influence

The uniqueness of this research's findings lies in its ability to uncover the mechanisms that strengthen the influence of participatory leadership in the context of values-based schools. Referring to the Integrated Performance Framework (Gibson et al., 2012), participatory leadership functions as a reinforcement of the motivational dimension and a creator of opportunities that ultimately influence performance. However, in the context of values-based organizations, this motivational dimension operates not only at the psychological-instrumental level but also at the axiological level. This research's findings confirm the framework's main postulate and extend it by demonstrating that in values-based organizations, the mechanisms of leadership influence on performance are strengthened through what this study constructs as value resonance—the alignment between leadership practices and the institution's value system.

This value context finds its articulation in the Reflective Pedagogy Paradigm (PPR), which serves as the foundation of Kanisius' educational practice. PPR emphasizes the integration of three main elements: experience, reflection, and action in the learning process. The principal's participatory leadership practices, through reflective dialogue forums, teacher involvement in policy formulation, and collective decision-making, reflect the cycle of experience, reflection, and action that is at the heart of PPR. Thus, leadership is not understood merely as an administrative mechanism, but as a reflective space that affirms the professional dignity of teachers. Teachers are positioned not as policy implementers but as trusted and empowered partners. In a values-based organization, participation is not merely a managerial procedure but an ethical expression of respect for human dignity, community solidarity, and shared responsibility (Olst, 2025).

When leadership practices align with an institution's core values, their impact on motivation and performance is stronger. Teachers experience a sense of appreciation and trust, known in the literature as psychological ownership and perceived organizational support (Yukl & Gardner, 2020). This psychological state encourages increased commitment, dedication, and innovation in teaching practices. This finding is consistent with research by Roesminingsih & Windasari (2025), which shows that principals' transformational leadership significantly impacts teacher performance through participation in Professional Learning Communities (PLCs). Similarly, Barokah et al. (2025) emphasize the significance of community-based academic supervision, which positions principals as facilitators of professional collaboration and pedagogical reflection.

Furthermore, principals within the Kanisius school community tend to interpret leadership in terms of service. This orientation aligns with the concept of servant leadership in the Christian educational

tradition, where a leader's effectiveness is measured by their ability to empower and cultivate the capacity of others (Olst, 2025). In this context, participatory leadership is not merely a strategy to improve organizational efficiency but a concrete manifestation of the calling to educational service. This explains why the participation implemented at Kanisius Elementary School has a stronger leverage (Adjusted $R^2 = 0.597$) compared to procedural participation practices in schools in general. This finding also aligns with research by Koono et al. (2025) in Thailand, which showed that visionary and participatory principals are able to integrate teacher empowerment, infrastructure management, and a culture of quality to improve the professionalism of educators.

Theoretical Contributions and Expansion of Conceptual Boundaries of Participative Leadership Theory

From a theoretical perspective, the findings of this study expand the conceptual boundaries of Participative Leadership Theory. While most research to date positions organizational values as a moderating variable that strengthens or weakens the influence of leadership, the results of this study indicate that in faith-based schools, values actually become the medium that enables leadership practices to gain meaning. The effectiveness of participatory leadership at Kanisius Elementary School does not occur despite the existence of a value system, but rather because these values are internalized and lived out in daily leadership practices. In other words, values are not merely a reinforcing context, but rather a foundation that gives meaning and direction to leadership practices. Participation aligned with institutional values produces a more profound impact than participation that is merely procedural.

This theoretical contribution also addresses the gap identified in the introduction, where studies on participatory leadership in faith-based schools, particularly in Indonesia, are still very limited and tend to use the theoretical framework of general schools without contextualization. This research demonstrates that in a faith-based educational ecosystem, participatory leadership operates through axiological rationality: participation is meaningful because it embodies the values of service, justice, respect for human dignity, and community solidarity. This aligns with Pearce & Conger's (2003) view that participatory leadership is essentially a dynamic and interactive process of influence, which in the context of values-based schools finds its most authentic form when imbued with transcendental values.

The findings of this study also reinforce and expand on previous findings. A study by Ciftgul & Cetinkanat (2021) in Turkish elementary schools found that the implementation of a participatory and supportive leadership style by principals positively impacted the organizational climate and teachers' proactive behavior. This research confirms these findings but further demonstrates that in the context of values-based schools, these impacts are amplified by value resonance. Similarly, Haxhihyseni et al.'s (2023) study in Albania showed that transformational and active transactional leadership styles had a positive relationship with teacher job satisfaction. This study complements these findings by identifying value mechanisms that deepen the influence of leadership on performance, as reflected in the large contribution explained by the Adjusted R^2 of 59.7%.

Contextualization of Findings in Value-Based School Ecosystems

The uniqueness of this research's findings lies in the context of a values-based school, namely Kanisius Elementary School, which implements the Reflective Pedagogy Paradigm (PPR). As outlined in the introduction, these schools have distinctive characteristics with a dual mandate: academic excellence and values-based character formation. Within the PPR framework, teachers serve not only as transmitters of material but also as reflective facilitators and value role models, requiring them to integrate pedagogical, professional, social, and personal dimensions into daily practice. These multidimensional and integrated performance demands create a unique configuration, where the principal's participatory leadership functions not only as a managerial mechanism but also as an embodiment of Christian values such as love, service, and collective responsibility.

These findings are also relevant to research by Hua et al. (2024), which showed that principal leadership has a significant relationship with teacher engagement in professional activities and the formation of learning communities, an influence reinforced by a conducive school climate. In the context of Kanisius Elementary School, this conducive climate is created not only through managerial mechanisms but also through the internalization of shared values that underpin the school community. Similarly, research by Hilel & Ramírez-García (2022) in Israel found that collaborative, transformational leadership had a significant impact on teacher professional development through the formation of professional learning communities, increased self-efficacy, and strengthened professional identity of educators. These findings confirm that participatory leadership rooted in communal values has stronger leverage.

Research (Firdaus et al., 2024; Idris et al., 2025) collectively emphasizes the importance of the interaction between leadership, infrastructure, and technological innovation in improving educational quality.

In the context of Kanisius Elementary School, effective participatory leadership will encourage more optimal utilization of infrastructure and ensure that learning innovations are truly integrated into daily practices. This aligns with the findings of Hasbi et al. (2021) that teacher professional competence and the availability of learning infrastructure have a positive influence on the completeness of learning tools, which in turn contributes to improving teacher performance.

Practical Implications for Human Resource Management in the Kanisius Foundation Environment

The findings of this study have strategic implications for human resource management within the Kanisius Foundation. First, principal leadership development needs to be designed not only within the framework of improving technical managerial competencies, but also within a reflective-axiological dimension. Development programs such as training for prospective principals organized by the education office, while important, are not sufficient. The foundation needs to design formative interventions that explicitly integrate Christian values and PPR as the main framework, so that principals are able to interpret participatory practices as a form of service, not simply a management technique. This recommendation aligns with the findings of Astuti et al. (2025), who highlighted various obstacles in implementing principal performance assessments in Yogyakarta, particularly related to limited supervisory support and the lack of technical training programs for school personnel.

Second, the principal performance evaluation system needs to go beyond administrative indicators to indicators of professional empowerment. Evaluation instruments that currently focus on the completeness of administrative documents, program target achievement, and procedural compliance need to be expanded to capture the extent to which principals foster meaningful participation, provide constructive feedback, and foster a sense of appreciation among teachers. This recommendation aligns with the critique of Astuti et al. (2025) reviewed supervisory practices in Yogyakarta, which are still oriented toward administrative compliance rather than professional empowerment. This more holistic evaluation approach is also supported by the findings of Yanto & Yuliana (2024), who demonstrated that principal supervision is a significant determinant of teacher performance.

Third, the descriptive data in this study show relatively high variation in teacher perceptions of participatory leadership ($SD = 0.533$; range 2.75–5.00). This variation indicates differences in leadership styles among principals within the Kanisius school environment. Therefore, differentiated and sustainable coaching interventions are needed, such as mentoring by senior principals or mentoring by foundation supervisors, especially for principals with lower levels of participatory perceptions. This approach aligns with the recommendations of Sengsalong & Yuliana (2025) in Thailand, who identified the importance of collaborative planning, diverse training implementation, and systematic evaluation in strengthening teacher competency.

Fourth, these findings also underscore the importance of a holistic approach to improving teacher performance. Participatory leadership still accounts for 40.3% of the variance in teacher performance. Principals need to recognize that their leadership effectiveness will be optimal if supported by adequate infrastructure and ongoing professional development programs. Therefore, efforts to improve teacher performance cannot be carried out in isolation but require systemic interventions that include strengthening leadership, improving facilities, and developing teacher competencies simultaneously and in an integrated manner. This approach aligns with the recommendations of Kholifah et al. (2024), who emphasize the importance of comprehensive interventions that include strengthening managerial support, creating a healthy work environment, and simultaneously strengthening teacher motivation and professional development. Similarly, research by Ulfah et al. (2024) emphasizes that the success of improving teacher performance depends not only on individual aspects but also on adequate structural support and a work environment.

Limitations and Future Research Agenda

As a critical reflection, several limitations should be noted. First, the ex-post facto design used does not allow for definitive causal conclusions. Future research using longitudinal or quasi-experimental designs is needed to confirm the direction of causality and test the effectiveness of specific interventions, such as participatory leadership training programs integrated with institutional values. Second, measuring teacher performance using self-assessment has the potential to introduce social desirability bias. Future research is recommended to use multi-rater assessments that integrate assessments from principals, peers, and portfolio documentation of teachers' innovative work to obtain a more objective and comprehensive picture of performance.

Third, this study only examined one independent variable, participatory leadership. This leaves 40.3% of the variance in teacher performance unexplained. Further research is recommended to simultaneously examine the influence of other factors identified in the literature review, such as infrastructure (referring to Barney & Hesterly's Resource-Based View (2019)), continuous professional development (referring to Becker's Human Capital Theory (1993)), school climate, intrinsic motivation, and job satisfaction. Testing

this more comprehensive model will provide a more complete understanding of the determinants of teacher performance and allow for the identification of mediating and moderating effects between variables. This aligns with research recommendations (Andrade et al., 2024; Olmo-Extremera et al., 2024; Sabourianzadeh & Ahmadi, 2023), which emphasize the importance of considering infrastructure and professional development factors in analyzing teacher performance.

Fourth, the context of this research is limited to Kanisius Elementary School in Yogyakarta City, which has the specific characteristics of a Catholic value-based school implementing the Reflective Pedagogy Paradigm. Generalizing the findings to other school contexts, particularly public schools or other value-based schools, requires caution. Comparative research across contexts, for example, between public schools, is crucial. and private, urban and rural schools, or different faith-based schools would be valuable to test the stability and generalizability of findings about value resonance in participatory leadership.

Research Synthesis and Contribution

Overall, this study confirms that participatory leadership has a significant impact on teacher performance, contributing 59.7% (Adjusted $R^2 = 0.597$). This effectiveness is particularly strengthened when leadership practices are rooted in the institution's value system, creating value resonance that deepens its impact. In the context of SD Kanisius in Yogyakarta City, participatory leadership is not merely a managerial instrument, but rather a concrete representation of the school's educational identity and mission. These findings enrich our understanding of how institutional values can amplify the impact of leadership practices on teacher professional performance, while also opening a new research agenda that explores value resonance in diverse educational organizational contexts. The study's primary contribution lies in introducing the concept of value resonance as a mechanism for strengthening the influence of participatory leadership in value-based school settings, a concept that has been overlooked in mainstream educational management literature.

CONCLUSION

Based on the findings and discussions, this study yields four main conclusions that address the research problem while contributing theoretically and empirically to participatory leadership in value-based elementary schools. First, participatory leadership by principals has a positive and significant impact on teacher performance, supporting Participative Leadership Theory by showing that teacher involvement, two-way communication, and delegated authority enhance motivation, commitment, and work performance. Second, participatory leadership is a strong primary determinant of teacher performance, while other factors such as infrastructure, professional development, organizational climate, motivation, and job satisfaction also play roles, aligning with the Integrated Performance Framework that emphasizes the interaction of capacity, motivation, and support. Third, its effectiveness is closely tied to institutional context, particularly in schools applying the Reflective Pedagogy Paradigm (PPR), where “value resonance”—the alignment between leadership practices and core values such as service, dignity, solidarity, and shared responsibility—strengthens its impact beyond procedural participation. Fourth, optimizing participatory leadership is supported by collegial traditions, reflective practices, servant leadership orientation, and collective commitment to character-based education, while challenges include varying leadership styles, less optimal principal evaluation systems, and limited value-integrated leadership development programs, highlighting the need for targeted and sustainable leadership improvement strategies

ACKNOWLEDGEMENTS

Based on the findings and conclusions, several strategic recommendations are proposed for stakeholders and future research agendas. Managers of values-based educational institutions are encouraged to develop sustainable principal capacity-building programs that integrate not only technical and managerial competencies but also core values such as service orientation, reflective practice, and collective responsibility. These programs may include institution-based case study workshops, mentoring by experienced principals, and forums for sharing best practices.

Education policymakers are also encouraged to reform principal performance evaluation systems. Existing assessments, which mainly emphasize administrative compliance and document completeness, should be expanded to measure principals' ability to encourage meaningful participation, provide constructive feedback, and build appreciation among educators. A more holistic evaluation instrument can be developed using a servant leadership framework adapted to local institutional values.

For principals in values-based schools, the findings reveal differing teacher perceptions of participatory leadership across school locations. Therefore, a differentiated coaching approach is needed.

Principals with lower teacher evaluations are advised to join mentoring programs led by senior principals experienced in participatory leadership. In addition, principals should create regular spaces for reflective dialogue, both formal and informal, to encourage grassroots innovation and idea-sharing.

Future studies are recommended to develop a more comprehensive model by including variables such as facilities and infrastructure quality, professional development effectiveness, organizational climate, internal motivation, and job satisfaction. Mixed-method approaches that combine quantitative surveys with interviews or participant observation would help capture value resonance dynamics that cannot be measured quantitatively. Longitudinal or quasi-experimental designs are also needed to confirm causal relationships between participatory leadership and teacher performance and to evaluate leadership training integrated with institutional values.

Finally, comparative studies across contexts—such as public and private schools, urban and rural schools, or schools with different religious backgrounds—would help test the stability and generalizability of the value resonance concept. Validation across diverse educational settings would strengthen the theoretical contribution of this research and support the development of participatory leadership theories that are more contextual and responsive to local institutional values.

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