

COMPARATIVE STUDY OF LEADERSHIP STYLES IN PUBLIC AND PRIVATE ELEMENTARY SCHOOLS

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Abstract

Effective leadership is increasingly becoming a key concern in the context of Merdeka Belajar (Freedom to Learn) policy, which provides greater opportunities for educational institutions to innovate and adapt to the needs of local communities. The role of leadership in the education sector significantly impacts educator performance and the overall success of the institution. A principal who implements effective leadership principles can improve teacher performance and student learning outcomes. This study aims to analyze the differences in leadership styles between public and private elementary school principals in the context of the Merdeka Belajar era. The method used in this study is comparative, with data collected through interviews, questionnaires, and observations involving principals, teachers, and staff at both types of schools. The results show that public schools tend to implement a transactional leadership style, while private schools prioritize a transformational leadership style. This research is expected to provide insight into how both types of institutions should adopt a more flexible leadership approach. In public schools, principals are expected to be more open to innovation and input from various parties, and to create a broader space for collaboration between teachers and students.

Keywords: Leadership Style, Elementary School Principal, Public Elementary School, Private Elementary School, Independent Learning Era

Abstrak

Kepemimpinan yang efektif semakin menjadi perhatian utama dalam konteks Merdeka Belajar, di mana kebijakan ini memberikan peluang yang lebih besar bagi lembaga pendidikan untuk berinovasi dan beradaptasi dengan kebutuhan masyarakat setempat. Peran kepemimpinan dalam sektor pendidikan memiliki pengaruh yang besar terhadap kinerja para pendidik dan keberhasilan lembaga secara keseluruhan. Seorang kepala sekolah yang menerapkan prinsip-prinsip kepemimpinan yang efektif dapat meningkatkan kinerja guru serta hasil belajar siswa. Penelitian ini bertujuan untuk menganalisis perbedaan gaya kepemimpinan antara Kepala Sekolah Dasar Negeri dan Swasta dalam konteks Era Merdeka Belajar. Metode yang digunakan dalam penelitian ini bersifat komparatif, dengan pengumpulan data melalui wawancara, kuesioner, dan observasi yang melibatkan kepala sekolah, guru, serta staf di kedua jenis sekolah tersebut. Hasil penelitian menunjukkan bahwa sekolah negeri cenderung menerapkan gaya kepemimpinan Transaksional, sementara sekolah swasta lebih mengedepankan gaya kepemimpinan Transformasional. Penelitian ini diharapkan dapat memberikan wawasan bahwa kedua jenis institusi sebaiknya menerapkan pendekatan kepemimpinan yang lebih fleksibel. Di sekolah negeri, kepala sekolah diharapkan lebih terbuka terhadap inovasi dan masukan dari berbagai pihak, serta menciptakan ruang kolaborasi yang lebih luas antara guru dan siswa.

Kata Kunci: Gaya Kepemimpinan, Kepala Sekolah Dasar, Sekolah Dasar Negeri, Sekolah Dasar Swasta, Era Merdeka Belajar



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INTRODUCTION

The principal plays a pivotal role in shaping the success of an educational institution. As leaders within the education sector, principals bear extensive responsibilities that encompass not only managerial functions but also the cultivation of a conducive learning environment. Hidayatullah highlighted that effective leadership significantly enhances the motivation of both teachers and students, thereby contributing to better academic performance.¹ Similarly, Imron stressed that a critical component of successful educational leadership lies in the principal's capacity to inspire and motivate teachers to excel.² Because only through the development of high-quality human resources can genuine human dignity be elevated and upheld.³ Teachers with high levels of competence are better equipped to deliver effective instruction to children.⁴ Accomplished school leaders employ diverse motivational strategies, including recognizing teachers' efforts through rewards, facilitating professional development opportunities, achieving clear objectives, and fostering a collaborative work culture.

School leaders hold a vital responsibility in fostering constructive relationships by providing clear guidance, positive reinforcement, and ongoing support to educators. By implementing effective leadership strategies, they cultivate an environment where teachers feel appreciated, motivated, and empowered to enhance their instructional practices. This approach has a profound influence on school performance and the overall quality of student learning outcomes. In the current educational landscape, the role of school leaders has gained increasing significance, particularly in addressing the challenges of the Era of Merdeka Belajar, where innovation and adaptability are essential for the success of educational institutions. As the driving force within the school, the principal is tasked with ensuring that all components of the institution operate effectively to achieve educational objectives, encompassing both the professional growth of teachers and the academic success of students.⁵

Effective leadership has become a central focus within the Merdeka Belajar framework, a policy that expands opportunities for educational institutions to innovate and adapt to the needs of

¹ N. Hidayatullah, S Marsidin, and S Sulastris, "Studi Literatur: Manajemen Kelas Untuk Meningkatkan Motivasi Belajar Siswa," *Jurnal Pendidikan Dan Konseling* 4, no. 6 (2022): 10980–86, <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.10177>.

² A Ridho and M Imron, "Penerapan Metode Mind Mapping Dalam Upaya Peningkatan Hasil Belajar Siswa," *Journal Creativity* 1 (2023): 88–95, <http://creativity.masmubatabata.com/index.php/creativity>.

³ Didik Sugeng Widiarto, Siska Armawati Sufa, and Citra Rani Angga Riswari, "Pengaruh Peran Komunikasi Orang Tua Terhadap Keputusan Mahasiswa Baru Dalam Memilih Program Studi Di Perguruan Tinggi (Studi Kasus: Universitas Dr. Soetomo)," *Vol 3 No 2 (2019): 6th Edition* 2, no. 1 (2018): 53–64, <https://doi.org/10.23960/metakom.v2i1.20>.

⁴ D. B. Tambunan, D. A. Krisprimandoyo, and W Hartono, "Peningkatan Kompetensi Guru Sekolah Minggu Di Lingkungan Gereja HKBP Resort Surabaya Selatan," *Book Chapter Konservasi Pendidikan Jilid 7*, 2024, 23–43.

⁵ Mulyasa, *Manajemen Pendidikan Karakter* (Jakarta: Bumi Aksara, 2020).

their communities. Leadership exerts a profound impact on educators' performance and the overall success of educational institutions. Principals who demonstrate strong leadership capabilities can enhance both teacher performance and student learning outcomes. Studies that compare various leadership styles aim to uncover the critical distinctions between these approaches across different types of schools, examining their influence on work culture, school climate, and student achievement. The findings from such research offer valuable insights into the effectiveness of leadership within diverse organizational contexts.⁶

The Manyar sub-district hosts a variety of primary schools, encompassing both public and private institutions, each encountering distinct challenges and opportunities in their efforts to enhance educational quality. According to data from the local education office, the area is served by approximately 16 public primary schools and five private institutions. Within this setting, school principals bear a critical responsibility, as they are expected to lead initiatives aimed at improving educational standards, even when operating with constrained resources.

Research by Muntatsiroh and Hendriani reveals that principals in private educational institutions possess greater flexibility in adapting curricula and instructional methods compared to their counterparts in public institutions.⁷ Harahap et al., further demonstrate that principal leadership exerts a positive and significant influence on teacher performance.⁸ The findings suggest that improvements in principal leadership quality are directly associated with improvements in teacher performance. Moreover, effective leadership combined with a robust organizational culture significantly contributes to the effectiveness of teachers' instructional practices. Consequently, stronger principal leadership and organizational culture lead to more optimal teacher performance. Conversely, weak leadership and organizational culture can negatively affect teacher performance, potentially diminishing the overall quality of instruction.

The leadership style of principals and their ability to foster work motivation significantly and positively impact teacher job satisfaction, both independently and in combination. Sudrajat emphasizes that an organization's success is shaped by various internal and external factors, with motivation emerging as the most influential element in driving work efficiency.⁹ In this regard, motivation is often compared to the engine and steering wheel of a vehicle, symbolizing the driving

⁶ D Puspitasari et al., "Gaya Kepemimpinan Kepala Sekolah Dalam Peningkatan Kinerja Guru," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2022): 70–83, <https://www.pasca.jurnalikhac.ac.id/index.php/munaddhomah/article/download/196/121/828>.

⁷ A Muntatsiroh and S Hendriani, "Strategi Kepala Sekolah Dalam Memfasilitasi Implementasi Kurikulum Merdeka Di SMKN 3 Sijunjung," *JKIP: Jurnal Kajian Ilmu Pendidikan* 3, no. 2 (2023): 100–106, <http://journal.al-matani.com/index.php/jkip/index>.

⁸ Rasyid Ridho Harahap et al., "Pengaruh Kepemimpinan Kepala Sekolah Dan Budaya Organisasi Terhadap Kinerja Guru," *Ideguru: Jurnal Karya Ilmiah Guru* 8, no. 2 SE-Research Articles (January 31, 2023): 226–31, <https://doi.org/10.51169/ideguru.v8i2.537>.

⁹ A Sudrajat, "Penerapan Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *Journal on Education* 5, no. 3 (2023): 7245–65, <https://doi.org/https://doi.org/10.31004/joe.v5i3.1513>.

force and guiding mechanism. The principal, as the leader, serves as the primary source of motivation, playing a pivotal role in aligning the performance of students and teachers with the broader objectives of the educational organization. Through effective leadership, principals have the capacity to advance school progress by fostering self-awareness and organizational insight.

This study will examine the differences in principal leadership styles at the primary level between public and private educational institutions within the framework of Merdeka Belajar. The research aims to identify the key elements that differentiate these leadership styles and evaluate their impact on educational quality. Accordingly, the study will analyze both the differences and similarities in leadership practices across the two types of schools. Furthermore, it seeks to uncover the factors influencing the leadership styles adopted in each context. By gaining deeper insight into these leadership approaches, the study aspires to provide valuable recommendations for the professional development of school leaders. The findings are anticipated to contribute positively to the advancement of education in the Manyar sub-district.

RESEARCH METHODS

The research on comparing principals' leadership styles in public and private primary schools within the Merdeka Belajar era employs a comparative descriptive method. This method seeks to describe and compare the leadership styles implemented in both types of schools and to analyze the factors influencing these styles. Data were gathered through interviews, questionnaires, and observations involving principals, teachers, and staff from public and private schools. The study was conducted during the odd semester of the 2024–2025 academic year at two schools: SD Muhammadiyah Manyar and UPT SDN 40 Gresik. The research subjects included teachers, students, and principals from both institutions. Data collection techniques encompassed interviews, questionnaires, observations, and document analysis. The research on Comparative Study of Leadership Styles in Public and Private Elementary Schools is depicted in the following diagram:

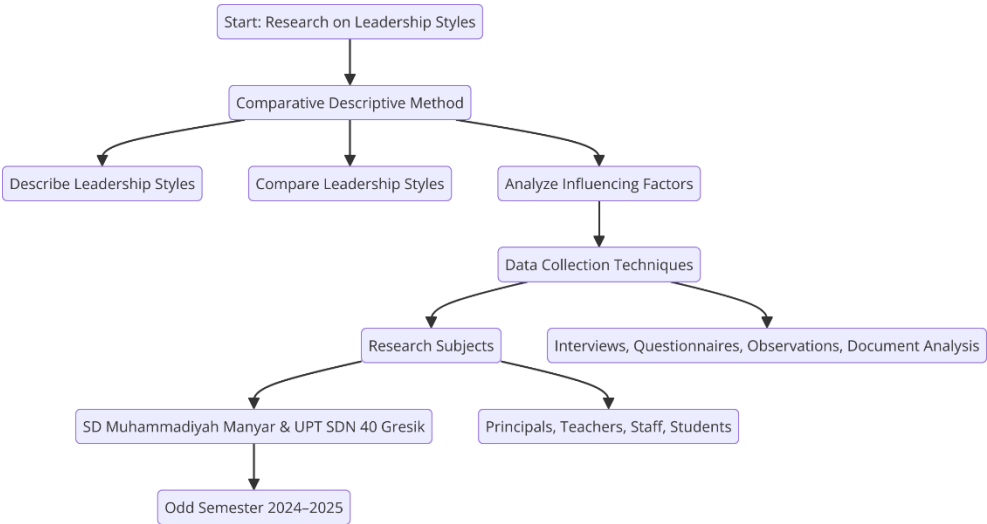


Figure 1. Conceptual Framework

RESULTS AND DISCUSSION

Differences in Leadership Styles between Muhammadiyah Manyar Primary School and UPT SDN 40 Gresik

This study identified notable differences in the leadership styles of principals in public and private primary schools within the Merdeka Belajar framework. Public school principals predominantly adopt a transactional leadership style, emphasizing the achievement of government-mandated objectives, whereas private school principals tend to employ a transformational approach, fostering teacher innovation and professional development.¹⁰ Findings from interviews and observations conducted in two schools reveal that each principal tailors their leadership style to align with the unique characteristics of their respective institutions. These differences are summarized in the table below:

¹⁰ M. S Mulyadi, “Penggunaan Model Pembelajaran Peer Tutoring Dalam Mengatasi Kesulitan Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Kelas X IPS 1 SMA Negeri 5 Pamekasan,” *Program Studi Pendidikan Agama Islam*, 2020, <https://doi.org/10.1016/j.jnc.2020.125798><https://doi.org/10.1016/j.smr.2020.02.002><http://www.ncbi.nlm.nih.gov/pubmed/810049><http://doi.wiley.com/10.1002/anie.197505391><http://www.sciencedirect.com/science/article/pii/B9780857090409500205>

Table 1. Observation Results on Teachers, Students and Principal at SD Muhammadiyah Manyar Elementary School

Aspects	Students	Teacher	Principal
Communication	Students feel that the principal listens to their feedback. This shows that the principal is open and responsive to students' needs and opinions, which is important for building trust.	The principal provides feedback on teacher performance regularly, at least every semester after supervision, and is open to suggestions from teachers. This creates constructive communication and allows teachers to understand areas for improvement while participating in improving the quality of education.	The principal regularly gives feedback to teachers on their performance and is open to suggestions from the school community. This builds positive and constructive communication and helps teachers to continuously improve their teaching methods.
Involvement in school activities	The principal frequently interacts directly with students, at least once a week. This shows active engagement that allows students to feel close and comfortable with the principal.	The principal actively involves teachers in the decision-making process through various means such as regular meetings, discussion forums, surveys, and work team empowerment. This demonstrates a collaborative approach, where teachers are given the opportunity to express their opinions and be	The principal has a vision and mission focused on developing aspects of science, technology and English (Sciencetehlis), which shows an orientation to make the school superior in science and technology innovation with a culture of literacy and Islamic values. This encourages students and teachers to

		involved in decisions that affect the school.	develop in the field of science with an environment that supports communication in daily English.
Decision-making	The principal is perceived as fair in dealing with problems, involving relevant parties such as teachers and parents. This shows that the principal endeavors to address the issue thoroughly and ensure fair conflict resolution.	The principal handles conflicts between teachers with a mediation approach, clear policies, open communication, and emotional support. This shows leadership that not only focuses on solving the problem, but also on preventing and addressing the long-term impact of the conflict.	The principal involves teachers, staff and students in the decision-making process through various mechanisms such as open meetings, work teams, surveys and discussion forums. This approach ensures that all parties feel valued and have a contribution to make to the development of the school, as well as increasing ownership of the decisions made.
Motivation and support	The principal's presence in extracurricular activities or other student activities gives the impression of direct support and supervision, which can increase students' motivation and enthusiasm.	The principal supports the development of teachers' competencies by providing opportunities for training and professional development. This demonstrates	Principals provide various forms of support for teachers' professional development, including training, mentoring programs, access to resources and support for innovative teaching methods. This

		leadership that is concerned with growing the quality of teaching and learning in the school.	supports demonstrates a commitment to improving teachers' competencies, which has a direct impact on the quality of education in the school.
Leadership style	The principal is considered a good role model for students, reflecting exemplary attitudes and actions, such as integrity and responsibility.	The principal encourages innovation by giving space for creativity and resources for collaborative learning. Respect for innovation, evaluation and reflection show that the principal encourages a transformational approach, which is important for creating a progressive and adaptive learning environment.	The principal acts as a transformational leader who encourages teachers and students to develop innovative teaching and learning methods, such as project-based learning and technology integration. On the school management side, principals also implement technology and involve all stakeholders in strategic planning, which creates an atmosphere that supports positive change.
Time management	The principal's leadership style that emphasizes positive values such as cooperation, integrity	Regular communication and social activities show that the principal cares about teachers'	The principal regularly gives feedback to teachers on their performance and is open to

	and innovation creates a better learning atmosphere in the school.	work-life balance and personal well-being.	suggestions from the school community. This builds positive and constructive communication and helps teachers to continuously improve their teaching methods.
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Principals commonly adopt a collaborative, supportive, and transformational leadership approach. This method prioritizes not only enhancing teachers' competencies and performance but also addressing their emotional well-being while fostering a positive and supportive work environment. Such a leadership style aligns closely with the vision of Merdeka Belajar, which underscores the significance of collaboration, innovation, and the holistic well-being of all stakeholders within the school community.

Table 2: Observation results for teachers, students and principals at UPT SDN 40 Gresik

Aspects	Students	Teacher	Principal
Communication	The principal provides opportunities for students to express their opinions or suggestions so that students feel that they are treated fairly. This attitude shows the principal's commitment to creating an inclusive environment and supporting student participation.	The principal communicates frequently with teachers, staff and students in both formal and informal activities. The principal pays close attention to input and opinions from all parties. The principal gives direct instructions to teachers and staff in a gradual and very clear manner.	The principal gives specific directions to teachers and staff on what is expected of them in carrying out their duties. In addition, she ensures that school rules and procedures are well communicated and understood by all parties. The Principal also receives feedback on the tasks assigned, especially if there are problems.

Involvement in school activities	The principal is considered to be very kind and caring towards students, reflected in direct interaction in various activities, such as competitions and other events. This shows that the principal plays an active role in school activities and is always present among the students.	The principal always makes time to attend school activities in the midst of his busy schedule as principal. The principal is very supportive of student and teacher activities, both academic and non-academic, which has a positive impact on all parties.	The principal tries to be present in every activity, both extra and other school programs. The support provided by the school principal is expected to contribute and motivate teachers and students to be more active.
Decision-making	In dealing with problems or conflicts, the principal uses an educative approach, advising students not to repeat their mistakes. This approach helps students learn from mistakes and shows a leadership attitude that prioritizes coaching over punishment.	The principal listens to the opinions of all parties before making a decision with the consent of all parties. The principal mediates between conflicts or differences by listening to both parties before making decisions that do not harm both parties.	The principal involves teachers and staff in decision-making, and determines the steps to be taken. Any conflict resolution is directed to resolve it with solutions and in accordance with school rules and policies.
Motivation and support	The principal also motivates students in academic and non-academic matters, such as encouraging them to take part in extracurricular activities so that they study harder. This	The principal is a motivator who encourages teachers and students to move forward and conducts regular coaching for teachers. The principal always rewards and recognizes	The principal motivates teachers and students by giving awards for performance and results that have been achieved, either in the form of certificates, or other awards to further

	shows the principal's attention to developing students' potential in various fields.	the achievements of both teachers and students.	motivate teachers and students.
Leadership style	The principal's leadership style is recognized by students as creating a good and comfortable learning atmosphere. An inclusive and caring leadership style creates a supportive learning environment and positively influences students' enthusiasm.	The principal strongly encourages innovation and change that can have a positive impact on the progress of the school The principal always analyzes changes and collaborates with all school parties to find opportunities to overcome challenges.	More structured and focused on achieving results. I give clear instructions and emphasize the importance of achieving targets. Each individual must be responsible for his or her duties in order to achieve the agreed goals.
Time management	Students expect the principal in the future to be more attentive to their needs, reflecting students' aspirations for leaders who are increasingly responsive to their academic needs as well as their well-being.	Very effective in managing time. The principal is always present at important activities	Time must be efficient in completing tasks in order to run according to a predetermined schedule. Makes time to attend every activity, especially evaluation activities, important meetings or other activities that support the school's vision and mission.

Interviews conducted at the two schools revealed significant differences between them. This study highlights that the leadership style of school principals has a substantial impact on the performance of educational institutions. In public schools, the application of a transactional leadership style has proven effective in achieving government-mandated targets. However, this approach tends to be less adaptive to the changes and innovations required in the current context of

autonomous learning. Conversely, private school principals who adopt innovative leadership approaches have successfully fostered a more creative and open environment, which has, in turn, improved teacher performance, parental satisfaction, and student learning outcomes.¹¹ Moreover, the implementation of participative and transformational leadership in private schools has significantly enhanced teacher motivation and engagement, positively influencing educational quality and learning outcomes. In contrast, the more bureaucratic approach commonly observed in public schools, while effective in maintaining stability, is often perceived as less responsive to the dynamic changes necessitated by the Merdeka Belajar policy.¹²

DISCUSSION

Leadership Style Factors of Muhammadiyah Manyar Elementary School and UPT SDN 40 Gresik

Several factors influence the leadership styles of school principals in Manyar sub-district, both in public and private educational institutions, including government regulations, institutional autonomy, and organizational culture. In public schools, strict government regulations compel principals to adhere to established procedures, often resulting in a transactional and bureaucratic leadership style.¹³ Conversely, private schools benefit from greater institutional autonomy, enabling principals to adopt more innovative approaches that emphasize teacher participation and the development of creative learning processes. Additionally, organizational culture plays a crucial role in shaping leadership styles. In private schools, a more flexible and innovation-driven culture encourages participative and collaborative leadership, whereas the formal and hierarchical culture of public schools tends to promote a more conservative leadership approach.¹⁴

Comparison of the Leadership Styles of the Principals of SD Muhammadiyah Manyar and UPT SDN 40 Gresik

The findings of this study further validate the differences in leadership styles observed between public and private educational institutions. The analysis reveals significant differences

¹¹ R. Rohmat, S. Utomo, and G. Setiadi, "Pengaruh Kepemimpinan Kepala Sekolah, Budaya Organisasi Dan Motivasi Kerja Terhadap Kinerja Guru Di Yayasan Al Asyhar Tulakan Donorojo Jepara," *Jurnal Ilmiah Wahana Pendidikan* 8, no. 18 (2022): 335–46, <https://doi.org/https://doi.org/10.5281/zenodo.7134648>.

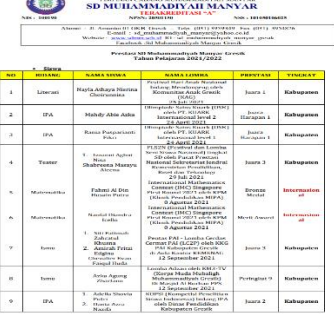
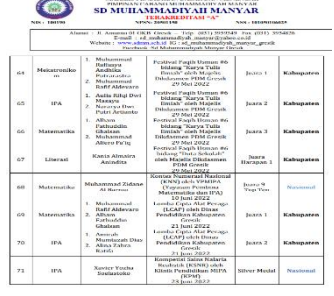
¹² A. H. Fattah, *Kepuasan Kerja Dan Kinerja Pegawai (Budaya Organisasi, Perilaku Pemimpin, Dan Efikasi Diri)* (Yogyakarta: Elmatara, 2019).

¹³ S. Sriyanto, K. Kartono, and M. G. Sembiring, "Gaya Kepemimpinan Transformasional Kepala Sekolah Dasar Menyongsong Merdeka Belajar Di Era Industri 4.0," *Jurnal Basicedu* 6, no. 6 (2023): 10259–10266, <https://doi.org/https://doi.org/10.31004/basicedu.v6i6.4794>.

¹⁴ R. Robani and T. A. Mustofa, "Implementasi Gaya Kepemimpinan Demokratis Kepala Sekolah Untuk Meningkatkan Kinerja Guru Di SMA Negeri 1 Wonogiri," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 3 (2024): 1930–38, <https://doi.org/https://doi.org/10.51169/ideguru.v9i3.1196>.

between these two types of schools. Public schools predominantly adopt a transactional leadership style, whereas private schools place greater emphasis on transformational leadership. Although public school principals often have formal educational backgrounds and operate within the constraints of government bureaucratic regulations, they still possess opportunities to innovate and incorporate transformational leadership practices. In contrast, private school principals are more empowered to innovate and make autonomous decisions, reflecting the more liberal and self-governing nature of private institutions. Furthermore, private school principals often have broader experience in managing schools with flexible and participative approaches, while their public school counterparts are primarily focused on implementing policies mandated by the central government.

Table 3. Comparison of Student Achievements at SD Muhammadiyah Manyar and UPT SDN 40 Gresik

UPT SDN 40 Gresik	Muh Manyar Elementary School
	
	
	

The documented championships won by the two schools represent only a fraction of the competitions they have participated in. UPT SDN 40 Gresik has demonstrated remarkable success across various academic and cultural arts competitions. The principal's transactional leadership style is reflected in the establishment of clear goals and specific targets for both students and teachers. These efforts have resulted in numerous competition wins, with the principal actively recognizing and rewarding outstanding achievements as a motivational strategy. Additionally, a transformational leadership approach is evident in the principal's encouragement of innovative teaching methods among teachers and the active involvement of students in extracurricular activities. This approach ensures that student accomplishments in competitions contribute meaningfully to their overall character development.¹⁵

CONCLUSION

This study reveals that the leadership styles exhibited by students, teachers, and principals in each institution are tailored to the specific conditions and context of their schools. In public primary schools, the transactional leadership style predominates, characterized by an emphasis on formal structures, strict adherence to procedures, and the application of rewards and sanctions as primary management tools for teachers and students. However, principals in public schools may

¹⁵ Katerina Antonopoulou, Christos Begkos, and Zichen Zhu, “Staying Afloat amidst Extreme Uncertainty: A Case Study of Digital Transformation in Higher Education,” *Technological Forecasting and Social Change* 192 (2023): 122603, <https://doi.org/https://doi.org/10.1016/j.techfore.2023.122603>.

also incorporate elements of transformational leadership, albeit within limited parameters. This is evident from the feedback provided by students, teachers, and the principals themselves. Conversely, private schools demonstrate a more explicit and comprehensive application of the transformational leadership style. Principals in private institutions often adopt a participative approach that prioritizes innovation, collaboration, and the personal development of both teachers and students, aligning closely with the principles of Merdeka Belajar. This leadership style fosters a more inclusive and supportive environment for all stakeholders involved in the educational process.

SUGGESTIONS

This study recommends that principals from both public and private institutions adopt more flexible leadership approaches to address the challenges of the Merdeka Belajar era. In public schools, principals should demonstrate greater openness to innovation and actively seek input from diverse stakeholders while fostering increased collaboration between teachers and students. For private schools, principals are advised to sustain their innovative practices while enhancing evaluation mechanisms and establishing measurable targets to promote stability. These strategies aim to create a learning environment that is adaptive, equitable, and supportive of the growth of all stakeholders. Additionally, this research aspires to identify the factors influencing leadership styles in both types of schools, thereby making a meaningful contribution to the literature and practice of educational leadership in Indonesia.

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