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Article Reviews

Empowering Leadership in Emancipated School Program: A Systematic Literature Review

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Abstract

The emancipated school program policy is still 3.56% of the total schools in Indonesia. The role of the school principal in implementing an empowering leadership style is the main key to increasing the quantity and quality of schools involved in the emancipated school program. This study aims to analyze the empowering leadership of school principals in implementing the emancipated school program as a form of commitment to implementing national policies on education. The method used in this research is a systematic literature review with the PRISMA model. Data analysis followed the procedures in PRISMA by using an internationally indexed article database, namely Scopus. The results of this study indicate that the empowering leadership of school principals is needed in pro-actively encouraging the involvement of educational institutions that are led to participate in the emancipated school program. In addition, the empowering leadership style in honing the ability of leaders to carry out the role as a motivator for the entire school community can foster self-efficacy, trust in leaders, perceived organizational support, organization-based self-esteem, vigour, affective commitment, organizational status, job satisfaction, job well-being, as well as knowledge-sharing behaviour from the entire school community. Thus, the national education policy regarding the focus on emancipated school programs such as digitizing schools, data-based planning, learning with a new paradigm, and strengthening human resources in schools can run well.

Keywords *Empowering Leadership, Emancipated School Program, Principal*

INTRODUCTION

Leadership's grand theory of transformational leadership models (Bass & Bass, 2009) is a conceptual framework that focuses on the essential role of leaders in inspiring, motivating, and changing their subordinates through profound positive influence. The concept of transformational leadership considers leadership as a dynamic process that leads to significant changes in attitudes, beliefs, and performance of individuals and groups (García et al., n.d.). The theory of transformational leadership involves four main dimensions that describe leader behaviour and influence, namely: (1) idealized influence, where transformational leaders display high behaviour and integrity and set positive examples by inspiring and motivating; (2) inspirational motivation, the leader can articulate an interesting and uplifting vision by using strong and inspiring communication in understanding the goals and direction of the organization; (3) intellectual stimulation, transformational leaders encourage creative and innovative thinking among subordinates by stimulating critical thinking, asking challenging questions, and encouraging the exploration of new solutions; (4) individualized consideration, the leader gives personal attention to subordinates, acknowledges the needs, aspirations, and potential of each individual by building strong relationships and supporting the career and personal development of subordinates (Bass & Bass, 2009).

Empowering leadership is currently the most relevant study in discussing the Ministry of

Education and Culture policies, especially regarding the emancipated school program. In the emancipated school program, the determination of program participants is based on the school's awareness to develop for the better. School representation can be manifested as individual principals. This self-awareness is reflected in internal encouragement that motivates individual principals to achieve high and satisfying achievements in tasks or activities in developing the organization. Motivation can arise within the individual, such as from the desire to improve skills or the desire to meet standards set by oneself or others. High motivation can trigger them to participate more actively through behaviours such as helping colleagues and participating in activities not included in their responsibilities (Almaqableh et al., 2021). In the context of this research, motivation is the strong desire of individual school principals to develop and excel in participating in an emancipated school program based on internal motivation.

Previous research gaps are presented based on the results of research data mapping, where researchers use article data sources published in Scopus-indexed reputable journals. The keywords used are 'empowering leadership' and 'teacher', with limitations on the subject area of psychology and social sciences and limitations of the year between 2021-2023. The search results found 13 articles that are relevant to these keywords. Next, the researcher entered all the articles in the Vosviewer application, so the results are obtained in the following figure.
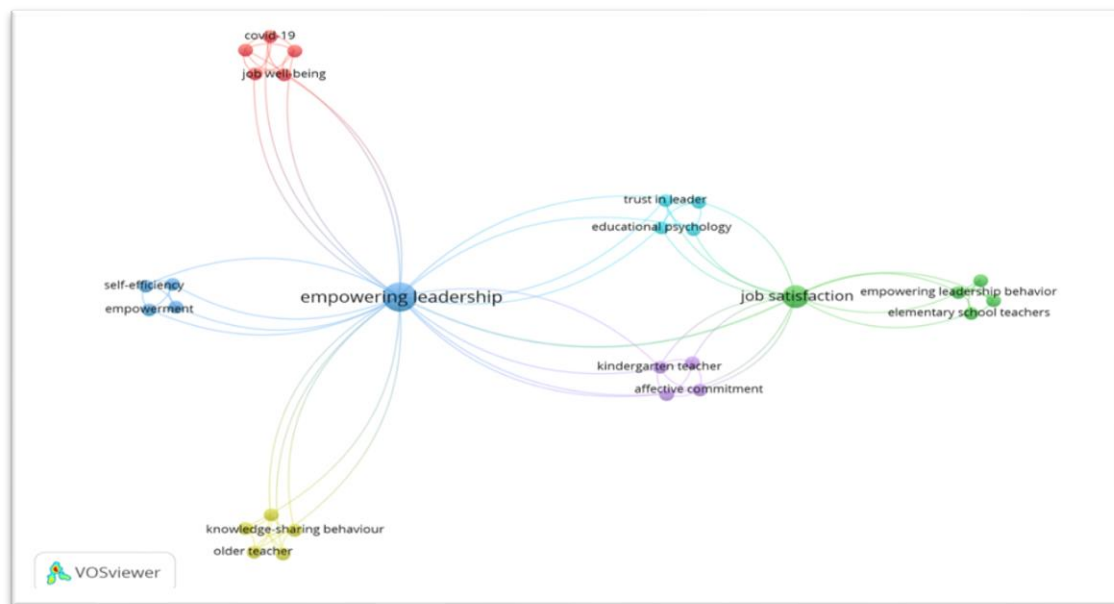

Figure 1. Research Gap (source: vosviewer)

Based on the Figure 1, research on empowering leadership and teachers is still very limited to job satisfaction, well-being, self-efficiency, and knowledge-sharing behaviour. While there are no articles discussing empowering leadership and school mobilization programs, for this reason, this research has a novelty from the aspect of updating the research gap based on data analysis using the Vosviewer software. As for the practical gap in this study, the phenomenon of the emancipated school program is currently running in batch 3 with a total of 14,237 schools that have joined (Kemdikbud data, 2023) consisting of each level starting from early childhood education, elementary schools, junior high school, high school, and inclusive school with the following composition.
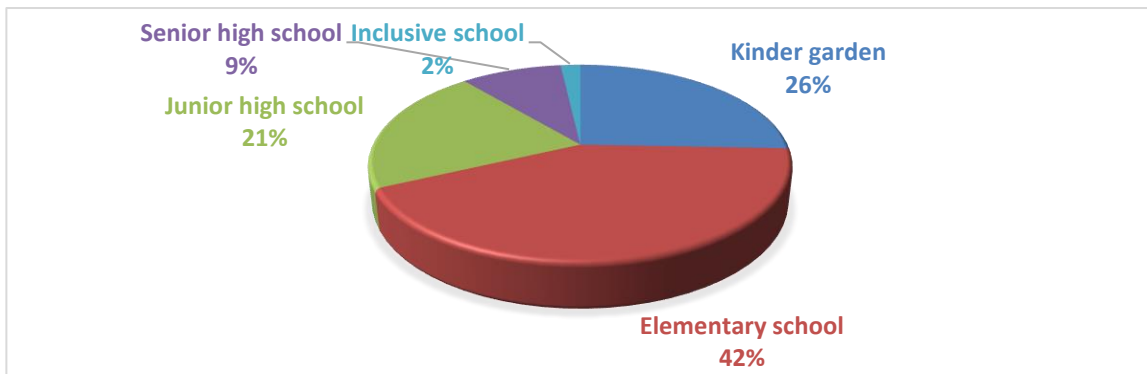
Figure 2. Distribution of emancipated school programs according to educational level

(source: Kemdikbud, 2023)

Looking at the data above, compared to the total number of schools in Indonesia, which is 399,376 (BPS data, 2023), only 3.56% of schools have implemented the emancipated school program. This empirical gap is a gap in advancing education, especially in Indonesia. One of the efforts to minimize this vast gap is by building awareness through empowering leadership for school principals at each level of education so that national policies on education can be transformed in a more massive and focused manner.

Based on these conditions, this research becomes a consideration in determining policy, especially to fill the deep gap regarding the number of schools involved in the emancipated school program. Empowering leadership with the characteristics of this leadership style can encourage the involvement and participation of schools in the government's national programs. Principals as leaders of educational institutions that describe an empowering leadership style will show behaviour that reflects idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Bass, 2009). This is a trigger to encourage the number of schools involved in implementing the emancipated school program.

This research contribution is useful in adding to studies and policy recommendations regarding educational leadership, especially situational leadership theory with an empowering leadership style in implementing the emancipated school program in Indonesia. Methodologically, this research is a literature review research using the PRISMA (Preferred Reporting Items For Systematic Reviews and Meta-analysis) model, which can enrich the results of field research and existing literature review studies.

RESEARCH METHOD

The method used in this research is a systematic literature review with the PRISMA model (Preferred Reporting Items For Systematic Reviews and Meta-analysis). This study uses data collection methods from reading sources related to research discussion, namely empowering leadership, education, teachers, and emancipated schools. In this case, a literature search was conducted based on a database of internationally indexed articles, namely Scopus. The keywords used in this study were very specific, namely 'empowering leadership and 'teacher', so 13 articles were found that were used as material in the analysis of the results and discussion of this article. The following presents an overview of the stages of the systematic review of the PRISMA model.
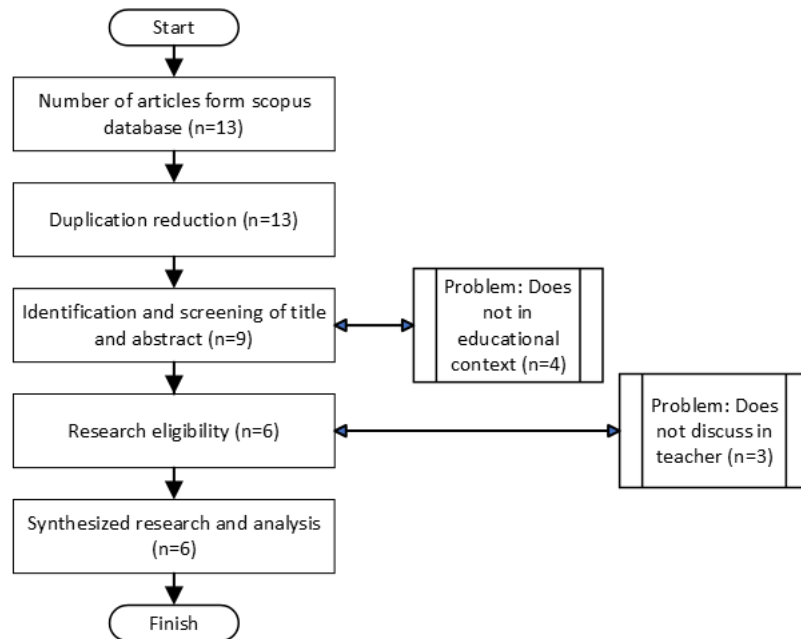
Figure 3. Systematic literature review flow diagram based on PRISMA

Based on this process, the researcher searched for articles with predetermined keywords (n=13). In the next stage, the researcher examined each article and confirmed that no similar articles (n = 13). Next, the researcher screened through an assessment of the title and abstract and found articles that did not discuss the educational context (n = 4) so that there were appropriate articles (n = 9). The next screening was by reading the entire article; based on the assessment results, some articles did not discuss teachers and principals (n=3), so there were eligible articles (n=6). From the data of this article, synthesis and analysis were carried out in the following six articles were presented, which were used as analysis in this study.

FINDINGS AND DISCUSSION

Empowering leadership as an antecedent variable in various research articles shows that a fundamental construct in the realm of organizational behaviour and leadership studies has significant implications for increasing self-efficacy (Celik & Konan, 2021; Dağlı & Kalkan, 2021), trust in a leader (Horoub & Zargar, 2022), perceived organizational support (Nong et al., 2022), job stress (Nong et al., 2022), organization-based self-esteem (Wang et al., 2022), vigour (Liu et al., 2021), affective commitment (Liu et al., 2021), LMX (Horoub & Zargar, 2022), organizational status (Z. Wang et al., 2022), job satisfaction (Dağlı & Kalkan, 2021; Liu et al., 2021), job well-being (Nong et al., 2022), knowledge-sharing behaviour (Wang et al., 2022), organizational citizenship behaviour (Celik & Konan, 2021). As an antecedent variable, empowering leadership is characterized by the conscious efforts of leaders to delegate authority, provide autonomy, provide resources, and form a climate of psychological empowerment for members. The empowering leadership style plays an important role in shaping members' perceptions of the work environment, which can influence attitudes and behaviour.
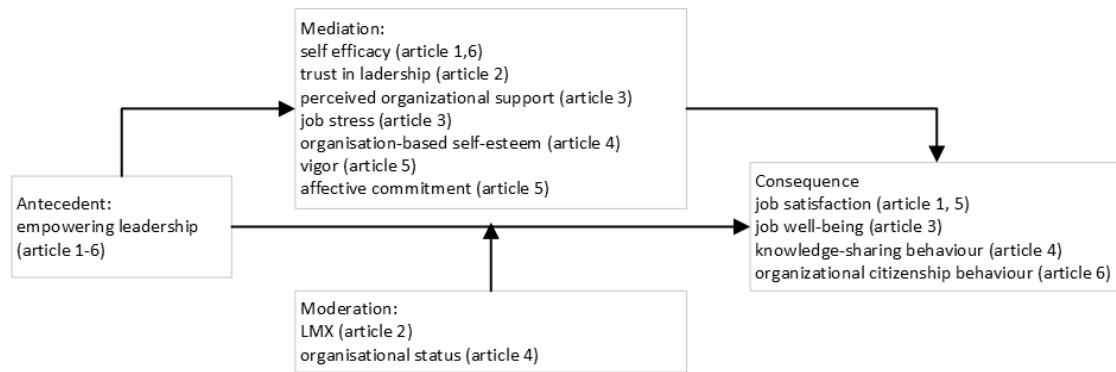
Figure 4. Correlation summary of a research article

Empowering leadership can be analyzed into distinct components, each contributing to its impact on member engagement and performance. First, delegating authority involves transferring decisions to lower-level members, enabling them to participate in shaping work processes and outcomes. By involving members in decision-making, leaders can stimulate a sense of ownership and responsibility, fostering an increased sense of self-efficacy and intrinsic motivation. Second, giving autonomy to members to be free to use discretion and make choices regarding their work assignments. This autonomy not only shows the leaders' trust in members but also creates a climate of empowerment and accountability. The greater authority will increase the ability of members to solve problems proactively, show creativity, and show a higher commitment to achieving organizational goals.

Research findings on empowering leadership on self-efficacy and job satisfaction in the Antakya district of Hatay province (Dağlı & Kalkan, 2021) show that according to teacher perceptions, the leadership behaviour of empowering school principals is high. Empowering leadership behaviour and self-efficacy are significant predictors of job satisfaction, so it is concluded that leadership behaviour empowering school principals plays an important role in teacher job satisfaction, influencing teacher self-efficacy. Other research on empowering leadership after the COVID-19 pandemic also showed findings that the role of LMX moderator significantly positively affected job satisfaction in the presence of empowering leaders (Horoub & Zargar, 2022). This indicates that empowering leaders is very influential in increasing job satisfaction for university lecturers in the post-pandemic era. Empowering leadership in the context of the job demands-resource model at the early childhood education level also shows a positive relationship to teacher work well-being and organizational support; on the other hand, it shows a negative effect on work stress (Nong et al., 2022).

Based on various analyzes of the results of the research findings above, it further strengthens that the empowering leadership of school principals is a trigger for the development of organizations in educational institutions. In the context of this research, the role of school leaders also makes a major contribution to the implementation of the emancipated school program (Apoko et al., 2023) by providing the role of the principal who empowers teachers to be actively involved in the program (Cheong et al., 2019; Hon & Chan, 2013). The emancipated school program focuses on accelerating schools to move 1-2 stages further through innovation and a strong desire from the entire educational institution community in terms of digitizing schools, data-based planning, learning with a new paradigm, and strengthening human resources in schools (Yuniawan et al., 2023).

The role of the school leader in carrying out the empowering function is one of the main tasks that requires the leader to take proactive initiatives, develop collaborative strategies, and

build a strong vision to motivate and guide the entire school community in taking part in the emancipated school program (Bass & Riggio, 2006; Bernard M Bass & Bass, 2009). School leaders have an important responsibility in coordinating and facilitating schools' efforts to participate in emancipated school programs to improve the quality of education. Empowering leadership for school principals has a role in formulating and articulating a clear vision (Kearney et al., 2019) regarding the importance of involvement in an emancipated school program. This involves effective communication throughout the school community regarding the benefits and contributions that can be made by emancipated school programs to school development and achievement of educational goals.

School leaders take an active role in developing collaborative strategies (Clarke & Fuller, 2010) to involve all stakeholders in implementing school-emancipated programs. School leaders play a role in supervising and monitoring the implementation of the emancipated school program based on data analysis related to the indicators of the emancipated school program. Based on the principal's role, principals with an empowering leadership style can identify areas that need improvement, provide constructive feedback to the school community, and take the necessary corrective steps.

The school leader also acts as a motivator (Belle, 2007) of enthusiasm for all school community members. This includes giving appreciation and recognition to individuals and teams who perform well, as well as inspiring (Hoversten, 1992) members of the school community to continue to strive for better performance. To encourage schools to be involved in the emancipated school program, school leaders must integrate strategic vision, collaborative leadership, close monitoring, and motivational skills. By carrying out this role effectively, school leaders who employ empowering leadership can help steer schools toward success in implementing school mobilization programs and realizing real improvements in the quality of education.

CONCLUSIONS

Empowering leadership in implementing the emancipated school program is strategic for improving educational institutions' quality. The empowering leadership style with the underlying characteristics can encourage the achievement of the emancipated school program that can be implemented in educational institution units. Principals with an empowering leadership style can proactively involve educational institutions that are led to participate in the emancipated school program. In addition, skills as a motivator for the entire school community can foster self-efficacy, trust in the leader, perceived organizational support, organization-based self-esteem, vigour, affective commitment, organizational status, job satisfaction, job well-being, and knowledge-sharing behaviour.

Recommendations for future researchers can make research with this systematic literature review model as a basis for conducting field research with various theoretical and practical gaps that have been identified. The scope of this research is limited to the emancipated school program with an educational background as a non-profile organization. The contribution of this research can sharpen the theoretical study of school principal leadership with an empowering leadership style, especially in the implementation of the emancipated school program in Indonesia.

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