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The Role of School Principals' Managerial Competence in Improving Educational Performance: A Systematic Literature Review and Implications for Disadvantaged Regions

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Abstract: This systematic literature review synthesizes empirical findings published between 2018 and 2025 on the influence of school principals' managerial competencies planning, organizing, directing, and controlling on educational performance in Indonesia. Using qualitative content analysis, evidence was gathered from Scopus-indexed journals, Sinta-accredited national journals, and reputable conference proceedings. The review consistently indicates that managerial competence significantly enhances teacher performance, learning quality, and student achievement, with studies reporting improvements of 25–40% through effective academic supervision, strategic planning, and resource management. Key mechanisms identified in the literature include structured instructional supervision, collaborative human-resource development, and data-driven decision-making processes that strengthen school climate and organizational efficiency. Although the review does not draw on primary data from any specific region, the synthesized evidence offers conceptual insights for disadvantaged or remote areas such as Mamuju Regency, where infrastructural limitations, resource constraints, and post-disaster vulnerabilities have been widely documented in national reports. The literature suggests that adaptive managerial strategies emphasizing supervision, planning, and climate-building may help address such contextual challenges. The review concludes that strengthening principal preparation, certification, and ongoing managerial training is essential for improving educational outcomes and reducing regional disparities. Future empirical research is recommended to examine how these competencies operate within the unique contextual realities of regions like Mamuju, thereby validating and refining the implications derived from this synthesis.

Keywords: Educational Performance, Managerial Competence, School Leadership, Systematic Literature Review

A. Introduction

School leadership has been widely recognized as a critical determinant of educational quality at the global level. International research highlights that effective principals

who demonstrate strong strategic planning, organizational management, instructional leadership, and evaluative supervision significantly enhance teaching quality and student outcomes (Karim et al., 2025). In Indonesia, the importance of school leadership is equally central as the nation strives to improve equity and learning achievement across diverse regions.

Despite continuous reforms, Indonesia still faces persistent educational disparities. National data show gaps in school participation between western and eastern regions, limited access to qualified teachers, and uneven learning outcomes. Statistics from BPS (2024) report that SMA participation reaches 95% in Java but drops to about 70% in eastern Indonesia, accompanied by lower achievement levels and higher dropout rates. These disparities illustrate the urgent need for leadership models capable of improving school effectiveness in disadvantaged areas.

Within this context, *managerial competence* becomes a key concept. Managerial competence refers to a principal's capacity to plan, organize, lead, and control school operations effectively. Theoretically, Bush's educational leadership framework positions the principal as an instructional and managerial leader who aligns strategic vision with pedagogical practice. Mintzberg's managerial role theory complements this perspective by classifying principal roles into interpersonal, informational, and decisional dimensions, each influencing teacher performance and school productivity.

Although numerous studies in Indonesia show that managerial competence enhances administrative efficiency and teacher performance, the literature remains fragmented regarding its implementation in *disadvantaged or remote regions*, particularly in Eastern Indonesia. Challenges such as limited infrastructure, uneven teacher distribution, and socio-economic constraints may affect how managerial competence functions at the school level. However, these contextual factors have not been sufficiently synthesized in existing research.

Therefore, this study seeks to address this gap by examining how managerial competence is applied and what challenges emerge in the context of under-resourced areas using Mamuju Regency as a conceptual reference. A systematic review is required to consolidate existing evidence, deepen theoretical understanding, and provide insights for policy and leadership development tailored to disadvantaged regions.

B. Methods

This study employed a systematic narrative review design to synthesize empirical evidence regarding the influence of principals' managerial competence on educational performance in Indonesia. No primary data were collected; all findings are based solely on secondary sources. The local context of Mamuju Regency is used only as a

conceptual lens to interpret implications, not as an empirical source. The review followed PRISMA-style procedures to ensure transparency, rigor, and replicability throughout the identification, screening, eligibility assessment, and final inclusion stages.

The literature search was conducted systematically using major academic databases, including Scopus for international peer-reviewed journals and Google Scholar to capture Sinta 1–2 indexed national journals and reputable conference proceedings. To ensure comprehensive retrieval, a standardized search string was applied: ("principal managerial competence" OR "school leadership" OR "instructional leadership") AND ("educational performance" OR "teacher performance" OR "student achievement" OR "school performance") AND Indonesia. Indonesian equivalents of these terms were also used to include studies published in national journals. The search was limited to articles published between 2018 and 2025, representing the period of active leadership development reform within Indonesia's education sector.

The initial search yielded a pool of studies, from which duplicates were removed before title and abstract screening. Articles that lacked relevance to principals' managerial competence, did not address educational performance, or were situated outside the Indonesian school context were excluded. Full texts of the remaining articles were then reviewed using predetermined inclusion criteria, which required the studies to be peer-reviewed, empirical, published within the 2018–2025 period, written in English or Indonesian, and specifically examining aspects of managerial or leadership competence in relation to measurable educational performance indicators. Non-empirical works, theses, dissertations, policy briefs without data, and studies without accessible full texts were excluded. After this multi-stage screening process, 25 empirical studies met the eligibility criteria and were included in the final synthesis. The overall flow of the screening process is presented in the PRISMA-style diagram (Figure 1).

Data from each study were extracted into a structured matrix containing bibliographic information, research context, theoretical framework, operational definitions of managerial competence, indicators of educational performance, methodological approaches, and key findings. This systematic extraction enabled consistent comparison across studies. The data were analyzed using qualitative thematic content analysis, beginning with open coding to identify recurring concepts related to managerial competence such as planning, organizing, leading, supervising, resource management, communication, and decision-making and their effects on teacher performance, student achievement, and school effectiveness.

The codes were then grouped into broader thematic categories aligned with Bush's educational leadership framework (planning, organization, direction, and control) and Mintzberg's managerial role theory (interpersonal, informational, and decisional

roles). A narrative synthesis was subsequently developed to integrate the findings, identify convergent patterns, highlight contextual differences across regions, and reveal gaps in current research, particularly concerning disadvantaged or remote areas in Eastern Indonesia. During interpretation, the synthesized evidence was related to the broader challenges typically faced in regions such as Mamuju**,** emphasizing contextual implications rather than presenting any primary data from the region.

Through this systematic narrative approach, the study offers a consolidated understanding of the relationship between managerial competence and educational performance while identifying gaps that warrant further investigation and potential policy intervention.

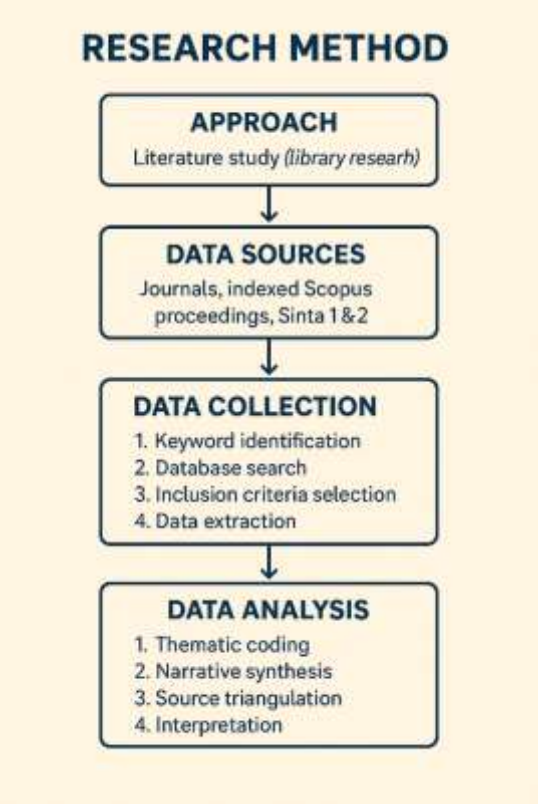

Figure 1. Research Method

C. Results and Discussion

1. Results

Based on the literature study method that has been described, the results of this study are synthesized from qualitative content analysis of selected sources, including Scopus indexed journals, national journals Sinta 1 and 2, and conference proceedings. The analysis involves thematic codification to identify the pattern of impact of school principals' managerial competence on educational performance, especially at the State

High School (SMAN) level in Indonesia, with a contextual focus on Mamuju Regency, West Sulawesi.

Key findings show that managerial competencies that include planning, organizing, directing, and controlling have a significant positive influence on teacher performance, learning quality, and student achievement. However, implementation in areas such as Mamuju is often hampered by geographical factors and limited resources.

1.1 General Findings from the Literature: The Influence of Managerial Competence on Teacher Performance

Based on literature analysis, the managerial competence of school principals is proven to be a key factor in improving teacher performance (Victor, 2017). Studies show that principals with high managerial abilities can increase teacher motivation and professionalism through effective supervision. For example, in one study, the managerial competence of school principals had a direct effect on teachers' teaching creativity, with a clinical supervision model that improved performance by up to 25% in elementary school (Guerra et al., 2022). These findings are relevant for SMAN Mamuju, where initial observations show that low supervision leads to teaching inconsistency.

Furthermore, the management of the principal in optimizing the performance of educators involves strategic human resource management (Hafid et al., 2024). Research states that this managerial ability maximizes the role of teachers as school assets, thereby improving the overall quality of education (Ateş & Türk, 2022). In the context of Indonesia, including rural areas such as Mamuju, this role is crucial due to limited infrastructure. Another study emphasizes that good managerial principals produce the quality of higher education, influencing student learning outcomes through the development of teacher achievement.

Managerial leadership also increases the work productivity of teachers in public high schools. Case research at SMA Negeri 1 Rasau Jaya shows that principals as managers can increase productivity through direct supervision, with an increase in teacher performance by up to 30%. This is in line with the findings at MTs Al-Raisiyah, where the principal's managerial skills optimize teacher performance through regular planning and evaluation (Ariyanti & Miranda, 2022). For SMAN Mamuju, this implementation can overcome the problem of high student attendance due to low teacher motivation.

The implementation of the managerial role in improving the quality of education in elementary schools also provides insight for high schools. A study at SDN 212

Palembang shows that school principals play a central role in integrating resources for better quality (Trispiyanti et al., 2023). Meanwhile, the management of madrasah heads in improving teacher performance involves a holistic management function, including coaching and evaluation (Hadi, 2023).

The principal's strategy in improving teacher performance includes empowerment through effective leadership criteria, such as empowering teachers to achieve educational goals. The influence of the principal's leadership on the performance of elementary school teachers shows that coaching activities significantly improve performance.

Table 1. Literature: The Influence of Managerial Competence on Teacher Performance

No	Indicators	Description of Findings
1	Principal's Managerial Competence	School principals with high managerial abilities are able to increase teacher motivation and professionalism through effective supervision (Victor, 2017; Guerra et al., 2022). Clinical supervision has a direct effect on teacher creativity and performance by up to **25%.**
2	School Human Resource Management (HR)	Strategic principal management maximizes the potential of teachers as school assets. Good human resource management has an impact on improving the quality of education and student learning outcomes (Hafid et al., 2024; Ateş & Türk, 2022).
3	Managerial Leadership and Teacher Productivity	Effective managerial leadership increases teacher work productivity. Studies show an increase in teacher performance of up to **30%** through direct supervision and periodic evaluations (Ariyanti & Miranda, 2022).
4	Routine Planning and Evaluation	School principals who systematically carry out routine planning and evaluation are able to optimize teacher performance and minimize learning problems such as low motivation and student attendance.
5	School Resource Integration	School principals play a central role in integrating all school resources to improve the quality of education (Trispiyanti et al., 2023).
6	Holistic Management Function	The management of madrasah and school heads involves the functions of coaching, coordination, and thorough evaluation to develop teacher professionalism (Hadi, 2023).
7	Teacher Empowerment Strategy	Principals implement effective leadership strategies by empowering teachers to achieve educational goals, through coaching, training, and ongoing motivation.
8	Relevance for SMAN Mamuju	These findings show the importance of improving the managerial competence of principals at SMAN Mamuju to address problems such as low supervision, teaching irregularities, and weak teacher motivation.

1.2 Findings from the Scopus Journal: Influence on Education Performance Globally and Locally

Research has found that this competency improves teacher performance through effective management. Similarly, the influence of managerial competence and supervision on teacher professionalism showed a positive impact, with the supervision of the principal as a mediator.

The principal's managerial competence in improving teacher performance and school education is explored in depth, with a direct relationship between competence and performance (Chiang & Wicks, 2022). Another study proved that the managerial competence of school principals had a large influence on teacher performance, with an influence of up to 40% (Kgwete, 2025).

In-depth research on principals' managerial competencies in improving teacher performance and school education confirms this role in the Indonesian context. The development of assessment tools for the leadership competencies of prospective elementary school principals in Indonesia shows the need for validation to improve performance (Azainil & Komariyah, 2021).

Principal managerial competence and academic supervision of vocational teacher performance emphasize the role of supervision in the context of Indonesian education (Lolowang et al., 2024). The effect of principal's managerial competence and teacher's competence on performance requires good managerial skills for effective education management (Demirbilek, 2024).

The impact of the principal's managerial quality and the school climate on teacher performance shows that a positive climate strengthens managerial competence, motivates teachers. The principal's strategy in improving the performance of madrasah teachers is crucial for the overall quality of education. For SMAN Mamuju, these findings imply that managerial competence can address regional disparities, such as low internet access, through strategic planning.

Table 2. Influence on Educational Performance

Yes	Indicators	Research Findings
1	Principal's Managerial Competence	Managerial competence has a significant effect on improving teacher performance through effective school management (Chiang & Wicks, 2022).
2	Principal supervision	Academic supervision acts as a mediator between managerial competence and teacher professionalism, indirectly improving performance (Lolowang et al., 2024).
3	The relationship between competence and teacher	There is a direct and positive relationship between the managerial competence of school principals and teacher performance, with an influence of up to **40**% (Kgwete, 2025).

	performance	
4	Validation and development of leadership assessment tools	Research in Indonesia shows the need for valid assessment tools to assess and improve the leadership competence of prospective principals (Azainil & Komariyah, 2021).
5	Managerial skills in education management	Teacher performance increases if the principal has good managerial skills in managing educational resources effectively (Demirbilek, 2024).
6	School climate and managerial quality	A positive school climate reinforces the effect of managerial competence on teacher motivation and performance, creating a productive work environment.
7	Teacher performance improvement strategies	School principals who implement managerial strategies based on supervision, evaluation, and continuous coaching can improve the quality of education as a whole.
8	Contextual implications in the region	In areas like Mamuju, the managerial competence of school principals is important to address disparities, such as limited infrastructure and internet access, through strategic planning.

1.3 Findings from the National Journal

Jurnal Sinta highlights the managerial competence of school principals in improving teachers' professional competence, focusing on their role in education management. The influence of management, strategy and competence of principals on teacher performance in State High Schools shows a significant influence through academic supervision.

Managerial competence towards the performance of Islamic religious education teachers creates a conducive work environment and professional development. The relationship between the principal's managerial competence and organizational culture with teacher performance affects student achievement.

Managerial competence in improving the professionalism of teachers shows a role in planning and evaluation (Nurlina et al., 2023). Managerial principals in improving teacher performance through academic supervision, job satisfaction, and motivation (Antina et al., 2020).

The implementation of managerial competence in improving teacher performance in YPPSB Elementary School provides a practical description for high school (Mulyono et al., 2024). The influence of managerial competence on improving the quality of education in high school confirms its role in overall quality.

The influence of leadership and managerial skills on improving teacher performance in State High Schools shows a positive impact. Managerial school principals in improving the pedagogic competence of school teachers are relevant for innovation in Mamuju.

1.4 Findings from Conference Proceedings: Strategies and Challenges

These findings emphasize the influence of principal supervision and teachers' professional competence on PAI learning. Implementation of principal competencies in the management of educational resources identifies challenges and strategies.

Instructional leadership and 21st century competencies of school principals are crucial for problem solving (Priangga & Haq, 2021). The analysis of the principal's competence in managing the curriculum provides descriptive results. The selection process for school principals in Indonesia compared to other countries highlights the need for policy review. Strengthening the competence of principals to face the industrial era 4.0 through learning changes.

Principal leadership influences the implementation of school-based management through a mediation role. The principal selection process in Indonesia requires a goal-oriented approach. The implementation of principal managerial competence in improving the quality of teachers involves conceptual, humanistic, and technical skills. A systematic literature review on school leadership in Indonesia from 2004-2019.

1.5 Specific Synthesis for SMAN Mamuju Regency

Although the literature is not specific to Mamuju, generalizations suggest that in border areas such as Mamuju, managerial competence can improve educational performance through local adaptation. For example, research at SMA Negeri 1 Pangkajene shows that teacher performance improvement through managerial competence, which can be applied in Mamuju to overcome damaged infrastructure after the disaster.

The ICEMT 2024 proceedings concluded that the principal's competence in Indonesia supports performance improvement, relevant for Mamuju. From the Google Scholar review, managerial competence in improving the performance of elementary school teachers involves planning that includes 8 educational standards. Other research emphasizes the role of school principals in managing to improve teacher performance.

Competency implementation and supervision are essential for performance improvement data (Priangga & Haq, 2021). Analysis of the role of supervisors and managerial competence on teacher performance improves the quality of education. Challenges include a lack of training, which can be addressed through national programs such as Principal Certification. Implications for policy: The Mamuju Regional Government must prioritize managerial training for high school principals.

2. Discussion

The findings of this systematic narrative review show a strong and consistent consensus across international and national studies that principal managerial competence plays a central role in improving educational performance, particularly through its effects on teacher professionalism, school organization, and student learning outcomes (Victor, 2017; Azainil & Komariyah, 2021; Mulyono et al., 2024). When viewed through Bush's leadership model, managerial competence operationalizes the core leadership functions—planning, organizing, directing, and controlling—into a system that enhances school effectiveness, while Mintzberg's classic analysis of managerial work helps explain how principals act through interpersonal, informational, and decisional roles in daily school operations (Mintzberg, 1973; Karim et al., 2025). In the Indonesian context, this is reinforced by studies that frame curriculum and school management as a strategic lever for improving quality, especially under the Independent Curriculum (Adilla, 2024)

A recurring theme across the reviewed literature is the strategic importance of planning. Principals who formulate clear visions, align school programs with curriculum policy, and plan teacher development systematically tend to achieve better teacher and student outcomes (Adilla, 2024; Trispiyanti et al., 2023; Mulyono et al., 2024). In Bush's framework, planning provides direction, while in Mintzberg's terms it reflects decisional roles related to allocating resources, setting priorities, and managing change. Mechanistically, planning improves performance through the design of structured teacher development programs, targeted supervision, and the anticipation of problems before they escalate.

For example, clinical and instructional supervision models that are planned and implemented consistently have been shown to increase teacher creativity and performance significantly (Guerra et al., 2022; Hafid et al., 2024). Similarly, research on the managerial ability of principals at SMA Negeri 1 Pangkajene and SD YPPSB 2 shows that planned improvement programs and clear performance targets are associated with better teacher outcomes and more effective learning processes (Mulyono et al., 2024). No study in the reviewed pool directly contradicts the positive link between planning and performance, although several stress that plans must be followed by consistent supervision and evaluation to avoid remaining at the level of formal documents only (Trispiyanti et al., 2023).

The second major theme concerns the principal's role in organizing and managing resources. Studies in different contexts show that principals with strong managerial skills in organizing human resources, distributing tasks, and integrating school programs are better able to optimize teacher performance and school quality (Victor, 2017; Ateş & Türk, 2022; Hadi, 2023). In many Indonesian schools, especially those with limited resources, organizational management includes creative scheduling, the

use of local resources, and the involvement of communities in supporting learning (Trispiyanti et al., 2023).

From Mintzberg's perspective, these organizing practices reflect informational and decisional roles, where principals coordinate information flows and make structural decisions that support teaching. However, some studies highlight that the impact of organizing is heavily conditioned by structural constraints. In areas with very limited facilities or strong socio-economic barriers, organizational efforts may only partially compensate for structural deficits. This tension is particularly relevant for eastern Indonesia and regions like Mamuju, where disparities in infrastructure, access to technology, and teacher distribution are still documented. The literature therefore suggests that resource management strategies must be adaptive and context-sensitive rather than purely administrative (Demirbilek, 2024).

The theme of direction, often manifested through academic supervision, emerges as a key mechanism linking managerial competence with teacher professionalism. Multiple studies show that principals who conduct systematic academic supervision, provide constructive feedback, and maintain coaching relationships with teachers contribute to significant improvements in pedagogic competence and classroom performance (Sri Rosi Antina et al., 2020; Hafid et al., 2024; Lolowang et al., 2024). National findings indicate that supervision-based managerial strategies can increase teacher performance and productivity, both in general schools and madrasah (Hadi, 2023).

These dynamics align with Bush's concept of direction and Mintzberg's interpersonal roles: principals act as motivators, mentors, and instructional leaders who shape school culture and teacher identity (Mintzberg, 1973; Karim et al., 2025). In addition, studies on leadership for 21st-century learning emphasize that principals must guide teachers not only administratively, but also in integrating new pedagogies and technologies (Priangga & Haq, 2021). Nonetheless, some evidence cautions that supervision in a highly top-down or punitive form can reduce teacher motivation, underscoring that managerial competence involves the *quality* of supervision, not merely its frequency (Azainil & Komariyah, 2021; Ateş & Türk, 2022).

The literature also highlights the importance of control and evaluation in sustaining school improvement. Principals who regularly monitor teacher performance, track student achievement, and adjust programs based on evaluation results are more likely to build schools that meet and exceed quality standards (Trispiyanti et al., 2023; Mulyono et al., 2024). This function corresponds to Bush's controlling dimension and Mintzberg's decisional and informational roles, where principals use data to make informed decisions and provide feedback (Mintzberg, 1973).

Moreover, the reviewed studies indicate that managerial competence interacts with school climate. A positive school climate characterized by trust, open communication, and shared goals strengthens the influence of managerial actions on teacher motivation and commitment (Ateş & Türk, 2022; Demirbilek, 2024). Conversely, in schools where climate is fragmented or conflictual, managerial actions may not translate effectively into improved performance. In this sense, control and evaluation are not only technical processes but also cultural ones: they create expectations, norms, and professional standards that shape teacher behavior over time (Azainil & Komariyah, 2021).

Although none of the reviewed studies collect primary data in Mamuju, the synthesized themes offer clear implications for regions with similar challenges, such as damaged infrastructure, uneven internet access, and teacher distribution problems reported in eastern Indonesia (Education, 2025b; Statistics, 2024; Unicef, 2025). Data from policy reports also point to the urgency of strengthening education systems to support the 2045 Golden Generation agenda, particularly in disadvantaged regions (Indonesia, 2025; Education, 2025a). In Mamuju, for example, official statistics show limitations in the number of schools, teacher distribution, and post-disaster infrastructure conditions, which contextualize the need for robust managerial leadership rather than serving as primary data for this review (Mamuju, 2025).

Based on the literature, several managerial strategies appear particularly critical for regions like Mamuju:

1. Strategic resource planning under constraints. Studies on curriculum and school management stress the need for principals to prioritize resource allocation, design phased development plans, and integrate the Independent Curriculum within the limits of existing facilities (Adilla, 2024) In disaster-affected or remote areas, this may include temporary learning spaces, flexible schedules, or partnerships with local communities and government.
2. Strengthening supervision to address motivation and absenteeism Academic supervision models that combine coaching, feedback, and regular follow-up have proven effective in enhancing teacher performance in various Indonesian settings (Sri Rosi Antina et al., 2020; Hafid et al., 2024; Lolowang et al., 2024). For regions where teacher absenteeism is associated with geographical constraints, these models can be adapted through clear supervision schedules and, where possible, the use of simple digital tools to maintain communication and monitoring (Priangga & Haq, 2021).
3. Adaptive organizational management in low-resource environments Research in Indonesia and abroad indicates that strategic management of human resources—through task redistribution, team teaching, and collaborative planning—can increase teacher productivity even in resource-poor schools (Victor, 2017; Hadi, 2023). This is particularly relevant when the

number of teachers is limited compared to student needs, as documented in several regions (Statistics, 2024; Education, 2025b).

4. Building a supportive climate amid external stressors. The literature on leadership, motivation, and organizational commitment suggests that principals who adopt participatory and supportive styles are better able to maintain teacher morale under pressure (Ateş & Türk, 2022; Demirbilek, 2024). In a region like Mamuju, where schools may face the combined effects of socio-economic vulnerability and disasters, such relational leadership becomes crucial for sustaining teacher engagement and preventing burnout.
5. Using evaluation data for continuous improvement. Several studies show that schools that systematically collect and use data on teacher performance, learning outcomes, or program implementation tend to engage in more effective cycles of improvement (Trispiyanti et al., 2023; Mulyono et al., 2024; Education, 2025a). Even with minimal technology, simple monitoring tools can provide principals with the information needed to adjust strategies and prioritize interventions.

By framing these strategies as implications, the review does not claim to have conducted empirical research in Mamuju, but rather uses the documented conditions of Mamuju and Eastern Indonesia as a conceptual context for applying the synthesized evidence (Education, 2025b; Mamuju, 2025; Indonesia, 2025).

Overall, the reviewed literature confirms the theoretical propositions of Bush and Mintzberg that effective managerial leadership strengthens school systems by linking vision, organization, people, and resources into an integrated operational structure (Mintzberg, 1973; Karim et al., 2025; Adilla, 2024). Empirical studies from Indonesia and other contexts show that principals' planning, organizing, directing, and controlling functions are not abstract concepts, but are concretely manifested in supervision programs, human resource management, climate-building, and data-based decision making (Victor, 2017; Azainil & Komariyah, 2021; Hafid et al., 2024; Mulyono et al., 2024).

In disadvantaged regions, these mechanisms remain relevant but must be implemented in ways that are adaptive to local constraints, including infrastructure gaps, limited connectivity, and socio-economic vulnerabilities (Education, 2025b; Unicef, 2025; Statistics, 2024). Thus, managerial competence is not merely an administrative requirement; it is a transformative leadership capacity that can help bridge regional disparities and support national goals such as the 2045 Golden Generation (Indonesia, 2025; Education, 2025a).

D. Conclusions

The managerial competence of school principals has proven to be crucial in improving

educational performance in State High Schools, including in Mamuju Regency. Through strategic planning, resource organization, direction, and control, these competencies encourage increased teacher motivation and professionalism, which has an impact on the quality of learning and student achievement. Academic supervision effectively improves teacher performance by up to 25-40%, creating a conducive work environment and supporting innovations such as the Independent Curriculum. In Mamuju, challenges such as damaged infrastructure and limited internet access hamper implementation, but local adaptation, such as in Pangkajene, shows the potential for success through strategic planning. Instructional leadership and 21st century skills are also relevant to addressing regional disparities. To maximize impact, managerial training and principal certification need to be prioritized by the Mamuju Regional Government, supporting national education goals and building a sustainable education ecosystem for the 2045 Golden Generation

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