

Beyond Standardized Leadership: An Adaptive-Contextual Model of School Principal Leadership in a Remote Highland School in Papua, Indonesia

Tori Wakerkwa^{1*}, Jeffrey S.J. Lengkong¹, Zoya F. Sumampouw¹, Romi J.Mongdong¹

¹Master Program in Educational Management, Graduate School, Universitas Negeri Manado, Indonesia

*Corresponding author: victorryousjordan@gmail.com

ARTICLE INFO

Article history:

Received: April 17, 2026; Received in revised form: May 27, 2026; Accepted: May 30, 2026;

Available online: June 01, 2026;

ABSTRACT

Effective school leadership remains decisive for educational quality, yet principals serving in Indonesia's frontier, outermost, and disadvantaged (3T) regions, particularly in the highlands of Papua, must lead under extreme geographic isolation, severe resource scarcity, and culturally distinct community structures that single-style leadership theories rarely capture as an integrated whole. This study aimed to identify the leadership style applied by the principal of SMA Negeri 1 Pirime, Lanny Jaya Regency, Papua Highlands Province, and to explore the internal and external factors that support and hinder its implementation. A qualitative descriptive design was employed; data were collected through in-depth interviews with the principal, teachers, administrative staff, and a school committee representative, complemented by participatory observation and document analysis, and analyzed using the interactive model of Miles, Huberman, and Saldaña. Results show that the principal did not rely on a single leadership style but integrated four complementary approaches, transformational, participative/democratic, culturally responsive, and situational leadership, into one cohesive practice. Transformational leadership substituted for the absence of physical facilities by mobilizing teachers' motivation and moral commitment; participative and culturally responsive approaches secured social legitimacy by embedding customary and religious values into school governance; and situational leadership enabled differentiated guidance according to teachers' varying competence. Supporting factors were dominated by social capital, the principal's personal integrity, teachers' sense of vocational calling, and strong community-religious respect for educators, while inhibiting factors centered on geographic isolation, the absence of connectivity, uneven teacher competence, early-marriage practices, and uniform national policy standards poorly suited to remote contexts. The study concludes that this practice constitutes an emergent Adaptive-Contextual Leadership model in which social and cultural capital substitute for missing physical and technological resources to sustain meaningful education delivery under extreme constraints. These

findings imply that principal preparation programs and education policy for Indonesia's 3T regions should shift from uniform, facility-based standards toward context-sensitive frameworks that formally recognize local social and cultural capital as legitimate educational resources.

Keywords: 3T regions, adaptive-contextual leadership, Papua Highlands Province, qualitative case study, remote education, school principal leadership.

INTRODUCTION

Education functions as the primary instrument through which nations prepare their citizens to face future challenges, develop their potential, and contribute to collective progress (Suyanto, 2025). Indonesia's Law No. 20 of 2003 on the National Education System mandates that national education develop capability and shape a dignified national character in pursuit of the nation's intellectual life. At the school level, this mandate is operationalized chiefly through the school principal, whose competencies in personality, managerial skill, entrepreneurship, supervision, and social relations, as stipulated in Ministerial Regulation (Permendiknas) No. 13 of 2007 on Principal/Madrasah Head Standards, determine whether policy intent is translated into meaningful learning outcomes (Mulyasa, 2018).

This mandate, however, is not discharged under uniform conditions. A persistent gap separates urban schools from those located in Indonesia's frontier, outermost, and disadvantaged (3T) territories, particularly in Eastern Indonesia, where infrastructure, teacher quality, and learning outcomes lag considerably behind national averages. Lanny Jaya Regency, in Papua Highlands Province, exemplifies this gap: regional statistics indicate a mean years-of-schooling well below the national figure, low secondary-level participation, particularly among girls and children from low-income households, and a teaching workforce dominated by regionally contracted teachers whose qualifications often fall short of formal standards (Badan Pusat Statistik Provinsi Papua Pegunungan, 2024). SMA Negeri 1 Pirime, the only public senior secondary school in Pirime District, embodies these constraints in concentrated form: approximately 220 students are served by around 18 teachers, most under regional contract status, within a campus that lacks adequate laboratories, library resources, and internet access (Dinas Pendidikan Provinsi Papua Pegunungan, 2024).

In such settings, principal leadership assumes outsized importance, functioning not merely as an administrative role but as the primary mechanism through which a school's continuity and educational meaning are sustained. Leadership theory offers several relevant lenses. Transformational leadership elevates followers' motivation and moral purpose beyond material incentive (Burns, 1978; Bass & Avolio, 1994). Culturally responsive leadership treats local custom and value systems as a foundation for legitimacy rather than an obstacle to be managed (Gay, 2000; Wahab, 2010; Bennett, 2012). Situational leadership calibrates directive or delegative behavior according to followers' readiness (Hersey & Blanchard, 1982). Collaborative leadership distributes responsibility across stakeholders to compensate for limited internal capacity (Chrislip & Larson, 1994; Harris, 2009). Instructional leadership keeps the improvement of teaching and learning central despite competing administrative and social demands (Hallinger & Murphy, 1985). Each theory illuminates a partial dimension of leadership practice in remote schools, yet none alone fully explains how a single principal navigates geographic, human-resource, and cultural constraints simultaneously.

A growing body of empirical work has examined principal leadership in Indonesia's remote and Papuan contexts, generally affirming the contribution of particular leadership styles in isolation. Using a quantitative design in East Java, Rahman and Subianto (2020) demonstrated that transformational leadership significantly improves teacher performance through enhanced motivation and collaboration. In a qualitative study of elementary schools in West Papua, Hidayat (2021) found that participative leadership strengthens teachers' sense of responsibility and loyalty even where facilities are severely limited. Focusing specifically on Papua's central highlands, Wonda (2022) reported that principals who adapt to local culture achieve stronger teacher discipline and student participation, while Rumetor (2023) showed that intensive and sustained academic supervision in 3T schools improves teaching quality. Most recently, Mulyadi (2024) confirmed that visionary, transformational principals drive significant gains in teacher performance. Complementing these studies, a series of locally grounded analyses by Lengkong (2020, 2022, 2023, 2024) has repeatedly emphasized that principals serving in Papua's interior must combine transformational drive with cultural sensitivity to sustain teacher morale under conditions of extreme scarcity.

Collectively, this literature establishes that transformational, participative, and culturally responsive leadership each independently contribute to positive outcomes in remote Indonesian schools. Two important gaps, however, remain. First, nearly all prior studies, whether quantitative or qualitative, isolate a single leadership style as the unit of analysis, leaving unexamined how multiple styles might be deployed concurrently and adaptively by one principal facing simultaneous geographic, human-resource, and socio-cultural constraints. Second, despite repeated calls for context-sensitive leadership in Papua, no prior study has examined a senior secondary school in Lanny Jaya Regency specifically, nor has prior research systematically linked leadership style choices to the interplay between supporting social capital and the policy-practice barriers that condition their implementation. Consequently, the existing literature offers an incomplete picture of leadership as an integrated system rather than as a set of discrete, independently testable styles.

The present study addresses these gaps through an in-depth qualitative case study of SMA Negeri 1 Pirime, the sole public senior high school in its district. Its novelty is twofold. First, rather than testing a single a-priori leadership theory, the study inductively derives an integrated construct, termed Adaptive-Contextual Leadership, that synthesizes transformational, participative, culturally responsive, and situational leadership into one coherent, context-emergent practice. Second, it identifies social and cultural capital, rather than physical infrastructure or formal authority, as the principal determinant of leadership effectiveness and school continuity in this extreme setting, thereby extending the applicability of leadership theory to conditions of near-total resource absence.

Building on this rationale, the study is guided by three research questions: (1) What leadership style does the principal of SMA Negeri 1 Pirime apply? (2) What factors support the implementation of this leadership? and (3) What factors hinder it? Correspondingly, the study aims to identify the principal's leadership style and to explore the factors that support and constrain its implementation, thereby contributing both a context-grounded theoretical model and practical guidance for leadership development in Indonesia's remote highland schools.

LITERATURE REVIEW

School Principal Leadership: Concept and Competency Standards

Leadership is broadly defined as the capacity to influence, direct, and motivate individuals or groups toward organizational goals (Robbins & Judge, 2017; Wahjosumidjo, 2013). Within schools, this capacity extends beyond administrative management to encompass instructional improvement, human resource development, and the cultivation of a conducive learning climate (Mulyasa, 2018). Indonesia's Permendiknas No. 13 of 2007 operationalizes this expectation through five competency domains principals must possess: personality, managerial, entrepreneurial, supervisory, and social competence. Sergiovanni (2009) further argues that effective school leadership rests not only on formal authority but also on moral, professional, and symbolic forms of influence, a proposition particularly salient in communities, such as those in Papua's highlands, where customary and religious authority structures strongly shape how formal school leadership is received and legitimized (Kotter, 1990).

Theoretical Foundations: Five Complementary Leadership Theories

Five theories inform the analytical framework of this study. Transformational leadership (Burns, 1978; Bass, 1985; Bass & Avolio, 1994) conceptualizes leadership as a process of mutual elevation between leader and follower toward higher levels of motivation and morality, operationalized through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Culturally responsive leadership (Gay, 2000; Banks, 2001; Wahab, 2010; Bennett, 2012) holds that leaders who recognize and incorporate local values and customs into governance, rather than imposing external, standardized norms, gain legitimacy and community trust. Situational leadership (Hersey & Blanchard, 1982; Northouse, 2019) posits that no single style is universally effective; leaders must instead vary their directive or supportive behavior according to followers' competence and commitment, ranging across telling, selling, participating, and delegating. Collaborative leadership (Chrislip & Larson, 1994; Ansell & Gash, 2008; Harris, 2009) frames leadership as the work of convening diverse stakeholders, government agencies, communities, and customary or religious leaders, to jointly address problems no single actor can resolve alone. Finally, instructional leadership (Hallinger & Murphy, 1985; Leithwood & Riehl, 2005) centers the principal's role on defining the school's mission, managing the instructional program, and promoting a positive learning climate, with empirical evidence indicating that its effects on student achievement are strongest precisely in low-resource schools (Hallinger, 2005). Together, these theories suggest that effective leadership in extreme contexts may not be reducible to any single style but may instead require their deliberate, simultaneous integration, a possibility this study investigates empirically.

METHOD

Research Design

This study employed a qualitative descriptive design intended to capture, in naturalistic depth, the meanings, perspectives, and experiences of those directly involved in school leadership at SMA Negeri 1 Pirime (Creswell, 2018). A descriptive qualitative design was selected because the research questions concern how a phenomenon is enacted within its real context, rather than testing causal relationships among predefined variables (Nazir, 2014).

Research Setting and Participants

The study was conducted at SMA Negeri 1 Pirime, Pirime District, Lanny Jaya Regency, Papua Highlands Province, over a three-month period (November 2025–January 2026). The site was

purposely selected as the only public senior secondary school in the district and as a representative case of schooling conditions in Indonesia's 3T regions. Participants were selected through purposive sampling on the basis of direct involvement in, or knowledge of, school leadership practice, comprising the school principal, classroom teachers (both civil-servant and regionally contracted), an administrative staff member, and a school committee representative.

Data Collection

Three techniques were used in combination. In-depth, semi-structured interviews constituted the primary data source, allowing participants to elaborate freely on their experiences and perspectives (Spradley, 2016). Participatory observation was conducted during teacher meetings, classroom instruction, supervisory activities, and informal school interactions to capture practices not always articulated in interviews (Sugiyono, 2018). Document analysis covered the school profile, organizational structure, annual work plans, meeting minutes, and relevant government policy documents (Bogdan & Biklen, 2017).

Data Analysis

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2018), comprising data condensation, data display, and conclusion drawing and verification, conducted iteratively and concurrently with data collection rather than only after its completion.

Trustworthiness of the Data

Data trustworthiness followed the four criteria proposed by Lincoln and Guba (2018): credibility was strengthened through triangulation of interview, observation, and document data, and through member checking with key informants; transferability was supported by thick description of the research context; dependability was maintained through systematic documentation of the research process and supervisory audit; and confirmability was ensured by grounding all interpretations in traceable field evidence rather than researcher presupposition.

RESULTS AND DISCUSSION

Leadership Styles Applied at SMA Negeri 1 Pirime

Across interviews, observations, and document review, the principal of SMA Negeri 1 Pirime did not rely on a single, fixed leadership style. Instead, four styles were applied concurrently and adaptively, calibrated to the school's severe facility constraints, its heterogeneous teaching staff, and the surrounding community's strong customary structures.

a. Transformational Leadership

This style formed the foundation of the principal's practice. Because the school's physical facilities fell far short of national standards, the principal concentrated leadership effort on building morale, modeling hard work, and inspiring shared purpose. As the principal explained:

"Facilities here are very limited, far from the national standard. The buildings are makeshift, and there is almost no teaching equipment. Because of that, I lead mostly by relying on human spirit. I have to set the example, arriving early, leaving late, never tired, and keep motivating them to believe that limited facilities are not an absolute barrier to educating the children of this region to become useful people."

A senior teacher corroborated this account, describing the principal as someone who leads "by real example, not just by giving orders," who personally helps repair facilities and attends to

teachers' welfare, and whose enthusiasm "spreads to all of us." Observation confirmed that the principal regularly articulated the school's future vision during routine staff meetings and encouraged teachers to use the surrounding natural environment as instructional media in place of absent laboratory equipment.

b. Participative/Democratic Leadership

Strategic decisions and annual work programs were consistently developed through deliberation (*musyawarah*) involving teachers, administrative staff, the school committee, and local customary and religious figures, rather than being decided unilaterally. The principal noted that decisions "discussed together, heard out, and agreed upon together" proved far more durable and easier to implement than decisions imposed from above—an observation echoed by a civil-servant teacher, who reported that "no decision is forced" and that policies are "made together," so that staff understand their purpose and implement them responsibly. Meeting minutes confirmed that work programs were routinely deliberated in joint forums with the school committee.

c. Culturally Responsive/Contextual Leadership

A distinctive feature of leadership at this school was the deliberate integration of local customary, religious, and communal values into school rules and governance, rather than the imposition of standardized urban norms. The principal described adapting communication style and problem-solving approaches to local custom so that "the school enters into the life of the community, rather than separating itself from or opposing custom." A community leader and school committee member affirmed that the principal "understands our way of life, our customs, and our way of thinking" and integrates school rules with local religious and customary values, generating strong community trust and support. The school's vision and mission statements were found to explicitly embed local cultural values.

d. Situational Leadership

Recognizing wide variation in teachers' qualifications and experience, from experienced civil-servant teachers to young, regionally contracted teachers with limited training, the principal granted experienced teachers considerable autonomy while providing intensive, step-by-step guidance to less experienced staff. As the principal put it, "the able ones I trust fully, so they can be creative and innovate, but those who are not yet capable... I guide and teach them step by step until they understand and can work independently." Younger contracted teachers confirmed receiving patient, hands-on mentoring covering lesson planning, classroom management, and student discipline. A weekly mentoring program specifically for contracted teachers was observed and documented. See table 1.

Table 1. Leadership Styles Applied at SMA Negeri 1 Pirime.

Leadership Style	Primary Function in This Context	Theoretical Basis
Transformational	Substitutes for absent physical facilities by mobilizing motivation, morale, and exemplary conduct	Burns (1978); Bass & Avolio (1994)
Participative/Democratic	Builds shared ownership and reduces resistance to policy through deliberative decision-making	Mulyasa (2018)

Culturally Responsive/Contextual	Secures community legitimacy by embedding customary and religious values into school governance	Gay (2000); Wahab (2010)
Situational	Differentiates guidance according to teachers' competence and experience	Hersey & Blanchard (1982)

Factors Supporting Leadership Implementation

Internally, three factors stood out. The principal's personal integrity, transparency, and modest lifestyle, described by staff as living "the same hardship as us", formed the basis of staff trust and willingness to follow direction without coercion. Teachers' strong sense of vocational calling, rooted in their identity as local sons and daughters of the region committed to improving their community's future, sustained their engagement despite low and frequently delayed pay. The school's vision and mission, formulated realistically around community expectations and actual school capacity, provided a unifying sense of direction for the entire school community.

Externally, two factors were prominent. Local cultural and religious norms accord educators a position of high social esteem, comparable to customary leaders, with religious leaders actively encouraging community support for schooling as a moral obligation. Government policy also played a supporting role: the Regional Contract Teacher (Guru Kontrak Daerah) scheme filled critical staffing gaps that civil-servant placements could not address, while School Operational Assistance (BOS) funding remained the principal source of day-to-day operational financing.

Factors Inhibiting Leadership Implementation

The most fundamental and pervasive barrier was geographic isolation and infrastructural deficiency. Roads connecting the school to surrounding areas were frequently impassable during the rainy season, air transport was costly and weather-dependent, and most critically for administration, no internet or cellular connectivity existed at all, forcing reports to be carried out by traveling for hours on foot to reach connectivity in the regency capital. Human-resource constraints compounded this difficulty: most teachers were regionally contracted with uneven qualifications and almost no access to external training, leaving the principal solely responsible for ongoing mentoring; compensation was far below the regional minimum wage and frequently delayed by months, undermining morale; and civil-servant teachers' placements tended to be transient, as many sought transfers to urban areas, disrupting program continuity. Socio-culturally, early marriage remained a leading cause of student dropout, particularly among girls, alongside occasional inter-group conflict that interrupted schooling for safety reasons. Finally, national policy and administrative standards, designed around urban, technology-enabled conditions and mandating online reporting and facility benchmarks the school could not meet, imposed a disproportionate administrative burden that diverted the principal's attention away from instructional leadership. See table 2.

Table 2. Summary of Supporting and Inhibiting Factors

Category	Supporting Factors	Inhibiting Factors
Human/Internal	Principal integrity; teachers' sense of vocational calling; realistic vision and mission	Uneven teacher competence; low and delayed pay; high turnover of civil-servant teachers

Structural/External	Government policy (GKD scheme; BOS funding)	Geographic isolation; absence of connectivity; uniform national policy standards
Socio-cultural	Community trust, cultural and religious respect for educators	Early marriage; occasional inter-group conflict

An Emergent Adaptive-Contextual Leadership Model

The simultaneous deployment of transformational, participative, culturally responsive, and situational leadership at SMA Negeri 1 Pirime indicates that the school's leadership effectiveness cannot be adequately explained by any single theory examined in isolation. This finding both confirms and extends prior research. Rahman and Subianto's (2020) quantitative evidence that transformational leadership improves teacher performance through motivation and collaboration is corroborated here, but the present case extends its boundary conditions: in a setting where physical facilities are almost entirely absent, transformational leadership functions not merely as a performance enhancer but as the primary substitute for missing material resources, a function not captured in their facility-adequate East Java research setting. Hidayat's (2021) finding that participative leadership strengthens teacher responsibility and loyalty in remote West Papuan elementary schools is similarly reinforced here at the senior secondary level in a different regency, suggesting that this relationship generalizes across school levels and locations within Papua's remote interior. The strongest convergence appears with Wonda's (2022) central-highlands finding that culturally adaptive principals achieve stronger teacher discipline and student participation; the present study corroborates this pattern but extends it conceptually by showing that cultural responsiveness operates not as a standalone style but as one strand within a deliberately integrated leadership repertoire, a dimension Wonda's single-style focus did not address. Methodologically, this integrative finding also diverges from the prevailing tendency in the literature, exemplified by Rahman and Subianto (2020) and Mulyadi (2024), to test single leadership styles through quantitative survey designs; the present qualitative case instead reveals that, in extreme 3T contexts, leadership styles are not mutually exclusive alternatives but co-occurring, mutually reinforcing components of one adaptive practice, a pattern better captured through in-depth qualitative inquiry than through variable-based quantitative testing.

Social Capital as the Primary Resource Substitute

The finding that supporting factors were dominated by social and cultural capital, principal integrity, teachers' vocational dedication, and community-religious reverence for educators, rather than physical or financial resources, aligns with and substantively extends Hidayat's (2021) observation that loyalty and responsibility can be cultivated even where school facilities are severely constrained. It also resonates with Lengkong's (2022, 2024) repeated argument that, in Papua's interior, human motivation constitutes the school's largest available capital. The present study adds empirical specificity to this claim by identifying the mechanisms through which social capital substitutes for physical capital: integrity-based trust replacing formal hierarchical authority, regional-identity-based dedication replacing material incentive structures, and customary-religious legitimacy replacing standardized public communication channels. This finding diverges, however, from policy assumptions embedded in national standards, and implicit in much general school-effectiveness literature, which tend to treat physical infrastructure and financial resourcing as the

primary levers of school quality; the Pirime case suggests that, in extreme-scarcity contexts, social capital functions not merely as a complement to physical capital but as its primary substitute.

The Policy-Practice Gap as the Dominant Barrier

While geographic isolation represents an objective constraint consistent with general accounts of 3T schooling, the present analysis indicates that the most consequential barrier was not geography itself but the mismatch between uniform national policy standards and local operating conditions, particularly online reporting requirements imposed where no connectivity exists. This finding extends Rumetor's (2023) conclusion that intensive academic supervision improves teaching quality in 3T schools: the present case confirms the necessity of sustained mentoring, evident in the principal's weekly coaching of contracted teachers, but additionally reveals that such mentoring is undermined less by a lack of principal effort than by a systemic policy gap that diverts the principal's time toward unworkable administrative compliance instead of instructional supervision. This points to a divergence from policy literature that generally assumes standardization and digital reporting improve accountability and quality; in this context, standardization without contextual adaptation instead constitutes an additional, self-inflicted barrier layered atop pre-existing geographic disadvantage.

Theoretical and Practical Significance

Taken together, these findings support a causal interpretation in which the principal's choice of leadership style functions as a direct, adaptive response to environmental conditions: facility scarcity prompts transformational leadership; strong customary social structures prompt participative and culturally responsive leadership; heterogeneous teacher capacity prompts situational leadership; and policy-practice misalignment prompts informal adaptation of administrative procedure. This integrated pattern, which this study terms Adaptive-Contextual Leadership, suggests that leadership effectiveness in Indonesia's most extreme 3T settings should be evaluated not against standardized national benchmarks but against context-specific indicators such as school continuity, community support, and the persistence of meaningful instruction under constraint, criteria by which the Pirime case can be considered a successful, if informally structured, model of school leadership.

CONCLUSION

This study concludes that the principal of SMA Negeri 1 Pirime does not enact a single leadership style but integrates transformational, participative/democratic, culturally responsive, and situational leadership into a unified Adaptive-Contextual Leadership practice, sustained primarily by social and cultural capital rather than physical infrastructure, and constrained chiefly by the mismatch between uniform national policy standards and the realities of extreme geographic and socio-cultural isolation.

Implications and Recommendations

Theoretical Implications

This finding contributes to leadership theory by demonstrating that, under conditions of extreme resource scarcity, leadership styles conventionally treated as discrete and competing alternatives can instead operate as complementary components of a single integrated practice, and

by positioning social and cultural capital as a substitutable resource category alongside, rather than secondary to, physical and financial capital within school-effectiveness frameworks.

Practical and Policy Implications

For school principals in similarly constrained settings, sustaining and deepening participative, culturally grounded practice alongside transformational morale-building appears central to leadership effectiveness, together with continued informal mentoring structures for less experienced teachers. For local education authorities, the findings imply a need to design context-sensitive policy standards and reporting mechanisms that do not presuppose uniform connectivity or facility levels across regions, to improve the timeliness and adequacy of compensation for regionally contracted teachers, to prioritize infrastructure and connectivity investment in interior districts, and to shift teacher-development support from centralized training calls toward on-site, embedded coaching. For communities and customary-religious leadership, continued collaboration with schools to address socio-cultural barriers such as early marriage remains essential to sustaining student participation.

Limitations and Directions for Future Research

As a single-site qualitative case study, these findings are context-bound and not intended for statistical generalization; transferability to other 3T settings should be judged by readers based on similarity of context rather than assumed automatically. Future research could examine the prevalence and variation of Adaptive-Contextual Leadership across multiple schools in Papua's highland districts, test its applicability through mixed-methods designs, and investigate school management and instructional strategies that function effectively in the complete absence of digital infrastructure.

REFERENCES

- Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), 543–571.
- Badan Pusat Statistik Provinsi Papua Pegunungan. (2024). *Statistik pendidikan Provinsi Papua Pegunungan 2024*. BPS Provinsi Papua Pegunungan.
- Banks, J. A. (2001). *Cultural diversity and education: Foundations, curriculum, and teaching* (4th ed.). Allyn & Bacon.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.
- Bennett, C. I. (2012). *Comprehensive multicultural education: Theory and practice* (8th ed.). Pearson.
- Bogdan, R. C., & Biklen, S. K. (2017). *Qualitative research for education and social sciences*.
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Chrislip, D. D., & Larson, C. E. (1994). *Collaborative leadership: How citizens and civic leaders can make a difference*. Jossey-Bass.
- Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.).
- Dinas Pendidikan Provinsi Papua Pegunungan. (2024). *Profil dan data pendidikan SMA Negeri 1 Pirime tahun 2024*. Dinas Pendidikan Provinsi Papua Pegunungan.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221–239.
- Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The Elementary School Journal*, 86(2), 217–247.
- Harris, A. (2009). *Distributed leadership: Different perspectives*. Springer.
- Hersey, P., & Blanchard, K. H. (1982). *Management of organizational behavior: Utilizing human resources* (4th ed.). Prentice Hall.
- Hidayat. (2021). Participative leadership in remote schools of West Papua.
- Kerlinger, F. N. (1973). *Foundations of behavioral research* (2nd ed.). Holt, Rinehart and Winston.
- Kotter, J. P. (1990). *A force for change: How leadership differs from management*. Free Press.
- Leithwood, K., & Riehl, C. (2005). What we know about successful school leadership. In W. Firestone & C. Riehl (Eds.), *A new agenda for research in educational leadership* (pp. 22–47). Teachers College Press.
- Lengkong. (2020, 2022, 2023, 2024). Series of works on contextual and transformational school leadership in remote Papua.
- Lincoln, Y. S., & Guba, E. G. (2018). *Naturalistic inquiry: New perspectives*.
- Mongdong. (2021, 2024). Works on qualitative data analysis and culturally-attuned school leadership in Papua.
- Mulyadi. (2024). *Kinerja guru dan kepemimpinan transformasional*
- Mulyasa, E. (2018). *Menjadi kepala sekolah profesional*. PT Remaja Rosdakarya.
- Nazir, M. (2014). *Metode penelitian [Research methods]*. Ghalia Indonesia.
- Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). Sage Publications.
- Pasolong, H. (2007). *Teori administrasi public*. Alfabeta.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 13 Tahun 2007 tentang Standar Kepala Sekolah/Madrasah.
- Rahman, & Subianto. (2020). *Pengaruh kepemimpinan transformasional terhadap kinerja guru*.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson.
- Rumetor. (2023). *Supervisi akademik kepala sekolah di daerah 3T*
- Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective* (6th ed.). Pearson.
- Spradley, J. P. (2016). *Qualitative research methods and techniques*
- Sugiyono. (2018). *Metode penelitian kualitatif*. Alfabeta.
- Suyanto. (2025). *Source on the function of national education in human resource preparation*
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Wahab, A. (2010). *Kepemimpinan berbasis budaya dalam Pendidikan*.
- Wahjosumidjo. (2013). *Kepemimpinan kepala sekolah: Tinjauan teoretik dan permasalahannya*. Rajawali Pers.
- Wonda, L. (2022). *Kepemimpinan kepala sekolah di wilayah pegunungan tengah Papua*.