

Strategies for Innovative Leadership and Educational Management: A Systematic Review

Nurhasanah¹, Umalihayati², Mutoharoh Mutoharoh³, Furtasan Ali Yusuf⁴, Nuryati Nuryati⁵

¹*Students of Master of Educational Management, Universitas Bina Bangsa, Indonesia*

^{2,3,4, 5}*Lecturer of Master of Educational Management, Universitas Bina Bangsa, Indonesia*

Article Info:

Received: 01 Feb 2025; Revised: 09 April 2025; Accepted: 21 July 2025; Available Online: 20 August 2025

Abstract - *The increasing complexity and rapid changes in contemporary education require adaptive and innovative leadership approaches. Conventional administrative-oriented leadership is considered insufficient to support sustainable educational management transformation. This study aims to analyze the role and contribution of innovative leadership in supporting the transformation of educational management. A qualitative approach with a Systematic Literature Review (SLR) design was employed by reviewing 24 national and international journal articles published between 2020 and 2025. Data were collected through document analysis and analyzed using thematic analysis to identify key patterns, themes, and implications of innovative leadership in education. The findings reveal that innovative leadership significantly contributes to improving educational management effectiveness, strengthening innovation culture, empowering educators, and enhancing the quality of educational services. Furthermore, innovative leadership is closely integrated with transformational, digital, and collaborative leadership approaches. This study provides theoretical contributions to the development of educational leadership literature and offers practical implications for educational leaders and policymakers in designing adaptive and sustainable leadership strategies.*

Keywords – innovative leadership, educational management, educational transformation, educational leadership, systematic literature review

INTRODUCTION

The paradigm shift in 21st-century education demands that educational institutions adapt rapidly to global dynamics, technological advancements, and increasingly complex demands for educational service quality. Curriculum reform, learning digitalization, the Merdeka Belajar policy, and public accountability requirements position educational leadership as a key factor in determining the success of such transformations[1][2]. However, in field practices, many educational units still face fundamental challenges, such as weak managerial innovation, resistance to change, limited leadership capacity, and low ability of educational leaders to systematically integrate innovative visions into school management [3][4].

Various studies indicate that conventional leadership, which is administrative and bureaucratic in nature, has not been able to sustainably address educational transformation challenges. In many schools and educational institutions, innovations are often sporadic, not institutionalized, and heavily dependent on individual figures, thus failing to have long-term impacts on improving learning quality and organizational performance[5][6]. This situation underscores the urgency of strengthening innovative leadership as an approach that not only focuses on achieving administrative targets but also on creating a culture of innovation, collaboration, and organizational learning .

In response to these issues, innovative leadership is offered as a strategic solution in modern

educational management. Innovative leadership emphasizes leaders' abilities to create change visions, encourage creativity, manage risks, and facilitate stakeholder participation in the innovation process[7][8]. This approach is considered relevant because it integrates transformational, digital, and collaborative leadership dimensions within an adaptive framework suited to dynamic educational contexts. The use of innovative leadership is also supported by empirical findings showing its contributions to enhancing management effectiveness, teacher performance, educational service quality, and the successful implementation of new educational policies [9][10].

Although research on innovative leadership in education has developed rapidly, significant research gaps remain. Most prior studies have emphasized conceptual analyses or general systematic literature reviews, without deeply elaborating the relationship between innovative leadership and the implementation context of educational management at specific institutional levels[11][12]. Additionally, previous research tends to separate innovative leadership studies from educational management dimensions, such as budget management, organizational culture, and learning effectiveness, thus failing to provide a comprehensive picture of the strategic role of innovative leadership in holistic educational transformation.

Based on these gaps, the novelty of this research lies in efforts to integrate the concept of innovative leadership with contextual and systematic educational management practices. This study not only maps the characteristics of innovative leadership but also analyzes its contributions to educational management transformation, organizational effectiveness, and improvements in educational service quality. By combining perspectives on innovative leadership, educational management, and contemporary educational challenges, this research offers a fresh viewpoint that enriches the discourse

on educational leadership in the era of transformation and digitalization.

Thus, the general objective of this research is to analyze the role and contributions of innovative leadership in supporting educational management transformation and to identify its implications for developing adaptive and sustainable educational leadership practices.

OBJECTIVES OF THE STUDY

Theoretically, this study is expected to contribute to strengthening the conceptual framework of innovative leadership in educational management studies. Practically, the research findings are expected to serve as a reference for school principals, educational managers, and policymakers in designing effective leadership strategies to enhance the quality and competitiveness of educational institutions.

MATERIALS AND METHOD

Research Type and Approach

This research employs a qualitative approach with a Systematic Literature Review (SLR) design. This approach was selected to obtain a comprehensive and in-depth understanding of the development of concepts, practices, and contributions of innovative leadership in educational management based on the latest empirical and theoretical findings.

Research Subjects/Units of Analysis and Location

The research subjects consist of scientific articles discussing innovative leadership in the context of education. The units of analysis comprise 24 national and international journal articles published between 2020 and 2025. This research is not geographically located in a specific place but encompasses various educational contexts (early childhood education, elementary–secondary schools, and higher education) as reported in the selected articles.

Data Collection Techniques

Data collection was conducted through documentation studies, following these steps:

- Searching for scientific articles via national and international journal databases.
- Selecting articles using inclusion criteria:
 - (a) relevant to innovative leadership and education,
 - (b) empirical research articles or scientific reviews,
 - (c) full-text available,
 - (d) published in the last five years.
- Eliminating duplicate articles and those not aligned with the research focus.

Research Instruments

The primary research instrument is a data extraction sheet independently developed by the researcher. This instrument captures key information, including:

- Article identity (authors, year, journal),
- Research objectives,
- Methods and research design,
- Research context and subjects,
- Main findings,
- Implications of innovative leadership in educational management.

Data Analysis Techniques

Data analysis was performed using thematic analysis with the following stages:

- Data familiarization: reading and comprehensively understanding the article contents;
- Coding: grouping findings based on innovative leadership themes;
- Theme development: formulating main themes and sub-themes;
- Interpretation: synthesizing findings and linking them to leadership and educational management theories;

- Conclusion drawing: deriving conclusions and theoretical as well as practical implications.



Research Flowchart Design

RESULTS AND DISCUSSION

Table 1. Article Analysis Table: Innovative Leadership in Education

No	Author(s) & Year	Main Focus	Method/Design	Key Findings
1	Citraningsih (2025) [1]	School principals & Merdeka Belajar	Qualitative	Innovative leadership accelerates independent learning transformation
2	Halimah et al. (2024) [3]	Management transformation	Mixed methods	Leadership innovation significantly influences management effectiveness
3	Fuad et al. (2025) [11]	Innovative leadership	Systematic Review	Strengthens the role of innovative leadership in organizational change

4	Lahersa et al. (2025) [5]	Innovation management & budgeting	Qualitative	Innovative leadership enhances school effectiveness	11	Anindhyta et al. (2023) [16]	Digital leadership	Review	Digital leadership fosters an innovative research culture
5	Trimulyo et al. (2025) [13]	Transformational leadership	Quantitative	Transformational leadership drives managerial innovation	12	Ali (2022) [17]	Innovative leadership	Qualitative	Innovative leadership improves PAUD service quality
6	Riddel & Zulfikar (2024) [6]	Learning effectiveness	Literature Review	Innovative leadership practices improve learning outcomes	13	Vergiansyah et al. (2024) [18]	Humble leadership	Systematic Review	Leader humility strengthens sustainable innovation
7	Mukhtar et al. (2025) [7]	Leadership innovation	Systematic Review	Adaptive and collaborative leadership models dominate	14	Fadhlil et al. (2025) [18]	Instructional leadership	Quantitative	Clear leader vision improves service quality
8	Nugroho et al. (2025) [12]	Performance & innovation	Systematic Review	Innovative leadership positively correlates with performance	15	Prastianingsih et al. (2025) [18]	Authentic leadership	Systematic Review	Authentic leadership builds trust & innovation
9	Sugiyanto (2025) [14]	Leadership styles	Review	Innovative leadership supports sustainable education	16	Mincu (2022) [2]	Education transformation	Theoretical analysis	Leadership is key to structural change
10	Hojeij (2024) [15]	Innovation & entrepreneurship	Narrative Review	Leaders act as catalysts for innovation	17	Flori et al. (2025) [19]	Innovation & sustainability	Mixed methods	Innovative leadership supports sustainability
					18	Damayanti & Tukiran (2025) [20]	International management	Systematic Review	Leadership strategies attract international students

19	Oppong (2025) [8]	21st-century leadership	Academic essay	Innovation, flexibility, and technology are key
20	Soleas (2020) [21]	Innovation motivation	Systematic Review	Leaders influence individual innovation motivation
21	Friesen et al. (2025) [22]	Innovation leadership	Mixed review	Innovation requires organizational culture support
23	Akhmad (2025) [23]	Digital leadership	Review	Main challenges: HR readiness & infrastructure
24	Karim et al. (2025) [4]	Digital leadership	Quantitative	Digital leadership enhances management effectiveness
24	Mutoharo h et al. (2023) [9]	Teacher performance	Quantitative	Significant correlation between innovative leadership & teacher performance

gaps, organized by thematic clusters for your Systematic Literature Review

Thematic Cluster	Key Findings (Strengths)	Identified Research Gaps (from SLR)
Leadership Impact on Performance (Articles 2, 8, 14, 24,)	Innovative/digital leadership shows significant positive correlations with management effectiveness, teacher performance, and service quality, particularly in schools and PAUD	Limited longitudinal studies tracking long-term organizational outcomes; most focus on short-term correlations without causal mechanisms.
Transformation & Policy Implementation (Articles 1, 3, 5, 16)	Leadership accelerates curriculum reform (e.g., Merdeka Belajar) and structural change through visionary and transformational approaches	Insufficient analysis of policy-specific contexts; gaps in integrating national policies like Merdeka Belajar with global frameworks.
Innovation Culture & Sustainability (Articles 4, 6, 10)	Leaders foster innovation through culture-building, humility, and	Sporadic vs. institutionalized innovation; lack of studies on scaling

Table 2. Key Findings and Research Gaps

This table synthesizes key findings from the 24 analyzed articles while identifying critical research

9, 13, 17, 21)	sustainability focus, improving learning outcomes and adaptability	individual-leader dependent practices to systemic levels.
Digital & Technological Leadership (Articles 11, 19, 23, 24)	Digital leadership drives research culture, flexibility, and infrastructure readiness, addressing 21st-century demands	Major gaps in HR readiness and infrastructure challenges; few empirical studies beyond conceptual discussions.
Contextual & Specialized Applications (Articles 10, 12, 15, 18, 20)	Authentic/humble leadership enhances trust, entrepreneurship, and international strategies across PAUD, higher ed, and motivation	Separation of leadership from management dimensions (budget, culture); minimal focus on specific institutional levels like PAUD or higher ed integration.

The findings of this research demonstrate that innovative leadership maintains a strong and consistent relationship with enhanced educational management effectiveness across organizational management, learning quality, and educator performance. These results align with the core concept of innovative leadership, which emphasizes leaders' abilities to create change visions, foster

creativity, and systematically manage innovation within educational organizations. Thus, the study supports the theoretical assumption that innovative leadership serves as a critical determinant in successful educational transformation amid rapid changes.

Conceptual Framework

Conceptually, innovative leadership represents an integration of transformational, adaptive, and collaborative leadership oriented toward creating new organizational value. The research reveals that innovative leadership practices—such as teacher empowerment, participatory decision-making, technology utilization, and strengthening learning culture, make tangible contributions to educational management effectiveness. This reinforces innovative leadership theory, which posits that organizational innovation is inseparable from leaders' strategic roles as change agents [2][7].

Alignment with Prior Studies

The findings align with previous empirical research. Citraningsih (2025) [1] found that school principals applying innovative leadership more effectively drive Merdeka Belajar policy implementation. Similar results appear in Lahersa et al. (2025) [5], confirming innovative leadership's vital role in school-based budgeting to boost organizational effectiveness, while Mutoharoh et al. (2023) [9] demonstrated significant correlations between innovative leadership and PAUD teacher performance, extending impacts beyond structure to direct educator influence.

Identified Differences

However, this study identifies differences from prior research. Systematic reviews like Fuad et al. (2025) [22] and Nugroho et al. (2025) [12] treat innovative leadership normatively without specific ties to school-level management practices. In contrast, this research emphasizes that innovative leadership effectiveness depends heavily on

implementation context, human resource readiness, and organizational culture—meaning innovation does not emerge automatically without supportive systems.

Extended Contributions

These findings expand Riddel and Zulfikar (2024)'s [6] emphasis on innovative leadership's role in learning effectiveness by showing broader managerial impacts, including strategic planning, resource management, and data-driven decisions. Overall, the discussion confirms clear linkages to core innovative leadership concepts, strengthens prior empirical findings, and highlights novel contributions in contextual implementation, positioning innovative leadership as a dynamic, contextual managerial strategy for educational transformation challenges.

CONCLUSION AND RECOMMENDATION

This research concludes that innovative leadership plays a strategic and significant role in supporting educational management transformation. Innovative leadership demonstrably contributes to enhanced educational management effectiveness through strengthened organizational vision, innovation culture development, educator empowerment, and optimized technology and resource utilization. These findings affirm that successful change and educational quality improvement are inseparable from educational leaders' adaptive and creative capacities in responding to challenges.

Integrated Leadership Approach

The results reveal that innovative leadership does not stand alone as a singular concept but integrates with other leadership approaches, such as transformational, digital, and collaborative leadership. This integration enables educational leaders to manage change more systematically and sustainably. Thus, the study reinforces the theoretical foundation that innovative leadership constitutes a

key element in creating effective, responsive, and competitive educational organizations.

Limitations and Future Directions

However, this research has limitations, particularly its reliance on literature review approaches dependent on the quality and context of prior studies. Therefore, these findings require follow-up through diverse empirical research designs and more specific contexts. Overall, the study provides theoretical and practical contributions to educational leadership scholarship, serving as a reference for leaders and policymakers in designing innovative leadership strategies to enhance educational quality and sustainability.

Educational leaders and managers should systematically and sustainably develop and implement innovative leadership practices. School principals and institutional leaders need to strengthen innovative visions, foster collaborative cultures, and provide space for educators to create and innovate in teaching and school management. Additionally, enhancing leaders' competencies in digital technology utilization and change management becomes an urgent need to address educational challenges in the transformation era.

Policy Recommendations

For educational policymakers, this research recommends policies supporting innovative leadership strengthening at educational units. Such policies can be realized through innovation-based principal professional development programs, more flexible school management autonomy, and provision of regulatory and funding support to encourage innovative and sustainable educational management practices.

Academic and Curriculum Development

Educational institutions and academic communities should position innovative leadership as a primary focus in leadership and educational

management curriculum development. Integrating innovative leadership concepts into educational leader training programs is expected to produce adaptive, creative, and responsive leaders to educational environment changes.

Future Research Directions

For subsequent researchers, this study recommends developing empirical studies using quantitative or mixed methods approaches to more deeply test causal relationships between innovative leadership and various educational variables, such as organizational performance, school culture, and student learning outcomes. Comparative research across educational levels or regional contexts is also needed to expand finding generalizability and enrich innovative leadership studies in education.

Overall, these recommendations serve as practical and academic references for developing innovative, adaptive educational leadership oriented toward sustainable educational quality improvement.

Acknowledgment

The authors would like to express their sincere gratitude to **Universitas Bina Bangsa** for the institutional support, facilities, and academic environment provided, which enabled the successful completion of this study.

REFERENCES

D. Citraningsih, "Principals as Innovative Leaders in the Independent Learning Transformation," *J. Inov. Manaj. Pendidik. Islam*, vol. 4, no. 1, pp. 91–100, 2025, doi: 10.38073/jimpi.v4i1.1908.

M. Mincu, "Why is school leadership key to transforming education? Structural and cultural assumptions for quality education in diverse contexts," *Prospects*, vol. 52, no. 3–4, pp. 231–242, 2022, doi: 10.1007/s11125-022-09625-6.

H. Halimah, S. Syafruddin, and N. I. Earlyanti, "The Role of Innovative Leadership in Driving Educational Management Transformation," *QALAMUNA J. Pendidikan, Sos. dan Agama*, vol. 16, no. 1, pp. 207–218, 2024, doi: 10.37680/qalamuna.v16i1.4745.

M. Karim, K. Oktarina, and S. Antoni, "The Role of Digital Leadership and Administrative Innovation in Enhancing School Management Effectiveness in the Era of Education 5.0," *Indones. J. Eng. Educ. Technol.*, vol. 3, pp. 60–66, 2025.

E. Lahersa, A. Anggun, O. Sinurat, V. M. Surnika, and S. J. R. Duran, "Leadership Roles in Innovation Management and School-Based Budgeting to Improve School Effectiveness," *Indones. Educ. Adm. Leadersh. J.*, vol. 7, no. 1, pp. 20–40, 2025, doi: 10.22437/ideal.v7i1.40068.

M. Riddel and I. R. Zulfikar, "The Role of Innovative Leadership in Transforming Student Learning Effectiveness: A Review of Best Practices and Future Directions," *Dev. Stud. Educ. Manag. Leadersh.*, vol. 3, no. 1, pp. 35–50, 2024, doi: 10.47766/development.v3i1.1913.

S. Mukhtar, A. Z. A. Razak, N. Setiyowati, and M. A. Adni, "Educational leadership innovation: a recent comprehensive structured review," *J. Educ. Learn.*, vol. 19, no. 4, pp. 2342–2350, 2025, doi: 10.11591/edulearn.v19i4.23239.

N. Oppong, "Innovative strategies for transforming educational leadership in the 21st century," *Acad. Educ. Leadersh. J.*, vol. 29, no. 1, pp. 1–3, 2025.

Mutoharoh, A. Hufad, and I. Rusdiyani, "The Correlation between Innovative Leadership and Early Childhood Education Teacher Performance," *J. Educ. Soc. Res.*, vol. 13, no. 3, pp. 154–163, 2023, doi: 10.36941/jesr-2023-0065.

F. Fadhli, A. Komariah, D. Satori, and M. Marwan, “Clear vision, better schools’: The role of instructional leadership in enhancing service quality,” *J. Educ. Manag. Instr.*, vol. 5, no. 1, pp. 161–174, 2025, doi: 10.22515/jemin.v5i1.9507.

R. D. S. M. Fuad and et al Musa, Khalip; Yusof, Mat Rahimi;tazilah, “The Systematic Literature Review for Innovative Leadership in Educational Setting,” *Res. Sq.*, pp. 1–20, 2025.

H. Nugroho, S. Riyadi, S. D. Lestari, and S. Mudjijah, “Innovative Leadership in Driving Organizational Innovation and Performance A Systematic Literature Review,” *eCo-Fin*, vol. 7, no. 1, pp. 230–246, 2025, doi: 10.32877/ef.v7i1.2040.

J. Trimulyo, H. Lestari, I. Rahmawati, and C. C. Thelma, “The Influence of Transformational Leadership on Fostering Management Innovation in Islamic Education Institutions,” *Al-Tanzim J. Manaj. Pendidik. Islam*, vol. 9, no. 1, pp. 316–326, 2025, doi: 10.33650/al-tanzim.v9i1.10785.

H. Sugiyanto, “Leadership Styles, Quality of Education, and Educational Institution Management: A Systematic Review in the Perspective of Sustainable Education,” *J. Corner Educ. Linguist. Lit.*, vol. 4, no. 3, pp. 351–359, 2025, doi: 10.54012/jcell.v4i3.423.

Z. Hojeij, “Educational leadership’s role in fostering innovation and entrepreneurship in education: A narrative literature review,” *Soc. Sci. Humanit. Open*, vol. 10, p. 101173, 2024, doi: <https://doi.org/10.1016/j.ssaho.2024.101173>

C. Anindhyta, N. Karnati, and S. Suryadi, “Digital leadership in enhancing research innovation culture in higher education: Avenue for further research,” *J. Educ. Manag. Instr.*, vol. 3, no. 1, pp. 9–21, 2023.

M. Ali, “Innovative Leadership Management in Early Children Education,” *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 6, no. 4, pp. 3007–3012, 2022, doi: 10.31004/obsesi.v6i4.2198.

I. Vergiansyah, E. Supriharyanti, and F. N. D. Nadia, “Humble Leadership in Education: A Systematic Review and Future Direction,” *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, vol. 9, no. 2, pp. 1180–1197, 2024, doi: 10.31851/jmksp.v9i2.16422.

M. Flori, E.-C. Raulea, and C. Raulea, “Innovative leadership and sustainability in higher education management,” *Comput. Educ. Open*, vol. 9, p. 100272, 2025, doi: <https://doi.org/10.1016/j.caeo.2025.100272>.

N. Damayanthi and M. Tukiran, “Leadership and Management Strategies in Chinese Higher Education on Attracting International Students: A Systematic Literature Review,” *Int. J. Soc. Policy Law*, vol. 6, no. 2, pp. 17–36, 2025, [Online]. Available: <http://www.ijospol.org>

E. K. Soleas, “Leader strategies for motivating innovation in individuals: a systematic review,” *J. Innov. Entrep.*, vol. 9, no. 1, 2020, doi: 10.1186/s13731-020-00120-w.

S. Friesen et al., “The leadership of innovation in education: findings from an environmental scan,” *Sch. Leadersh. Manag.*, vol. 0, no. 0, pp. 1–33, 2025, doi: 10.1080/13632434.2025.2602008.

A. Akhmad, “Digital Leadership Practices in Educational Management: A Narrative Literature Review on Trends and Challenges,” *Int. J. Learn. Teach. Educ. Res.*, vol. 24, no. 8, pp. 112–135, 2025, doi: 10.26803/ijlter.24.8.6.