



## The Role of School Principal Leadership on Committee Member Participation and Teacher Performance: Systematic Literature Review

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**Abstract:** This study aims to evaluate the influence of school principals' leadership on the participation level of school committee members and teacher performance. The research focuses on how leadership roles contribute to effective school management and the overall improvement of teaching quality. A Systematic Literature Review (SLR) was conducted by analyzing 42 journal articles published between 2014 and 2025. The review process involved identifying relevant studies, classifying key findings, and synthesizing evidence to draw comprehensive conclusions that reflect the educational context. The results indicate that principals' leadership has a positive impact on the active involvement of school committees, particularly through effective communication, participatory decision-making, and continuous empowerment. In addition, transformational leadership demonstrated by principals fosters a supportive and conducive school environment, enhances professionalism, and improves teacher performance. The findings confirm a strong positive correlation between school leadership, committee participation, and teacher performance. The implication of this study highlights the need to strengthen collaborative and transformational leadership practices to support teachers' professional growth, promote effective school governance, and ultimately improve the overall quality of education.

**Abstrak:** Penelitian ini bertujuan untuk mengevaluasi pengaruh kepemimpinan kepala sekolah terhadap tingkat partisipasi anggota komite sekolah dan kinerja guru. Fokus penelitian diarahkan pada bagaimana peran kepemimpinan mampu menciptakan manajemen sekolah yang efektif sekaligus meningkatkan kualitas pembelajaran. Metode penelitian menggunakan Systematic Literature Review (SLR) dengan menganalisis 42 artikel jurnal yang diterbitkan antara tahun 2014 hingga 2025. Analisis dilakukan secara sistematis dengan menelaah hasil penelitian terdahulu, mengelompokkan temuan-temuan penting, dan menarik kesimpulan yang relevan dengan konteks pendidikan di Indonesia. Hasil kajian menunjukkan bahwa kepemimpinan kepala sekolah berpengaruh positif terhadap partisipasi aktif anggota komite sekolah melalui komunikasi yang efektif, pengambilan keputusan partisipatif, dan pemberdayaan berkelanjutan. Selain itu, gaya kepemimpinan transformasional terbukti mendorong terciptanya lingkungan sekolah yang kondusif, meningkatkan profesionalisme, serta memperbaiki kinerja guru. Temuan ini menegaskan adanya hubungan positif antara kepemimpinan kepala sekolah, keterlibatan komite sekolah, dan peningkatan kinerja guru. Implikasinya, diperlukan penguatan kepemimpinan kolaboratif dan transformasional guna mendukung pengembangan profesionalisme guru, memperbaiki manajemen sekolah, serta meningkatkan mutu pendidikan secara menyeluruh.

## A. Introduction

The leadership of the school principal is a crucial element in determining the direction and quality of education in schools. As a leader, the principal is not only responsible for administrative aspects but also acts as an agent of change, inspiring and motivating all school members to achieve optimal educational goals. The leadership of the school principal is a crucial element in determining the direction and quality of education in schools. The role of the school principal in managing and leading educational institutions encompasses more than just administration; it also involves being the primary director in shaping the school's vision, mission, and strategy, which aligns with national education policies and the needs of the local community. Effective school principals can translate educational policies into concrete programs that encourage the achievement of institutional goals in a sustainable manner. Therefore, the role of the school principal must be viewed as the primary pillar in creating schools that are superior and adaptable to the challenges of the times. As a learning leader (*instructional leader*), the principal also functions as an agent of change, moving all components of the school to continue innovating. He is required to possess adequate managerial and leadership skills to direct teachers, staff, and students towards achieving optimal quality education. A visionary school principal can inspire and motivate the school community through effective communication, fair distribution of responsibilities, and empowerment of all existing potential. According to Bass and Avolio (1994), transformational leadership is a key factor in creating an environment that fosters positive and sustainable change in educational institutions.

Furthermore, Mulyasa (2007) emphasized that effective school principals are those who not only manage physical and human resources efficiently but can also build a work culture conducive to improving the quality of education. The work culture in question includes collaborative values, professionalism and shared responsibility in achieving educational goals. The principal plays a role as a role model and facilitator in creating a democratic and productive school climate. Thus, the quality of the school principal's leadership is a determining factor that can strengthen teacher performance, encourage community participation through the school committee, and ultimately improve student learning achievement. One important aspect of school management is the involvement of the school committee as a community representative in decision-making. The school committee functions as a strategic partner in supporting school programs, both in the planning, implementation and evaluation aspects. The active participation of school committees can strengthen transparency and accountability in school management, as well as increase public trust in educational institutions. As stated by Susanto (2019), synergy between the school principal and the school committee can create an environment that supports the effective achievement of educational goals. In the context of educational decentralization, the existence of a school committee is highly strategic because it bridges the community's aspirations with the school, ensuring that the policies and programs implemented are in accordance with the local community's needs and expectations. This

role strengthens the principles of school-based management (SBM), where the active participation of stakeholders supports school autonomy.

The involvement of the school committee in planning school programs brings significant added value to the effectiveness of program implementation. An active committee can provide input based on diverse community perspectives, so that decisions taken are more contextual and inclusive. Apart from that, involving the school committee in the evaluation stage can also increase transparency and accountability in financial management and learning programs. According to [Supriatna \(2020\)](#), active participation in school committee social audits of school activities strengthens the internal monitoring system, encourages budget efficiency, and fosters a sense of shared responsibility between the school and the community. Synergy between the school principal and the school committee is a crucial foundation for creating a conducive and participatory learning environment. A harmonious and mutually supportive working relationship between the two will form a decision-making structure that is more responsive to local educational challenges and opportunities. [Susanto \(2019\)](#) emphasized that a school's success in achieving its goals is primarily determined by the school principal's ability to foster open communication, involve committees in strategic forums, and respect their role as equal partners. When the committee feels valued and involved, they will be more committed to supporting the school, both financially, morally and socially. Thus, the success of this collaboration not only strengthens school governance but also fosters a sustainable and community-driven educational ecosystem. The teacher's performance as the spearhead in the learning process is greatly influenced by the quality of the school principal's leadership and support from the school committee. Teachers who work in a supportive and collaborative environment tend to show better performance, both in lesson planning, implementation and evaluation. Research by [Rohayati et al \(2019\)](#) reveals a significant relationship between the principal's leadership and the school committee's role in teacher performance, accounting for 48.2% of the performance increase.

The principal's leadership style plays a crucial role in shaping the school's work culture. A transformational leadership style, characterized by the ability to inspire, motivate and empower staff, has proven effective in increasing school committee participation and teacher performance. [Anwar et al \(2021\)](#) in their research found that the participative and communicative leadership style of school principals had a positive effect on improving teacher performance in vocational schools throughout Labuhan Maringgai District, East Lampung. School committee participation is not only limited to administrative aspects, but also includes moral and social support for teachers. An active school committee can help create a positive work environment for teachers, thereby increasing their motivation and dedication to carrying out their duties. [Norawati et al \(2024\)](#) in their research at SMP Negeri 8 Pinggir found that school committee participation had a significant direct impact on teacher performance and an indirect influence on student learning achievement through increased teacher performance. However, there are still challenges in optimizing the principal's leadership role and school committee participation. Several studies indicate that

a lack of leadership training and a minimal understanding of the strategic role of school committees are obstacles to creating effective synergy. [Abidin \(2021\)](#) emphasized the importance of capacity development for school principals and school committee members to increase the effectiveness of collaboration in supporting teacher performance.

In the context of educational decentralization and the implementation of School-Based Management (SBM), the role of school principals and school committees becomes increasingly important. Effective leadership and active participation from school committees can strengthen SBM implementation, which in turn improves teacher performance and overall school effectiveness. [Siregar \(2020\)](#) in his research at MAN Medan City found that the principal's leadership, the role of the school committee, and teacher performance simultaneously had a positive and significant effect on the effectiveness of SBM. Teacher performance is a comprehensive representation of an educator's professional abilities in carrying out their role effectively, efficiently and responsibly in the educational process. Not only is teacher performance limited to teaching activities in the classroom, but it also encompasses the entire cycle of learning activities, from planning and implementation to evaluation. Teachers are expected to prepare learning plans that align with the curriculum, adapt teaching strategies to the characteristics of their students, and conduct objective and constructive assessments. According to [Rohman \(2020\)](#), a teacher's responsibility to the school principal is not just administrative, but also substantive, namely ensuring the continuity and quality of a meaningful learning process.

From an educational management perspective, teacher performance is the leading indicator of the quality of educational institutions. Therefore, monitoring and evaluation of teacher performance must be carried out comprehensively, involving assessment instruments that cover cognitive, affective and psychomotor aspects. [Ahmad \(2017\)](#) divides the determinants of teacher performance into two large categories: internal factors and external factors. Internal factors include individual characteristics such as intelligence, personality, interests, motivation, and health. Teachers who have high work enthusiasm, self-confidence and good emotional resilience tend to show stable and quality performance. This demonstrates that enhancing the personal capacity of teachers through ongoing training and coaching is essential.

On the other hand, external factors also significantly impact teacher performance. A conducive work environment, support from the school principal, the availability of adequate facilities and infrastructure, and harmonious social relations between teachers and school staff are the main determinants of teacher comfort and morale. Positive interactions between teachers and leaders, especially school principals, contribute to a healthy work environment and encourage innovative learning. In addition, teacher involvement in school activities, such as curriculum development, extracurricular programs, and collaborative projects, also provides space for the actualization of their professionalism.

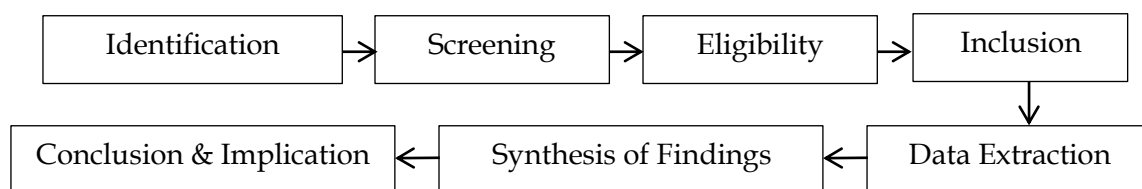
According to [Ideswal et al \(2020\)](#), achieving learning goals in the education system is very dependent on the quality of teacher performance. Teachers are not only implementers of the curriculum, but are also the primary movers in shaping students'

character and competencies. Therefore, all forms of intervention aimed at improving the quality of education must directly or indirectly lead to improvements in teacher performance. This includes training, incentives, career advancement, and creating a work environment that supports professional growth. Warren (2021) noted that the success of teachers in fulfilling their duties is influenced by systemic support from various parties, both internal and external to the school. School principals, school committees, parents and local governments have a role in creating an educational ecosystem that encourages optimal performance. When teachers feel appreciated, supported and facilitated in carrying out their duties, they have high work morale and a strong commitment to the profession. This support is an important element in maintaining the stability and continuity of educational quality on an ongoing basis. Considering the importance of this problem and the relationship between the school principal's leadership style and the level of participation of school committee members and teacher performance, a systematic literature review is necessary to analyze this relationship in more depth. This research aims to analyze the relationship between these three variables and identify factors that can enhance the synergy among school principals, school committees, and teachers, thereby improving the quality of education. The results of this research can make a significant contribution, both theoretically and practically, particularly in the development of educational management and the improvement of learning quality.

## **B. Method**

This study uses the Systematic Literature Review (SLR) method as its main approach. This type of research is qualitative in nature, analyzing documents in the form of scientific articles. The research subjects relevant national and international journal articles. Articles were selected based on the following criteria: the topic of principal leadership, school committee participation, and teacher performance. The research location was not limited to a specific region, as data was obtained from international and national databases, including Google Scholar, ResearchGate, Directory of Open Access Journals (DOAJ), and Open Knowledge Maps.

Data collection techniques were employed by searching the literature using the keywords "principal leadership style," "school committee participation," and "teacher performance" with the aid of Boolean operators (AND, OR, NOT). The research instrument was a data extraction table that recorded the article's identity, the type of research, the methods used, and the main findings. Data analysis was conducted through a thematic synthesis process, which involved grouping findings based on consistent themes that emerged, such as leadership effectiveness, committee participation, and their impact on teacher performance. The results of the analysis were then used to identify patterns, gaps, and the contribution of research to the development of educational theory and practice.



**Figure 1.** Research Flow

## C. Result

### 1. Data Analysis

The analysis of 42 selected articles reveals consistent evidence that school principal leadership plays a crucial role in enhancing both committee member participation and teacher performance. Transformational and participative leadership styles were identified as the most effective in fostering active committee involvement through transparent communication, collaborative decision-making, and continuous empowerment. Furthermore, such leadership practices create a supportive school environment that strengthens teacher motivation, professionalism, and overall performance. The findings also highlight that school committee participation often functions as a mediating factor, bridging the influence of principal leadership with improvements in teacher outcomes. Across various contexts, the results confirm a strong positive correlation among principal leadership, committee participation, and teacher performance, underscoring the importance of leadership development as a strategic foundation for advancing teaching quality and improving educational outcomes.

### 2. Critical Appraisal

A critical assessment of 42 selected articles reveals that, despite variations in research methods and methodological quality, the articles collectively make a significant contribution to understanding the role of school principal leadership in school committee participation and teacher performance. Most studies employed quantitative approaches, including correlational, quasi-experimental, and ex post facto designs, which revealed a positive and significant relationship between principal leadership, school committee involvement, and teacher performance. Several other articles used qualitative approaches and literature studies that emphasized the importance of a collaborative climate, open communication, and a participatory culture in strengthening teacher performance. These varying findings indicate that transformational and participatory leadership are the dominant patterns that encourage committee involvement and teacher professionalism. However, several studies also highlight limitations, including a lack of teacher creativity, limited resources, and challenges in implementing policies at the school level. Overall, this critical appraisal confirms that the quality of the analyzed research is sufficient to provide a theoretical and empirical basis for explaining the influence of principal leadership on committee participation and teacher performance.

### 3. Literature Review Results

The results of the literature review demonstrate that school principal leadership has a consistent and significant impact on teacher performance and school committee participation. Research by [Hidayat & Machali \(2023\)](#) indicates that transformational leadership styles can foster a favorable school climate, thereby enhancing teacher professionalism and motivation. Similarly, [Rahmatullah \(2019\)](#) emphasizes that participatory leadership contributes to more effective school-based management, particularly when principals involve school committees in decision-making processes.

Several studies also highlight the mediating role of school committees in strengthening the relationship between leadership and teacher performance. For instance, [Nurlaeli & Widodo \(2019\)](#) found that active committee participation enhances collaborative culture in schools, thereby improving teachers' sense of responsibility and performance outcomes. In line with this, [Suryana \(2022\)](#) argue that the involvement of school committees not only supports principals' policies but also provides accountability mechanisms that encourage teachers to maintain high performance standards.

Other findings emphasize the importance of specific leadership functions, such as principals acting as supervisors, motivators, and communicators. [Hidayat & Firdaus \(2020\)](#) report that supervisory leadership has a direct effect on teacher professional development, while communication-based leadership fosters trust and strengthens school-community partnerships. Moreover, [Wahyudi & Arafat \(2022\)](#) note that principals who practice transparent and collaborative communication are more successful in encouraging active committee engagement, which in turn contributes to teacher productivity.

Despite these positive findings, some studies reveal limitations in their practical application. [Santosa \(2018\)](#) points out that the effectiveness of principal leadership is sometimes constrained by limited school resources, which can hinder the implementation of participatory management. Similarly, [Hasanah \(2020\)](#) identifies challenges related to teacher creativity and innovation, noting that leadership alone may not be sufficient without adequate support from educational policies and infrastructure.

Overall, the synthesis of 42 studies confirms that principal leadership – particularly when transformational and participative – plays a crucial role in enhancing committee participation and improving teacher performance. The literature collectively underscores that leadership development and committee empowerment are strategic drivers for advancing school effectiveness and improving the overall quality of education ([Kurniawan & Setiawan, 2021](#); [Yuliana, 2022](#)).

### 4. Data Analysis Matrix Used for Literature Review

The data analysis matrix used in this systematic literature review reveals that most of the selected articles employed quantitative methods, accounting for 22 out of 42 articles (52.4%), to investigate the relationship between school principal leadership, committee member participation, and teacher performance. These studies often utilized survey

techniques, regression analysis, and structural equation modeling to measure the direct and indirect effects of leadership styles on participation levels and teacher outcomes. In addition, 13 articles (30.9%) employed qualitative methods, such as interviews, observations, and case studies, to gain deeper insights into leadership practices, collaboration patterns, and school governance dynamics. Meanwhile, seven articles (16.7%) used mixed methods, combining statistical measurement with narrative exploration to provide a more comprehensive perspective on the topic. The data matrix also reveals that research on this theme has grown significantly in the past five years, reflecting increased scholarly attention on educational leadership and stakeholder involvement as key factors in improving teacher performance and overall school effectiveness.

**Table 1.** Result of Article Analysis

Title	Authors	Journal / Source	Key Findings
Pengaruh Kepemimpinan Kepala Sekolah dan partisipasi komite sekolah terhadap kinerja guru	1. M. Imansyah 2. Yasir Arafat 3. Dessy Wardiah	JMKSP (jurnal manajemen, kepemimpinan, dan supervisi pendidikan)	Both principal leadership and school committee participation independently and jointly have a significant positive effect on high school teacher performance in Muara Enim.
Pengaruh supervisi kepala sekolah dan peran komite sekolah terhadap kinerja guru	1. Ariyadi Raberi 2. Happy Fitria 3. Yessi Fitriani	Jurnal Al-Qiyam	Principal supervision and the school committee role significantly enhance elementary teacher performance; positive collaboration improves outcomes.
The influence of principal leadership, committee, and teacher performance on SBM effectiveness	Gusma Gabe Sahara Siregar	EduTech: Jurnal Ilmu Pendidikan dan Pembelajaran	Principal leadership (14.9%), committee role (18.7%), and teacher performance (24.1%) each positively influence SBM effectiveness (total 30%).
Pengaruh Kinerja Komite Sekolah dan Kepemimpinan Kepala Sekolah Terhadap Peningkatan Mutu Pembelajaran Pendidikan Agama Islam	1. Nurafni, K 2. Saguni, F 3. Hasnah, S	Jurnal Integrasi Manajemen Pendidikan	School committee performance has a significant impact on the quality of Islamic Religious Education (37.8%).
Pengaruh kepemimpinan Kepala sekolah dan peran Komite sekolah terhadap	1. Seriyanti, N 2. Ahmad, S 3. Destiniar, D	JMKSP (jurnal manajemen, kepemimpinan, dan supervisi pendidikan)	Principal leadership and committee roles independently and collectively significantly affect school-based

Title	Authors	Journal / Source	Key Findings
Keberhasilan Manajemen Berbasis sekolah			management at SMA Negeri 1 Sirah Pulau Padang.
Pengaruh komite sekolah dan kepemimpinan kepala sekolah terhadap peningkatan mutu pendidikan	1. Ningsih, K. D 2. Harapan, E 3. Destiniar, D	JMKSP (jurnal manajemen, kepemimpinan, dan supervisi pendidikan)	Committee, principal leadership, and both jointly significantly influence the quality of education.
Manajemen Supervisi Akademik Kepala Sekolah dan Peran Komite Sekolah terhadap Kinerja Guru	Marfinda, E	ACADEMIA: Jurnal Inovasi Riset Akademik	Success in teacher performance improvement relies on principal-committee collaboration via supervisory management.
Effect of principal and committee leadership on primary education quality	1. Holila 2. S. Siregar 3. E. Mudrika 4. M. Lubis 5. K. Putra	Jurnal Pendidikan dan Kebudayaan,	Principal and committee leadership collectively account for 94.2% of the variation in primary education quality in Empat Petuai Danguku.
Pengaruh kepemimpinan kepala sekolah, biaya pendidikan, komite sekolah, budaya sekolah terhadap kinerja sekolah	1. Jannah, A. R 2. Kardoyo, K.	Business and Accounting Education Journal	Principal leadership, funding, committee, and school culture significantly affect process quality, with mediating effects observed on graduate quality.
Principal leadership, school committee, and teacher competence in student achievement	1. Sutaryono 2. E. Sulistyono 3. Y. Rohmatillah	Jurnal Pendidikan Dasar Indonesia	Leadership, committee participation, and teacher competence directly and indirectly (through teacher performance) influence teacher and student achievement.
Pengaruh Kepemimpinan Kepala Sekolah dan Partisipasi Komite Sekolah terhadap Kinerja Guru di SD Negeri Kecamatan Mesuji Makmur	1. Ja'is, J. I 2. Widayatsih, T 3. Suherman, S.	J-CEKI: Jurnal Cendekia Ilmiah	Both principal leadership and committee participation significantly enhance teacher performance through motivation, a positive work environment, and practical program support.
Kontribusi Kinerja Komite Sekolah dan Kepemimpinan Kepala Sekolah Terhadap Mutu Pembelajaran di	1. Fikriadi; 2. Rusdiawan; 3. Wilian	Jurnal Ilmiah Profesi Pendidikan	Committee performance contributes 8.6% and combined leadership/committee 13.1% to learning quality;

Title	Authors	Journal/Source	Key Findings
SMAN 1 Tanjung Kabupaten Lombok Utara			principal leadership is not significant alone.
Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Profesionalisme Guru, dan Peran Komite Sekolah terhadap Peningkatan Mutu Pendidikan	1. Riyatno, Y 2. Kusumaningsih, W 3. Soedjono, S.	Jurnal Inovasi Pembelajaran di Sekolah	Transformational leadership (34.9%), teacher professionalism (35.4%), committee role (17.3%), and combined factors (12.4%) significantly impact the quality of high school education.
Pengaruh Kepemimpinan Kepala Sekolah terhadap Peningkatan Mutu Pembelajaran Melalui Kinerja Guru Sebagai Vaeiabel Intervening: Studi pada Guru SMA Negeri I Ketapang Kabupaten Sampang	1. Dirgantarawan Permana Putra 2. Chamariyah, C 3. Budiarto, W.	Journal of Management and Creative Business	Principal leadership enhances learning quality (0.212) and teacher performance (0.411), with mediating effects through teacher performance.
Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Pendidik dan Tenaga Kependidikan di SMA Negeri 1 Kepulauan Sula	1. Umasangadji, S. R 2. Adam, A	Jurnal Ilmiah Wahana Pendidikan	Principals enhance teacher performance through human resource development, training, workshops, and motivation.
Leadership of Principal and Committee in SBM Implementation	1. Hermanto 2. Fitria Arni 3. Ridwan	Jurnal Administrasi Pendidikan	Principal and committee leadership have a significant impact on SBM implementation ( $r = 0.849$ ).
School Committee, Principal, and Teacher Competency in Vocational School-Based Management	1. Radhi'ah 2. Iskandar 3. N. Lestari	Jurnal Pengabdian Masyarakat Pendidikan	Principal leadership, committee roles, and teacher competency all positively affect vocational SBM success in Karangmojo.
Curriculum of Management in Improving the Quality of Catholic School Education in	1. Warman, W 2. Lorensius, L 3. Rohana, R.	Budapest International Research and Critics Institute-	Democratic and authoritarian principal leadership styles improve teacher performance; supervision faces

Title	Authors	Journal/Source	Key Findings
Samarinda City, East Kalimantan, Indonesia.		Journal (BIRCI-Journal)	challenges from low inspector competency.
The Effects of Principals' Decision-Making, Organizational Commitment and School Climate on Teacher Performance in Vocational High School Based on Teacher Perceptions	1. Mailool, J 2. Kartowagiran, B 3. Retnowati, T. H 4. Wening, S 5. Putranta, H	European Journal of Educational Research	Decision-making, organizational commitment, and school climate all significantly enhance vocational teacher performance.
The influence of the leadership of the principal and the school committee on teacher performance	1. Hidayati, R. F. 2. Arafat, Y. 3. Putra, A. Y	JPGI (Jurnal Penelitian Guru Indonesia)	Principal leadership and committee participation jointly and individually improve middle school teacher performance in Muaradua.
Analisis faktor yang mempengaruhi kinerja umkm di tangrang selatan	1. Diana, D 2. Hakim, L 3. Fahmi, M.	Jurnal Muhammadiyah Manajemen Bisnis	Principal and committee leadership have significant, independent, and joint effects on SDN Rupert teacher performance.
The influence of school leadership and committee performance on improving the quality of learning Islamic education	1. Nur'aini, K 2. Syahid, A 3. Rustina, R.	International Journal of Contemporary Islamic Education	School committee performance has a positive impact on the quality of Islamic education (37.8%).
Relationship between leadership style and committee effectiveness in secondary schools	1. Adedeji, I. O 2. Adewale, S	International Journal of Educational Management and Development Studies	Participative and laissez-faire leadership styles are negatively correlated with committee effectiveness; the directive style is not significant.
Identifying the leadership challenges of K-12 public schools during COVID-19 disruption: A systematic literature review	1. Parveen, K. 2. Tran, P. Q. B. 3. Alghamdi, A. A. 4. Namaziandost, E. 5. Aslam, S. 6. Xiaowei, T	Frontiers in Psychology	Principal leadership styles (autocratic, democratic, and laissez-faire) collectively account for 59.3% of teacher performance, with the autocratic style being the most prevalent.
School Committee in Providing Support to Madrasah Aliyah Negeri 2 Jember	1. Nofiyana, D 2. Usriyah, L.	ITQAN: Jurnal Ilmu-ilmu Kependidikan	The committee serves in advisory, supportive, and supervisory capacities regarding non-governmental funding and

Title	Authors	Journal/Source	Key Findings
			school programs at MAN 2 Jember.
Participation of School Committees in Project Identification and Monitoring	1. Zacharia S. 2. Masanyiwa 3. M. Chilala 3. E. Nyirenda	Open Journal of Business and Management	Committee engagement is strong in project identification/planning, limited in budgeting/monitoring; gender and information access are determining factors.
The Influence of Principals' Motivation, Communication, and Parental Participation on Elementary School Teachers' Performance	1. Hardiansyah, F 2. Zainuddin, Z.	Al Ibtida: Jurnal Pendidikan Guru MI	Headteachers, communication, and parental involvement all influence teacher performance, with communication being the most dominant factor.
Principal's Leadership Strategy in Strengthening Character Education	1. Badrun, B 2. Sugiarto, F 3. Rachmadhani, A	Edukasi Islami: Jurnal Pendidikan Islam	Most madrasa heads exhibit good to excellent leadership styles, which positively predict teacher performance at MIN 2 Mataram.
Educational Leadership and Management: A Review of Trends and Practices in Southeast Asia	1. Osias Kit T. Kilag 2. Joseph L. Torres 3. Lendy L. Maldo 4. Rheneliza R. Putalan 5. Irma Joy L. Academia	Educational Leadership and Management: A Review of Trends and Practices in Southeast Asia.	Educational Leadership and Management: A Review of Trends and Practices in Southeast Asia
Educational leadership: a fifteen-year bibliometric review	1. Greeni Maheshwari 2. Richard Ramsawa Samuel Buerthey	Journal of University Teaching and Learning Practice	Educational leadership: a fifteen-year bibliometric review
Job Rotation: Strategi Inovatif untuk Mengasah Kepemimpinan Kepala Sekolah di SDN Cigugur Tengah Mandiri 2	1. Riris Sapitri 1. Nurtanio Agus Purwanto	Jurnal Pendidikan MI/SD, 2025	Job Rotation: Strategi Inovatif untuk Mengasah Kepemimpinan Kepala Sekolah di SDN Cigugur Tengah Mandiri 2
Moving Beyond Boundaries: a Sociological-Theological Reflection on the	Maksimilianus Jemali	ICEHHA 2024	Moving Beyond Boundaries: a Sociological-Theological Reflection on the Parable of the Good Samaritan

Title	Authors	Journal / Source	Key Findings
Parable of the Good Samaritan			
Functions of the School Committee In Efforts to Improve Facilities and Infrastructure at Madrasah Aliyah Negeri 1 Banyuwangi	1. Maswanda Fazriyati	AL-WIJDÁN: Journal of Islamic Education Studies	Functions of the School Committee In Efforts to Improve Facilities and Infrastructure at Madrasah Aliyah Negeri 1 Banyuwangi
The effect of certified teachers and principal leadership on teachers' performance	1. Heriana Hartiwi 2. Anna Yu Kozlov 1. Fitri Masitoh	International Journal of Educational Review	The effect of certified teachers and principal leadership on teachers' performance
The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance	1. Dinar Putri Pratiwi 1. Jumirah Warlizasusi	Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan	The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance
The Effect of Principal Leadership and Teacher Motivation on Teacher Performance	1. Muhammad Suskawationo 2. Bukman Lian 1. Syaiful Eddy	International Conference on Education Universitas PGRI Palembang (INCoEPP, 2021). Atlantis Press,	The Effect of Principal Leadership and Teacher Motivation on Teacher Performance
Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan	1. A Jean Dwi Ritia Sari 2. Muhammad Giatman 1. Ernawati	Jurnal Penelitian Dan Pengembangan Pendidikan,	Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan
Semi-structured Interview: A methodological reflection on the development of a qualitative research instrument in educational studies	1. Ruslin 2. Saepudin Mashuri 3. Muhammad Sarib Abdul Rasak 4. Firdiansyah Alhabsyi 1. Hijrah Syam	IOSR Journal of Research & Method in Education	Semi-structured Interview: A methodological reflection on the development of a qualitative research instrument in educational studies
Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru	1. Sasmita 2. Saepudin Karta 1. Endang Prastin	Jurnal Pendidikan Kewarganegaraan Dan Politik	Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru

Title	Authors	Journal/Source	Key Findings
Peran Komite Sekolah Terhadap Kinerja Guru di TK Aisyiyah II Kota Pekanbaru	Susi Herlinda	PAUD Lectura: Jurnal Pendidikan Anak Usia Dini	Peran Komite Sekolah Terhadap Kinerja Guru di TK Aisyiyah II Kota Pekanbaru
Measuring the Effectiveness of Using the Principal's Induction Program Website	1. Ahmad Nurabadi 2. Fendy Suhariadi 3. Ibrahim Bafadal 4. Imam Gunawan 5. Yerry Soepriyanto 6. Akbar Syah Ichwanda Burham	International Conference on Education and Technology (ICET)	Measuring the Effectiveness of Using the Principal's Induction Program Website
The influence of principal leadership on the performance of primary school teachers	1. Min-Ling Hung 2. Ulya 3. Zuhrotul 4. Slamet Utomo Erik Aditia Ismaya	ANP Journal of Social Science and Humanities	The influence of principal leadership on the performance of primary school teachers

#### D. Discussion

The findings demonstrate a positive and significant relationship between the leadership role of school principals and the participation of school committees. Principals who effectively perform their educational, managerial, and social leadership functions are more successful in fostering collaborative partnerships with committees. Transformational leadership, characterized by vision, inspiration, motivation, and appreciation, has been shown to strengthen committee involvement in planning, implementation, and evaluation processes (Mulyasa, 2013; Bass & Avolio, 1994). Empirical studies further confirm that principal leadership and committee participation jointly contribute to improved teacher performance (Imansyah et al., 2020).

Effective communication emerges as a critical mediating factor. Principals who maintain openness, accept feedback, and involve committees in strategic decision-making processes enhance mutual trust and shared responsibility (Robbins & Judge, 2017; Supriyanto, 2019). Committee members' perceptions of principals' integrity and competence also serve as important drivers of participation (Wahjosumidjo, 2001). These findings align with the principles of School-Based Management (SBM), which emphasize democratic and accountable governance involving all stakeholders (Kemdikbud, 2003).

The leadership of principals also exerts a significant influence on teacher performance. Principals who provide motivation, supervision, and professional support foster greater innovation, competence, and commitment among teachers (Mulyasa, 2013; Glickman et al., 2010; Hallinger, 2003). Transformational leadership, through idealized influence, inspirational motivation, intellectual stimulation, and individualized

consideration, enhances both motivation and performance (Bass & Avolio, 1994). Furthermore, continuous academic supervision, professional development opportunities, and fostering a favorable school climate are essential for sustaining teacher growth and satisfaction.

A body of research (Siregar, 2020; Diana et al., 2022; Radhi'ah et al., 2021; Nurafni et al., 2022) consistently shows that principal leadership, committee participation, and teacher performance are interrelated and jointly influence the effectiveness of SBM and the quality of teaching. Overall, the evidence suggests that transformational, communicative, and empowering leadership is crucial for enhancing committee participation and teacher performance. Strengthening principal leadership competencies through continuous training is therefore essential to building synergistic partnerships with school committees and promoting democratic, accountable, and quality-oriented educational governance.

### **E. Implication**

This systematic literature review substantiates the essential role of principal leadership—particularly transformational and collaborative styles—in promoting active participation by school committees and enhancing teacher performance. The evidence demonstrates that effective leadership fosters a supportive and professional school climate, catalyzing committee empowerment and improved teacher outcomes. This supports current educational management theory and reinforces the value of participatory governance. These findings emphasize the importance of investing in principal leadership development and committee capacity-building within the broader field of educational administration. Furthermore, the study consolidates existing theoretical frameworks that posit that the synergy between principal leadership, stakeholder involvement, and continuous professional development largely determines school effectiveness.

### **F. Limitation and Suggestion for Further Research**

This review is subject to several limitations that influence the interpretation and generalizability of its findings. The reliance on predominantly quantitative study designs may limit the exploration of contextual and qualitative dimensions inherent in school leadership and committee collaboration. Potential measurement bias and the diversity of school settings and committee roles across studies may also affect the comparability of results and external validity. In addition, some important factors—including resource disparities, policy implementation barriers, and teacher creativity—remain insufficiently addressed in the current literature. To address these gaps, future research should incorporate mixed-methods and longitudinal approaches that better capture the dynamic interactions between principal leadership, committee participation, and teacher performance. Studies are encouraged to systematically investigate the effects of varying school resources, local policy contexts, and organizational cultures, and to explore interventions for enhancing committee engagement and leadership capability. Efforts to

design and assess innovative, context-sensitive models of participatory school governance are also recommended to advance the empirical and practical understanding of sustainable educational improvement.

## G. Conclusion

This research aims to explore the role of school principal leadership on the level of participation of school committee members and teacher performance using a Systematic Literature Review (SLR) approach. Based on an analysis of 42 journal articles, school principal leadership has a significant role in increasing school committee participation and teacher performance. School principals who effectively carry out their roles, both as visionary leaders, communicators, facilitators, and motivators, can foster synergistic working relationships between the school and the school committee, thereby enhancing the professionalism of teachers in fulfilling their duties.

First, the level of school committee participation increases in tandem with the principal's participative and collaborative leadership style. School principals who can foster open communication, provide opportunities for participation in decision-making, and appreciate the contributions of the school committee are successful in creating a favorable and collaborative climate. This shows that transformational and democratic leadership have a direct influence on committee involvement in supporting school programs. Second, teacher performance improves when the school principal provides ongoing professional support. This support takes the form of academic supervision, competency development, providing motivation, and creating a conducive work environment. Transformational and instructional leadership have proven effective in encouraging teachers to be more enthusiastic, responsible, and innovative in their teaching.

The results of this research support various theories and previous findings that state the leadership of the school principal is a key factor in the success of school management. Both school committee participation and teacher performance can be improved if the school principal carries out his role with inclusive, communicative and visionary leadership. Thus, it is recommended that school principals continue to enhance their professional, managerial, and social competencies to foster strong synergy among schools, teachers, and committees. Leadership training, strengthening academic supervision, and developing collaborative communication are strategic steps to create high-quality schools through increased committee participation and enhanced teacher performance on an ongoing basis.

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