

Leadership Practices in Muhammadiyah Schools through the Lens of Transformative Educational Leadership: A Review Study of Two Chapters from “*Muhammadiyah Best Practice*”

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ABSTRACT

This article reviews two chapters from the book *Muhammadiyah Best Practice*, which documents exemplary school leadership practices within Muhammadiyah institutions in Central Java. The first chapter examines SD Muhammadiyah Sudagaran Wonosobo, while the second explores SMA Muhammadiyah 4 Andong Boyolali (SMADIPA). Employing a qualitative literature review approach with thematic analysis, the study is grounded in transformational leadership theory, focusing on four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The findings reveal that school leaders not only practice inspirational and value-based leadership, but also lead systemic innovation and institutional transformation. Based on these insights, the article proposes a new conceptual formulation termed *Regenerative Educational Leadership*, which defines leadership as a process of restoring school vitality and relevance through modeling, innovation, and personalized support.

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Introduction

In the world of education, leadership plays a central role in directing vision, creating a healthy school culture, and ensuring the continuity of quality learning. Educational leaders not only function as administrative managers, but also as drivers of change, moral direction determinants, and facilitators of growth for all school members (Bass & Riggio, 2006; Klaic et al., 2020). Within this framework, transformative educational leadership is present as an approach that emphasizes collective vision, empowering relationships, and continuous innovation based on values. This leadership is characterized by four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which synergistically encourage teachers and students to go beyond their conventional roles (Yao et al., 2024). Through transformative leadership, schools can develop into resilient and adaptive learning ecosystems, ready to face the challenges of the times, while fostering participation, collective responsibility, and innovation rooted in values (Bonfield et al., 2020). This approach has been shown to contribute to increasing teacher commitment, collaborative work climate, and student learning outcomes, making it one of the relevant leadership models for schools in the 21st century (Kočková et al., 2024).

Behind the ideal idea of transformative educational leadership, the reality on the ground shows that school transformation is not easy to realize. Many principals face a real structural, cultural, and resource barrier. One of the main challenges is resistance to change, both from teachers and staff, especially if they do not feel they have a role in the transformation process. A study by Laursen and Weiss (2025) showed that in the context of technology implementation in schools, teachers who are not meaningfully involved tend to be passive or even reject, even though the leadership applied is transformative. Similar things were found in a survey of secondary schools in Kigamboni, Tanzania, where more than 80% of respondents stated that limited facilities and training prevented them from implementing innovations initiated by school leaders (Mpangala & Urio, 2024). On the other hand, the organizational structure of schools that is still very hierarchical and bureaucratic is often an obstacle to change. The prospect of participatory innovation is often hampered by a school culture that tends to be top-down and does not fully provide space for autonomy to teachers (Mincu, 2022). In addition, the results of the study by Lomba-Portela et al. (2022) in Spain showed that the level of resistance to change was higher among senior teachers, especially if there was no ongoing training accompanying the transformation policy. In the Indonesian context, Nurfahila and Yuliana's (2022) study strengthens these findings by highlighting that budget constraints, administrative burdens on school principals, and minimal managerial training are the main obstacles to consistently implementing a transformative leadership style. Thus, the reality in various contexts shows that although transformative leadership promises change, its success is highly dependent on systemic support, teacher capacity, and an organizational culture that is open to collaboration and innovation.

When transformative educational leadership is not implemented optimally, the negative impacts can be felt widely and deeply. One major consequence is high levels of teacher exhaustion and burnout, as found in global studies, for example, 73% of public teachers in Indonesia experience burnout, which increases the risk of absenteeism, resignation, and reduced teaching quality (Ramdan, 2020). Burned-out teachers tend to lose their passion and creativity in teaching, this has a direct impact on student motivation and achievement, resulting in decreased engagement and academic grades (Bakker et al., 2014; Neurolaunch, 2024). This situation is exacerbated if the principal is unable to create a supportive school climate, because systematic research shows that administrative support and space for autonomy for teachers significantly reduce burnout levels (Muliati, 2024). Furthermore, weak or frequently changing leadership can lead to high teacher turnover, which in the Rwandan context, for example, each loss of one teacher is associated with a 0.05 SD decrease in student achievement, an indication that is also relevant in Muhammadiyah schools if they fail to maintain staff stability (Zeitlin, 2021). Conditions like this disrupt the continuity of learning and endanger the quality of instruction.

Systemically, poor outcomes in school leadership will weaken the school climate, which ultimately impacts students' mental health. A negative school climate can trigger stress, anxiety, and a decreased sense of acceptance, leading to increased absenteeism, delinquency, and decreased academic achievement (Cohen et al., 2009). In short, without effective transformative leadership, Muhammadiyah schools risk losing their competitiveness, experiencing learning stagnation, and failing to maintain the well-being of teachers and students.

In educational studies, the concept of educational leadership (school leadership) is defined as an effort to mobilize, inspire, and direct all school members towards a shared vision and the achievement of institutional goals (Leithwood et al., 2020). The transformational leadership approach, derived from Burns' theory and developed by Bass, positions leaders as moral agents who mobilize structural change through four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the context of schools, these dimensions are interpreted as components of leadership that are able to build a collaborative culture, increase the professional capacity of teachers, and encourage innovative and critical

learning (Bass & Riggio, 2006; Leithwood & Jantzi, 2005). With this theoretical panorama, this paper uses the framework of transformative educational leadership to interpret the two chapters, because this framework is relevant in reading the management practices of Muhammadiyah schools, which move between quality stability and digital innovation systematically and contextually.

This review focuses on two chapters from a book compiled by the Council of Primary and Secondary Education of Muhammadiyah Central Java Province (*Majelis Pendidikan Dasar dan Menengah Pengurus Wilayah Muhammadiyah Jawa Tengah*), titled *Muhammadiyah Best Practice: The Art of Managing Muhammadiyah Schools/Madrasahs in Central Java (Muhammadiyah Best Practice: Seni Mengelola Sekolah/Madrasah Muhammadiyah Jawa Tengah)* (Majelis DIKDASMEN PWM Jawa Tengah, 2022). The book is a collection of empirical narratives by Muhammadiyah school leaders who have successfully transformed their institutions amid the challenges of contemporary education. The two chapters analyzed in this article are:

1. “*Strategi Jelas Beda untuk Melejitkan Prestasi di SD Muhammadiyah Sudagaran Wonosobo*” by Sukaryo, translated as “A Clearly Distinct Strategy to Boost Achievement at Muhammadiyah Elementary School of Sudagaran, Wonosobo” (Sukaryo, 2022), and
2. “*Growth Mindset, Digitalpreneur dan Kelas Jarak Jauh Digital Masa Depan SMADIPA*” by Suprpto, translated as “Growth Mindset, Digitalpreneurship, and the Digital Future of Remote Classrooms at SMADIPA.” (Suprpto, 2022).

These chapters were selected because they represent two distinct yet complementary approaches to school quality enhancement in the Muhammadiyah context. The case of SD Muhammadiyah Sudagaran in Wonosobo illustrates how a stable and consistent performance can be maintained in a non-competitive geographical and social environment through a “clearly distinct” strategic approach. In contrast, SMA Muhammadiyah 4 Andong Boyolali (SMADIPA) demonstrates a progressive transformation driven by the integration of a growth mindset, digital entrepreneurship, and future-oriented remote learning to elevate its public image and competitiveness.

This review is significant because it highlights how the theory of transformational educational leadership operates concretely in two contrasting school settings, differing in social context, educational level, and strategic orientation. The main objective of this article is to interpret and critically assess the leadership practices documented in these chapters using the lens of transformational leadership, offering both practical insights and conceptual reflections for Muhammadiyah school leaders across Indonesia.

This study is important because it shows how the theory of transformative educational leadership can be applied in the real context of Muhammadiyah schools. Amidst the challenges of the 21st century such as digitalization, quality demands, and limited resources, Muhammadiyah principals need to lead more adaptively and visionary. By reviewing two chapters from the Muhammadiyah Best Practice book, this article aims to provide practical and conceptual insights into leadership patterns that have been successfully implemented at the elementary and high school levels. This study is expected to be an inspiration and reference for other Muhammadiyah school leaders to strengthen the quality of institutions in a sustainable and contextual manner.

Method

This study uses a qualitative approach based on a literature review to explore the practice of transformative educational leadership reflected in two chapters of the book *Muhammadiyah Best*

Practice: The Art of Managing Muhammadiyah Schools/ Madrasahs in Central Java (2022). The literature review was conducted in depth on the narratives, strategies, and leadership reflections written by Muhammadiyah principals in the book.

The main data in this study are the contents of the text in two selected chapters, namely Sukaryo's writing about SD Muhammadiyah Sudagaran Wonosobo and Suprpto's writing about SMA Muhammadiyah 4 Andong Boyolali (SMADIPA). The data analysis process was carried out through thematic analysis, which is an analysis technique that aims to identify, organize, and interpret the meaning of theme patterns in qualitative data (Clarke & Braun, 2022; Nowell et al., 2017). The steps in this analysis include: (1) data familiarization, (2) initial coding, (3) theme search, (4) theme review, (5) naming and defining themes, and (6) compiling reports. To support the accuracy and traceability of the analysis process, the author used ATLAS.ti software as a tool in the coding process, grouping themes, and visualizing relationships between codes as visualized on the table 1.

The resulting themes were then interpreted using the theoretical framework of transformative leadership as developed by Bass & Riggio (2006), especially in its four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Thus, this study not only describes the contents of the chapter, but also assesses the strength and contribution of leadership displayed in the context of Muhammadiyah school practice.

Table 1. Thematic Analysis

No.	Braun & Clarke's Phase	ATLAS.ti Process	Description
1	Familiarization with the data	Import transcripts and read within ATLAS.ti	The researcher reads all interview transcripts repeatedly and highlights important expressions.
2	Generating initial codes	Use the "Coding" tool to tag meaningful segments	The researcher assigns open codes to segments related to digital leadership and digital well-being.
3	Searching for themes	Group codes using "Code Groups" or "Networks"	Similar codes (e.g., related to digital burnout or strategic leadership) are clustered into themes.
4	Reviewing themes	Reassess all quotations and theme consistency	The researcher revisits all quotations under each theme and merges or refines overlapping ideas.
5	Defining and naming themes	Create memos and label final themes accurately	Each theme is given a precise label and defined clearly to reflect its relevance to the focus.
6	Producing the report	Export selected quotations for use in findings section	The researcher integrates selected quotes into the findings and connects them to theoretical constructs.

Result

This section presents the findings and discussion of the study, analyzed through the lens of transformational leadership theory. The discussion is structured around the four core dimensions of the theory:

Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The relation of each code can be seen in the figure 1 below before the detail explanation.

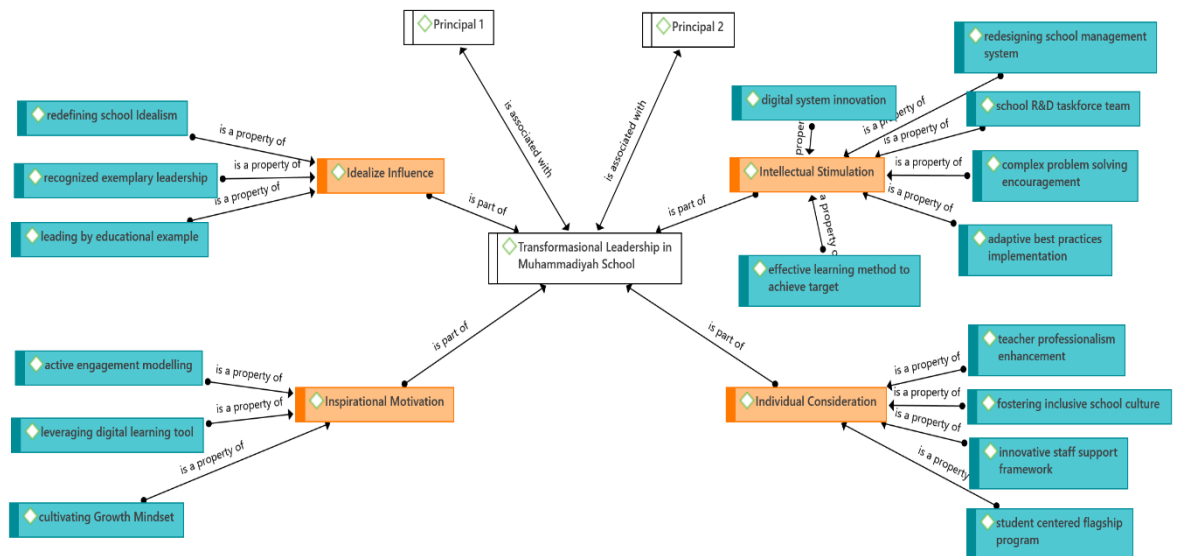


Figure 1 The Mindmap of transformational leadership practices from principal SD Muhammadiyah Sudagaran and SMA Muhammadiyah 4 Andong Boyolali

Idealized Influence

In the context of transformational leadership, idealized influence refers to how leaders become admired role models through ethical behavior, personal integrity, and the embodiment of institutional values (Bass & Riggio, 2006). This dimension is strongly reflected in both Muhammadiyah schools reviewed in this study, where the principals project authority not merely through position, but through symbolic action, public recognition, and structural transformation.

At SD Muhammadiyah Sudagaran, the principal models a deep commitment to personal and professional development. This commitment is not only expressed in rhetoric, but embodied through his consistent effort to pursue higher education and encourage his staff to follow suit. One excerpt highlight,

“The principal regularly pursues further education and encourages staff to never stop learning, even to the highest level” (Sukaryo, 2022).

Such behavior resonates with Mansor & Norwani, (2017), who emphasize that when school leaders exhibit visible dedication to lifelong learning, it sends a powerful signal to teachers and staff that growth is non-negotiable, thereby cultivating a professional culture rooted in aspiration and self-improvement.

Moreover, the principal's efforts are not left unnoticed by external stakeholders. The documentation notes that “The school principal received multiple honors, such as ‘Outstanding Principal’ at the district level on two occasions” (Sukaryo, 2022). This formal recognition reinforces the principal's symbolic authority, as public accolades serve not only to validate leadership internally but also to construct legitimacy externally. A result of several researches (Jain et al., 2019; Khattak et al., 2020; Meng & Berger, 2019; Podsakoff et al., 1990) found that when leaders

are acknowledged for excellence by independent bodies, it strengthens trust and galvanizes organizational support, both from within the institution and the broader community.

In SMA Muhammadiyah 4 Andong Boyolali, idealized influence is enacted through structural and symbolic reinvention. Rather than preserving legacy frameworks, the school principal initiates a systemic overhaul to align the institution's operations and culture with its renewed mission. As recorded in the source,

"The principal redesigned the vision, mission, school SOPs, Code of Conduct, branding, tagline, school cheers, and anthem" (Suprpto, 2022).

This deliberate redefinition of school identity represents not only administrative reform but also an act of cultural leadership. According to Bangoy (2025), transformational leaders often influence their institutions most powerfully by reshaping shared meaning and crafting new symbolic frameworks that resonate with evolving challenges and aspirations.

Taken together, these three practices, modelling commitment to education, earning recognition for excellence, and reconstructing school systems, illustrate how idealized influence manifests in concrete leadership behaviors. Far from being abstract qualities, they are enacted through intentional acts of learning, achievement, and systemic alignment, all of which strengthen the leaders' credibility and the institutions' integrity.

Inspirational Motivation

Inspirational motivation refers to the leader's capacity to articulate a compelling vision, set high expectations, and inspire members of the organization to exceed their perceived limitations (Bass & Riggio, 2006). This form of leadership is evident when school principals embody hope, encouragement, and strategic direction through daily practices and symbolic action. In both Muhammadiyah schools studied, inspirational motivation is expressed through active modeling of school involvement, strategic use of digital technologies, and the fostering of growth-oriented beliefs among staff and students.

In the case of SD Muhammadiyah Sudagaran, the principal's consistent presence in student and teacher activities exemplifies the power of active engagement as a motivational tool. As documented in the data,

"The school leader regularly participates in student events and staff development activities, building a culture of togetherness and enthusiasm" (Sukaryo, 2022).

This modeling of involvement goes beyond formal duty, serving as a symbolic encouragement for teachers to also engage beyond the classroom. Research by Fiqri & Said (2025) emphasizes that leaders who visibly participate in institutional rituals and activities transmit a strong message about collective ownership and institutional pride, which are core elements of inspirational motivation.

Meanwhile, at SMA Muhammadiyah 4 Andong, the school principal leverages digital learning tools as part of his vision to create a technologically adaptive and future-oriented learning environment. The use of online classrooms, digital learning platforms, and virtual mentoring are

not merely reactions to pandemic disruptions but are part of a long-term strategy to embed innovation into the learning culture. The document notes,

“Digital classrooms, virtual learning camps, and blended mentorship sessions were introduced to prepare students for digital futures” (Suprpto, 2022).

This vision aligns with the findings of Serey et al. (2025), who argue that inspirational school leaders incorporate digital tools not only for efficiency, but also as a motivational signal that the institution is future-ready and committed to preparing learners for unpredictable challenges.

Furthermore, the principal's efforts to instill a growth mindset among staff represent another aspect of inspirational motivation. By embedding regular reflection sessions, collaborative coaching, and continuous professional development programs such as Growth Mindset Coach (GMC), the leader sends a clear message that potential can be cultivated. One excerpt reads,

“Growth mindset was nurtured through monthly CFM (Coaching for Mindset) sessions, staff gatherings, and independent training tasks for teachers” (Suprpto, 2022).

This aligns with Dweck's (2006) foundational concept, but also with more recent work by Rissanen et al. (2018), who found that leaders who inspire belief in improvement over fixed intelligence are more likely to develop resilient and adaptive school cultures.

Together, these leadership practices illustrate how inspirational motivation is enacted not only through speeches or documents, but through actions, programs, and policies that uplift institutional morale. By participating actively, promoting meaningful use of technology, and fostering a culture of growth, Muhammadiyah school principals empower their communities to strive beyond their comfort zones, aligning with the highest aspirations of transformational leadership.

Intellectual Stimulation

Transformational leaders engage in intellectual stimulation by encouraging innovation, critical thinking, and the exploration of new strategies for organizational improvement (Bass & Riggio, 2006). In the reviewed chapters, this dimension is strongly evident through strategic initiatives such as digital system innovation, curriculum redesign, the establishment of R&D task forces, and the implementation of adaptive practices based on complex problem-solving. These efforts reflect a deep commitment to fostering a reflective, data-driven school culture capable of responding to rapid educational and societal changes.

One of the most prominent illustrations of intellectual stimulation comes from SMADIPA, where the principal spearheaded a comprehensive redesign of school management and operational systems. This included the creation of clear Standard Operating Procedures (SOP), a Code of Conduct (CoC), and institutional branding instruments such as taglines and a school anthem. These

initiatives aimed to provide clarity, cohesion, and a shared institutional identity. As stated in the document,

“The principal redesigned the vision, mission, SOPs, Code of Conduct, branding, tagline, school cheers, and anthem” (Suprpto, 2022).

This aligns with the dissertation result by Chay (2021), who emphasize that school leaders who lead systemic reforms often create environments where staff feel empowered to contribute to institutional development, rather than merely follow existing routines.

This drive for structural reform is paired with digital system innovation to support 21st-century learning. Digital learning platforms, blended classrooms, and virtual camps are not only used as tools but are embedded in a broader pedagogical shift toward flexible, future-oriented education.

“Digital classrooms, virtual learning camps, and blended mentorship sessions were introduced to prepare students for digital futures” (Suprpto, 2022).

As Phakamach (2023) argue, leaders who successfully integrate technology into school systems foster intellectual stimulation by equipping staff and students to innovate within their own instructional contexts.

Another key expression of intellectual stimulation is the formation of a full-time R&D taskforce called TEPAS (Tim Evaluasi Pengembangan dan Inovasi Sekolah), which serves as a hub for institutional experimentation, evaluation, and policy innovation. This initiative demonstrates the principal’s commitment to promoting reflective inquiry and systematic problem-solving across all levels of school governance. This echoes findings from Heenan et al. (2024), who observe that transformational school leaders increasingly adopt R&D models to ensure that pedagogical and managerial strategies remain responsive to dynamic student needs and educational standards.

The effort to institutionalize complex problem-solving is also reflected in leadership practices that emphasize continuous innovation. The school promotes the testing of new instructional strategies tailored to student needs and school targets.

“We developed a range of innovative programs tailored to students’ talents and needs, including Science and Entrepreneurship Classes, one-subject-two-teachers, and remote learning options” (Suprpto, 2022).

These practices resonate with Nguyen and Walker (2020), who found that leaders who foster a problem-solving culture enable teachers to move beyond habitual practice and engage in adaptive, student-centered innovation.

Through a blend of structural reform, digital transformation, collaborative experimentation, and pedagogical innovation, the school leaders exemplify intellectual stimulation as a core mechanism of transformation. Their work underscores that educational leadership is not

only about managing what exists but also about reimagining what is possible, empowering stakeholders to think beyond conventions and co-create the school of the future.

Individualized Consideration

Individualized consideration reflects the degree to which school leaders attend to the unique needs, aspirations, and capacities of their staff and students. This includes mentoring, coaching, personal support, and differentiated development opportunities (Bass & Riggio, 2006).

Within the reviewed Muhammadiyah school cases, individualized consideration is evident in how principals design professional development initiatives, foster inclusivity, support teachers' well-being, and implement programs that center student interests.

Teacher development is prioritized through structured mentoring, team-teaching models, and task allocation based on expertise and potential. As stated in the document,

"One subject is taught by two teachers, allowing for mentoring, reflection, and strengthening of pedagogical skills" (Suprpto, 2022).

This aligns with Malik et al. (2024), who found that co-teaching not only enhances teacher competence but also cultivates peer support and mutual learning. Such strategies reflect a leadership style that sees teacher growth not as a generic policy but as a personalized journey.

Further, individualized consideration manifests in the effort to build an inclusive school culture, particularly through programs that bridge gaps across socioeconomic and ability differences. One example from SMADIPA is the principal's decision to expand access through digital learning and dormitory services, enabling students from remote or underprivileged areas to participate fully. As recorded,

"We opened digital-based distance classes and built dormitory facilities to accommodate diverse student needs" (Suprpto, 2022).

This practice aligns with Efendi & Rifa'i (2025), who argue that transformational leaders often create inclusive structures that reduce barriers to participation and learning, which in turn cultivates a sense of belonging and equity.

Supporting staff well-being is also a key aspect of individualized consideration. The school establishes an innovative staff support framework that includes additional honorariums for extracurricular duties, digitalpreneurship initiatives, and long-term welfare benefits such as BPJS and pension projections.

"Teacher welfare was improved through digital entrepreneurship units, health insurance, and retirement fund schemes" (Suprpto, 2022).

These strategies illustrate how leadership attention to personal security and growth translates into loyalty, motivation, and institutional stability. Camacho et al. (2021) affirm that when school leaders personalize support and recognize teachers' life circumstances, it improves emotional well-being and reduces burnout.

Lastly, the student-centered flagship programs, such as *Tahfiz Camp*, *English Camp*, *Entrepreneurship Camp*, and sports programs indicate that school leaders also respond to the

diverse aspirations and talents of learners. These initiatives are framed not merely as extracurricular options but as essential pillars of student identity formation. The excerpt notes,

“We designed flagship programs based on student interest and talent, including specialized camps and entrepreneurial training” (Suprpto, 2022).

Such personalization of student development echoes Gauhar (2024), who highlight that transformational leaders empower learners by fostering autonomy, relevance, and mastery in school programming.

Together, these leadership practices reflect a robust enactment of individualized consideration, an approach that humanizes institutional leadership by seeing every teacher and student as a person, not just a performer. By aligning structural innovation with personal support, Muhammadiyah school principals build inclusive, resilient learning environments where growth is both a collective and personal goal.

Regenerative Educational Leadership

The leadership practices observed in SD Muhammadiyah Sudagaran and SMA Muhammadiyah 4 Andong Boyolali reveal a coherent enactment of transformational leadership characterized by moral exemplarity, inspirational engagement, systemic innovation, and human-centered support. School leaders demonstrated *idealized influence* by redefining school systems and becoming educational role models whose personal integrity reinforced institutional vision. Through *inspirational motivation*, they fostered commitment by actively engaging in school life, integrating digital learning tools, and cultivating a collective growth mindset. Their *intellectual stimulation* was evident in the creation of innovative structures, including digital transformation, school management redesign, research-based decision-making teams, and adaptive instructional models. Finally, *individualized consideration* materialized through differentiated professional development, welfare initiatives for teachers, inclusive schooling approaches, and student-centered flagship programs. These findings suggest a concept of “Regenerative Educational Leadership” which positions leadership not only as an effort to inspire individuals, but also as a strategic process of redesigning school systems, cultures, and capacities in response to contextual demands while preserving Muhammadiyah values of service, inclusivity, and innovation.

The findings of this review carry significant implications for school leadership practices beyond the Muhammadiyah context. First, school leaders are encouraged to move beyond administrative management by embodying moral integrity and visionary clarity, serving as role models who inspire and unify stakeholders. Second, cultivating a culture of growth mindset, digital literacy, and engagement is essential to motivate both teachers and students in adapting to dynamic educational challenges. Third, schools should adopt a more adaptive and research-oriented approach by forming innovation taskforces, revising outdated systems, and leveraging contextual best practices. Finally, leadership must prioritize inclusive, personalized support mechanisms that acknowledge the diverse professional and personal needs of teachers and students. These strategic directions suggest that transformational leadership, when combined with systemic regeneration and contextual responsiveness, can serve as a replicable model for sustainable school improvement and institutional vitality.

Conclusion

This study examined two chapters from the book Muhammadiyah Best Practice: Seni Mengelola Sekolah/Madrasah Muhammadiyah Jawa Tengah through the lens of transformational leadership theory. The analysis revealed that the leadership practices in SD Muhammadiyah

Sudagaran and SMA Muhammadiyah 4 Andong Boyolali demonstrate a coherent application of transformational leadership dimensions, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These practices culminated in a conceptual proposition termed Regenerative Educational Leadership, highlighting a model where school transformation is achieved through ethical role modeling, systemic innovation, motivational engagement, and personalized support.

Despite offering valuable insights, this review is limited to two selected chapters from a single edited volume and is thus contextually bounded by the Muhammadiyah educational framework in Jawa Tengah (Central Java Province). The findings may not be directly generalizable to different educational settings, particularly those with differing institutional cultures, governance structures, or ideological foundations. Furthermore, the analysis relies on textual interpretation and secondary data without triangulation through interviews, field observations, or document validation.

Future research is encouraged to expand this inquiry by applying the regenerative leadership framework across broader Muhammadiyah networks or comparing it with schools from other religious or secular organizations. Empirical studies using mixed methods or longitudinal designs can further validate and enrich the conceptual model proposed in this study. Such investigations could offer more nuanced understandings of how transformational leadership manifests in diverse educational landscapes and how it contributes to sustainable school improvement.

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