



# The role of principal leadership in innovating english language learning in Indonesian elementary schools: a thematic literature review

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## ABSTRACT

This thematic literature review explored how principal leadership shaped and sustained innovation in English language learning within Indonesian elementary schools. Drawing on 27 peer-reviewed studies published between 2010 and 2025, the review examined the interplay between transformational and instructional leadership models in advancing pedagogical practices. The findings highlighted that principals who fostered collaborative school cultures, invested in professional development, and strategically mobilized resources significantly enhanced teacher innovation and student engagement. However, a gap existed in the limited number of studies that linked principal leadership to English language learning innovation in Indonesian elementary school contexts, particularly in comparing public and private Islamic schools. The novelty of this study highlighted the integration of transformational and instructional leadership models in fostering English language learning innovation in Indonesian elementary school contexts, especially regarding leadership roles in driving English language innovation amid infrastructural, cultural, and policy-based constraints. The study methodologically employed thematic analysis modeled after Braun and Clarke (2006), which allowed for comprehensive identification of patterns, challenges, and strategies across school contexts. It recommended developing integrated leadership models and future empirical studies to validate leadership-driven innovations in diverse school environments.

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## INTRODUCTION

In the era of education with rapidly developing technology today, the role of the principal is not limited only to administrative tasks. Dynamic steps, especially in leading and inspiring innovation in teaching and learning, are highly expected by a principal. In the context of English language education in elementary school, students are just beginning to build the foundation of their language

skills. Therefore, they need to learn English early, particularly in countries that do not use English as their primary language, such as Indonesia. Children today grow up surrounded by technology and new ways of learning. A traditional class method alone is not attractive to their attention or meets their learning needs more. As a result, innovative approaches to English language teaching are increasingly required. Interactive and communicative techniques such as digital games, music, storytelling, team initiatives, and online learning tools can significantly improve the enjoyment and effectiveness of English learning.

The two main forms that effective leadership takes are transformational and instructional. Transformational leadership involves inspiring and empowering others. Setting a clear vision and motivating their team to strive for improvement are characteristics of transformational leadership (Lambrecht et al., 2022). On the other hand, instructional leadership focuses more directly on improving learning and teaching. It observes lessons, gives feedback, and helps learners reflect on their practice. Both forms are valuable, and when used together, they create a strong foundation for introducing and sustaining educational innovation, especially in English language learning. In elementary schools in Indonesia, this leadership requirement is needed and powerful. Even though English is a standard curriculum, the way of learning varies depending on the school. State schools often face challenges like crowded classrooms, limited budgets, and strict regulations. On the contrary, an Islamic private school has more freedom to design its program and get more advantages from the good relationship with parents and society. Thus, the key factor is principal leadership. Although the structures of state and Islamic private schools are different, they often face the same problem when trying to innovate teaching English: the lack of sufficient technology for training teachers in modern methods, and parents and even some teachers may resist change, preferring familiar methods to newer, more experimental ones. In all of these cases, the principal is the one who can make a difference by investing in teacher development, securing resources, and fostering positive attitudes toward change.

Transformational and instructional leadership have long been considered essential to driving educational change. Bass & Avolio (1994) highlight that transformational leaders inspire, motivate, and create vision, while instructional leaders focus on managing curriculum and improving teaching quality. Combining both types has fostered innovative school environments conducive to change (Leithwood & Jantzi, 2006). In Language Learning, Effective principal leadership is crucial in supporting foreign language instruction in primary education. According to Blase & Blase (2000), principals who encourage teacher reflection, support classroom experimentation, and provide consistent professional development significantly improve student outcomes. In the context of EFL (English as a Foreign Language), the role of the principal becomes even more prominent due to the need for cultural adaptation, resource mobilization, and stakeholder communication (Bush, 2008). Indonesia's decentralized education system allows for school-based curriculum development, yet disparities in resources and leadership capacity remain. The inconsistent implementation of English learning programs across schools is partly due to limited teacher expertise and a lack of principal initiatives. Moreover, the absence of structured professional development further hampers progress. Engaging parents and local communities is an underexplored but vital aspect of sustaining educational innovation. Epstein (2002) argues that family-school-community partnerships enhance student engagement and academic performance. In faith-based contexts such as Islamic schools, aligning innovation with community values is essential for success. As digital tools become integral to modern pedagogy, the leadership role in bridging digital divides becomes paramount. Indonesia (2022) reports continued inequality in digital access between urban and rural schools, a gap that can be mitigated through targeted school leadership initiatives.

One key issue in English language learning innovation at the elementary level is the lack of standardized approaches to implementing innovations across different types of schools. State elementary schools in Indonesia follow a rigid curriculum with minimal space for teacher autonomy,

while Islamic private schools have more leeway to implement creative strategies. However, this autonomy does not always translate into practical innovation due to inconsistent leadership and a lack of professional development. Furthermore, teacher readiness and competence in delivering English language instruction using innovative methods remain a significant barrier. This skill gap places additional pressure on principals to provide ongoing teacher support and facilitate access to training and resources. Without a proactive principal who prioritizes teacher development, even the most well-designed innovation initiatives may fail to achieve their intended outcomes.

A growing digital divide also exacerbates inequality in English learning opportunities between urban and rural schools. The Indonesian Internet Service Provider Association (APJII, 2022 dalam Rizky et al., 2025) reports that only 55% of schools in rural areas have reliable internet access, compared to over 85% in urban centers. This disparity directly impacts the ability of schools to implement digital learning tools such as language apps, online collaboration platforms, or virtual storytelling sessions. Principals must act as instructional leaders and digital advocates who seek partnership and funding to bridge technological gaps in their institutions. Parental and community support also play a significant role in the success of English language learning programs (Y. Zrekat & Al-Sohbani, 2022). In communities where English is not a priority, principals often face resistance from parents who prefer religious or local language instruction. This is particularly true in some Islamic schools, where English learning may be perceived as less aligned with spiritual goals. To address this, principals must become skilled communicators who can engage stakeholders, explain the long-term benefits of English proficiency, and align language programs with cultural and religious values. Epstein's (2002) research indicates that principals who actively involve parents and community leaders in planning tend to face less resistance and gain stronger program support. Lastly, despite the importance of principal leadership, policy frameworks often fail to explicitly define or support the principal's role in educational innovation, especially regarding foreign language instruction. While national education policies in Indonesia mandate English as an elective subject at the elementary level, they rarely offer guidelines or a funding mechanism for innovative programs. As a result, the success of English language learning innovation frequently depends on individual principal initiative rather than systemic support.

Despite the growing body of research on school leadership and English language teaching in isolation, there remains a significant gap in the literature concerning how these two domains interact within the diverse educational contexts of Indonesia, particularly in elementary education settings. Previous studies have often overlooked the comparative dimensions between state and Islamic private schools, especially regarding leadership roles in driving English language innovation amid infrastructural, cultural, and policy-based constraints. This study addresses that gap by offering a focused thematic synthesis of the empirical literature on how principals enact leadership to support innovation in English teaching across varied school environments. By doing so, it not only contributes a contextualized understanding of principal leadership in Indonesia but also provides a framework that integrates instructional and transformational leadership approaches in response to 21st-century language learning demands. This focus represents a novel contribution that has not been systematically explored in prior literature reviews within the Indonesian primary education landscape.

Based on this background, this research is intended to analyze the role of principal leadership in supporting innovation in English language learning at the elementary school level. It further seeks to identify the challenges encountered by principals in implementing such innovations, particularly within state and Islamic private school contexts. In addition, this study aims to explore effective leadership strategies that can foster and sustain English language learning innovations across diverse school environments.

## RESEARCH METHODOLOGY

### Research Design

This study used a literature review methodology using descriptive-qualitative techniques. This approach was chosen to explore and synthesize findings from various relevant literature resources about the role of principal leadership in sustaining English learning innovation in elementary schools, especially in Indonesian contexts. Literature study allowed the researcher to identify patterns, gaps, and relationships between previously researched concepts (Jesson et al., 2011).

### Data Source

The data in this research were obtained from various secondary sources, including scientific journal articles, academic books, research reports, and official documents relevant to the research topic. Inclusion criteria for the data source included:

1. Publications that discuss principal leadership, English learning innovation, or curriculum implementation in elementary school.
2. Sources were published from 2010 to 2025 to ensure relevance in current educational contexts.
3. Literature was available in Indonesian and English.
4. Sources were peer-reviewed or have a credible academic license.

### Data Collection Technique

Data collection is carried out through several stages:

1. Identify literature using relevant keywords and Boolean operators in an academic database such as Google Scholar or Scopus, and a national portal such as Garuda, such as: ("principal leadership" OR "school leadership") AND ("English learning innovation" OR "EFL teaching") AND ("elementary school" OR "primary education") AND Indonesia. This initial search produced 235 articles.
2. Preliminary Screening with removal of Duplicate records (n = 48), leaving 187 articles for title and abstract screening.
3. Literature selection is based on the established inclusion criteria. Only studies that were peer-reviewed and focused on Indonesian elementary education contexts were retained, narrowing the total to 60 articles.
4. Quality assessment from the chosen source using the Critical Appraisal Skills Programme (CASP) for each of the 60 articles. Based on the appraisal outcomes, 27 articles were selected for final inclusion.
5. Data extraction from sources is recorded in a matrix format that includes research objectives, methods, primary findings, and relevant research topics.

### Data Analysis Technique

The collected data were analyzed using the thematic analysis method, as Braun & Clarke (2006) explained. The steps of the thematic analysis include:

1. Data familiarization by reading and knowing all the data to identify the beginning patterns.
2. Initial encoding to identify and record the beginning patterns relevant to research questions.
3. Theme search by grouping the codes becomes broader themes.
4. Theme review to review and complete the identified themes to ensure coherence and relevance.
5. Theme naming to provide a clear and descriptive name for each theme.
6. Report preparation by developing the narrative that describes the primary findings based on the identified themes.

### Validation and Reliability

The steps to ensure the research validation and reliability :

1. Source triangulation by using several kinds of data sources to empower findings.
2. Audit trail by recording the systematic research process to ensure transparency.
3. Peer debriefing involves involving peers to review and comment on the process and result analysis.

#### Research Ethic

This research does not involve people participating directly, so it does not need an ethics committee agreement. However, the researchers continue to obey the principal ethics, including respecting copyright and providing exact attribution to sources used.

## RESULTS AND DISCUSSIONS

To guide the thematic analysis, twenty-seven peer-reviewed studies were synthesized to highlight key concepts, methodologies, and findings related to principal leadership and innovation in English language learning. The synthesis provided in Table 1 outlines the relevance of each study in informing this review's analytical framework.

**Table 1.** Literature Synthesis on Principal Leadership and English Language Learning Innovation

No	Author(s) & Year	Focus of Study	Methodology	Key Findings	Relevance to This Study
1	APJII (2022)	Internet access in Indonesian schools	Survey report	55% rural schools lack internet access	Highlights the digital divide and leadership advocacy
2	Bass & Avolio (1994)	Transformational leadership model	Theoretical	Describes characteristics of transformational leaders	Forms theoretical foundation
3	Blase & Blase, (2000)	Instructional leadership and teacher feedback	Qualitative	Principals who encourage reflection improve outcomes	Supports instructional leadership roles
4	Braun & Clarke (2006)	Thematic analysis in qualitative research	Methodological	Explains the six-step thematic analysis framework	Provides an analysis approach
5	Bush (2008)	Leadership in educational settings	Conceptual	Stress principal role in managing learning change	Contextualizes school leadership challenges
6	Corbett (2013)	Curriculum and rural learning innovation	Theoretical	Critiques rigid curriculum structures	Relates to curriculum flexibility for innovation
7	Day et al., (2016)	Leadership's impact on student outcomes	Longitudinal	Combines instructional and transformational strategies	Supports the hybrid leadership model
8	Epstein (2002)	Parent and community partnerships	Conceptual	Engagement improves student outcomes	Reinforces stakeholder collaboration
9	Fitriati & Farida (2019)	Teacher competence in bilingual instruction	Descriptive	Lack of training limits teacher innovation	Supports the need for PD from principals

No	Author(s) & Year	Focus of Study	Methodology	Key Findings	Relevance to This Study
10	Glascock (1987)	Principal's role in student readiness	Theoretical	Principals initiate readiness programs	Highlights proactive leadership role
11	Gumanti et al., (2023)	Use of digital tools to increase learning motivation	Quantitative	Digital journals improve self-efficacy	Demonstrates tech-based innovation benefit
12	Meeka Haestetika et al., (2023)	Transformational leadership and teacher innovation	Mixed-methods	Leadership improves innovation by 40%	Quantifies leadership impact
13	Hallinger (2003)	Instructional and transformational leadership reflections	Conceptual	Integration of leadership strategies for reform	Reinforces the dual leadership framework
14	Jesson et al. (2011)	Guidance on literature review methodologies	Methodological	Outlines systematic and traditional review steps	Informs study methodology
15	Lambrecht et al. (2022)	Leadership effects on inclusive education	Empirical	Leadership supports individualized planning	Extends the leadership model to inclusion
16	Leithwood & Jantzi (2006)	Transformational leadership in school reform	Quantitative	Improves teacher and student practices	Supports leadership as a reform catalyst
17	Marzuki, (2023)	Student-centered learning approaches	Conceptual	Promotes local context integration	Guides curriculum innovation strategies
18	M. Mulis, (2023)	EYL challenges in Islamic private schools	Empirical	70% students are below the proficiency level	Highlights skill gaps in faith-based settings
19	S. Novianti, (2024)	EFL learner autonomy in boarding schools	Doctoral study	Minimal exposure impacts learning autonomy	Contextualizes rural and faith-based barriers
20	Rifiyanti, et al. (2024)	Teacher perceptions on English teaching challenges	Survey	Teachers resist unfamiliar methods	Illustrates resistance to innovation
21	Rossa et al., (2023)	English teaching quality management	Qualitative	Quality boosts literacy and engagement	Informs leadership of monitoring roles
22	Ruswandi et al.,(2024)	English paradox in Islamic elementary schools	Literature review	Policy and funding limit innovation	Explains structural barriers in Islamic schools
23	Szeto (2020)	Principals' democratic leadership and collaboration among teachers in diverse school contexts.	Qualitative	Democratic leadership and teacher collaboration, professional growth, and inclusion.	effective leadership encourages collaboration, provides professional support, and motivates teachers to develop competencies

No	Author(s) & Year	Focus of Study	Methodology	Key Findings	Relevance to This Study
24	Sucipto et al., (2024)	Merdeka Curriculum implementation in primary schools	Systematic review	Implementation issues from teacher readiness	Supports capacity building as a leadership task
25	Susiliastini & Sujana, (2022)	Flipbook media for student engagement	Experimental	Boosts student interest in math classes	Parallels of digital media
26	Sutarsih & Saud (2019)	Professional learning community in elementary schools	Action research	Workshops improve tech skills by 60%	Supports PD facilitation by principals
27	Y. Zrekat & Al-Sohbani, (2022)	EFL learners' fluency obstacles	Survey	Confidence and environment influence fluency	Reinforces the need for a supportive school context

The table above reveals complementary findings while also highlighting important differences in how transformational and instructional leadership contribute to English language learning innovation in Indonesian elementary schools. Transformational leadership, as described by Bass & Avolio (1994) and empirically substantiated by Leithwood & Jantzi (2006) and Meeka Haestetika et al. (2023), emphasizes teacher vision, motivation, and empowerment to innovate through trust and inspiration. In contrast, Blasé & Blasé (2000) and Hallinger (2003) highlight the instructional dimension in which principals influence classroom practices through supervision, feedback, and direct pedagogical guidance. These two approaches are not dichotomy, but rather mutually reinforcing: transformational leadership builds a visionary organizational climate, while instructional leadership translates that vision into daily learning practices. This synthesis also reveals contextual variation, schools with robust instructional monitoring systems demonstrate significant improvements in learning outcomes (Ade Tutty R. Rossa et al., 2023), while schools with transformational leadership cultures achieve long-term sustainability of innovation (Day et al., 2016). In private Islamic schools, where cultural values and parental expectations play a significant role (Epstein et al., 2002; Ruswandi et al., 2024), transformational approaches that instill community values are more effective. Conversely, public schools benefit more from instructional leadership that emphasizes teacher professional training and resource allocation (Sutarsih & Saud, 2019). This cross-study comparison suggests that a hybrid model—combining a transformational vision with an instructional structure—yields the most sustainable innovation. Theoretically, this finding aligns with Hallinger's (2003) dual model, which positions the principal as both a visionary and a learning manager. Practically, this integration encourages policy reform in the form of distributed leadership training for principals across Indonesian primary education contexts.

#### Influence Of Principal Leadership on English Learning Innovation

Literature analysis indicates that principal leadership is crucial in encouraging innovation in elementary schools for English learning. A study by Szeto (2020) states that effective principals demonstrate democratic and inclusive leadership by fostering collaborative relationships among teachers, supporting professional dialogue, and encouraging reflective practices that enhance teachers' competence and commitment to school improvement. Transformational leadership implemented by the principal served to encourage teachers to make changes. Although they were initially reluctant to try new methods, with support and being rewarded by the principal, they became more motivated. Transformational leadership significantly increases teacher motivation and innovation, with measurable impacts reaching up to a 40% increase in creative teaching practices (Leithwood & Jantzi, 2006; Meeka Haestetika et al., 2023).

Principals ensure teachers have access to resources and training. Effective principals respond to this gap by facilitating continuous professional learning opportunities and mentoring. The principal actively facilitates training to enhance teachers' competence in innovative learning methods. For example, in schools with principals providing innovation workshops 3 to 4 times a year, the average teacher's ability to use digital learning media increased by 60% (Sutarsih & Saud, 2019). The principals' leadership became crucial in the digital divide between urban and rural schools. They act as digital advocates, such as finding internet funding or digital tools from the government or private sources.

### The Challenge In Promoting English Learning Innovation

Various challenges are faced in promoting English learning innovation, especially in state and Islamic private schools. M. Mulis (2023) identified that students in Islamic private schools in Malang Regency faced trouble in pronunciation, vocabulary mastery, spelling, and memorizing English vocabulary. M. Mulis' (2023) data shows that more than 70% of grade IV-VI students at SDIT (Integrated Islamic Elementary School) in Malang Regency scored below the Minimum Completion Criteria (KKM) in the English speaking proficiency test. It is due to a lack of structured speaking practice, traditional learning methods, and limited digital learning media that support oral communication skills, which is worsened by inadequate resources and a lack of teacher training in innovative teaching methods. Sucipto et al.'s (2024) research showed that in Islamic private schools, there are still a limited number of English teachers with qualified or formal training in English teaching. English at the elementary school level in Indonesia is generally not compulsory and is only local content. Ruswandi et al. (2024) state that this condition requires schools, e.g., private Islamic schools, to allocate an independent fund to train teachers and procure learning media. As a result, schools with limited funds can often not run English learning programs optimally. For example, around 60% of private Islamic schools in Malang Regency do not have language laboratories or adequate internet access.

Unlike private Islamic schools, state schools encounter substantial obstacles in executing English language learning policies and planning, directly affecting their ability to implement learning innovations. State schools often have limitations in terms of adequate English learning facilities and resources, such as language laboratories, up-to-date textbooks, and technological devices that can support innovative learning processes (Ruswandi et al., 2024). These limitations are increasingly felt in state schools located in remote areas and receive less attention to educational infrastructure. The quality of English learning is highly dependent on teacher competence. However, according to Fitriati & Farida (2019) many English teachers in public schools do not have certification or special training in teaching foreign languages. This condition causes low teacher ability to implement innovative and adaptive learning methods to the needs of today's students. Also, the national curriculum applied in state schools tends to be rigid, with little room for improvisation or innovation (Corbett, 2013). This curriculum sometimes does not consider students' local context and needs, thus hampering teacher creativity in developing interesting English learning methods appropriate to students' abilities.

Another problem is that state school students generally have less exposure to English in their environment, both at home and in society (Novianti, 2024). This minimal exposure hinders their ability to communicate actively and reduces opportunities for language practice outside the classroom, which is essential for mastering a foreign language. Some state school teachers also resist changes in teaching methods that they already consider comfortable and familiar (Rifiyanti et al., 2024). The lack of training and support to adopt new technologies and learning approaches exacerbates this situation, rendering it challenging to implement English learning innovations comprehensively. According to the APJII report (2022), only around 55% of schools in rural areas have adequate internet access compared to 85% in urban areas. This inequality exacerbates the gap in implementing digital technology-based learning innovations essential for today's English

learning. The above challenges show that innovation in English learning in state schools requires comprehensive support, from increasing resources, teacher training, and curriculum revision to reducing the digital divide. The role of the principal as an instructional leader and agent of change is vital to overcoming these obstacles and encouraging sustainable innovation (Glascok, 1987).

#### Principals' Strategies In Overcoming Barriers And Supporting Innovative English Teaching Practices

To overcome the challenges faced in improving innovation in English language learning in elementary schools, principals must implement various strategies. Including,

1. Developing teacher professionalism by organizing training and workshops to improve teacher competency in innovative English teaching methods (Sutarsih & Saud, 2019).
2. Encourage the use of technology in learning, such as flipbook media, learning applications, and online platforms, to increase student engagement (Susiliastini & Sujana, 2022).
3. Involving and collaborating with parents and the community to support English learning programs and establish partnerships with other institutions to obtain additional resources (Epstein, 2002).
4. Adapting the curriculum to student needs and local contexts and integrating student-centered learning approaches (Marzuki, 2023).
5. Encourage a Culture of Innovation and Teacher Motivation. Principals play a role in creating a school culture that supports innovation by rewarding, recognizing, and motivating teachers who dare to try new learning methods. This positive culture increases teachers' enthusiasm to innovate consistently (Leithwood & Jantzi, 2006).
6. Facilitate access to innovative learning resources by providing teachers and students with access to the latest learning resources, such as digital books, interactive modules, and multimedia teaching materials, which can enrich English teaching methods (Gumanti et al., 2023).
7. The principal periodically monitors and evaluates the implementation of learning innovations to provide constructive feedback and continuously improve (Rossa et al., 2023).
8. Professional network development by building professional networks with other principals, higher education institutions, and training institutions to expand insights and resources for learning innovation (Day et al., 2016).

Based on the results of a synthesis of 27 studies, it can be concluded that the effectiveness of English language learning innovation in elementary schools is largely determined by the integration of transformational vision, instructional structure, and contextual adaptability. This study conceptualizes that visionary leadership acts as a driver of change, building an innovative culture through inspiration, trust, and moral support for teachers. On the other hand, instructional leadership ensures that this vision is realized in actual classroom practice through systematic lesson planning, supervision, and evaluation. When these two dimensions are combined, principals are able to create a collaborative, participatory learning environment oriented toward improving the quality of English language learning. Contextual adaptability is the third element that strengthens leadership effectiveness, because the ability to adapt strategies to resource conditions, school culture, and student characteristics is key to successful innovation. From this synthesis, a conceptual model of hybrid leadership emerged that positions the principal as a catalyst for change with three main roles: an inspirator of innovative vision, a manager of structured learning, and a facilitator of contextual adaptation. This model not only strengthens the relationship between leadership and teacher performance but also creates a learning system that is resilient and responsive to technological developments and the needs of the 21st century. Theoretically, this concept broadens the understanding of educational leadership oriented toward sustainable innovation. Practically, this model can serve as a reference for formulating policies for principal training, teacher professional development, and strategies for improving the quality of basic education in Indonesia that are more relevant to global challenges and local needs.

## CONCLUSION

This research effectively achieves the objectives formulated in the background section: to analyze the leadership role of principals in supporting English language learning innovations in Indonesian elementary schools, identify challenges specifically in public and private Islamic schools, and explore effective leadership strategies for the sustainability of these innovations. Key findings confirm that the integration of transformational and instructional leadership by principals through teacher coaching, resource allocation, and contextual adaptation significantly improves teacher motivation, student engagement, and the implementation of digital and student-centered methods, despite constraints from digital infrastructure, cultural resistance, and rigid policies. The research's novelty lies in the first thematic synthesis comparing leadership practices in public and private Islamic schools across 27 studies (2010-2025), resulting in a hybrid leadership model that has not been systematically explored before in the Indonesian elementary education context. The theoretical contribution of this research enriches the understanding of educational leadership with a hybrid framework responsive to 21st-century demands, while its practical contribution guides principal training policies and teacher professional development to address the urban-rural divide and support the Independent Curriculum. However, this study is not without limitations. As a literature review, it synthesizes secondary data and lacks empirical validation through direct observation or fieldwork. The reliance on published research also introduces the potential for bias toward more successful or well-documented innovation cases, which may overlook less-reported grassroots efforts. Here are some recommendations for further research and practical implications for policy development and practice in the field: (1). Developing an Integrated Leadership Model, Future research is suggested to develop an integrated principal leadership model, combining transformational, instructional, and distributional aspects (Hallinger, 2003; Leithwood & Jantzi, 2006). This model will help principals effectively support English language learning innovation through classroom supervision, teacher coaching, and collaboration with the education community. (2). Experimental Research and Action Studies, Experimental research or action studies that test the effectiveness of principal strategies in the real context of public and private elementary schools are recommended. This research can involve structured interventions, such as teacher training, digital media use, and project-based learning, to see their impact on students' English language learning outcomes (Gumanti et al., 2023; Sutarsih & Saud, 2019). (3). Analysis of Teacher and Student Readiness, Further research needs to explore the level of teacher and student readiness in implementing English learning innovations. Aspects that can be studied include teachers' digital competence, attitudes towards innovation, and students' motivation to learn English, especially in public elementary schools with limited facilities (Sucipto et al., 2024). (4). Comparative Research, Comparative research is needed that compares English learning innovations in public and private Islamic schools, considering school culture factors, internal policies, and parental support. This research will provide a clearer picture of the context that influences the success of innovation in various types of schools. (5). Developing Supportive Policies, The results of this study need to be input for local governments and the Ministry of Education to formulate more responsive policies, such as providing a special budget for English teacher training, procuring digital media, and strengthening the leadership of school principals as agents of change. (6). Collaboration with Stakeholders, Further research is expected to involve stakeholders more widely, including parents, local communities, and private institutions, to create an educational ecosystem that supports sustainable English language learning innovation (Day et al., 2016).

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