JURNAL PENDIDIKAN NUSANTARA
http://ejournal.tahtamedia.com/index.php/nusantara
e-ISSN: 2809-6495; p-ISSN: 2809-7041

Rationality and Effectiveness in School Principals' Decision-Making: A Case Study at *Madrasah Tsanawiyah*

***Ana Mizatul Laila[1], Edi Kurniawan[2]**
[1,2]Universitas Negeri Jambi, Jl. Jambi-Muara Bulian KM. 15, Mendalo Indah, Jambi Luar Kota, Muaro Jambi, Jambi, Indonesia
[2]orcid id: https://orcid.org/0000-0002-7196-8444
*anamizzatullaila@gmail.com

Keywords:
Decision Making, Rationality, Leadership.

Abstract

This study aims to analyze the effectiveness and rationality of decision-making by the principal at Madrasah Tsanawiyah Nur Ma'arif Jambi city, as well as to identify the principal's strategies for dealing with resource constraints and situational pressures without neglecting rationality and Islamic values. The study employed a qualitative approach in the form of field research, with the principal as the primary informant and teachers as supporting informants selected through purposive sampling. Data were collected through observation and in-depth interviews, then analyzed using the interactive model proposed by Miles Huberman, which includes data reduction, data presentation, and drawing conclusions, with source triangulation to ensure data validity. The results indicate that the principal's decision-making has followed a rational, adaptive, and fairly effective pattern, as evidenced by improved teacher discipline and student participation; however, it remains constrained by limited data, a lack of continuous evaluation, and external pressures. It is concluded that strengthening data systems, implementing continuous evaluation, and adopting adaptive leadership strategies grounded in religious values are necessary to improve the quality of decision-making within the madrasah environment.

Kata Kunci:
Pengambilan Keputusan, Rasionalitas, Kepemimpinan.

Penelitian ini bertujuan menganalisis efektivitas dan rasionalitas pengambilan keputusan kepala sekolah di Madrasah Tsanawiyah Nur Ma'arif kota Jambi, serta mengidentifikasi strategi kepala madrasah dalam menghadapi keterbatasan sumber daya dan tekanan situasional tanpa mengabaikan rasionalitas dan nilai keislaman. Penelitian menggunakan pendekatan kualitatif jenis studi lapangan *(field research),* dengan kepala sekolah sebagai informan utama dan guru sebagai informan pendukung yang dipilih secara purposive. Data dikumpulkan melalui observasi dan wawancara mendalam, kemudian dianalisis menggunakan model interaktif Miles Huberman, meliputi reduksi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi sumber untuk menjaga validitas data. Hasil penelitian menunjukkan bahwa pengambilan keputusan kepala sekolah telah mengarah pada pola rasional, adaptif, dan cukup efektif, ditandai peningkatan disiplin guru dan partisipasi siswa, namun masih terkendala keterbatasan data, evaluasi berkelanjutan, dan tekanan eksternal. Disimpulkan bahwa penguatan sistem data, evaluasi berkelanjutan, dan strategi

kepemimpinan adaptif berbasis nilai religius diperlukan untuk meningkatkan kualitas pengambilan keputusan di lingkungan madrasah.

Received : 17 May 2026; Revised: 10 July 2026; Accepted: 30 August 2026
http://doi.org/10.55080/jpn.v5i2.227

This is an open access article under the CC–BY license

1. Introduction

Decision-making is a crucial aspect of educational management because it determines the direction and success of a school. Decisions made by the principal directly affect teacher performance, the quality of the teaching and learning process, and the achievement of educational goals; inappropriate decisions can reduce the effectiveness of learning activities and impact the motivation of both teachers and students (Liu & Yin, 2020; Wyatt-Smith et al., 2024). Observations in the field indicate that not all decisions made by school principals are based on thorough and rational analysis (Netolicky, 2020); many decisions are still influenced by limited information, time constraints, and pressure from various parties, so school principals are often faced with complex situations that demand quick decisions and limit the scope for rationality (Harris, 2020). This condition aligns with the concept of bounded rationality, which states that humans are not always able to make decisions in a fully rational manner due to their inherent limitations (Bakshi, 2023; Dai et al., 2025; Schwarz et al., 2022). This phenomenon is a key reason for further study in the context of educational leadership.

Effectiveness is a key indicator in assessing the quality of a principal's decision-making, alongside the aspect of rationality. A decision is considered effective if it achieves the established goals and has a positive impact on the entire school community; conversely, decisions that do not involve the participation of relevant stakeholders or fail to consider real-world conditions on the ground have the potential to provoke resistance from teachers and educational staff and hinder the school's development. This is supported by the findings of Sari et al. (2025), which show that school principals' decision-making based on adaptive rationality can improve teacher performance and the overall quality of education. Wermke et al. (2022) also confirm that school principals tend to make rational decisions. However, intuition remains necessary, while Amalia et al. (2020) emphasize the importance of a structured process from problem identification to evaluation. Thus, it can be concluded that data-driven decisions and structured processes contribute significantly to the success of school management.

In the context of Islamic education, such as at the *Madrasah Tsanawiyah* (MTs), decision-making presents its own complexities because it must take into account religious, social, and cultural values. The madrasah principal serves not only as a manager but also as a moral leader whose decisions must align with Islamic values; meanwhile, research also indicates that transformational leadership enhances decision-making effectiveness through communication and stakeholder engagement. A study by Alazmi (2025) indicates that school principals combine data, intuition, and moral considerations when facing resource constraints and situational pressures, illustrating an adaptive and contextual decision-making process in *madrasah*. However, research specifically examining the decision-

making of madrasah principals, particularly at the MTs level, remains very limited, creating a research gap that needs to be addressed through further study.

This study offers a novel perspective by conducting an in-depth examination of the decision-making process of the principal at *Madrasah Tsanawiyah Ma'arif Miftahussalam*, emphasizing the integration of rationality, effectiveness, school community participation, and religious values within a comprehensive analytical framework. Unlike previous studies, which tended to discuss rationality and effectiveness separately or focused on only one dimension of leadership, this study demonstrates how the madrasah principal simultaneously integrates empirical data, intuition, and moral considerations when facing resource constraints, situational pressures, and the demands of Islamic values inherent in the madrasah institution. Furthermore, this study highlights the role of school community participation as a balancing factor in the decision-making process, a factor often overlooked in previous studies. Thus, this study provides a more comprehensive picture of adaptive and contextual decision-making processes. This perspective has not been widely addressed in educational management studies within the madrasah context, particularly at the Madrasah Tsanawiyah level.

Based on the problem statement and literature review above, this study aims to analyze the effectiveness and rationality of decision-making by the principal at Madrasah Tsanawiyah Nur Ma'arif Jambi city, taking into account how factors such as data, intuition, school community participation, and religious values interact in this process. More specifically, this study also aims to identify the strategies used by the madrasah principal in dealing with resource constraints and situational pressures without compromising the principles of rationality and Islamic values. The results of this study are expected to provide a deeper understanding of the dynamics of the decision-making process within the madrasah environment, contribute to the development of Islamic educational management theory and practice, and serve as a basis for evaluation and a policy reference for other madrasah principals facing similar challenges. Furthermore, the findings of this study are also expected to serve as a foundation for future research aimed at deepening the study of adaptive leadership in the context of education based on religious values.

2. Methods

This study uses a qualitative approach with the type of field study, Field Research, to understand in depth the decision-making process of the principal at Madrasah Tsanawiyah Nur Ma'arif Jambi city. This approach was chosen because it is able to explore the phenomenon comprehensively related to effectiveness and rationality in decision-making. The research was conducted for 2 months, with direct observation in schools and in-depth interviews with principals and teachers. Observations were conducted for 4 weeks to see the dynamics of daily decision-making, while interviews were conducted over 6 sessions, 60–90 minutes each, to obtain more detailed information.

The research subjects consisted of the principal as the main informant and the teacher as the supporting informant, selected using purposive sampling based on their direct involvement in the decision-making process. The main research instrument is a semi-structured interview guide designed to ask questions about the decision-making process, the basis of considerations used, and experiences in dealing with situational constraints and pressures. In addition, researchers also

used observation sheets to record interactions, decisions made, and school residents' responses to policies.

The data obtained were analyzed using the Miles et al. (2015) interactive model, which included data reduction, data presentation, and conclusions drawn. To maintain the validity of the data, this study applied source triangulation, comparing the results of the principal's interviews with information from teachers and observation notes. With this method, the research was able to provide a comprehensive picture of the effectiveness, rationality, and factors that influence decision-making, including the role of leadership style and the participation of school residents in supporting policies in madrasas.

3. Result and Discussion

The findings of the study show that the principal's decision-making at Madrasah Tsanawiyah Nur Ma'arif Jambi city has led to a rational pattern, although it is not yet fully optimal. School principals tend to consider real data and conditions before determining policies (Peters et al., 2021). This can be seen from the process of identifying problems carried out through discussions with teachers and education staff. However, under certain conditions, decisions are still influenced by time constraints and situational pressures. These findings are in line with the concept of bounded rationality, which states that decision-makers have limitations in processing information to the maximum extent (Stefaniak et al., 2021). Thus, the rationality applied is adaptive and contextual according to the needs of the school.

In addition, the effectiveness of the decisions taken by school principals is quite good, especially in policies related to improving the quality of learning. The decisions taken are able to have a positive impact on teacher performance and the student learning atmosphere. This is shown by the increase in teacher discipline and student involvement in learning activities (Veletić et al., 2023). However, there are still some policies that are less effective due to the lack of follow-up evaluation. These findings reinforce the results of previous research that stated that an ongoing evaluation process strongly influences decision effectiveness. Therefore, evaluation is an important aspect of the decision-making cycle.

In practice, school principals also apply a participatory approach in decision-making. Teachers and staff are often involved in deliberations to provide input before policies are set (Perry-Hazan & Somech, 2023). This approach creates a sense of ownership of the decisions taken so as to minimize resistance. This participation also improves the quality of decisions because it takes into account different points of view (Kanavas & Triantari, 2024; Maral, 2022). This is in line with transformational leadership theory that emphasizes the importance of the involvement of organizational members. Thus, the resulting decisions become more inclusive and accepted by all school residents.

Based on the results of the in-depth interview, the principal said that in making decisions, he did not only rely on formal data, but also experience and intuition. This is illustrated in his statement:

> *This is evident in his statement that decisions are made based on data. However, he does not always wait for complete data because on-the-ground conditions demand swift action, so experience and intuition also play a role. He also emphasized, "As the head of a madrasah, a decision is not enough if it is merely correct according to*

> *the rules; it must also bring goodness and blessings." This statement demonstrates the integration of rationality and religious values in educational leadership.*

Other findings suggest that the principal's leadership style tends to be democratic and communicative. This can be seen from the openness of the principal in receiving criticism and suggestions from teachers (Parveen et al., 2022; Sarwar et al., 2022). Good communication between the principal and school residents is a supporting factor in the successful implementation of the decision. In addition, school principals actively coordinate before setting strategic policies. This condition creates a conducive and harmonious work atmosphere. Recent research shows that effective communication contributes significantly to the decision-making success of educational organizations (Parveen et al., 2022; Sarwar et al., 2022). Thus, communication is key to leadership effectiveness.

On the other hand, there are obstacles in the decision-making process, especially related to limited resources and information. The principal admits that not all decisions can be based on complete data due to limited access to information. The results of the interview reinforce this:

> "*Sometimes we are faced with conditions that are not ideal. The data is not complete, time is limited, but decisions must be made immediately. In addition, there is also pressure from outside, for example from the foundation or the parents of students, which sometimes influences the direction of the policy.*"

This statement shows that decision-making in schools is inseparable from external environmental factors. This is in line with research by Dare & Saleem (2022), which states that external factors have a significant influence on the managerial process in schools. The results of the follow-up interview also revealed that the principal always tried to evaluate the decisions that had been taken. He stated:

> *This is evident from his explanation that every policy is evaluated through joint meetings with teachers to assess its effectiveness and collectively address its shortcomings. He emphasized, "Not every decision is immediately correct. Some need to be improved, or even replaced. That's part of the learning process in leadership." This demonstrates a dynamic and reflective decision-making cycle, as well as an openness to continuous improvement.*

Overall, the findings of this study show that the decision-making of school principals at Madrasah Tsanawiyah Nur Ma'arif Jambi city has integrated aspects of rationality, effectiveness, participation, and religious values. Although there are still several obstacles, the principal is able to manage the decision-making process quite well. The combination of logical analysis and intuition is a strength in dealing with complex situations. In addition, the involvement of school residents and good communication also support the success of the policy. These findings reinforce that leadership quality has a profound effect on the effectiveness of decisions (Lynch et al., 2024). Thus, improving the competence of school principals is very important in the development of education management.

3.1. Effectiveness in Principal Decision Making

The findings of the study show that the decision-making of the principal at Madrasah Tsanawiyah Nur Ma'arif Jambi city is quite effective, especially in

improving the quality of learning. This can be seen from the increase in teacher discipline and student participation in learning activities, as well as the ability to make decisions to create a conducive academic atmosphere. In addition, the policies implemented encourage teachers to be more responsible for their duties (Hirata et al., 2024).

The discussion of these findings shows that decisions relevant to field conditions have a real impact on the performance of educational organizations, in accordance with the findings of Hirata et al. (2024), who stated that decisions that adjust to field needs can improve effectiveness and performance. In other words, the principal not only makes decisions administratively, but also considers the real context in the school, so that the effectiveness of decisions can be measured through changes in teacher behavior and student involvement in the learning process.

However, this effectiveness is still short-term and not fully sustainable in the long term. This is due to the lack of systematic evaluation of the policies that have been implemented in schools. Some decisions are not followed up with structured monitoring, making it difficult to measure the success rate. This condition causes schools to lack evaluative data as a basis for further policy improvement. According to Nengsih & Salito (2025), evaluation is an important part of the decision-making cycle that should not be ignored. Without a clear evaluation, decisions have the potential to not yield maximum results. Therefore, weaknesses in evaluation are a critical point that needs to be seriously corrected.

In addition, the effectiveness of decisions is also influenced by the level of involvement of school residents in the implementation of policies that have been set. Decisions involving teachers and education staff tend to be easier to accept and implement optimally. On the other hand, decisions that do not involve related parties have the potential to cause resistance or rejection. This shows that effectiveness does not only depend on the content of the decision, but also on the process of making it. The active involvement of school residents will increase the sense of ownership of existing policies. Thus, a participatory approach is an important factor in increasing the effectiveness of decisions. This condition also reinforces the importance of good communication in school organizations.

3.2. Rationality in School Principal Decision Making

The findings of the study show that the decision-making of the principal at Madrasah Tsanawiyah Nur Ma'arif Jambi city leads to a rational pattern, although it is not yet fully optimal. The principal collects data and information, engages teachers in identifying problems, and considers real conditions on the ground (Lee et al., 2024). The discussion of these findings shows that, although there are limitations in information according to the concept of *bounded rationality*, school principals are able to make adaptive and contextual decisions, so that rationality still supports the effectiveness of education policies.

However, if criticized more deeply, the rationality applied is still not based on a strong and integrated data system. School principals tend to use the available data on a limited basis without the support of a comprehensive information system (Alonzo et al., 2024). This causes decisions that are not completely evidence-based. This is different from modern research that emphasizes the importance of data-driven decision-making. Without an adequate data system, decisions are potentially inaccurate in the long run. In addition, limited data access also hinders

in-depth analysis. Therefore, strengthening data management is an important need.

In addition, time constraints and situational pressures also affect the rationality process. School principals are often faced with urgent conditions that demand quick decisions. In such situations, not all alternatives can be thoroughly analyzed. This is in accordance with the satisficing approach that chooses a solution that is quite satisfactory. This approach is realistic under conditions of limitations, but it does not always result in optimal decisions. If used continuously, the quality of decisions can decrease. Therefore, a balance between speed and precision is needed. Thus, rationality is flexible and situational.

According to researchers, the rationality of school principals is already in the developing stage, but it still needs to be improved (Farley-Ripple, 2024). Strengthening competence in data analysis is an important step to improve the quality of decisions. In addition, the use of information technology needs to be optimized as a supporting tool. A structured decision support system will help the decision-making process more accurately. On the other hand, continuous training is also needed for school principals. This aims to improve data-driven managerial capabilities. Thus, the decisions taken will be more effective and sustainable.

Based on discussions related to rationality, effectiveness, and other supporting factors, a conceptual model of school principal decision-making can be prepared as shown in the following Figure 1:

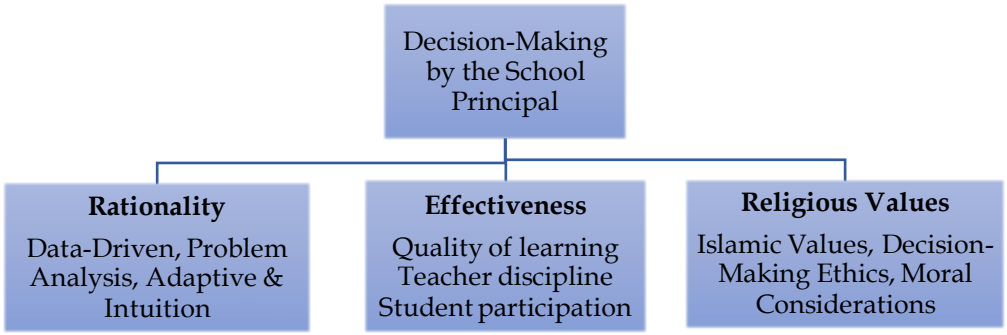


Figure 1. Conceptual Model of Principal Decision Making

Figure 1 shows that the decision-making of school principals is influenced by three main aspects, namely rationality, effectiveness, and religious values, which are integrated into each other in the decision-making process. Rationality is reflected in the use of data, problem analysis, as well as adaptive and intuitive considerations. At the same time, effectiveness can be seen from the impact of decisions on the quality of learning, teacher discipline, and student participation. On the other hand, religious values become an ethical foundation that includes Islamic values, decision ethics, and moral considerations. Thus, the resulting decisions are not only rational and effective, but also in harmony with religious values in the context of Islamic education.

3.3. Obstacles and Challenges in Decision Making

The findings of the study show that school principals face significant obstacles, such as limited resources, information, and external pressures. The discussion of these findings shows that decisions are not always made in ideal conditions, but are influenced by environmental factors and the dynamics of changing school

needs, in line with Hayes & Derrington (2023), research which emphasizes the influence of external factors on managerial processes. This condition requires school principals to have high adaptability, so that the decisions taken remain relevant and able to adapt to the complex situation faced.

If analyzed more deeply, these constraints show that the principal is still in a reactive position to external pressures that arise. Decisions are often made in response to urgent situations, rather than based on long-term strategic planning (MacGregor et al., 2023). This can have an impact on the suboptimal quality of the results produced. In addition, decisions that are reactive tend to lack consideration of alternative solutions as a whole. This condition shows the importance of risk management skills in school leadership. School principals need to be able to anticipate various possibilities that will occur. Thus, decision-making can be more directed and not just spontaneous.

In addition, limited resources are also the main obstacles in the implementation of policies that have been set. The resources in question include educators, infrastructure, and financial support that is not fully adequate. Good decisions will not be effective if sufficient resources do not support them. This shows that the decision-making process must consider the realistic aspects and capabilities of the school. Without careful planning related to resources, policies have the potential to not run optimally. Therefore, more efficient and effective resource management is needed. Thus, the decisions taken can be implemented optimally.

According to the researcher, these obstacles are natural in the context of education management, particularly in the madrasah environment (Sulistyorini et al., 2022). However, school principals need to develop adaptive and innovative strategies to address them. This is important so that principals do not remain merely reactive but become more strategic in facing resource limitations. Relevant steps include strengthening cooperation networks with various parties, utilizing technology to improve decision-making efficiency, and enhancing principals' strategic planning skills. Thus, existing challenges can be transformed into opportunities for school development, and the quality of decision-making can continue to improve.

4. Conclusion

Decision-making by the principal at Madrasah Tsanawiyah Nur Ma'arif Jambi city has followed a rational, adaptive, and fairly effective approach, integrating field data, intuition, teacher participation, and Islamic values as an ethical foundation for every policy established. The effectiveness of these decisions is reflected in improved teacher discipline, increased student participation, and the creation of a conducive academic atmosphere. However, their sustainability remains limited due to a weak, structured evaluation system and resource constraints. In the face of limited resources, information, and situational and external pressures, the madrasah principal implements adaptive strategies: a combination of data analysis with experience and moral considerations, a participatory approach through consultation with teachers and staff, and open and democratic communication ensuring that the resulting decisions remain relevant to the madrasah's needs without sacrificing the principles of rationality or Islamic values. Thus, this study fulfills its objectives by demonstrating that the rationality and effectiveness of *madrasah* principals' decision-making are contextual and continuously evolving, and require the strengthening of data systems, continuous

evaluation, and the enhancement of adaptive leadership capacity grounded in religious values so that educational management within the madrasah environment becomes more holistic, strategic, and sustainable.

5. References

Alazmi, A. A. (2025). School leadership in context: the influence of Islamic values and beliefs on Kuwaiti school principal practices. *International Journal of Leadership in Education*, *28*(3), 618–638. https://doi.org/10.1080/13603124.2023.2292148

Alonzo, D., Quimno, V., Townend, G., & Oo, C. Z. (2024). Using information and communication technology (ICT)-based data systems to support teacher data-driven decision-making: Insights from the literature (2013–2023). *Educational Assessment, Evaluation and Accountability*, *36*(4), 433–451. https://doi.org/10.1007/s11092-024-09443-8

Amalia, K., Komariah, A., Sumarto, S., & Asri, K. H. (2020). Leadership in Education: Decision-Making in Education. *Advances in Social Science, Education and Humanities Research*, *400*(Icream 2019), 134–137. https://doi.org/10.2991/assehr.k.200130.155

Bakshi, P. (2023). Are Teachers Boundedly Rational? How Beliefs and Context Affect Decision-Making. *Leadership and Policy in Schools*, *22*(1), 261–282. https://doi.org/10.1080/15700763.2021.1950773

Dai, R., Thomas, M. K. E., & Rawolle, S. (2025). The roles of AI and educational leaders in AI-assisted administrative decision-making: a proposed framework for symbiotic collaboration. *Australian Educational Researcher*, *52*(2), 1471–1487. https://doi.org/10.1007/s13384-024-00771-8

Dare, P. S., & Saleem, A. (2022). Principal Leadership Role in Response to the Pandemic Impact on School Process. *Frontiers in Psychology*, *13*(July), 11–14. https://doi.org/10.3389/fpsyg.2022.943442

Farley-Ripple, E. N. (2024). The Use of Research in Schools: Principals' Capacity and Contributions. *Education Sciences*, *14*(6). https://doi.org/10.3390/educsci14060561

Harris, A. (2020). COVID-19 – school leadership in crisis? *Journal of Professional Capital and Community*, *5*(3–4), 321–326. https://doi.org/10.1108/JPCC-06-2020-0045

Hayes, S. D., & Derrington, M. L. (2023). School leadership in uncertain times: identifying dimensions of effective principal leadership. *School Leadership and Management*, *43*(4), 330–347. https://doi.org/10.1080/13632434.2023.2171002

Hirata, I., Nishimura, T., Osuka, Y., Wakuta, M., Tsukui, N., Tsuchiya, K. J., & Senju, A. (2024). Multifaceted perception of school climate: association between students' and teachers' perceptions and other teacher factors. *Frontiers in Education*, *9*(October), 1–11. https://doi.org/10.3389/feduc.2024.1411503

Kanavas, C., & Triantari, S. (2024). The Rational Decision-Making and the Social Responsibility in the Optimal Functioning of the School. *Cogent Social Sciences*,

10(1). https://doi.org/10.1080/23311886.2024.2419542

Lee, J., Alonzo, D., Beswick, K., Oo, C. Z., Anson, D. W. J., & Abril, J. M. V. (2024). Data literacy of principals in K–12 school contexts: A systematic review. *Educational Research Review*, *45*(September), 100649. https://doi.org/10.1016/j.edurev.2024.100649

Liu, S., & Yin, H. (2020). How ethical leadership influences professional learning communities via teacher obligation and participation in decision-making: A moderated-mediation analysis. *Educational Management Administration and Leadership*. https://doi.org/10.1177/1741143220975766

Lynch, D., Peddell, L., McGuigan, H., Willis, R., Yeigh, T., & Marcoionni, T. (2024). School leader perceptions of control and professional learning decision-making influences. *Professional Development in Education*, *50*(1), 129–143. https://doi.org/10.1080/19415257.2023.2235595

MacGregor, S., Cooper, A., & Holden, M. (2023). Leadership in times of crisis: Ontario teachers' perspectives of system leaders during the COVID-19 pandemic. *School Leadership and Management*, *43*(4), 348–368. https://doi.org/10.1080/13632434.2023.2232819

Maral, M. (2022). Exploring School Administrators' Perceptions on Participative Decision-Making Process. *E-International Journal of Educational Research*, *13*(1), 118–140. https://doi.org/10.19160/e-ijer.1038386

Miles, M. B., Huberman, A. M., & Saldana, J. (2015). *Qualitative Data Analyzis: A Method Sourcebook*.

Nengsih, A. R., & Salito, S. (2025). Perencanaan dan Pengambilan Keputusan dalam Pendidikan. *Jurnal Akuntansi, Manajemen, Dan Ilmu Pendidikan (JAMED)*, *1*(2), 183–192. https://journal.yapakama.com/index.php/JAMED/article/view/236

Netolicky, D. M. (2020). School leadership during a pandemic: navigating tensions. *Journal of Professional Capital and Community*, *5*(3–4), 391–395. https://doi.org/10.1108/JPCC-05-2020-0017

Parveen, K., Quang Bao Tran, P., Kumar, T., & Shah, A. H. (2022). Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation. *Frontiers in Education*, *7*(May). https://doi.org/10.3389/feduc.2022.814159

Perry-Hazan, L., & Somech, A. (2023). Conceptualizing student participation in school decision making: an integrative model. *Educational Review*, *75*(6), 1202–1223. https://doi.org/10.1080/00131911.2021.1976113

Peters, M. T., Förster, N., Hebbecker, K., Forthmann, B., & Souvignier, E. (2021). Effects of Data-Based Decision-Making on Low-Performing Readers in General Education Classrooms: Cumulative Evidence From Six Intervention Studies. *Journal of Learning Disabilities*, *54*(5), 334–348. https://doi.org/10.1177/00222194211011580

Sari, E. M., Lastrioza, L., Hadiyanto, H., & Irsyad, I. (2025). Analisis Rasionalitas dan Efektivitas Pengambilan Keputusan Kepala Sekolah di SMPN 1

Kecamatan Guguak. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, *10*(4), 2353–2363. https://doi.org/10.34125/jkps.v10i4.1219

Sarwar, U., Tariq, R., & Yong, Q. Z. (2022). Principals' leadership styles and its impact on teachers' performance at college level. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.919693

Schwarz, G., Christensen, T., & Zhu, X. (2022). Bounded Rationality, Satisficing, Artificial Intelligence, and Decision-Making in Public Organizations: The Contributions of Herbert Simon. *Public Administration Review*, *82*(5), 902–904. https://doi.org/10.1111/puar.13540

Stefaniak, J., Luo, T., & Xu, M. (2021). Fostering pedagogical reasoning and dynamic decision-making practices: a conceptual framework to support learning design in a digital age. *Educational Technology Research and Development*, *69*(4), 2225–2241. https://doi.org/10.1007/s11423-021-09964-9

Sulistyorini, Junaris, I., Syafi'i, A., & Mu'awanah, E. (2022). Strategic Policy to Improve Professional Madrasah-Based Management Practices. *Journal of Social Studies Education Research*, *13*(3), 282–301. https://www.learntechlib.org/p/222930

Veletić, J., Price, H. E., & Olsen, R. V. (2023). Teachers' and principals' perceptions of school climate: the role of principals' leadership style in organizational quality. In *Educational Assessment, Evaluation and Accountability* (Vol. 35, Issue 4). Springer Netherlands. https://doi.org/10.1007/s11092-023-09413-6

Wermke, W., Jarl, M., Prøitz, T. S., & Nordholm, D. (2022). Comparing principal autonomy in time and space: modelling school leaders' decision making and control. *Journal of Curriculum Studies*, *54*(6), 733–750. https://doi.org/10.1080/00220272.2022.2127124

Wyatt-Smith, C., Adie, L., & Harris, L. (2024). Supporting teacher judgement and decision-making: Using focused analysis to help teachers see students, learning, and quality in assessment data. *British Educational Research Journal*, *50*(3), 1420–1448. https://doi.org/10.1002/berj.3984