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Integration Of Principal Strategic Management, Learning Independence, And Educational Transition Readiness: A Literature Review In The Perspective Of Education Management

Reli Rita Simamora[1]

[1]Doctoral Program in Christian Education Management, IAKN Tarutung

[*]Corresponding author: reliritasimamora23@gmail.com

Abstract

This study aims to analyze the integration of principal strategic management, student learning independence, and educational transition readiness from elementary to junior secondary school, and to develop an integrative conceptual framework from an educational management perspective. The study employs a descriptive qualitative approach using library research. Data were collected from relevant academic books, national and international journal articles, educational policy documents, and research reports published primarily between 2021 and 2026. The literature was analyzed through content analysis and thematic synthesis to identify relationships among the central concepts. The findings indicate that principal strategic management provides an organizational foundation through strategic leadership, policy implementation, resource management, and continuous evaluation. These functions support learning management practices that encourage student empowerment and self-regulated learning. Learning independence, encompassing goal setting, learning control, self-monitoring, and reflection, serves as an important capacity for navigating educational transitions. Furthermore, transition readiness involves academic, social, psychological, and independence dimensions supported by school-family collaboration. This study proposes the Integrated Strategic School Management Framework, comprising five dimensions: strategic school leadership, learning management, student empowerment, stakeholder collaboration, and monitoring and evaluation. The framework offers conceptual guidance for strengthening learning independence and educational transition readiness.

Keywords: Principal Strategic Management, Learning Independence, Self-Regulated Learning, Educational Transition, Educational Management.

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INTRODUCTION

The development of 21st-century education requires schools to focus not only on academic achievement but also on students' competencies, character, and learning independence. In this context, strategic educational management enables school principals to formulate policies, optimize resources, and establish organizational cultures that support continuous improvement in learning quality. Türkoğlu and Cansoy (2026) demonstrate that instructional leadership is associated with teacher agency and differentiated instruction, highlighting the importance of strategic leadership and teacher empowerment in improving instructional practices.

Learning independence is an essential competency that needs to be developed from elementary education through students' abilities to establish goals, manage time, regulate learning processes, and evaluate learning outcomes. Within the Self-Regulated Learning framework, these abilities encompass cognitive, metacognitive, motivational, and behavioral dimensions that require supportive school environments and student-centered instructional practices. Alonzo et al. (2026) also emphasize the importance of assessment in developing students' self-regulation, although a more integrated understanding of the underlying mechanisms remains necessary.

The transition from elementary to junior secondary school involves changes in academic demands, social interactions, learning environments, and personal responsibilities. Beatson et al. (2023), through a systematic review of 26 intervention studies, found that school-based transition programs generally produced positive effects on at least one aspect of students' social-emotional adjustment or educational outcomes, although their effectiveness varied. Similarly, Rose et al. (2026) highlight the social, cognitive, and motivational changes experienced during the transition to secondary education, indicating that transition readiness encompasses multiple dimensions beyond academic preparedness.

Despite developments in research on school leadership, learning independence, and educational transitions, these areas are frequently examined separately. While Beatson et al. (2023) focus on school-based transition interventions, Rose et al. (2026) examine students' developmental changes, and Türkoğlu and Cansoy (2026) investigate instructional leadership and teacher agency, an opportunity remains to integrate these perspectives into a unified framework. Accordingly, this study proposes the Integrated Strategic School Management Framework, comprising five interconnected dimensions: Strategic School Leadership, Learning Management, Student Empowerment, Stakeholder Collaboration, and Monitoring and Evaluation, to explain how principal strategic management can strengthen learning independence and educational transition readiness.

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LITERATURE REVIEW

The Concept of Strategic Management in Education

Strategic management in education is a systematic and continuous process of managing educational organizations through environmental analysis, strategy formulation, implementation, and evaluation to achieve institutional objectives and improve educational quality. From Fred R. David's perspective, strategic management consists of three main stages: strategy formulation, strategy implementation, and strategy evaluation (David & David, 2023). In educational institutions, these processes are reflected in the development of vision and mission statements, the analysis of organizational needs and challenges, the establishment of program priorities, and the effective allocation of human, financial, and infrastructural resources. Therefore, strategic planning serves not merely as an administrative document but also as a guideline for school principals in directing all organizational components to respond effectively to changes in the educational environment and achieve predetermined objectives.

The implementation of strategic management requires the integration of planning, organizing, directing, and controlling functions, as reflected in the classical management approaches of George R. Terry and Henri Fayol, as well as the goal-oriented approach of Management by Objectives developed by Peter F. Drucker. In educational practice, formulated strategies must be translated into measurable work programs, clearly defined responsibilities, professional development initiatives for educators and educational personnel, and resource utilization based on established priorities. Monitoring and evaluation are conducted by comparing program achievements against predetermined performance indicators, enabling organizations to identify gaps, implement improvements, and ensure the sustainability of quality enhancement. In line with developments in educational management, strategic leadership and the use of data in decision-making have become essential elements in building adaptive, accountable, and student learning-outcome-oriented school organizations (Türkoğlu & Cansoy, 2026; UNESCO, 2024).

Principal Strategic Leadership

The school principal serves as both an educational leader and manager, with strategic responsibilities for directing resources, developing the organization's vision, making decisions, and ensuring the achievement of educational objectives. From the perspective of Instructional Leadership developed by Hallinger, principal leadership focuses on defining the school's mission, managing instructional programs, and establishing a school climate that supports teaching and learning. This role is demonstrated not only through academic supervision but also through teacher empowerment, professional competency development, and the establishment of a

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collaborative culture aimed at improving student learning outcomes. A meta-analysis conducted by Hallinger, Liu, and Chen (2025), covering 68 studies, identified significant positive relationships between instructional leadership and teachers' trust, self-efficacy, commitment, job satisfaction, and collective efficacy.

In addition to instructional leadership, transformational leadership, developed by Bass and Avolio, emphasizes leaders' ability to establish a shared vision, inspire organizational members, encourage innovation, and support individual development within the organization. Consistent with Leithwood's perspectives on school leadership and educational change, school principals need to build organizational capacity through strengthening school culture, fostering teacher collaboration, implementing data-informed decision-making, and engaging stakeholders. A study by Sumarsono et al. (2025) involving elementary schools in Indonesia found that school culture mediates the relationship between principal leadership and the implementation of school-based management, highlighting organizational culture as an important element of educational governance. Therefore, the strategic leadership of school principals can be understood as an integration of instructional and transformational leadership directed toward organizational culture development, educational change, accountable governance, and the continuous improvement of learning quality.

Learning Independence in an Educational Perspective

Learning independence refers to students' ability to take initiative and responsibility for managing their learning processes without being entirely dependent on guidance from teachers or other individuals. Its characteristics are reflected in intrinsic motivation, discipline, responsibility, goal-setting abilities, and awareness of how to select learning strategies that suit individual needs. From the perspective of Self-Regulated Learning (SRL), developed by Barry J. Zimmerman, students are viewed as active individuals who consciously plan, implement, monitor, and evaluate their learning activities. Therefore, learning independence is not merely associated with the ability to study individually but also encompasses metacognitive, motivational, and behavioral skills that support the achievement of learning objectives (Zimmerman, 2000).

Zimmerman explains that the process of learning independence occurs cyclically through three main dimensions: forethought, performance, and self-reflection. The forethought dimension involves goal setting, planning, and developing motivation before engaging in learning activities. The performance dimension relates to implementing learning strategies, maintaining attentional control, managing time, and monitoring learning progress. Meanwhile, self-reflection involves evaluating learning outcomes, identifying difficulties, and improving strategies for subsequent learning activities. The findings of Olid-Luque et al. (2025) indicate that SRL development programs in primary

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education have positive effects on students' self-regulation abilities and may contribute to improved academic achievement. Furthermore, Toomla et al. (2026) emphasize the importance of providing balanced support for metacognitive, motivational, and emotional aspects to enable students to develop their self-regulated learning abilities continuously.

Readiness for the Transition of Elementary to Junior High School Education

The transition from elementary school to junior secondary school involves changes in academic demands, instructional systems, social relationships, and students' personal responsibilities. From the perspective of Educational Transition, this process represents a multidimensional experience involving students' identities, motivation, and psychological needs; Rose et al. (2026), through a systematic review of 12 studies involving 8,158 students across eight countries, identified changes in friendship dynamics, teacher-student relationships, identity formation, cognitive abilities, and learning goal orientations. Accordingly, transition readiness encompasses academic, social, psychological, and emotional preparedness, influenced by interactions among students, families, peers, teachers, and schools, as emphasized by Van der Zwet et al. (2026) and Bronfenbrenner's Ecological Systems Theory.

Transition readiness should therefore extend beyond academic achievement to include students' abilities to establish social relationships, regulate emotions, overcome challenges, and develop a sense of belonging in their new school environment. Beatson et al. (2023) highlight the contribution of school-based interventions to students' social-emotional adjustment and educational outcomes, while Stevens et al. (2026) emphasize positive relationships, school belonging, supportive school climates, and conducive learning environments. Similarly, White et al. (2026) underscore the importance of emotional support, interpersonal relationships, and psychological resilience; therefore, successful transitions require sustained collaboration among sending schools, receiving schools, families, and students to support academic achievement and overall well-being.

Integration of Strategic Management, Learning Independence, and Educational Transition

The integration of strategic management, learning independence, and educational transition constitutes a conceptual framework that explains the relationship between school governance, the development of student capacity, and preparedness for changes in educational levels. The principal's strategic leadership plays an important role in directing learning management through the establishment of program priorities, teacher empowerment, resource allocation, and the development of learning environments that encourage active student participation. School management is also responsible for fostering a culture of independent learning through the habituation of goal setting,

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discipline, responsibility, progress monitoring, and reflection on learning outcomes. This perspective is consistent with the findings of Olid-Luque et al. (2025), which indicate that Self-Regulated Learning development programs in primary education have positive effects on students' self-regulation abilities. Meanwhile, a systematic review published in 2026 suggests that the use of self-regulation strategies may decline when students undergo the transition from primary to secondary education.

Learning independence subsequently becomes an essential foundation that enables students to adapt to the academic, social, and emotional demands of junior secondary education. Therefore, its development requires support through collaboration between schools and families. Such collaboration can be established through communication between sending and receiving schools, parental involvement in supporting the learning process, familiarization with the new school environment, and support for students' social-emotional development. Beatson et al. (2023) demonstrate that school-based interventions during educational transitions can have positive effects on several aspects of student adjustment, while Salvo-Garrido et al. (2026) emphasize that successful educational pathways are influenced by the interaction of individual, family, school, and social environmental factors. Therefore, school principals need to evaluate student development programs regularly using indicators that encompass learning independence, academic achievement, adaptability, family involvement, and student well-being. Such evaluations enable schools to refine their educational quality improvement strategies continuously and ensure that their programs remain responsive to students' developmental needs.

RESEARCH METHODOLOGY

This study employs a descriptive qualitative approach using the library research method to examine in depth the concepts, theories, and findings of previous studies concerning the integration of principal strategic management, learning independence, and educational transition readiness from elementary school (SD) to junior secondary school (SMP). The descriptive qualitative approach was selected because the study focuses on understanding and interpreting educational phenomena through written sources rather than collecting primary data directly from respondents or conducting field observations. Library research enables the researcher to identify relationships among concepts, compare theoretical perspectives, and explore relevant patterns of thought in relation to the research problem. According to Snyder (2019), literature reviews can serve as a research method for integrating findings from various publications to generate a more comprehensive conceptual understanding.

The research data consist of secondary sources obtained from national and international journal articles, academic books, educational policy documents, research

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reports, and publications issued by educational institutions that demonstrate credibility and relevance to the focus of the study. The literature search was conducted through several academic databases, namely Google Scholar for general literature searches, Scopus and Web of Science for accessing reputable international journal articles, ERIC for publications specifically related to education, Garuda for national journals, and the Directory of Open Access Journals (DOAJ) for identifying open-access journals. The keywords used included Indonesian terms such as principal strategic management, educational leadership, learning independence, self-regulated learning, and transition from elementary to junior secondary school. English keywords included Strategic School Management, Principal Strategic Leadership, Self-Regulated Learning, Student Learning Independence, and Primary to Secondary School Transition. The combination of these keywords was intended to broaden the scope of the literature search while ensuring that the selected publications were relevant to the integration of educational management and student development.

Data collection was conducted systematically through several stages, including keyword identification, searches across academic databases, title and abstract screening, full-text examination, bibliographic information recording, and literature classification according to the research themes. The selected literature primarily comprised publications from 2021 to 2026, credible scholarly journal articles, authoritative foundational theoretical books, and official policy documents. Sources that were irrelevant, lacked verifiable publication details, or did not provide sufficient information were excluded from the analysis. The data were subsequently analyzed using content analysis and thematic synthesis through a process of identification, reduction, classification, interpretation, comparison of findings, and examination of relationships among themes to develop the study's conceptual framework. The credibility of the review findings was maintained through source quality assessment, verification of publication details and DOIs, triangulation of literature sources, and consistency in interpreting theories and previous research findings. These procedures are consistent with the principles of transparency and rigor in literature reviews discussed by Snyder (2019) and Page et al. (2021).

RESULT

Synthesis of Principal's Strategic Management Concept

The formulation of educational strategies represents the initial stage of strategic management undertaken by school principals and serves to determine the direction, priorities, and development objectives of educational institutions. This process begins with an analysis of the school's internal and external conditions, identification of students' needs, evaluation of educational achievements, and assessment of the organization's

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potential and challenges. Based on the results of this analysis, the principal formulates strategies that align with the school's vision, mission, and educational objectives, including the establishment of priority programs to improve the quality of learning and students' competencies. From the perspective of Fred R. David, strategy formulation is a fundamental component of strategic management because it determines the organization's course of action in responding to environmental changes and achieving long-term objectives (David & David, 2023).

The implementation of educational strategies involves translating plans into policies, programs, and operational activities that engage all components of the school. The principal plays a central role in ensuring that each policy is implemented consistently through clear task allocation, coordination among teachers, provision of guidance, and reinforcement of the professional responsibilities of educational personnel. In the context of improving learning quality, strategy implementation can be realized through academic supervision, teacher competency development, the cultivation of a positive learning culture, and mentoring programs that address students' individual needs. Therefore, the success of a strategy is determined not only by the quality of its planning but also by the principal's leadership capacity to mobilize the organization and address challenges that arise during program implementation.

Resource management is an essential element in ensuring that educational strategies can be implemented effectively and sustainably. School principals need to optimize human resources, budgets, facilities and infrastructure, technology, and instructional time based on the school's development needs and priorities. From the perspective of George R. Terry's management functions—Planning, Organizing, Actuating, and Controlling (POAC)—such management requires purposeful planning, clear allocation of responsibilities, program implementation, and systematic control. Appropriate resource management should also be directed toward empowering teachers and creating learning environments that foster students' independence, creativity, and sense of responsibility.

Program monitoring and evaluation constitute essential stages in assessing the alignment between educational planning, implementation, and the outcomes achieved by an educational institution. School principals need to establish measurable performance indicators, such as the extent of learning program implementation, improvements in teacher competencies, student learning progress, and student participation in educational activities. The evaluation results are subsequently used to identify obstacles, improve policies, and determine program development priorities for the following period. Accordingly, the synthesis of strategic management practices by school principals indicates that improving educational quality is an ongoing process that integrates strategy formulation, policy implementation, resource management, and monitoring and

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evaluation to establish schools that are adaptive, effective, and oriented toward student development.

Synthesis of the Leadership Role of School Principals in the Development of Learning Independence

Instructional leadership is a form of school leadership that focuses directly on improving the quality of the learning process and the development of students' competencies. From Hallinger's perspective, school principals fulfill this role through defining the school's mission, managing instructional programs, and establishing an academic climate that supports successful learning. Its implementation can be achieved through academic supervision, monitoring of instructional processes, strengthening a culture of reflection, and providing support for teachers in applying student-centered learning strategies. Thus, instructional leadership focuses not merely on achieving curriculum targets but also on ensuring that students have opportunities to develop initiative, responsibility, and the ability to manage their own learning processes.

The principal's role is further reflected in the ability to cultivate a culture of independent learning as an integral part of students' character and academic habits within the school environment. This culture is developed by encouraging students to establish learning goals, manage their time, complete assignments responsibly, seek learning resources, and reflect on their learning achievements. Within Zimmerman's Self-Regulated Learning (SRL) framework, these habits are associated with three processes: planning (forethought), learning performance and monitoring (performance), and self-evaluation (self-reflection). Therefore, school principals need to ensure that the values of learning independence are not merely presented as instructional content but are also consistently practiced in academic activities and the school's everyday culture.

Teacher empowerment is a determining factor in the success of school principals in fostering learning independence because teachers interact directly with students throughout the learning process. Principals need to provide opportunities for teachers to develop their professional competencies, innovate in instructional practices, implement differentiated approaches, and design activities that enable students to engage actively in their learning. A study by Türkoğlu and Cansoy (2026), involving 706 teachers, indicates that principal instructional leadership is positively associated with teacher agency and the implementation of differentiated instruction. The findings of Thien and Hallinger (2026) also reveal positive relationships among instructional leadership, teacher professional learning, and teacher self-efficacy. These findings suggest that teacher empowerment should constitute an integral component of strategies for developing students' learning independence.

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In addition to empowering teachers, school principals are responsible for managing learning environments that are safe, inclusive, conducive, and capable of encouraging students' active engagement. Such environments encompass the availability of learning facilities, the utilization of educational technology, positive teacher-student relationships, access to learning resources, and the implementation of rules that promote discipline and responsibility. Richardson and Khawaja (2025) emphasize that school leadership competencies should be directed toward creating student-centered and personalized learning opportunities that provide room for student agency. Accordingly, the synthesis of the principal's leadership role in developing learning independence encompasses the integration of instructional leadership, the cultivation of an independent learning culture, teacher empowerment, and the management of supportive learning environments to ensure the continuous development of students' potential.

Synthesis of Learning Independence Based on Self-Regulated Learning

Learning independence, based on Barry J. Zimmerman's Self-Regulated Learning (SRL) theory, refers to students' ability to manage their learning through planning, implementation, monitoring, and self-evaluation. The forethought phase involves setting learning goals, identifying needs, managing schedules, selecting strategies, and developing motivation based on individual abilities and limitations (Zimmerman, 2000). Olid-Luque et al. (2025) demonstrate that SRL training programs in primary education positively influence students' self-regulation abilities and may improve academic achievement.

The performance phase involves implementing learning strategies while managing attention, time, behavior, and motivation, whereas self-reflection focuses on evaluating learning outcomes and identifying improvements for subsequent activities. Toomla et al. (2026) emphasize the integration of metacognitive, motivational, and emotional aspects in developing SRL, while a 2026 meta-analysis indicates that self-assessment and peer assessment positively influence learning regulation strategies, motivation, and affective outcomes. Therefore, developing learning independence requires synergy between students' self-regulation abilities and a supportive school environment to foster reflective, responsible learners who can adapt to the demands of subsequent educational levels.

Synthesis of the Concept of Educational Transition Readiness

Academic readiness is one of the key components of the educational transition from elementary school (SD) to junior secondary school (SMP), as students encounter increasingly complex learning materials, changes in instructional approaches, and higher competency expectations. This readiness is determined not only by mastery of

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foundational knowledge, such as literacy and numeracy, but also by the ability to understand instructions, think critically, solve problems, and apply independent learning strategies. In addition to academic readiness, social readiness is also essential to enable students to establish positive relationships with peers, communicate with new teachers, collaborate in groups, and adapt to different social environments. Rose et al. (2026) explain that the transition to secondary education is associated with changes in friendship dynamics, teacher-student relationships, cognitive development, and learning motivation orientations.

Psychological readiness refers to students' ability to cope with changes in the educational environment by managing their emotions, building self-confidence, overcoming anxiety, and developing resilience when facing new challenges. At the same time, independence readiness is reflected in students' ability to manage their time, complete assignments, make decisions, seek appropriate assistance, and take responsibility for their learning processes. These two aspects are interrelated because students who can regulate their emotional conditions and learning behaviors tend to be better prepared to meet the academic and social demands of the subsequent educational level. Beatson et al. (2023) emphasize that school-based transition interventions can support students' social-emotional adjustment and educational outcomes, although their effectiveness depends on the type of intervention and the context in which it is implemented.

Support from schools and families serves as a connecting factor across all dimensions of readiness, as successful transitions depend not only on students' individual capabilities but also on the quality of the environments that support them. Sending and receiving schools need to establish coordination through familiarization with the junior secondary school environment, the provision of academic information, orientation activities, teacher guidance, and programs designed to strengthen students' social and emotional skills. Families play an important role by providing emotional support, maintaining open communication, fostering learning responsibility, and helping children navigate changes without creating excessive pressure. Van der Zwet et al. (2026), through a review of 46 studies, demonstrate that students' well-being during educational transitions is influenced by the interaction of student, parent, peer, teacher, and school-related factors before, during, and after the transition between educational levels.

Integration of the Three Concepts in the Perspective of Education Management

The integration of principal strategic management, learning independence, and educational transition readiness constitutes a conceptual framework that explains the relationship between organizational leadership, the development of student capacity, and

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successful adaptation to changes in educational levels. Principal strategic management serves as the foundation for school governance through vision formulation, the establishment of priority programs, policy implementation, resource management, and the monitoring and evaluation of educational quality. From the perspective of Hallinger's Instructional Leadership, school principals are responsible not only for organizational administration but also for directing instructional quality and creating an academic environment that supports student development. Accordingly, strategic management functions as a driving force in establishing institutional conditions that enable the development of learning independence to take place in a planned, purposeful, and sustainable manner.

Learning independence represents a dimension of student development that connects school management strategies with preparedness for educational transitions. Based on Zimmerman's Self-Regulated Learning (SRL) theory, this ability is developed through three interrelated processes: learning planning (forethought), learning performance and monitoring (performance), and self-evaluation (self-reflection). School principals play a role in supporting the development of these three processes through teacher empowerment, the implementation of student-centered learning, the strengthening of academic culture, and the provision of a conducive learning environment. Therefore, learning independence should not be viewed merely as an individual student capability but also as an outcome of educational governance that provides students with opportunities to develop motivation, discipline, responsibility, and reflective skills.

Educational transition readiness from elementary school (SD) to junior secondary school (SMP) represents an outcome dimension that reflects students' ability to cope with changes in academic, social, psychological, and learning environment demands. From the perspective of Bronfenbrenner's Ecological Systems Theory, successful student adaptation is influenced by interactions among individuals, families, peers, teachers, and school environments. Consequently, support from various stakeholders constitutes an essential element of the transition process. Beatson et al. (2023) and Rose et al. (2026) further emphasize the importance of school support and the development of social-emotional competencies in helping students navigate transitions between educational levels. Based on this synthesis, the proposed conceptual framework positions principal strategic management as the driving foundation, learning independence as the student capacity to be developed, and educational transition readiness as the intended outcome, with school-family collaboration and continuous evaluation serving as supporting elements that integrate these three dimensions.

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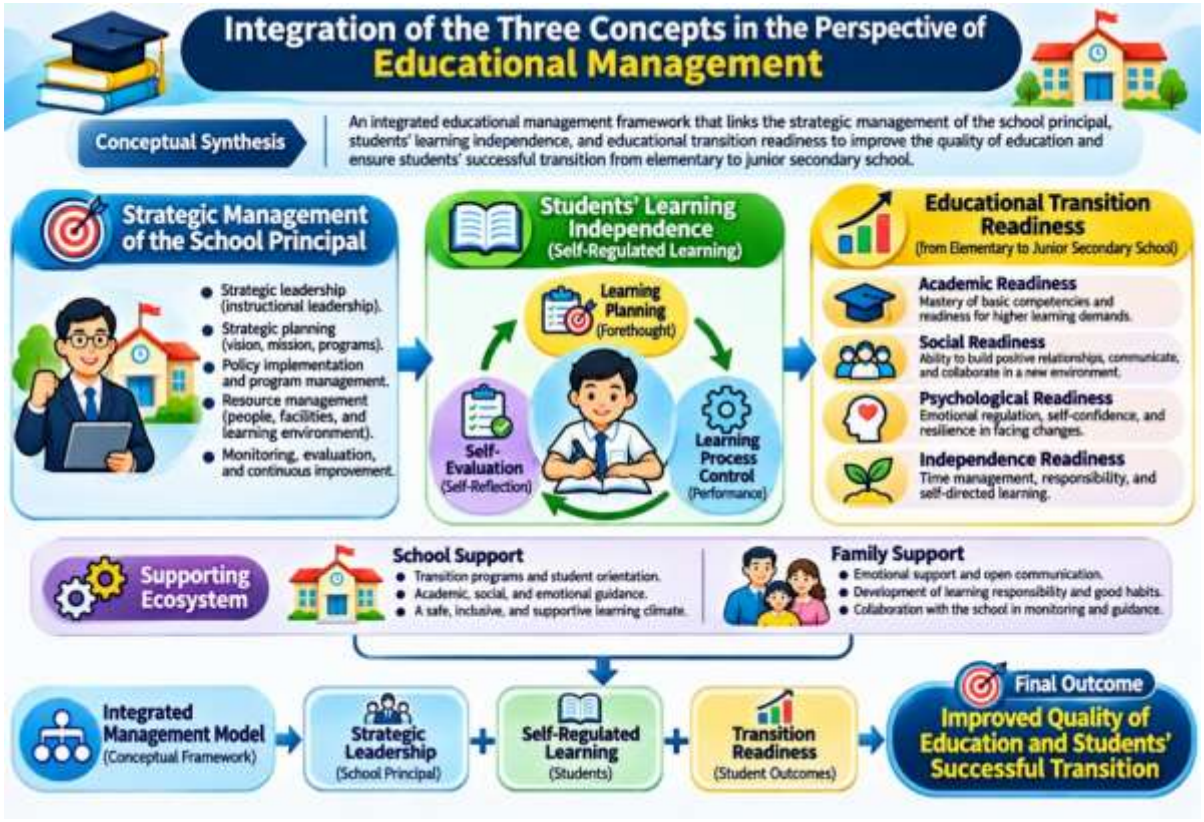


Figure 1.

DISCUSSION

Strategic Management of School Principals as a Foundation for Education Quality Development

Principal strategic management serves as the primary foundation for educational quality development because it provides school organizations with guidelines for determining the direction, objectives, and priorities of educational provision. The strategic management process begins with an analysis of the school's internal and external conditions, identification of students' needs, assessment of available resources, and formulation of a vision and mission oriented toward improving instructional quality. From the perspective of Fred R. David, strategic management encompasses three main stages: strategy formulation, strategy implementation, and strategy evaluation. These three stages demonstrate that improving educational quality cannot be pursued through fragmented efforts but requires a planned, coordinated, and sustainable management process.

The principal's strategic planning needs to be directed toward developing educational programs that address the school's actual needs and students'

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characteristics. Such planning encompasses the determination of priority programs, teacher competency development, improvement of instructional quality, provision of facilities and infrastructure, and establishment of measurable success indicators. From the perspective of Hallinger's Instructional Leadership, school principals are responsible for ensuring that all organizational planning is oriented toward improving the quality of the learning process and students' learning outcomes. Accordingly, strategic planning should not be limited to the preparation of administrative documents but should function as a decision-making instrument that concretely connects the school's vision with instructional needs.

Strategy implementation is the stage that determines the success of planning because all policies must be translated into operational actions involving school principals, teachers, educational personnel, students, and parents. This process requires the management of human resources, budgets, facilities and infrastructure, technology, and clearly defined responsibilities to ensure that educational programs are implemented in accordance with their intended objectives. Through a literature review on school-based management in Indonesia, Nomin et al. (2025) identified transformational leadership, strategic planning based on SWOT analysis, and the optimization of human resource management as important factors in supporting educational quality improvement. These findings reinforce the argument that successful strategy implementation is determined not only by the authority of school principals but also by their ability to foster collaboration, empower teachers, and develop an organizational culture oriented toward quality.

Strategy evaluation is an essential stage in ensuring that educational programs deliver outcomes consistent with predetermined objectives and performance indicators. Evaluation can be conducted through monitoring program implementation, instructional supervision, analysis of student learning outcomes, teacher performance assessment, and measurement of the effectiveness of school resource utilization. UNESCO (2024) emphasizes that effective educational leadership needs to integrate the establishment of expectations, a focus on learning, the development of collaboration, and the strengthening of human resource capacity as key dimensions of school management. However, from a critical perspective, the success of strategic management cannot be assessed solely by the completeness of planning documents or the implementation of administrative activities; rather, it must be demonstrated through tangible improvements in instructional quality and student development. Therefore, this study argues that principal strategic management should be understood as a continuous improvement cycle that connects needs-based planning, collaborative implementation, effective resource management, and evidence-based evaluation.

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Integration of Instructional Leadership and Learning Independence

The integration of instructional leadership and self-directed learning represents an educational management approach that connects the strategic role of school principals with the development of students' abilities to manage their own learning processes. From Hallinger's perspective, instructional leadership is not merely oriented toward supervising academic activities but also encompasses defining the school's mission, managing instructional programs, and creating an academic climate that supports student achievement. School principals' policies should be directed toward developing student-centered learning, empowering teachers, and implementing instructional strategies that provide students with opportunities to set their own learning goals and take responsibility for their learning outcomes. Thus, instructional leadership serves as an institutional driving force that enables self-directed learning to develop as an integral part of the school's academic culture.

The integration of instructional leadership and self-directed learning represents an educational management approach that connects school principals' policies with the development of students' abilities to manage their own learning processes. From Hallinger's perspective, instructional leadership encompasses formulating the school's mission, managing instructional programs, conducting academic supervision, and creating a school climate that supports student learning achievement. School principals' policies should be directed toward developing student-centered learning, empowering teachers, and implementing instructional strategies that provide students with opportunities to establish their own goals and take responsibility for their learning outcomes. Consequently, instructional leadership becomes an institutional driving force that enables self-directed learning to develop as part of the school's academic culture.

The relationship between these two concepts is reflected in the ability of school principals to create a learning environment that encourages the implementation of Self-Regulated Learning (SRL). According to Zimmerman's theory, self-regulated learning takes place through three phases: forethought, performance, and self-reflection. School principals can support these three phases through instructional policies that provide teachers with opportunities to guide students in setting learning targets, selecting learning strategies, monitoring their progress, and evaluating learning outcomes. A study by Kartika and Jannah (2024) involving fourth- and fifth-grade elementary school students found a significant relationship between teacher social support and students' self-regulation, demonstrating the importance of a supportive learning environment in fostering self-directed learning.

From an instructional management perspective, integrating instructional leadership and self-directed learning requires teacher empowerment, the development of active learning methods, constructive feedback, and the utilization of diverse learning

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resources. Hallinger et al. (2025), through a systematic review of 791 publications from 65 countries, demonstrated that research on instructional leadership has increasingly focused on its relationships with teacher attitudes, school climate, instructional quality, and educational performance. Meanwhile, Toomla et al. (2026) emphasized that the development of students' self-regulation needs to integrate metacognitive, motivational, and emotional aspects. Based on this synthesis, the researcher argues that the success of instructional leadership should not be assessed solely in terms of the effectiveness of academic supervision but also in terms of its ability to establish a learning ecosystem that enables students to become active, independent, reflective, and responsible learners.

Learning Independence as Capital for Educational Transition Readiness

Self-directed learning is one of the essential foundations that prepares students to face changes in the educational environment during the transition from Elementary School (SD) to Junior High School (SMP). At the junior high school level, students are confronted with more complex academic demands, an instructional system involving different subject teachers, more varied scheduling arrangements, and greater learning responsibilities. Under these circumstances, self-regulation, discipline, and responsibility become essential competencies that help students adjust their learning behaviors to the demands of a new environment. Therefore, transition readiness is determined not only by academic subject mastery but also by students' ability to manage their learning processes independently and consistently.

These self-directed learning abilities can be explained through Zimmerman's Self-Regulated Learning (SRL) theory, which positions students as active individuals in planning, implementing, monitoring, and evaluating their learning processes. Students who are accustomed to setting learning goals, managing their time, maintaining concentration, completing assignments, and engaging in self-reflection will have a stronger foundation for adapting to the instructional system at the junior high school level. Dörrenbächer-Ulrich et al. (2024), through a systematic review of 30 studies, found that the transition from primary to secondary education may be accompanied by declines in self-regulatory behaviors, self-efficacy, motivation, goal setting, and learning planning. These findings indicate that self-directed learning should not be assumed to develop automatically as students grow older; rather, it needs to be cultivated and strengthened through consistent educational practices and continuous guidance.

From an educational management perspective, the development of self-directed learning needs to become an integral part of school strategies for preparing students to face educational transitions. School principals can direct teachers to implement learning approaches that encourage responsibility, provide students with opportunities to make decisions, offer constructive feedback, and establish self-evaluation practices before

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students enter junior high school. Beatson et al. (2023) demonstrated that school-based transition interventions can support students' social-emotional adjustment and educational outcomes, while Van der Zwet et al. (2026) emphasized that successful transitions are influenced by the interaction of individual, family, peer, teacher, and school-related factors. Based on this synthesis, the researcher argues that self-directed learning represents an individual foundation that needs to be strengthened through institutional and family support so that students can adapt academically, socially, and psychologically to the junior high school environment.

School and Family Collaboration in Educational Transition Management

Partnerships between schools and families constitute a strategic element of educational transition management because students' successful transition from elementary school to junior secondary school depends not only on academic readiness but also on social and emotional support. Schools are responsible for providing information, guidance, and preparatory programs, while families contribute through open communication, emotional support, and the cultivation of learning responsibility at home. Such partnerships need to be established through two-way communication, parental involvement in program planning, and a shared understanding of students' developmental needs. Beatson et al. (2023) indicate that school-based transition interventions can support students' social-emotional adjustment and educational outcomes, although the strength of evidence regarding the effectiveness of individual interventions varies. Similarly, Van der Zwet et al. (2026) demonstrate that students' well-being during the transition is influenced by the interconnected roles of individuals, families, peers, teachers, and schools, with family support serving as a protective factor in emotional adjustment. Therefore, social and emotional support needs to be provided systematically before, during, and after the transition.

Coordination between sending and receiving schools is equally important to ensure learning continuity and the effective exchange of information regarding students' academic development and specific needs. Such coordination can involve aligning instructional approaches, interteacher meetings, sharing student development records, and familiarization activities at the receiving school. The study A Mixed-Methods Study of How to Improve Primary-Secondary Transitions in England (2026) emphasizes the importance of interschool collaboration and structured information sharing in maintaining continuity in curricula, assessment, and social-emotional support. Furthermore, Black and Brownlie (2026) highlight the importance of collaboration among school stakeholders and multilayered support systems in promoting students' social-emotional well-being during transitions. Accordingly, this study argues that effective transition management

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requires school principals to integrate sending schools, families, and receiving schools into a planned, inclusive, and continuously evaluated support system.

Development of Conceptual Model for Integration of Strategic Management of Principals

The development of the Integrated Strategic School Management Framework represents the main conceptual contribution of this article, derived from a synthesis of literature on principal strategic management, learning management, student learning independence, and educational transition readiness. This model is based on the premise that educational success is determined not only by the principal's ability to formulate a vision and establish policies but also by the school's capacity to translate these strategies into learning practices oriented toward student development. Accordingly, strategic management is positioned as the organizational foundation connecting school leadership, the learning process, student empowerment, stakeholder collaboration, and continuous evaluation. The integration of these dimensions is expected to create an educational environment that supports the development of learning independence and prepares students for the transition from elementary school (SD) to junior secondary school (SMP).

The first dimension, Strategic School Leadership, positions the school principal as the primary leader responsible for establishing the direction and priorities of educational development. This dimension encompasses vision formulation, policy determination, strategy development, and decision-making based on the needs and conditions of the educational institution. Strategic leadership should extend beyond the preparation of planning documents and ensure that the school's vision and strategies are translated into measurable programs relevant to students' needs. From the perspective of strategic management developed by David and David (2023), this process involves three main functions: strategy formulation, strategy implementation, and strategy evaluation. Meanwhile, Hallinger (2011) perspective on instructional leadership reinforces the idea that school principals need to direct their leadership toward developing the school's mission, managing instructional programs, and establishing a conducive academic climate. Therefore, the quality of strategic leadership can be assessed through its ability to connect organizational objectives with improvements in the quality of learning processes and outcomes.

The second dimension, Learning Management, focuses on the school's capacity to manage the learning process in a purposeful, adaptive, and student-centered manner. Learning management encompasses curriculum planning, organization of learning activities, development of instructional strategies, utilization of educational resources, and cultivation of a positive learning culture. Within this framework, school principals are

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responsible for ensuring that instructional policies provide students with opportunities to actively construct knowledge, develop critical thinking skills, and manage their own learning processes. Effective learning management should also provide teachers with opportunities to implement differentiated instruction, collaborative learning, and formative assessment according to students' needs and characteristics. Thus, learning management serves as a bridge between the school's strategic direction and students' actual learning experiences, which directly shape both academic competencies and independent learning skills.

The third dimension, Student Empowerment, emphasizes empowering students as the primary subjects of the educational process. This empowerment is realized through the development of self-regulated learning, responsibility, discipline, motivation, and decision-making abilities in learning activities. Zimmerman (2000) explains that self-regulated learning occurs through three interrelated phases: forethought, performance, and self-reflection. In the forethought phase, students establish learning goals, develop plans, and build motivation; in the performance phase, they engage in learning activities while monitoring their progress and the strategies they employ; and in the self-reflection phase, they evaluate their learning outcomes and determine improvements for subsequent activities. These three phases provide a conceptual foundation for developing learning independence because students are not only guided toward achieving academic outcomes but are also encouraged to manage their learning processes responsibly. Consistent with the review by Olid-Luque et al. (2025), developing self-regulation from primary education is important for supporting students' capacity to learn more independently.

The fourth dimension, Stakeholder Collaboration, highlights that the development of learning independence and educational transition readiness cannot be achieved by schools in isolation. Successful implementation requires the involvement of school principals, teachers, parents, and the broader educational environment through continuous communication and coordination. For example, elementary and junior secondary schools need to establish coordination mechanisms to ensure that information regarding students' academic development, learning needs, and individual characteristics can inform preparations for the transition between educational levels. Meanwhile, parents play an important role in providing emotional support, establishing learning habits at home, and helping children develop the self-confidence needed to adapt to a new school environment. The findings of Beatson et al. (2023) indicate that school-based interventions can contribute to preparing students for educational transitions, particularly in terms of social-emotional adjustment and educational outcomes. The review by Van der Zwet et al. (2026) also demonstrates that students' well-being during transitions is influenced by various factors involving individuals,

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families, peers, teachers, and the school environment. Therefore, stakeholder collaboration needs to be positioned as an integral component of educational management strategies rather than merely a supporting activity.

The fifth dimension, Monitoring and Evaluation, serves to ensure that all strategies and programs are implemented in accordance with established objectives. Monitoring focuses on the implementation of school policies, the quality of learning processes, the development of learning independence, and students' readiness to adapt to changes in the educational environment. Evaluation should employ clearly defined indicators, such as the achievement of learning objectives, students' ability to plan and manage learning activities, responsibility for assignments, adaptability, and social-emotional development. The evaluation results are subsequently used as a basis for decision-making, program enhancement, and continuous strategy improvement. In this context, evaluation should not focus exclusively on final outcomes but should also function as a feedback mechanism for assessing the effectiveness of the relationships among strategic leadership, learning management, student empowerment, and stakeholder collaboration. Accordingly, the monitoring and evaluation cycle enables schools to adjust their policies in response to students' actual needs and the changing dynamics of the educational environment.



Figure 2

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CONCLUSION

The literature synthesis highlights that principal strategic management plays a fundamental role in primary education by providing direction for planning, organizing, implementing, and evaluating educational programs. Beyond administrative and operational responsibilities, school principals formulate visions, establish policies, manage resources, and cultivate an organizational culture oriented toward improving instructional quality. Effective strategic leadership ensures that school policies and programs align with students' needs and educational objectives, thereby connecting organizational development with improvements in learning processes and outcomes.

School strategic management also contributes to creating learning environments that foster students' learning independence through student-centered policies, teacher capacity development, conducive learning environments, and instructional practices that encourage active participation and responsibility. From the perspective of Self-Regulated Learning, learning independence encompasses three interconnected processes: setting learning goals (forethought), implementing and monitoring learning activities (performance), and evaluating learning outcomes and strategies (self-reflection). Furthermore, educational transition readiness from elementary to junior secondary school encompasses four interrelated dimensions: academic, social, psychological-emotional, and independence readiness, requiring gradual preparation, family support, teacher guidance, and coordination between sending and receiving schools.

As the article's main contribution, the Integrated Strategic School Management Framework is proposed as a conceptual model comprising five dimensions: Strategic School Leadership, Learning Management, Student Empowerment, Stakeholder Collaboration, and Monitoring and Evaluation. These dimensions form an integrated educational management ecosystem that connects school leadership and policies with learning management, student empowerment, stakeholder involvement, and continuous evaluation to strengthen learning independence and educational transition readiness. Nevertheless, since this study employs library research, the proposed framework remains conceptual and requires further empirical investigation to examine its relevance, implementation, and effectiveness across different educational contexts.

MANAGERIAL IMPLICATIONS

The managerial implications of the Integrated Strategic School Management Framework emphasize the need for school principals to establish strategic management as the foundation for developing and implementing educational policies oriented toward student development. Through Strategic School Leadership and Learning Management, principals should formulate clear visions, policies, and measurable programs that address students' academic, social, psychological, and independence-related needs while

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fostering active, participatory, and student-centered learning environments. Teachers should also receive adequate support to implement instructional strategies that promote critical thinking, student engagement, responsibility, and independent learning.

Through Student Empowerment and Stakeholder Collaboration, schools need to systematically strengthen students' self-regulation, discipline, motivation, and learning responsibility while establishing sustainable partnerships among schools, teachers, parents, and receiving educational institutions. Meanwhile, Monitoring and Evaluation should assess not only program implementation but also students' learning independence, academic achievement, social interaction, and psychological readiness for educational transitions. Evaluation findings should inform continuous program improvement and evidence-based decision-making. Overall, the framework promotes integrated, participatory, and student-oriented school governance to improve learning quality and prepare students to become independent learners capable of adapting to the transition from elementary to junior secondary education.

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