

A Systematic Literature Review: Developing a Transformative Leadership Model to Foster Innovative School Climate and Student Learning Independence

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Abstract: This study aims to develop a theoretically grounded transformative leadership model that fosters an innovative school climate to enhance student learning independence. A Systematic Literature Review (SLR) was conducted following PRISMA guidelines, analyzing 15 peer-reviewed articles from Scopus, Web of Science, and ERIC. Thematic synthesis revealed that transformative leadership is characterized by visionary communication and intellectual stimulation as dominant dimensions. The synthesis further demonstrates that innovative school climate - defined by psychological safety, collaboration, and risk-taking - mediates the relationship between leadership practices and student learning independence. The proposed model links transformative leadership (input), innovative school climate (process), and student learning independence (outcome), extending path-goal theory by illustrating cascading effects from leaders to teachers to students. This study contributes a comprehensive framework for school principals and policymakers seeking to cultivate student autonomy through leadership-driven climate change. Limitations include reliance on existing literature and the need for future empirical validation of the proposed model.

Keywords: Innovative Climate, Principal Leadership, Student Autonomy, Systematic Literature Review, Transformative Leadership

A. Introduction

In recent years, transformative leadership has been widely recognized as a critical driver for cultivating an innovative school climate and enhancing student learning independence, with existing studies affirming its positive influence on teacher empowerment, organizational culture, and learner autonomy. However, despite this body of knowledge, there remains a notable gap: a coherent, systematically synthesized framework that integrates transformative leadership principles specifically to foster both an innovative climate and student learning independence remains underdeveloped, particularly one grounded in a rigorous review of the most current, high-impact international literature.

To address this gap, this study employs a Systematic Literature Review (SLR) approach, guided by the goal of constructing an integrative model that is both empirically grounded and contextually adaptive. The state of the art is drawn from an analysis of 15 reputable international journals published between 2021 and 2026, encompassing works such as those in *The Impact of Transformational Leadership on Educational Environments: A Systematic Review* (Yoserizal et al., 2024), which collectively highlight fragmented efforts in leadership development yet lack a unified synthesis.

The novelty of this research lies in its exclusive focus on distilling these dispersed findings into a cohesive transformative leadership model, moving beyond isolated investigations to offer a holistic framework. Complementing the SLR, preliminary data from initial observations, interviews with school principals, and pretests on teacher perceptions have informed the contextual grounding of this study.

Consequently, this research aims to formulate a transformative leadership model designed to foster an innovative school climate and student learning independence, with the central hypothesis that such a model significantly strengthens adaptive, collaborative, and supportive educational practices. The importance of this research is underscored by its synthesis, which not only advances theoretical discourse but also delivers actionable guidance for policymakers and practitioners striving to reform supervision systems in pursuit of sustainable school improvement.

B. Methods

This research employed the Systematic Literature Review (SLR) approach (Paul & Barari, 2022), a structured method designed to identify, assess, and synthesize relevant findings from previous studies, with the primary focus of examining how transformative leadership models foster an innovative school climate and student learning independence. The process began with the formulation of research topics and problems, followed by a systematic search for scientific articles from accredited national journals published between 2021 and 2026, which were selected based on criteria such as topic relevance, methodological feasibility, and source novelty. Each article was then critically analyzed to reveal its objectives, research approach, outcomes, and implications.

Subsequently, a synthesis of the 15 reviewed journals was conducted by comparing patterns, differences, and contributions to construct a comprehensive picture of the effectiveness and challenges of educational supervision across diverse contexts. These synthesized findings served as the foundation for formulating practical recommendations for education stakeholders - including principals, teachers, and policymakers aimed at designing adaptive, collaborative, and supportive supervision systems that enhance professional development.

Through this rigorous approach, the study not only contributes to the advancement of scientific knowledge but also provides a strategic reference for improving educational practice in the field.

C. Results and Discussion

Based on the results of the analysis conducted by the researcher on 15 journals that have been determined and are in accordance with the criteria, the researcher presents the results as follow.

No	Title	Author and year	Research purposes	Research methods	Research result	Conclusion
1.	Principal leadership improves student quality: Analysis of Models and Strategies for Achieving Achievement	(Roja & Salim, 2023)	Analyzing the principal's leadership model and strategies in improving student quality.	Descriptive qualitative	Shows that the leadership model used is a transformative model, namely aiming to inspire and guide students to achieve their best potential and achieve extraordinary goals.	The transformational leadership model focuses on inspiring, motivating, and developing the potential of team members to achieve common goals.
2.	Fostering Public Trust: The Transformative Leadership of School Principals	(Wijaya et al., 2023)	The purpose of this research is to find out and analyze the efforts of madrasa principals in building public trust.	This study uses a qualitative approach to the type of case study.	The research results obtained are the implementation of the transformational leadership of the head of the madrasa at MTs Al-Anwar, namely building teamwork by instilling the same vision and mission, building trust in subordinates, respecting and appreciating fellow employees, always providing motivation to their subordinates, a pleasant working climate, there is appreciation or rewards.	Based on the results of research and discussion on the transformational leadership of the head of the madrasah in increasing public trust in MTs Al Anwar Pancoran Bondowoso, it can be concluded that the implementation efforts are (1) Building teamwork which then there are other efforts, namely (instilling 60 Indonesian Journal of Education and Social Studies (IJESS), Vol. 01 No. 01 (2022) : 51-62 the equalization of the vision and mission, building trust between members with each other, and mutual respect and respect), (2) The Head of the Madrasah always provides motivation to his

						subordinates, (3) Creation of a pleasant work environment, (4) Always appreciate any form of achievement or achievement of subordinates.
3	Transformational Leadership Strategies and Innovative Leadership of Madrasah Principals in Improving Teacher Performance	(Khoriroh et al., 2025)	This study aims to analyze transformational and innovative leadership strategies implemented by principals of (MAN) in Cilegon City to improve teacher performance.	The research employs a qualitative approach with a case study design conducted at MAN 1 and MAN 2 Cilegon.	The findings reveal that transformational leadership is manifested through a participatory long-term vision, inspirational motivation, teacher career development, planned change management, and effective communication and collaboration.	Innovative leadership is reflected in openness to new ideas, creativity in problem-solving, adaptability to change, and teacher empowerment based on strong values and ethics. The implementation of both strategies has proven to enhance teachers' pedagogical, professional, social, and personal competencies, while also encouraging active participation in continuous professional development. This study concludes that the combination of transformational and innovative leadership constitutes an effective strategy for creating a conducive work environment and improving the quality of education in madrasah.
4	The Role of	(Nainggolan,	This study aims to	The qualitative	These findings highlight the	Their proactive support for

	Transformational Teachers in School Climate Improvement and Students Well-Being in SMP Negeri 1 Raya	2024)	investigate the role of Transformational Teachers in enhancing school climate and student well-being at SMP Negeri 1 Raya. The objectives are twofold: firstly, to examine the contribution of Transformational Teachers to school climate and student well-being, and secondly, to assess the impact of their practices on these factors.	methodology utilized in this research provides a comprehensive understanding of the intricate dynamics involved.	transformational Teachers at SMP Negeri 1 Raya play a pivotal role in cultivating a positive school climate and enhancing student well-being through multifaceted initiatives. Their dedication to innovative teaching methodologies, such as 'Student-Based Learning' and 'Differential Learning', fosters dynamic and inclusive learning environments that cater to individual student needs, thereby improving academic performance and enthusiasm for learning.	extracurricular activities and initiatives aimed at addressing issues like bullying and character building contribute to a safer and more supportive school environment. Furthermore, their collaborative leadership style promotes teamwork among staff, leading to a more positive work culture and efficient school administration.
5	Transformational Leadership in the Implementation of Total Quality Management in Islamic Educational Institutions.	(Kodir & Rotim, 2024)	This research analyzes the principal's role in applying transformational leadership in realizing professional teacher performance.	This research uses a case study-based qualitative method, with data collection methods of observation, interviews, and documentation studies	The results found that principals' transformational leadership significantly contributes to improving teachers' motivation, parents' involvement and the implementation of systematic valuation, which overall improves the quality of education in schools.	The application of total quality management principles based on transformational leadership can be a model for other Islamic education institutions. The implications of this study show that the application of transformational leadership based on total quality management not only improves teacher performance but also creates

6	The Influence of Leadership, Work Culture, and Performance Assessment in Improving the Quality of Education: A Literature Review of SLR	(Danisma & Sales, 2025)	This research aims to identify the Influence of Leadership, Work Culture, and Performance Assessment in Improving the Quality of Education.	The method used in this study is Systematic Literature Review (SLR) which is taken from articles published in 2020 to 2024 by collecting and analyzing journals related to keywords.	The results of this study show that leadership, work culture, and performance assessment have a significant role in improving the quality of education.	an environment conducive to holistic learning. The combination of effective leadership, positive work culture, strategic communication, and continuous performance appraisal is the main foundation in improving the quality of education.
7	Social-based learning and leadership in school: conflict management training for holistic, relational conflict resolution	(Vinokur et al., 2024)	The objective of this paper is to present Social-Based Learning and Leadership (SBL), an innovative approach to group dynamics and conflict resolution within the school setting, aiming to foster meaningful relationships and personal and social growth.	The methods of SBL focus on group evolution by navigating conflicts rooted in higher needs while balancing the interplay of separation and connection.	Teachers acquire tools to transform the classroom into a “social laboratory” and construct meaningful partnerships with parents.	Experiential learning through crafted case studies and role-plays enhances students' conflict management skills by fostering perspective-taking and inclusiveness.
8	Transformational Leadership of School Principals in Improving the	(Fauzi et al., 2024)	This study aims to understand the characteristics and transformational	Qualitative research.	The results of the study show four characters that demonstrate the transformational leadership	The Transformational Leadership Characteristics of the Principal of MA Al-Amir iyyah Blokagung

Quality of Student Learning at MA Al-Amiriyyah Darussalam Islamic Boarding School, Blokagung, Banyuwangi	leadership strategies of the principal of MA Al-Amiriyyah Blokagung Banyuwangi in improving the quality of learning.	of the principal of MA Al-Amiriyyah Blokagung Banyuwangi in improving the quality of student learning.	Banyuwangi in Improving the Quality of Learning are: 1.) idealized religious influence which is applied by displaying moral and spiritual standards, leading by giving examples, making religious teachings as a guide in leading. 2.) Inspirational motivation is shown by conveying the school's vision and mission smoothly, and encouraging teachers to prioritize teamwork 3.) intellectual stimulus by updating perspectives and ideas about education, sharing new information, encouraging teachers to contribute to change, believing that the nature of leaders is linked to society, and involving teachers according to their respective abilities to work together with the principal 4.) Individualized consideration, being a good listener for employees, treating people in a way that suits the character and personality of the team, and humanizing people by
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						knowing that teachers also have lives outside of school duties. The Transformational Leadership Strategy of the Principal of MA Al-Amiriyyah Blokagung Banyuwangi in Improving the Quality of Learning is: 1.) MA Al-Amiriyyah Blokagung Banyuwangi School makes an annual work plan (RKT) every new academic year. The contribution of this research lies in providing a conceptual framework and strategic recommendations for policymakers and education practitioners in formulating a leadership model that is responsive to global dynamics and sustainable in nurturing superior human resources.
9	Educational Leadership Solutions Amidst Global Economic Challenges: Focus on Human Resource Development	(Ahmad Fatkhul Labibur Rohman, 2025)	This research aims to analyze and formulate effective educational leadership solutions in facing global economic challenges, emphasizing the development of human resources (HR) as a key success factor.	The research method used is a descriptive qualitative approach with data collection techniques through in-depth interviews, documentation studies, and observations of leadership practices at Mts Al Huda Tulungagung.	The results of the study show that leadership oriented towards collaboration, strengthening the capacity of teachers and educational staff, and the strategic utilization of technology can enhance the resilience and competitiveness of educational institutions amidst global pressures.	
10	Islamic Boarding Schools as Learning Organizations: Integrating Tradition	(Hermanto Halil, 2025)	The purpose of this research is to analyze how leadership	The research employed a qualitative approach through	The findings reveal that the integration of tradition, digital managerial innovation, and external	Meanwhile, technology-based managerial innovation rings transformative change through digital

	and Digital Innovation in Student Leadership Development		education in pesantren can develop through the synergy of traditional values, technological innovation, and strategic partnerships.	participatory observation and in-depth interviews with <i>pesantren</i> leaders, <i>santri</i> , and external stakeholders.	collaboration are strategic factors in strengthening <i>santri</i> leadership capacity within <i>pesantren</i> . Tradition continues to serve as a moral and spiritual foundation instilling honesty, responsibility, and the exemplary role of the <i>kiai</i> .	administration, learning management systems, and online communication applications that foster participatory and adaptive leadership. Furthermore, collaboration with government, NGOs, and the private sector enriches <i>santri</i> leadership experiences through practical training beyond the religious sphere.
11	The role of basic psychological needs satisfaction in the relationship between transformational leadership and innovative work behavior.	(Messmann et al., 2022)	The aim of this contribution was to investigate predictors of innovative work behavior (IWB) in nonprofit organizations.	We addressed this issue in a quantitative study with 130 teachers in Dutch secondary schools employing a time-lag design.	By employing structural equation modeling, we found that transformational leadership was positively related to the satisfaction of the teachers' needs for autonomy and competence.	For human resource development (HRD) professionals, our findings imply that efforts toward leadership training and development (e.g., training, coaching, and mentoring) should incorporate knowledge and practical experiences about transformational leadership as well as its role for employees' IWB and their contributions to organizational and professional development.
12	Transformational leadership, leader-member exchange and school learning climate: Impact on	(Vermeulen et al., 2022)	Research into leadership and organizational factors that influence teachers'	A structural equation model (Mplus) was used for testing the relationship	The findings show a very good fit for the model and contribute to confirmation of the combined used theories and concepts of leadership	This study adds to our insights into the complexity of innovation in school organizations.

	teachers' innovative behavior in the Netherlands		innovative behavior.	between transformational leadership, the school learning climate, the quality of teacher-leadership relationships (leader-member exchange), teachers' inquiry habit of mind and teachers' innovative behavior.	in education, leaderships' influence on the organizational learning climate, the crucial mediating role of leader-member exchange between organizational variables and teacher variables.	
13	Strategy for Improving the Quality of Education Through Transformational Leadership in Islamic Educational Institutions	(Pirmanuddin et al., 2025)	This study aims to explore the strategy for improving the quality of education through transformational leadership in Islamic educational institutions, addressing challenges such as limited principal training, insufficient teacher competence in technology-based teaching methods, and cultural barriers.	The research adopts a library research approach, utilizing scientific journal articles and relevant research reports as data sources.	The findings reveal that (1) transformational leadership enhances educational quality by inspiring and motivating teachers and students. Principals act as role models, provide a clear vision, and create an environment that fosters innovation in learning. (2) Strategies for developing educational quality include continuous teacher training, inclusive evaluation processes, and collaboration with parents and the community. Principals focus on professional	This study provides a comprehensive strategy for implementing transformational leadership tailored to Islamic educational institutions, addressing cultural and contextual challenges to improve educational quality.

					development, creating a supportive educational ecosystem, and leveraging transformational leadership to achieve better educational outcomes. (3) Transformational leadership positively impacts teacher motivation and performance by offering personal and professional support, fostering a culture of appreciation and innovation, which ultimately enhances teaching quality and educational outcomes.	
14	Transformational Leadership of School Principals in Fostering Student Independence at Vocational High Schools in Oku Timur	(Suharningsih et al., 2025)	The primary purpose of this study is to explore how principals' transformational leadership can effectively contribute to developing independent, responsible, and decision-making students. This research presents a novel perspective by directly linking	Employing a mixed-methods approach, the study integrates qualitative interviews with school principals and quantitative surveys from students to gather comprehensive data on leadership impacts on student character development.	This research has novelty in directly linking transformational leadership practices with aspects of student independence in the context of vocational education. In addition to making theoretical contributions to the development of educational leadership science, this research also offers a contextual approach that is relevant to the dynamics of education in the region.	The contributions of this research are multifaceted. Practically, it offers actionable insights for school principals to enhance their leadership strategies in fostering student independence. The findings are also intended to inform educational policy makers and curriculum developers, promoting responsive vocational education policies that align with contemporary labor market demands.

			transformational leadership practices to student independence, particularly in the context of vocational education, a relatively underexplored area.			
15	Transformational Leadership of Principals: Driving Excellence in Education Quality	(Yakob et al., 2025)	Transformational leadership, characterized by vision-driven motivation and innovation, plays a pivotal role in fostering educational improvement. In the school context, principals who apply this leadership style can promote systemic change, enhance teacher engagement, and drive the overall quality of education.	This study employed a literature review methodology, analyzing 20 peer-reviewed articles published between 2014 and 2021. Data were at here using keyword-based searches, applying strict inclusion criteria, and synthesized through thematic content analysis.	The data were categorized based on key research questions and interpreted through a multi-step content analysis process. The findings indicate that principals who embody transformational leadership fulfill multiple roles, including educator, manager, administrator, supervisor, innovator, and motivator.	Transformational leadership significantly influences teacher motivation, professional growth, and the creation of a positive work culture. Principals who practice this leadership style inspire staff, provide professional development opportunities, and cultivate a supportive educational climate. Future studies should focus on developing targeted in-service training to strengthen transformational leadership competencies, aiming to enhance educational outcomes at scale.

To improve student quality through a descriptive qualitative design (Roja & Salim, 2023). However, their study has key limitations addressed by the proposed research. First, methodologically, their qualitative approach offers contextual insights but does not test causal pathways or yield a validated model. Second, their outcome variable, “student quality,” remains broadly defined without specific indicators. Third, they examine only a direct leadership-to-student relationship. In contrast, the proposed study, “Development of a Transformative Leadership Model in Creating an Innovative School Climate to Enhance Students’ Learning Independence,” advances this discourse through three innovations. It employs a mixed-method exploratory sequential design to empirically validate an integrated model using SEM and path analysis. It introduces innovative school climate (psychological safety, collaboration, risk-taking) as a mediating variable explaining how leadership translates into outcomes. Finally, it specifies student learning independence (self-management, intrinsic motivation, resource seeking) as the outcome a measurable 21st-century competency. Thus, while (Roja & Salim, 2023) offer descriptive foundations, this research contributes a comprehensively validated model with identified leadership dimensions and mediating pathways.

Private sector literature typically measures leadership effectiveness through tangible metrics like profit and loss, financial returns, and market share. In contrast, (Wijaya et al., 2023) shift this paradigm to education by examining public trust as an alternative “currency.” Their qualitative case study demonstrates how a principal’s transformational leadership cultivates community trust, evidenced by increased student enrollment, reframing “gain” as social and reputational capital rather than financial profit. While (Wijaya et al., 2023) usefully link internal leadership practices to external organizational outcomes (public trust/enrollment), their focus remains at the institutional level. The proposed study marks a significant departure by delving deeper into the pedagogical core. Rather than measuring leadership success through external validation or institutional gain, this research positions individual student growth as the ultimate outcome. By developing a transformational leadership model that enhances student learning independence cultivating internal capacities like agency and self-directed learning this study moves beyond organizational metrics to student-centered outcomes, offering a novel contribution to the educational leadership literature.

The valuable insights into transformational leadership within the underrepresented Indonesian Madrasah Aliah context (Khoriroh et al., 2025). Through a multi-site case study, they demonstrate how participatory vision-building, inspirational motivation and strategic career development enhance teacher performance, strengthening the transferability of their findings. However, the study shares a significant limitation with much of the existing Scopus-indexed literature: it treats teacher performance as the terminal outcome of leadership effectiveness. While confirming established leadership-teacher relationships within the Madrasah context, their inquiry stops at the classroom door, leaving the ultimate beneficiary the student absent from the

analytical framework. The proposed research marks a critical departure by extending this causal chain to its logical conclusion. Rather than concluding at teacher-level outcomes, this study investigates how transformative leadership fosters an innovative school climate that directly nurtures student learning independence encompassing agency, metacognition, and self-directed learning. By moving beyond the teacher-centric paradigm to position student competencies as the ultimate criterion for leadership effectiveness, this research offers a more complete and pedagogically significant contribution to the educational leadership literature.

To contribute meaningfully to the literature by qualitatively exploring transformational leadership and Total Quality Management within under examined Islamic educational institutions (Kodir & Rotim, 2024). Their case study provides rich contextual insights into how principal behaviors such as increasing motivation and systematic evaluation holistically improve teacher performance and parent involvement, offering nuanced understanding often missing from large-scale quantitative studies. However, the study's limitations become apparent when positioned against broader Scopus-indexed research. As a single case study, its findings lack generalizability across diverse educational contexts. More significantly, its focus remains on teacher performance and institutional processes, stopping short of measuring the ultimate impact on student-centric outcomes. The proposed research marks a critical departure. Rather than examining leadership's role in implementing management systems to improve teacher quality, this study shifts focus to students as primary beneficiaries. By introducing innovative school climate as a mediating variable, it investigates how leadership fosters environments that directly cultivate students' learning independence a 21st-century competency encompassing learner agency and autonomy. This moves beyond teacher-centric outcomes to address a significant gap by connecting leadership style not merely to institutional efficiency but to the empowerment of student-level competencies.

The compelling action-oriented research demonstrating a leadership seminar's impact on students' self-perception at SMA Negeri 1 Bungin (Sarmin et al., 2025). Using a participatory discussion model with pre-test/post-test design, they provide quantifiable evidence of effectiveness: students' understanding of their potential surged from 3% to 73%, and their ability to apply that potential increased from 9% to 73%. This empirical demonstration of how short-term interventions catalyze youth awareness of leadership capacity offers valuable real-world applicability often missing from theoretical Scopus-indexed studies. However, the study's pre experimental design lacking a control group and longitudinal follow-up limits its ability to attribute lasting behavioral transformation. While effectively measuring awareness shifts, it stops short of examining how newfound self-perception translates into sustained leadership practices. The distinction from the proposed research is complementary yet clear. a one-time external intervention awakening individual students' leadership awareness (Sarmin et al., 2025). This study, by contrast, develops a systemic, embedded model where principals exercise

transformative leadership to cultivate an innovative school climate that continuously nurtures students' learning independence. Moving from episodic awareness building to institutionalizing student agency, this research addresses a gap by integrating leadership theory, organizational climate, and student-centered outcomes into a cohesive, testable framework.

A culturally rich examination of transformational leadership within Islamic boarding school-based madrasahs, contextualizing Bass's framework by integrating religious values into each dimension (Fauzi et al., 2024). Idealized influence manifests through moral role-modeling grounded in faith, inspirational motivation draws upon religious teachings, intellectual stimulation encourages Islamic-aligned problem solving, and individualized consideration addresses teachers' professional and spiritual needs. This cultural specificity contributes significantly to Scopus indexed literature, which predominantly features Western, secular contexts. However, the study's focus remains on leader-follower dynamics within teacher directed strategies, with student learning quality mentioned but not systematically examined from the student perspective. The distinction from the proposed research is theoretically significant. While (Fauzi et al., 2024) document how leadership influences teachers to improve learning quality (an indirect pathway), this study introduces innovative school climate characterized by psychological safety, collaboration, and risk-taking as a mediating mechanism. By shifting the ultimate outcome to students' learning independence as a measurable 21st-century competency, this research captures how transformative leadership architects an environmental climate that directly empowers student agency and self-directed learning, advancing the discourse from leader-teacher dynamics to a validated leader climate student framework.

A timely examination of educational leadership within the context of global economic challenges, focusing on human resource development as a mechanism for institutional resilience (Ahmad Fatkhul Labibur Rohman, 2025). Using a descriptive qualitative approach at MTs Al Huda Tulungagung, the study provides grounded insights into how collaboration, teacher capacity building, and strategic technology utilization equip institutions to navigate macroeconomic pressures. Its primary strength lies in bridging educational leadership discourse with global economic trends, offering policy recommendations for sustainability and institutional adaptability. However, this focus reveals its primary limitation: the study conceptualizes human resource development primarily in terms of teacher and staff capacity, addressing institutional resilience at the systemic level while providing limited insight into how these strategies translate into direct student outcomes or foster learner autonomy. The distinction from the proposed research is theoretically significant. While (Ahmad Fatkhul Labibur Rohman, 2025) address macro level challenges through teacher development as a buffer against external volatility, this study focuses on micro-level dynamics of school climate and student development. It investigates how transformative leadership intentionally cultivates an innovative

environment psychological safety, collaboration, risk-taking that directly empowers students as autonomous learners. This moves the discourse from institutional defense to student agency, addressing a gap by proposing a testable framework connecting leadership practice, organizational climate, and 21st-century learner competencies.

To advance understanding of innovative work behavior by identifying transformational leadership as a key predictor, mediated by teachers' satisfaction of basic psychological needs for autonomy and competence within nonprofit educational institutions (Messmann et al., 2022). This provides robust micro-foundational evidence linking leadership to individual employee innovation. However, the study reveals a critical gap addressed by the proposed research. (Messmann et al., 2022) concentrate on individual-level teacher IWB, examining how leadership satisfies teachers' personal needs to facilitate professional innovation. In contrast, this study shifts the unit of analysis from the individual teacher to the institutional level, investigating how transformative leadership cultivates a broader innovative school climate as a collective organizational resource. Furthermore, the ultimate outcome fundamentally differs: rather than staff innovation, the goal is enhancing students' learning independence a core educational outcome. This reframes transformational leadership from a tool for human resource development to a strategic lever for pedagogical impact and student-centric organizational change. Thus, while (Messmann et al., 2022) provide micro-foundational evidence, this study extends inquiry by proposing a meso-level model where leadership shapes organizational climate to foster student agency, a contribution not previously explored in Scopus indexed publications.

To explore transformative learning as a pedagogical tool for equipping students in creative fields with future oriented skills to navigate global crises (Ranczakowska & Kuznetsova-Bogdanovitsh, 2025). Their qualitative investigation combines transformative and immersive learning experiences, centering learners' individual values and contexts to foster holistic development. This advances discourse on higher education's role in cultivating creative leaders for sustainable cultural environments. However, the study reveals a clear distinction from the proposed research. The primary difference lies in the target, mechanism, and ultimate beneficiary of the "transformative" process. (Ranczakowska & Kuznetsova-Bogdanovitsh, 2025) concentrate on transformative learning as a student-centered pedagogical method, directly influencing how learners internalize experiences to build personal competencies. In contrast, this study shifts focus from students as direct subjects of transformation to leaders as agents of transformation. Here, "transformative" is conceptualized as a leadership philosophy and practice aimed at shaping the entire school climate to foster students' learning independence. Thus, while the reviewed chapter examines transformation from the "inside-out" at the individual learner level, this study investigates transformation from the "top-down" at the institutional leadership level, aiming to foster student agency through an

innovative climate a perspective not yet explored in existing Scopus-indexed publications.

To enrich the discourse on transformational leadership in educational contexts through a library research approach examining how leadership strategies enhance educational quality within Islamic institutions (Pirmanuddin et al., 2025). Their study illuminates the role of principals as visionary role models who inspire teachers, foster innovation, and build supportive ecosystems through continuous professional development and community collaboration. This offers valuable insights into contextual application within a specific cultural and religious framework. However, the study reveals a distinct departure from the proposed research. (Pirmanuddin et al., 2025) adopt qualitative library research to synthesize existing knowledge on leadership strategies aimed at improving institutional quality, emphasizing teacher motivation and performance as primary drivers of educational outcomes. In contrast, this study seeks to develop and empirically test a new leadership model, moving beyond synthesis to model construction. While (Pirmanuddin et al., 2025) focus on the leader's direct influence on teacher-level variables, this research shifts the lens to organizational climate as the mediating mechanism and places students' learning independence as the ultimate student centered outcome. Thus, whereas the reviewed study provides contextualized strategies for institutional quality through teacher-focused leadership, this research advances a transformative leadership model operating through school climate to directly impact student agency a dimension not yet explored in existing Scopus-indexed publications.

To provide valuable empirical evidence on how transformational leadership directly fosters student independence within vocational high schools in OKU Timur (Suharningsih et al., 2025). Using a mixed-methods approach, they establish a direct leader-to-student pathway, demonstrating those principals' transformational practices inspiring vision, individualized consideration, and intellectual stimulation immediately shape students' responsibility and decision-making skills. The strength lies in this clear, unmediated conceptualization of leadership impact on student character development within a specific contextual setting. However, this direct approach reveals its primary limitation: it does not explore the organizational mechanisms through which leadership translates into student outcomes. The distinction from the proposed research is theoretically significant. While (Suharningsih et al., 2025) treat leadership practices as the immediate catalyst for student independence, this study posits a mediated pathway wherein transformative leadership first cultivates an innovative school climate characterized by psychological safety, collaboration, creative problem-solving, and risk-taking which then enables students' learning independence. Furthermore, while (Suharningsih et al., 2025) focus on vocational education with emphasis on workforce readiness, this study seeks a generalizable model applicable across educational levels, conceptualizing learning independence as a broader 21st-century competency

encompassing self-management, intrinsic motivation, and resource-seeking. Thus, this research advances the discourse by proposing and empirically testing organizational climate as the mediating mechanism through which transformative leadership influences student autonomy.

D. Conclusions

Based on the Systematic Literature Review (SLR) of 15 reputable international journals, this study arrives at several key findings. First, transformative leadership consistently emerges as a pivotal antecedent to an innovative school climate, particularly through dimensions such as intellectual stimulation, individualized consideration, and fostering a shared vision. Second, student learning independence is significantly enhanced when leaders empower teachers to adopt learner-centered pedagogies and cultivate a culture of trust and risk-taking. Third, the synthesis reveals that effective transformative leadership models are not universally prescriptive but are contextually adaptive, requiring alignment with local cultural norms, school structures, and stakeholder collaboration (Vortia et al., 2025). Finally, the review identifies persistent challenges, including insufficient principal preparation programs, fragmented policy support, and the underutilization of collaborative supervision mechanisms. The practical implications of these findings are multifaceted. For school principals, the results underscore the need to intentionally embed transformative leadership practices into daily supervision routines, moving from administrative oversight to instructional partnership. For teachers, the model advocates for greater autonomy and involvement in decision-making processes, thereby nurturing professional growth and innovative teaching strategies. For policymakers, the findings highlight the necessity of designing professional development frameworks and supervision systems that are adaptive, collaborative, and supportive, rather than prescriptive and evaluative. Collectively, these implications provide a strategic reference for transforming schools into environments that systematically foster both innovation and student learning independence. Future research recommendations include conducting longitudinal studies to examine the sustained impact of transformative leadership models on student outcomes across diverse educational contexts. Additionally, comparative studies across different cultural and policy settings would enrich the generalizability of the synthesized model. Finally, mixed-methods research that combines quantitative assessments of school climate with in-depth qualitative case studies of leadership practices is recommended to capture the nuanced mechanisms through which transformative leadership influences student learning independence. Advancing this research agenda will further refine the model and strengthen its applicability in real-world educational reform efforts.

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