

CONFERENCE PAPER • KICE 2026 • YOGYAKARTA, INDONESIA**TRANSFORMATIVE ADAPTIVE LEADERSHIP IN STRENGTHENING PARENTAL ENGAGEMENT: AN ANALYSIS OF EDUCATION MANAGEMENT IN INDONESIAN ELEMENTARY SCHOOLS IN JEDDAH AND MAKKAH**NAJMATUZZAHIROH¹,¹ UNIVERSITAS NEGERI YOGYAKARTA

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Abstract. Parental engagement is one of the important factors in improving the quality of basic education, especially in Indonesian schools abroad that face different social, cultural, and geographical challenges. Positively, various Indonesian elementary schools in Jeddah and Makkah showed progress in building collaboration between schools and parents through digital communication programs, parenting activities, and strengthening inclusive school culture. Adaptive and transformative leadership of school principals also encourages the creation of a wider space for parents to participate in the child's education process. However, factually there are still a number of obstacles, such as the limited time of parents who mostly work in the informal and formal sectors with long working hours, differences in the socio-cultural backgrounds of diaspora families, and the lack of optimal school managerial strategies in systematically integrating parental involvement in educational programs. This condition shows that there is a gap between the expected parental involvement practices in modern education management and the reality of implementation in Indonesian elementary schools abroad. Based on these gaps, this study formulates two main questions: (1) how the practice of transformative adaptive leadership of school principals in strengthening parental engagement in Indonesian elementary schools in Jeddah and Makkah; and (2) how the implications of leadership are on the effectiveness of education management in schools. This study uses a qualitative approach with a case study design through in-depth interview techniques, participatory observation, and institutional document analysis. The results of the study show that the adaptive-transformative leadership of school principals plays a significant role in building a collaborative ecosystem between schools and parents through participatory communication strategies, innovation of parenting programs based on the diaspora community, and the use of digital technology to strengthen family-school educational interactions. This leadership model has been proven to be able to increase trust, participation, and shared responsibility between schools and parents in supporting the success of students' education.

Keywords: *transformative adaptive leadership, parental engagement, education management, overseas Indonesian schools, educational leadership.*

INTRODUCTION

Education in Indonesian Schools Abroad (SILN) has different challenges compared to schools in Indonesia because it is located in the social, cultural, and geographical environment of the diaspora community. The school not only functions as a formal educational institution, but also as a space for the formation of national, cultural, and religious identity for Indonesian children abroad.[1] In this context, parental *engagement* is an important factor in supporting the success of student education, especially at the elementary school level which still requires intensive assistance from the family. Various studies show that parental involvement can increase students' learning motivation, discipline, and academic and emotional development.[1] On the other hand, the development of communication technology also opens up new opportunities for schools to build more flexible interaction patterns with Indonesian diaspora families abroad.

However, the reality on the ground shows that parental engagement in Indonesian schools abroad still faces various challenges. Most parents of diaspora students work in both formal and informal sectors with long working hours, so their involvement in school activities is often limited.[2] In addition, differences in family socio-cultural backgrounds, migrant life dynamics, and adaptation to the environment of the destination country cause communication between school and parents to not always run effectively. These conditions have an impact on the suboptimal supervision of student learning, family involvement in school programs, and strengthening the culture of education based on the diaspora community. This situation shows that schools need adaptive and transformative leadership models in order to be able to build more inclusive and participatory educational collaboration.[2]

A number of previous studies have mostly discussed educational leadership in general, learning culture, and the Islamic education system, such as M. Yusuf et al.'s research on educational leadership, Peldi Setiawan et al. on school leadership in learning environment management, and Nadya Luthfiah et al. related to Arabic language learning culture at Indonesian Schools in Makkah.[3] The research makes an important contribution to the development of educational leadership studies and school culture, but has not specifically examined the relationship between transformative adaptive leadership of school principals and parental engagement in Indonesian schools abroad. In addition, most of the previous research still focused on the domestic education context and has not placed the Indonesian diaspora community as part of the education management ecosystem. Thus, there is a *research gap* in the form of limited empirical studies on how the leadership of school principals can build parental involvement systematically in the context of Indonesian diaspora education in Saudi Arabia.[3]

Based on these gaps, this study seeks to analyze the transformative adaptive leadership practices of school principals in strengthening parental engagement and its implications for the effectiveness of education management in SILN Jeddah and Makkah. This research is important because it offers a new perspective on the relationship between school leadership, parental involvement, and strengthening the governance of diaspora community-based education. In addition to having a theoretical contribution in the development of transnational education leadership studies, this research is also expected to provide practical recommendations for the management of Indonesian schools abroad to be more adaptive, collaborative, and responsive to the needs of the Indonesian diaspora community in the era of educational globalization.

Review

In an article, it is necessary to have a review to make it easier to conduct distinctive studies and novelty studies, for that we display a list of writings that are similar to this study,

The first is the research conducted by M Yusuf et al with the research title Educational Leadership as the Main Force in Attracting Public Interest in Islamic Education in this study provides information that Islamic educational institutions face fierce competition in attracting public interest, so they need strong leadership to maintain their sustainability. Educational leadership plays a key role in shaping institutional identity, developing strategic policies, and fostering trust among stakeholders. This study explores the role of educational leadership as a key driver in increasing public enthusiasm for Islamic education. Using a literature research method with a critical literature analysis approach, this study examines how leadership styles, decision-making processes, and institutional visions affect public perception. The findings show that effective educational leadership not only enhances institutional credibility but also plays an important role in implementing adaptive management strategies. Leaders with strong vision and transformational abilities can drive innovation, strengthen institutional networks, and improve service quality. The study highlights the importance of leadership models that integrate Islamic values with modern management approaches, ensuring that Islamic education remains relevant and competitive in contemporary society. Strengthening leadership capacity is essential to sustain institutional growth and expand the reach of Islamic education.[4]

The second is research conducted by Peldi Setiawan et al with the title School Leadership in Improving Learning Environment Management: A Case Study at SD Negeri 4 Tekad in this study provides information to explore the implementation of school leadership in improving the management of the learning environment at SDN 4 Tekad. Using a qualitative descriptive approach, data was collected through interviews, observations, and document analysis. The findings of the study reveal four key aspects of leadership, namely: managing the learning environment for individual and collective development, supervising learning activities, guiding in school management, and addressing challenges in managing the learning environment. The principal demonstrates a participatory and supportive leadership style, with an emphasis on collaboration, academic supervision, and stakeholder engagement. Although resources are limited and teacher capacity varies, adaptive strategies such as informal mentoring and community engagement have proven effective. This study emphasizes the importance of context-based transformative leadership in creating a conducive and inclusive educational climate, especially in rural primary schools.[5]

Third, the research conducted by Agam Gunawan et al with the title Affective Canonical Analysis Of Hypnoteaching And Student Engagement Outcomes in this study provides information investigating the interrelated dynamics between affective-oriented learning practices, especially Hypnoteaching, and various dimensions of student engagement in Indonesian high schools. Using Canonical Correlation Analysis (CCA), this study examined two sets of variables: affective learning components (positive suggestions, empathy, motivational induction, and focus guidance) and learning outcomes (behavioral, emotional, cognitive, and digital engagement). Data were collected from 120 students in Banten, Yogyakarta, and East Java using a validated Likert scale instrument. The analysis identified two significant canonical functions ($Rc_1 = 0.812$, $p < 0.001$; $Rc_2 = 0.517$, $p = 0.016$). The first function, called Affective Resonance, shows a

strong connection between empathy, motivation, and emotional engagement. The second function, called Regulation Control, shows that focus guidance improves digital self-regulation. The findings show that affective-based pedagogy strengthens emotional engagement and behavioral discipline. Theoretically, this study integrates the principles of affective learning with motivational constructs within the framework of multivariate analysis; In practical terms, this study offers a data-driven foundation for improving digital engagement and well-being in contemporary classrooms.[6]

Fourth is the research conducted by Anisa Rahmatul Meiril et al with the research title Tracing the Two Axes of Islamic Education: A Comparative Study of the Education Systems of Saudi Arabia and Indonesia in this article provides information aimed at analyzing and comparing the education system in Saudi Arabia and Indonesia through a literature study approach. The study highlights similarities and differences in educational objectives, curriculum structure, education management, and the type and level of education applied in the two countries. In addition, this article reviews the history of the development of education in Saudi Arabia, specifically the central role of Islamic education in shaping national education orientation and policy. The analysis shows that Saudi Arabia has an education system that is heavily influenced by religious values and Islamic law, while Indonesia develops an education system based on Pancasila with a more pluralistic approach. However, both countries face similar challenges, such as improving the quality of teachers, equitable access to education, modernizing curricula, and adapting to technological developments and globalization. The findings of this study confirm that despite fundamental differences in educational ideologies and approaches, Saudi Arabia and Indonesia have a shared commitment to improving the quality of human resources through strengthening the national education system. This article is expected to serve as a reference for comparative research on education in Muslim-majority countries.[7]

The fifth is research conducted by Nadya Luthfiah et al with the title Exploration of Arabic Language Learning Culture at Indonesian Schools Makkah: Ethnographic Studies in this study provides information aimed at exploring the Arabic language learning culture at Indonesian Makkah Schools (SIM), with a focus on research that includes the analysis of learning methods and strategies, the role of the school environment in shaping learning culture, and challenges faced by students and teachers. This research uses a qualitative approach with an ethnographic type. The procedure of the ethnographic research cycle is based on Spradley's theory, namely: project selection, question drafting, data collection, research record collection, data analysis, and writing of reports and data sources. Data sources were obtained from observations, interviews, and documentation, which were then analyzed using the Spradley model with domain and taxonomic analysis. The results of the study show that: 1) Arabic language learning in SIM combines interactive and traditional approaches and integrates technologies such as Smart TVs, Computer Labs, SIM TV Studios, and interactive learning applications. 2) Learning involves 4 maharats: al-kalam, al-qira'ah, al-kitabah, and al-istima'. 3) The school environment, including extracurricular facilities and activities such as the Arabic Language Club, 3S Habits (smiling, greeting, and greeting), memorizing the Qur'an, reading prayers, and reviewing last week's material, plays an important role in shaping the culture of learning Arabic. However, there are various challenges for students, such as difficulty understanding Arabic grammar, dialect differences, and variations in students' interests and motivations to learn. Similarly, for teachers, with differences in culture, language of instruction, language skills, learning styles, and learning motivation between students, teachers are required to maximize their abilities in the learning process. This study provides insight into the culture of learning Arabic in SIM as an effort to support Indonesian education abroad.[8]

The novelty of this research lies in the aspect of the research method that uses a qualitative approach with a multi-case study design in Indonesian elementary schools in Jeddah and Makkah, so as to be able to present a contextual analysis of the practice of parental engagement in the Indonesian diaspora community abroad. In contrast to the research of M. Yusuf et al. which focuses on literature studies on educational leadership or research by Peldi Setiawan et al. which focuses on the learning environment of rural schools, this study combines in-depth interviews, participatory observations, and analysis of institutional documents directly in the context of international education. This approach provides empirical novelty because it examines parental involvement in social, cultural, and geographical dynamics that are different from Indonesian schools in the country.

The novelty in the aspect of the research object lies in the focus of the study on parental engagement in Indonesian elementary schools abroad, especially in Jeddah and Makkah, which has been rarely studied in the study of Islamic education management and school leadership. Previous research has mostly discussed educational leadership, Arabic language learning culture, or the education system in general, but has not specifically linked transformative adaptive leadership of school principals with strengthening the involvement of Indonesian diaspora parents. In fact, Indonesian schools abroad have unique characteristics in the form of diverse socio-cultural backgrounds of migrant families, limited time of working parents, and

challenges of cross-cultural educational communication that require a different leadership strategy than domestic schools.

Meanwhile, the novelty in the theoretical aspect lies in the integration of the concept of transformative adaptive leadership with the theory of parental engagement in the framework of transnational education management based on the diaspora community. This research not only views the leadership of school principals as an administrative function as previous research, but also as an adaptive-transformative mechanism that is able to build participatory collaboration between schools, families, and diaspora communities through digital approaches, inclusive school culture, and community-based parenting programs. Thus, this study offers a new theoretical construction of the relationship between adaptive leadership, international school organizational culture, and parental involvement as a foundation for strengthening the effectiveness of Indonesian basic education management abroad.

METHODS

This study uses a qualitative approach[9], [10], [11], [12], [13] with a multi-site case study design at Indonesian Elementary Schools in Jeddah and Makkah. This approach was chosen because the research seeks to understand in depth the practice of transformative adaptive leadership of school principals in strengthening parental engagement in the context of Indonesian diaspora education abroad. The case study is used to explore the social, cultural, and managerial realities that develop in the international school environment, thereby enabling researchers to gain a comprehensive understanding of the patterns of interaction between principals, teachers, parents, and diaspora communities in supporting the effectiveness of basic education.

The source of research data consists of primary data and secondary data.[9], [10] Primary data was obtained through in-depth interviews with school principals, teachers, parents, and education program managers in Indonesian schools in Jeddah and Makkah. In addition, the study also used participatory observation to observe school communication practices with parents, parenting activities, school culture, and the involvement of the diaspora community in educational activities. Secondary data were obtained from institutional documents such as school programs, activity reports, education policies, school digital communication archives, and relevant literature on educational leadership and parental engagement.

The data analysis technique is carried out interactively through the stages of data reduction, data presentation, and conclusion drawing as per the Miles and Huberman model.[10] This study also uses source triangulation techniques and methods to ensure the validity of the data, namely by comparing the results of interviews, observations, and documentation. Furthermore, the data were analyzed using the perspective of transformative adaptive leadership and parental engagement theory to identify the form of leadership of school principals, strategies to strengthen parental participation, and their implications for the effectiveness of education management in Indonesian elementary schools abroad.

RESULTS AND DISCUSSION

TRANSFORMATIVE ADAPTIVE LEADERSHIP PRINCIPALS IN STRENGTHENING PARENTAL ENGAGEMENT

Conceptually, *transformative adaptive leadership* is an educational leadership model that emphasizes the ability of leaders to create institutional change through a collaborative, participatory, and adaptive approach to dynamic social challenges. In the context of Indonesian diaspora education abroad, the leadership of school principals not only functions as administrators of educational institutions, but also as a driver of social relations between schools, families, and diaspora communities[14]. This concept places the principal as the main actor in building an inclusive school culture and encouraging parental involvement in the student education process. This perspective is in line with the study of transformational leadership which emphasizes that education leaders must be able to create a shared vision, build trust, and increase the participation of school residents in supporting the effectiveness of education.[15]

In practice at Sekolah Indonesia Abroad (SILN) Makkah, transformational-adaptive leadership is seen through various participatory communication strategies developed by school principals. Based on the results of an interview with the Principal of SILN Makkah, Mr. Mustofa, S.Pd., M.Pd.,[16] it was explained that the main challenge for Indonesian diaspora education lies in the limited time of parents, the majority of whom work in the formal and informal sectors in Saudi Arabia. Therefore, schools develop flexible communication patterns through digital media, online meetings, and community-based parenting activities. He conveyed that:

"We realize that parents of students in Makkah have very busy work activities, so schools must be able to adapt communication patterns to their conditions. That's why we use WhatsApp groups, virtual meetings,

and a personal approach to keep parents feeling close to school and involved in their children's education." [16]

The statement shows that the leadership of school principals is no longer purely bureaucratic, but prioritizes a relational and emotional approach in building closeness with the diaspora community. [17] This leadership model is relevant to the view that modern school leadership must be able to build emotional and social relationships as the basis for the effectiveness of educational change in the midst of complex and dynamic situations [17]

In addition to digital communication, school principals also build an inclusive school culture by involving parents in various educational activities and character development of students. Programs such as Islamic parenting, school religious activities, cultural discipline, and the involvement of student guardians in school social activities are part of the strategy to build *a sense of belonging* of the diaspora community to SILN Makkah. In the interview, Mr. Mustofa, S.Pd., M.Pd. [16] explained that schools strive to make parents "educational partners" not just recipients of educational services. According to him: "We want to build awareness that children's education is not just a school task, but a shared responsibility between teachers and parents. Therefore, the school opens the widest possible participation space so that parents feel that they belong to this school." [16]

Participatory leadership shows the character of *transformative leadership* which is oriented towards strengthening collaboration and empowering the school community. From the perspective of transformational leadership theory, effective principals are able to create collective motivation through inspiration, communication, and strengthening social relationships between education stakeholders. [18] On the academic side, strengthening parental engagement is also carried out through curriculum coordination and learning that is adaptive to the needs of diaspora students. Based on the results of an interview with the Deputy Head of Curriculum of SILN Makkah, Mrs. Novi Delviana, S.Pd., it was explained that the school strives to build intensive communication with parents regarding student learning development. This is done through periodic academic progress reports, online learning consultations, and family-based learning assistance. He stated that:

"We not only focus on students' academic achievements, but also how parents can assist their children's learning process at home. Because the diaspora family environment has its own challenges, schools must be present as facilitators that help parents understand their children's development." [19]

The statement shows that parental engagement at SILN Makkah is not only interpreted as the presence of parents in school activities, but also active involvement in supporting the learning process of students in the family environment. This approach strengthens the relationship between school management and the educational culture of Indonesian diaspora families abroad. [18]

Furthermore, the adaptive leadership of school principals can be seen from the school's ability to adapt educational programs to the social conditions of the Indonesian people in Saudi Arabia. The principal and the curriculum team carry out various program innovations that take into account time constraints, cultural differences, and cross-border communication challenges. [20] Diaspora community-based parenting programs, collaborative learning activities, and the use of digital technology are part of the strategy to maintain the quality of education while strengthening the school's relationship with students' families. In this context, school leadership focuses not only on administrative achievements, but also on building an inclusive and sustainable educational ecosystem. [20]

Theoretically, the findings of this study show that transformative adaptive leadership has an important contribution in building parental engagement in Indonesian schools abroad. School principals act as agents of change who are able to bridge the needs of educational institutions with the social dynamics of the diaspora community. [21] This reinforces the argument that the effectiveness of modern education management is heavily influenced by the ability of school leaders to build participatory communication, collaborative culture, and social trust between schools and students' families. Thus, transformational-adaptive leadership not only improves the quality of social relations in the school environment, but also becomes the foundation for strengthening the effectiveness of Indonesian diaspora education abroad. [21]

IMPLICATIONS OF PARENTAL ENGAGEMENT ON THE EFFECTIVENESS OF EDUCATION MANAGEMENT

Conceptually, *parental engagement* is the active involvement of parents in supporting the child's educational process through communication, participation, learning assistance, and collaboration with schools. In the perspective of modern education management, parental involvement is not only understood as administrative support or attendance in school activities, but also as part of a collaborative system that influences the effectiveness of educational governance. [22] Epstein's theory explains that school and family relationships are one of the important foundations in creating student educational success because they are

able to strengthen learning supervision, character building, and emotional stability of students. In the context of Indonesian schools abroad, parental engagement has a more complex role because it has to adapt to the social dynamics of the diaspora community, cultural differences, and the working conditions of migrant parents.[22]

In practice at SILN Makkah, parental involvement has a significant impact on the effectiveness of school education management. Based on the results of an interview with the Principal of SILN Makkah, Mr. Mustofa, S.Pd., M.Pd.,[16] it was explained that parental participation is able to strengthen student learning supervision while helping schools in creating a conducive educational culture. According to him, family involvement is very important because diaspora students face different social and cultural challenges than students in Indonesia. He conveyed that:

"When parents actively communicate with the school, children's learning progress becomes easier to monitor. It is also easier for schools to understand the needs of students because there is good cooperation between teachers and families."[16]

The statement shows that parental engagement contributes to increasing the effectiveness of educational communication between schools and families. An intensive relationship between parents and schools helps the educational decision-making process to be more responsive to the needs of students. In the context of education management, collaborative communication patterns also strengthen transparency, trust, and stability of school organizations. In addition to strengthening educational communication, parental involvement also has implications for the development of diaspora community-based school programs[23]. SILN Makkah develops various activities that involve family participation, such as Islamic parenting, home learning assistance, school social activities, and religious-based character development.[23] According to Mr. Mustofa, S.Pd., M.Pd., the success of the school program cannot be separated from the support of the Indonesian diaspora community who are part of the school education ecosystem. He pointed out that:[16]

"Schools abroad cannot run alone. The support of parents and the diaspora community is crucial to the success of educational programs because they are part of the students' daily social environment."[16]

The statement shows that parental engagement not only has an impact on students' academic development, but also strengthens the sustainability of school management programs. The involvement of the diaspora community helps schools create a more inclusive, participatory, and social-solidarity-based educational environment.[24] This approach is relevant to the concept of *community-based educational management* which emphasizes the importance of collaboration between educational institutions and the community in improving the quality of education[24]

In the academic aspect, parental engagement also has implications for improving student learning discipline and motivation. Based on the results of an interview with the Deputy Head of Curriculum of SILN Makkah, Mrs. Novi Delviana, S.Pd., it was explained that students who receive active assistance from parents tend to have better learning regularity than students who do not receive family attention. According to him:[19]

"Parental involvement is very helpful in the student learning process, especially in supervising assignments, building learning motivation, and maintaining communication with teachers. When parents actively accompany, students become more disciplined and confident in learning."[19]

The findings show that parental engagement has a direct impact on the quality of student learning. Parental involvement not only improves student learning control at home, but also strengthens the emotional connection between students, families, and schools. This condition creates a more stable educational environment and supports the psychological development of students in the midst of dynamic diaspora life.[25]

On the other hand, parental engagement also helps schools face the challenges of limited resources and cultural differences among Indonesian migrant communities in Saudi Arabia. Schools utilize parental involvement as part of their institutional adaptation strategies through community-based collaborative activities.[25] Parents not only play the role of student learning companions, but also as school partners in supporting social, religious, and character development of students. Thus, school and family relationships develop into a form of *shared responsibility* in the management of education in the Indonesian diaspora. [25]

Theoretically, this study shows that parental engagement has major implications for the effectiveness of education management, especially in the context of Indonesian schools abroad. Parental involvement has been proven to be able to strengthen organizational communication, improve the quality of learning, and build a more participatory and inclusive school culture. These findings reinforce the view that the effectiveness of modern education management is determined not only by the school's internal capacity, but also by the ability of educational institutions to build sustainable collaboration with families and

surrounding social communities. Thus, parental engagement is a strategic element in strengthening the governance of Indonesian diaspora education abroad.

CONCLUSION

This study shows that transformative adaptive leadership of school principals has a strategic role in strengthening parental engagement in Indonesian Abroad Schools (SILN) in Jeddah and Makkah. Adaptive, participatory, and transformative leadership is able to create collaborative relationships between schools, parents, and the Indonesian diaspora community through digital communication, community-based parenting programs, and inclusive school culture. School principals not only carry out administrative functions, but also act as agents of social change that build trust, participation, and a sense of belonging to the community towards educational institutions.

In addition, parental engagement has been proven to have significant implications for the effectiveness of education management in Indonesian schools abroad. Parental involvement can improve student learning supervision, strengthen motivation and learning discipline, and create more harmonious emotional relationships between students, teachers, and families. In the midst of the social and cultural challenges of the diaspora community, collaboration between schools and parents is an important foundation in creating an educational environment that is conducive, flexible, and responsive to the needs of students.

The study also confirms that the effectiveness of modern education management is not only determined by the internal quality of the school, but also by the ability of educational institutions to build sustainable partnerships with families and social communities. Therefore, the transformative adaptive leadership model based on parental engagement can be a strategic approach in strengthening the governance of Indonesian diaspora education abroad. These findings are expected to be an academic contribution to the development of educational leadership studies, international school management, and parental involvement in diaspora community-based education.

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