

DEVELOPMENT OF CHARACTER EDUCATION: LITERATURE REVIEW ON VALUE-BASED LEADERSHIP IN EDUCATIONAL ORGANIZATIONS

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Abstract

Character education is a vital component in addressing the moral and ethical challenges facing today's education system, with Value-Based Leadership (VBL) serving as an effective method for fostering students' character development and enhancing teaching quality. This research aims to investigate the application of VBL in educational institutions, focusing on its impact on student character development and teacher involvement in education. A systematic literature review was conducted, incorporating twelve selected studies using terms such as "Value-Based Leadership," "Character Education," and "Educational Organization." Key studies, such as those by (Akhyar et al., 2024), (Waruwu et al., 2023) and (Sumanasiri, 2020), emphasize the positive effects of VBL on religious education and teacher commitment. The results indicate that implementing VBL enhances student discipline, strengthens their moral values, and elevates teaching quality by increasing teacher engagement, as highlighted by (Rego et al., 2012) and (Al Samkari & David, 2019). However, the primary obstacles to VBL implementation include resistance to change and the misalignment between the leader's values and the culture of the educational organization, as noted by (Molly & Johan, 2017). This study offers valuable insights for developing a more effective VBL model in character education and calls for further research to overcome these challenges and maximize the impact of VBL in educational settings.

Keywords: Character Education; Value-Based Leadership (VBL); Educational Organizations; Student Discipline

INTRODUCTION

Character education is an urgent need in facing increasingly complex moral and ethical challenges in today's educational environment. Rapid social and cultural changes, coupled with the influence of technology that is not always positive, make character formation one of the most important aspects of education. Value-Based Leadership (VBL) is one approach that is considered effective in facing this challenge. VBL focuses on the application of moral and ethical values in educational leadership, which not only affects the quality of teaching, but also on the formation of student character (Akhyar et al., 2024). And this Educational management is strongly influenced by the political and social context that steer school systems in certain direction (Oldroyd, n.d.).

In the online learning media <https://tabloid-desa.com/guru-membangun-desa/> discusses teachers as teaching figures who not only teach knowledge to students but also teach moral and ethical values to students. Based on Government Regulation (PP)

Number 18 of 2007 concerning teachers, it is stated that the competencies that must be possessed by teachers include pedagogical competence, personality competence, social competence. For the reasons above, the role of teachers/instructors is very large in shaping students' morals and ethics. The implementation of character education by teachers/instructors is an implementation of value-based leadership in the world of education. Figure 1 shows teachers/instructors as implementers of leadership based on moral and ethical values in the education environment (Tabloid-Desa.com, 2017). So, there is a close relationship between an efficient management and the manager's leadership (Winfield Reyes et al., 2019).

Previous studies have shown that the implementation of Value-based Learning (VBL) in the education sector can increase student engagement and affect the overall performance of educational organizations (Sablad, 2022). Educators are required to adapt and adopt digital technologies, methodologies, and mindsets as Higher Education sector becomes more competitive (Milton & Al-Busaidi, 2023). In the article by (Waruwu et al., 2023) (Baloglu, 2012) stated that value-based leaders are able to inspire students to be more involved in the learning process and develop personal discipline. Likewise, the article by (Rego et al., 2012) revealed that VBL is able to improve the welfare of employees and students, which contributes to improving their performance. Thus, VBL plays an important role in creating a more ethical and productive educational environment, which supports the formation of student character. Other research gives that value "that success and happiness is not all about fame and wealth, instead personal conduct is the foundation of satisfaction, helping the employees to achieve that particular feeling of self-satisfaction when man has managed to reach the set of values that he has been pursuing" (Niculescu, 2014).



Figure 1. Teachers/instructors as implementers of leadership based on moral and ethical values

In the Kompasiana online newspaper news published on May 29, 2025
<https://www.kompasiana.com/nengpitriani6015/68381deded64150b5023ef25/kinerja-guru-dalam-meningkatkan-prestasi-belajar-siswa> reported on Teacher Performance in improving student learning achievement. There is a relationship between teacher

However, the implementation of Value-based Learning (VBL) in the education sector is not free from challenges. One of the challenges is the difficulty in measuring the long-term impact of implementing this approach. In the article by (Molly & Johan, 2017) it is stated that although VBL shows positive results in improving performance and engagement, the measurement of its long- term impact is still limited. In addition, the success of implementing VBL is highly dependent on the alignment of the leader's personal values with the organizational culture in the educational environment. This mismatch is often a major obstacle to the effective implementation of VBL.



(Source: <https://images.app.goo.gl/4s5WYR1mdzzwRXbz9>)

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effective value-based character education.

Through this systematic literature review, it is expected to find practical recommendations that can be applied by educational leaders to overcome challenges in implementing VBL. This study also aims to identify potential solutions that can be used to overcome resistance to change and difficulties in measuring long-term impact. In addition, the results of this study will provide insight into more structured value-based leadership education (Suryana & Widdah, 2016) and training policies. Overall, this study aims to strengthen the theoretical and practical foundations of character education through the application of value-based leadership in educational organizations.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Literature review shows that Value-Based Leadership (VBL) (Murray, 2008) has an important role in shaping students' character in educational environments. Research by (Akhyar et al., 2024), (Harshavardhana & Srinivas, 2021) show that the application of VBL through an exemplary approach in religious practices can improve discipline and the formation of students' moral character. Islamic Religious Education (PAI) teachers who apply the VBL approach provide direct examples that are effective in instilling religious values in students' daily lives. Thus, this approach is able to create students who not only excel in academic aspects, but also have strong moral character and discipline in practicing religious values.

In addition to its influence on students, the implementation of VBL in educational organizations also has a positive impact on teacher engagement and loyalty to the goals of the institution. A study by (Waruwu et al., 2023) showed that educational leaders who implemented VBL succeeded in creating a conducive organizational culture and supporting teacher professional development. This increased teacher engagement also strengthened their commitment to achieving the organization's vision and mission. Therefore, VBL not only has a positive impact on students but also improves the quality of human resources within the educational organization itself.

Another study by (Rego et al., 2012) revealed that VBL also contributes to improving individual well-being in educational organizations. Value-based leadership is able to create a supportive, innovative work environment (Hendrikz & Engelbrecht, 2019) and improve the psychological well-being of teachers and other educational staff. With this increased well-being, teachers and educational staff become more productive and motivated to continue to innovate in their teaching practices. This reflects that the implementation of VBL in educational organizations has a broad effect, covering the emotional and intellectual aspects of organizational members. So, having relationship between components of value-based leadership and teamwork (Oliaei & Soleimannezhad, 2014).

However, the implementation of VBL in educational organizations also faces significant challenges. (Molly & Johan, 2017) found that the results of VBL implementation are not always consistent, mainly due to internal organizational barriers such as a transactional culture that prioritizes achieving short-term results. An organizational culture that is not in line with VBL values is often a major barrier to the implementation of value-based leadership effectively and sustainably. Therefore, it is very important to ensure that there is value alignment between leaders and organizational culture so that VBL implementation can take place properly (Winfield Reyes et al., 2019).

Furthermore, (Baloğlu, 2012)(K. Greenleaf, 2016) emphasized the importance of

values such as empathy and fairness in the implementation of value-based leadership in educational organizations. According to Spears, these values are essential for leaders to be able to create harmonious and trusting relationships with teachers and educational staff. However, internal resistance to change is often a major challenge in the implementation of these values. Therefore, a comprehensive and systematic approach is needed to overcome these obstacles so that VBL can be implemented optimally in educational organizations.

RESEARCH METHODS

The research method used in this study is a systematic literature review with a qualitative thematic analysis approach. The first step in this process is the collection of scientific articles relevant to the topic of Value-Based Leadership (VBL) (Rao & Citation, 2017) in the education sector and educational organizations. The selected articles must meet certain criteria, such as the credibility of the source and relevance to the topic being studied. This literature collection aims to ensure that the data used has high validity and covers various perspectives that are relevant to the discussion of VBL (Abay et al., 2023).

After the collection of articles is complete, the next step is to identify and categorize the main themes contained in the selected articles. In this stage, the researcher will identify the main concepts related to VBL, such as the role of leaders in shaping character, the influence of VBL on student and employee engagement, and the challenges faced in its implementation. These themes are then grouped according to their relevance to facilitate further analysis. This process allows the researcher to organize information systematically and gain deeper insights into the implementation of VBL.

The final step in this methodology is thematic analysis and synthesis of findings to identify existing research gaps. At this stage, the researcher will analyze and compare findings from various existing studies to assess the consistency and diversity of the results obtained. Furthermore, the findings will be synthesized to provide a comprehensive picture of the role, influence, and challenges of VBL in education and educational organizations. Thus, this study is expected to contribute to the development of VBL and provide recommendations for further research.

The methodological steps above follow the research flowchart as shown in Figure 3 below.

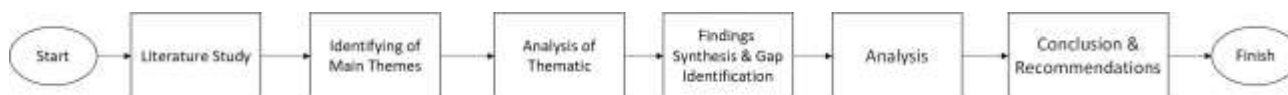


Figure 3. Research Flowchart

RESULTS AND DISCUSSION

The results of the literature analysis show that Value-Based Leadership (VBL) plays an important role in creating a conducive educational environment for the development of student character. The application of VBL in the education sector has proven effective in improving student discipline, especially in religious practices such as congregational prayer and reading the Qur'an. In addition, through a value-based approach, VBL helps strengthen students' moral character, which focuses not only on academic learning but also on spiritual and social development. Thus, VBL can create a more holistic educational

atmosphere and support the achievement of broader educational goals.

On the organizational side, the implementation of VBL also shows a positive impact on teacher involvement in learning activities and professional development. VBL helps create a more transparent and fair organizational culture, which in turn increases teacher motivation and commitment to organizational goals. Research by (Akaradechdech et al., 2019)(Waruwu et al., 2023) shows that value-based leadership plays a role in creating a work environment that supports teacher professional development. This proves that VBL not only affects students but also contributes to improving the quality of teaching and teacher performance in educational organizations.

However, although VBL makes a significant contribution, its implementation is not free from challenges that must be faced. One of the main challenges is resistance to change, where many teachers or staff feel more comfortable with traditional leadership styles that prioritize short-term results. In addition, the incompatibility between the personal values of leaders and the existing organizational culture is often an obstacle in the implementation of VBL. This can cause difficulties in creating alignment between the goals of leaders and their members, which in turn reduces the effectiveness of VBL in the education sector.

Furthermore, measuring the impact of VBL implementation in the education sector is also a major problem that needs to be addressed. Most studies show that the impact of VBL is difficult to measure objectively, especially in more abstract aspects such as moral character and emotional involvement of students. Therefore, further research is needed to develop more objective and standardized measurement instruments to assess the success of VBL implementation. Without the right measuring instrument, it is difficult to evaluate how much influence VBL has on the quality of education and student character.

The article discussing the Development of Character Education through Value-Based Leadership (VBL) in educational organizations provides important insights into the role of leadership in shaping students' character and creating a healthy organizational culture. Based on the literature review, the implementation of VBL can encourage educational leaders to instill ethical, moral, and social values in the learning process. VBL also has the potential to increase student engagement in religious education and activities that support character, as found in the research of (Akhyar et al., 2024). However, despite positive evidence related to the implementation of VBL, the main challenge faced is resistance to changing the existing organizational culture. Therefore, this article suggests that the VBL approach be better integrated into the existing education system.

Table 1. Table of Value-based Learning Research Article Review

No.	Title	Author	Method	Strength	Weakness	Opportunities
1	Threats Effectiveness of health-oriented leadership interventions for improving health and wellbeing of employees: a systematic review (Dannheim et al., 2022)	satisfaction (van Tuin et al., 2021) 3 Developing value-based leadership	Indra Dannheim; Helena Ludwig-Walz; Anette E. Buyken; Valerie Grimm; Anja Kroke	Broeck Kristen Snyder; Pernilla Ingelsson; Ingela Bäckström	Systematic review method based on PRISMA guidelines (Moher et al., 2009)	meta-analysis methods 1. Leadership training programs are positive for health. 2. The approach can be tailored to needs of the organization.
2	Engaging leadership: Enhancing work engagement through intrinsic values and need		Lars van Tuin; Wilmar B. Schaufeli; Anja Van den		Quantitative methods (Study 1: Cross-sectional study and Study 2: Longitudinal study) Qualitative	1. Leadership that Supports Work Engagement. 2. Approach Based on Self-Determination Theory. 1. Increased Employee Engagement

1. The study results show inconsistencies.	1. Expansion of Training Programs.	1. Resistance to Change in Leadership.	1. Resistance to Change in Leadership.
2. Many studies have a high risk of bias.	2. Enhancement of Leadership Development.	2. Difficulty in Applying Intrinsic Values.	2. Difficulty in Applying Intrinsic Values.
	1. Application to Other Organizations.		
1. Sample Limitations.	2. Enhancement of Leadership Training Programs.	2. Disappointing Training Quality.	1. Slow Change
2. Limitations in Measuring Job Engagement.	3. Further Development in SDT.		2. Difficulty in Adopting VBL
1. Resistance to Change.	1. Development of Value-Based Leadership Model.	1. Resistance to Change.	

for sustainable quality development: a meta-analysis from a study of Lean manufacturing (Snyder et al., 2024)	2.	Sustainable Culture	2. Difficulty in measuring	2. Implementation method with literature	3. Inspiring Leaders
	5	Leadership Values And Values Based Leadership:	ŽYDŽIŪNAITĖ Vilma		
					1. Synthesis of Three Strong Leadership Models
					2. Relevance to the Modern Leadership Crisis
4 The Emerging Significance of Values Based Leadership: A Literature Review (Copeland, 2014)		Mary Kay Copeland	Methods of systematic and theoretical literature review		3. Practical Evaluative Framework (4 Quadrant Model)
					4. Strong Theoretical Foundation
			Descriptive theoretical		1. Multidimensional Approach to Leadership

Values	impact.	Practical Implications	in Sectors.	Other Research	Ethical, Transformational)
	3. Mismatch between personal values of leaders and organizational culture.		3. Improving Leadership Training		1. Challenges of Internalizing Values
	1. Not Using Empirical Data		1. Development of VBL Training Programs		1. Potential Misuse of the Concept of "Authenticity"
	2. Lack of Focus on Specific Organizational Contexts		2. Further Empirical and Longitudinal Research		2. Obstacles of Organizational Culture that is Not Ready for Values
	3. High Concept Abstraction		3. Application in the Era of ESG and CSR		3. Challenges in Value-Based Performance Measurement
	1. No Empirical Data		4. Application in the World of Education		The Lack of Leaders Who Fulfill the Three Pillars
	2. Limited		1. Basis for Further Empirical		(Authentic,

6	What Is The Main Focus? (Žydzīūnaitė, 2019)		review approach	2. Concrete Classification of Values 3. Extensive and Recent Literature Synthesis 4. High Contextual Relevance	3. Lack of Contextual Testing	2. Application in Leadership Education 3. Relevant to ESG Trends and Organizational Ethics 4. Helping to Restore Public Trust in Leaders	2. Potential Resistance from Transactional Leaders 3. Difficulty in Measuring Values and Their Impact 4. Risk of Dissonance between Personal and Organizational Values
	Values-Based Leadership: The Foundation of Transformational Servant Leadership (Peregrym & Wolff, 2013)			1. Integration of Two Powerful Leadership Styles (VBL & TSL)	1. Lack of Quantitative Data or Empirical Testing	1. Broad Applicability in Organizational Leadership Development	1. Risk of Value Distortion in Practice 2. Barriers to Transactional Organizational Value Foundation.
			Darrell Peregrym; Randy Wolff;	Descriptive-theoretical qualitative method	2. Practical and Applicable VBL Principles	3. Use of Multi-Sector Case Studies 4. Universal and Contextual	

2. Limited Scope of Value Theory to Western/Christian Context	2. Potential for Developing Global and Intercultural Models	Culture	an Authoritative Style
3. Limitations in Measuring VBL Effectiveness	3. Alignment with ESG, CSR, and Ethical Leadership Trends	3. Mismatch between Personal Values and Organizational Values	
	4. Room for Further Empirical Research	4. Difficulty in Changing Systems That Are Accustomed to	

7	Defining the Authenticity in Authentic Leadership (Bishop, 2013)	William Bishop	H.	Descriptive qualitative analysis method with literature review approach	1. Increased Engagement and Character 2. Positive Organizational Culture	1. Resistance to Change 2. Difficulty in Impact Measurement	1. Development of a More Standardized VBL Model 2. Implementation in Various Sectors	1. Slow Cultural Change 2. Mismatch of Leader and Organization Values
8	Leadership curricula in UAE business and education management programmes (ElKaleh, 2019)	9	and Innovative Work Behavior: The Empirical Evidence from the Higher Education Sector of China (Jia et al., 2022)	Eman ElKaleh	Tachia Chin	Mixed methods (qualitative and quantitative analysis)	1. Integration of Cultural and Islamic Values 2. Mixed Methods Approach	interpersonal relationships
	The Linkage between Ethical Leadership, Well-Being, Work Engagement,			Kan Jia; Tianlun Zhu; Weiwei Zhang; Samma Faiz Rasool; Ali Asghar;		Survey approach method using questionnaire	1. Ethical leadership is proven to increase work engagement 2. Ethical leadership supports	

1. Dominance of Western Leadership	1. Development of Local Value-Based Curriculum	1. Resistance to Curriculum Change	pressure from outside parties
2. Inconsistency of Curriculum with Student Needs	2. Implementation of Hybrid Leadership Model	2. Differences Between Theory and Practice	
3. Limitations of Integration of Local Theories	3. Improvement of Ethical Leadership	3. Influence of Globalization on Local Values	
1. Research is still limited	1. Research Potential	1. Threats to implementation in an organizational culture that does not support	
2. Not all external or internal factors support the implementation of ethical leadership	2. Ethical leadership can mitigate negative impacts	2. Disturbed by	

10	The Impact of Value-Based Leadership on Teacher Commitment and Job Performance in Private Islamic Senior High (Waruwu et al., 2023)	Qualitative Case Study in an Indonesian Public School (Akhyar et al., 2024)	Nurdelima Waruwu; Ahmad Kultur Hia; Alex Winarno; Deni Hermana; Ran Liu	Zukdi; Nurfarida Deliani	Explanatory survey method with quantitative approach	3. Ethical leadership can reduce work stress 1. Value-Based Leadership (VBL) as the basis 2. Relationship between Commitment and Work Performance 3. Empirical Evidence	4. Strong Combination of Qualitative Methods
	Value-Based Leadership of Islamic Education Teachers and Its Role in Disciplinary Religious Practice Formation: A		Muaddyl Akhyar; Ipi		Qualitative Method with intrinsic case study	1. Empirical Contribution to Islamic Educational Leadership 2. Humanistic and Contextual Approach 3. Strategic Implementation in Formal Schools	

		Curriculum and Programs		of Formal Education that Focuses on Cognitive
1. Limited Scope of Study	1. Development of Leadership Model	4. Leadershi p Training for Islamic	1. Resist ance to Change	4. Lack of Formal Evaluation of Students' Religious Practices
2. Contextual Limitations	2. Opportunities for further research		2. Sustai nability Challen ges	
	3. Professiona l Development			
1. Limited Research Location (Limited Generalization)	1. Development of a National Model of Islamic Religious Education Teacher Leadership		1. Resistance from Students with Minimal Awareness of Worship	
2. Not Using Standard Evaluation Instruments for VBL Effectiveness				
3. Dependence on Individual Figures (Islamic Religious Education Teachers)	2. Replication in Various Cultural and Geographical Contexts		2. Dependence on Principal Support and School Culture	
4. Limited Worship Infrastructure	3. Integration into Character Education		3. Tendency	

12	Value-Based Leadership And Employee Engagement: A Qualitative Study On The Creative Industry In Indonesia" (Akhyar et al., 2024)	Rudin; Wiwin Sultareni; Ahmad Hamid; Ria Rezki Amalia	Descriptive qualitative approach method	1. Value-Based Leadership 2. Cooperative Approach 3. Improving Student Discipline	1. Limited Facilities 2. Peer Influence 3. Limited Student Awareness	Religious Education Teachers in LPTK 1. Implementation of Value-Based Leadership Program in Other Schools 2. Improving Character Education Policy 3. Development of Transformational Leadership Model	1. Resistance to Change 2. Socio-Cultural Challenges
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The implementation of VBL in educational organizations does have a lot of potential, especially in improving the quality of teaching and student engagement. However, one of the main problems that is often faced is the mismatch between the personal values of the leader and the established organizational culture. Research conducted by (Molly & Johan, 2017) shows that when leaders do not fully support or are not in line with existing values, the implementation of VBL will experience difficulties. This can confuse the values that are to be implemented in the organization. Therefore, it is advisable to involve all stakeholders, such as teachers, staff, and students, in formulating the values that must be upheld, to ensure that there is alignment between the leader's values and the organizational culture.

In terms of measuring the impact of VBL, this article identifies significant challenges related to the difficulty in measuring the long-term impact of implementing values-based leadership. The more abstract nature of impacts, such as the formation of students' moral character, makes them more complex to measure compared to more concrete outcomes such as academic performance. (Bishop, 2013) and (Peregrym & Wollf, 2013) emphasize the need to develop more objective and standardized evaluation instruments to measure the extent to which VBL has an impact on long-term outcomes. Therefore, further research is needed that does not only rely on quantitative measurements, but also utilizes qualitative approaches to understand the cultural changes that occur within educational organizations.

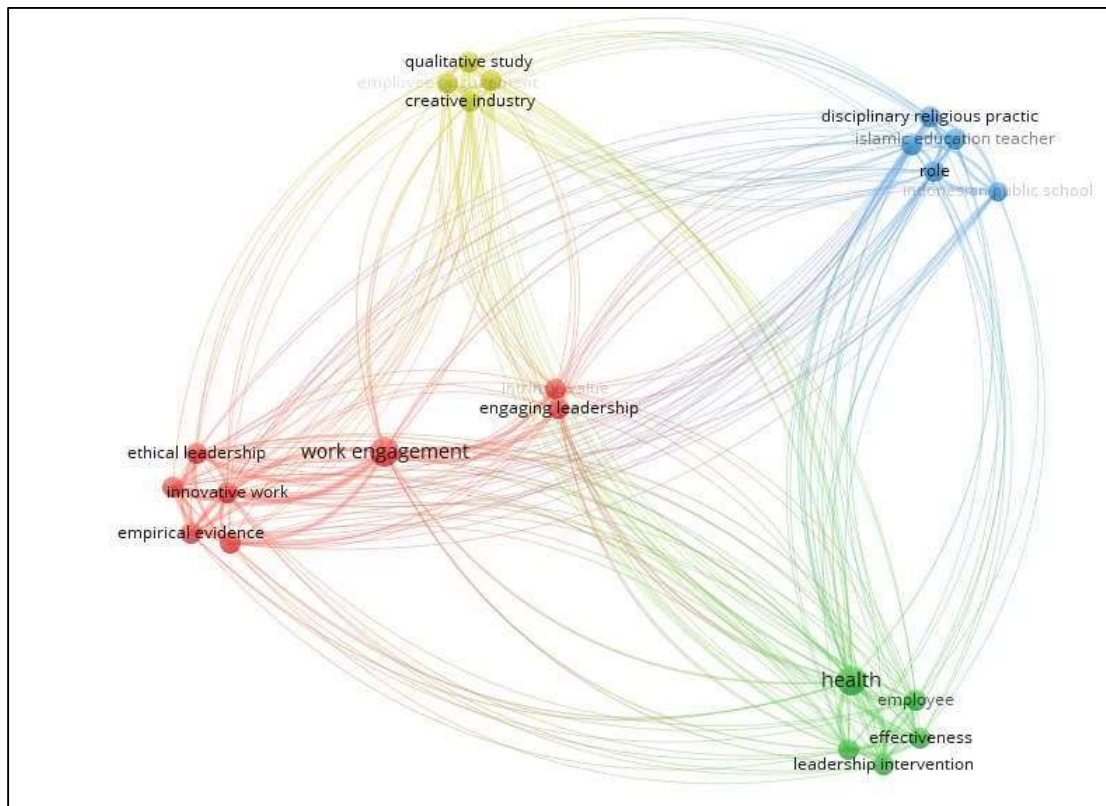


Figure 4. Relationship between Value-Based Learning research

Based on the literature review that has been conducted, Value-Based Leadership

(VBL) has great potential in strengthening the development of character education in various sectors, especially in educational organizations. The application of VBL in the education sector can increase student involvement in the learning process and strengthen their moral character through the example given by the leader. This is in line with the findings in the article by (Waruwu et al., 2023) which shows that VBL can increase teacher commitment and improve the quality of teaching. Therefore, VBL can contribute to the creation of a more ethical and sustainable educational culture. However, the main challenges in implementing VBL in the education sector are resistance to change and the mismatch between the personal values of leaders and the existing organizational culture. Most of the reviewed articles, as stated by (Snyder et al., 2024), indicate that leaders often struggle to align their personal values with the established organizational culture. This creates obstacles in the effective implementation process, considering that these value differences can create tensions within the organization. Therefore, it is important for educational leaders to delve deeper into the local culture and ensure that there is alignment between the values applied and the organizational culture.

In addition, the difficulty in measuring the long-term impact of implementing VBL in education is another challenge that needs to be considered. Research such as that conducted by (Clapp-Smith et al., 2009) shows that the impact of VBL on student character and its influence on moral behavior often cannot be measured with available instruments. Therefore, it is necessary to develop a more holistic and measurable evaluation tool to assess the character changes that occur. Further, more in-depth research on the effectiveness of VBL in the long term and in various educational contexts is needed to produce better leadership policies and practices in character education.

As an input, the development of value-based leadership training is a strategic step to overcome existing challenges. The development of a structured value-based leadership model based on local values can help create leaders who are more sensitive to cultural needs in education. The application of the VBL model in the higher education curriculum can also make a major contribution to character education, considering that future leaders will face more complex and diverse challenges. Thus, VBL should not only be viewed as an approach to leadership, but also as a basis for character development that integrates universal and local values. In this regard, research should continue to explore more effective ways to implement VBL in the education sector that can provide real positive impacts.

Overall, although VBL has a positive impact on students' character development and the quality of educational organizations, the challenges in its implementation remain significant. A more systematic and comprehensive approach is needed to overcome existing barriers, such as resistance to change and difficulties in measuring impact. Further research is urgently needed to dig deeper into the long-term effectiveness of VBL in various educational and organizational contexts. With solutions to these challenges, VBL can be a more effective approach in supporting the development of character education in the future.

CONCLUSION

Based on the systematic literature review conducted on Value-Based Leadership (VBL) in character education, it is evident that VBL plays a crucial role in shaping students'

character and improving teaching quality in educational organizations. The implementation of VBL, grounded in moral and ethical values, not only focuses on academic outcomes but also enhances students' character formation and discipline, particularly in practicing moral and religious values. Previous research, such as those by (Akhyar et al., 2024) and (Molly & Johan, 2017), demonstrates that value-based educational leaders are capable of increasing student and teacher engagement, ultimately improving teaching quality and students' character. Thus, implementing VBL in the education sector is highly relevant for enhancing the quality of character education in Indonesia.

The practical implications of this study suggest that to improve the effectiveness of VBL implementation, educational organizations must invest in more structured value-based leadership training. Moreover, a VBL model that aligns with local cultural values will be more readily accepted by educational leaders and staff, helping to reduce resistance to change. Additionally, it is essential to assess the success of VBL implementation through more objective and comprehensive evaluation instruments, particularly in measuring long-term impacts on student character development. Ensuring alignment between the personal values of leaders and the organizational culture is crucial for creating a conducive environment for VBL implementation, and thus, there is an urgent need for developing a more standardized and systematic VBL leadership model.

Despite the contributions of this review, there are limitations in the scope and methodology of the studies analyzed. Most of the articles included are descriptive in nature and do not empirically test VBL implementation in real-world educational settings. Furthermore, the measurement of the long-term impact of VBL is still limited, primarily focusing on more concrete short-term outcomes such as teacher engagement and student discipline. Additionally, there is a gap in research on the role of cultural diversity and local contexts in implementing VBL, which are critical in increasing its relevance across different regions and cultures. Therefore, future research should adopt empirical, longitudinal approaches to explore the long-term impacts of VBL in greater depth and investigate its application in diverse educational contexts.

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