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# Decision-Making in Educational Leadership: A Philosophical Perspective

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## ABSTRACT:

In making decisions in educational leadership, there is a need for a robust philosophical foundation in response to the current complex problems. The purpose of this research is to examine the essence of philosophical views in influencing educational management decision-making processes, uncover the paradigms in ethics, and examine the integration between universal philosophical views and Indonesian local wisdom. This study employs a qualitative library research method, collecting data through the identification, selection, and critical review of relevant academic literature published between 2021-2025, which is analyzed using thematic content analysis. The result shows that the integration between universal ethics views (deontology, utilitarianism, or virtue ethics) and local wisdom constructs a foundation in decision-making. Contemporary ethical paradigms transform from hierarchical approaches toward holistic models integrating professional skills, crisis adaptation, and inclusive data-driven decision making. Practical implications demand developing leadership competencies that balance data literacy with emotional intelligence, responsiveness to local contexts, and creating reflective organizational cultures. This study emphasizes the need for transforming educational leader preparation by integrating character development, philosophical reflection, and ethical competencies to produce wise and meaningful decisions. However, this study is limited to secondary data derived from literature sources, which may not fully capture contextual variations in real educational settings. Therefore, future research is encouraged to incorporate empirical field studies to further validate and enrich the proposed philosophical framework.

**Keywords:** Educational Leadership; Decision Making; Philosophical

## ABSTRAK:

Pengambilan keputusan dalam kepemimpinan pendidikan memerlukan landasan filosofis yang kuat untuk menghadapi kompleksitas tantangan kontemporer. Penelitian ini bertujuan untuk menganalisis peran perspektif filsafat dalam pembentukan proses pengambilan keputusan kepemimpinan pendidikan, mengidentifikasi paradigma etis yang mendasarinya serta mengkaji integrasi pemikiran filsafat universal dengan kearifan lokal. Penelitian menggunakan pendekatan kualitatif dengan metode kepustakaan, dengan teknik pengumpulan data melalui identifikasi, seleksi dan telaah kritis literatur akademik relevan periode 2021-2025 yang dianalisis menggunakan analisis konten tematik. Hasil kajian menunjukkan bahwa integrasi teori etika klasik (deontologi, utilitarianisme, etika kebajikan) dengan kearifan lokal menciptakan kerangka pengambilan keputusan yang komprehensif. Paradigma etis kontemporer mengalami transformasi dari model hierarkis ke model holistik yang memintegrasikan kompetensi profesional, adaptasi krisis, serta pengambilan keputusan inklusif berdasarkan data. Implikasi praktis menuntut pengembangan kompetensi kepemimpinan yang menyeimbangkan literasi data dengan kecerdasan emosional, responsif terhadap konteks lokal, dan menciptakan budaya organisasi reflektif. Kajian ini menekankan perlunya transformasi pendidikan pemimpin pendidikan yang mengintegrasikan pengembangan karakter, refleksi filosofis, dan kompetensi etis untuk menghasilkan keputusan yang bijaksana dan bermakna. Namun, kajian ini memiliki keterbatasan karena hanya menggunakan data sekunder dari sumber literatur sehingga belum sepenuhnya menangkap dinamika kontekstual di lapangan. Oleh karena itu, peneliti selanjutnya disarankan untuk melibatkan studi empiris guna memperkuat dan memperkaya kerangka filosofis yang diusulkan.

**Kata kunci:** Kepemimpinan Pendidikan; Pengambilan Keputusan; Filosofis

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## INTRODUCTION

The type of educational leadership in today's modern world is faced with complexities where every single decision by educational leaders has far-reaching meanings for the future of future generations as well as for teaching. The decision-making process in educational leadership cannot consider separating from the philosophy that can influence the thought process of educational leaders. The fast-growing revolution of teaching requires all educational leaders to involve morality, philosophy, as well as wisdom in every single decision regarding teaching.

Speaking within the philosophy of educational leadership, there are paradigms that affect a leader's strategic decisions. The use of ethical paradigms in educational leadership involves the ethics of justice, critique, caring, and professionalism. On the other hand, Indonesian philosophy traditions in education provide a holistic concept regarding decisions. Decisions made by school administrators should intersect religious, philosophical, psychological, and sociological dimensions so that decisions are accepted by everyone. Decisions and actions must also connect with religious, philosophical, and psychological dimensions.<sup>1</sup>

There is an urgency in exploring the necessity of philosophical perspectives in decision-making in educational governance, which is further strengthened by research findings suggesting a research-based bias in current approaches to educational governance. Research-based approaches in educational governance have largely increased in educational institutions, whereas the philosophical standpoint in research-based approaches in educational governance is poorly documented in research studies, which poses

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<sup>1</sup> J P Shapiro dan J A Stefkovich, *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas* (Routledge, 2021); Ika Sriyanti et al., "Decision Making And Management Of Education In Leadership Based On Religion, Philosophy, Psychology, Sociology," *International Journal of Bunga Bangsa Cirebon (IJOBBA)* 3, no. 2 (2024): 239–50.

concerns about limiting humanistic approaches in decision-making in education.<sup>2</sup>

Some previous research has ventured into the realm of educational leadership and decision-making in order to explore its various dimensions. The principles, policies, and practices involved in decision-making as a part of educational management have been discussed in depth, where the focus has generally been primarily laid on the procedural as well as the policy-related dimension, without delving deeper into the philosophical roots involved in these decisions. The four paradigms of ethics, which include justice, critique, care, and professionalism, have been designed to help educational administrators in coping with complicated situations in institutions; yet, so far, these studies have not been able to incorporate non-Western philosophical concepts or local wisdom into these tools.<sup>3</sup>

In light of leadership for social justice, there are systematic reviews that have discovered the majority of studies focus on a Global North perspective, signifying a limitation in research that explores the potential for enrichment of philosophical values of local knowledge from a non-Western perspective to enhance understandings of leadership within education.<sup>4</sup> The emergence of changes in educational leadership in the 21st century, as indicated by the review of fundamental theories of leadership changes, management views, and developments in contemporary perspectives, shows that changes in current leadership have

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<sup>2</sup> Noor Ashikin Mat Shoib, Roslee Talip, and Nursuhaidah Sukor, "Decision Making and Educational Leadership: a Comprehensive Systematic Review," *International Journal of Education, Psychology and Counseling* 10, no. 57 (2025): 933–59, <https://doi.org/10.35631/ijepc.1057060>; Lindsay Rose, "Data-Driven Decision Making In Educational Leadership: Trends And Challenges," *Academy of Educational Leadership Journal* 29, no. 1 (2025): 1–3.

<sup>3</sup> Shapiro and Stefkovich, *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas*.

<sup>4</sup> Youmen Chaaban, Khawla Badwan, and Khalid Arar, "Educational leadership for social justice: A systematic review of empirical evidence," *Review of Education* 13, no. 2 (2025): 1–36, <https://doi.org/10.1002/rev3.70077>.

resulted in developments by bridging classical management theories with digital innovations; yet, such developments have yet to have a fundamental philosophical investigation.<sup>5</sup> Research on data-informed decision-making in educational leadership has identified trends and challenges of using data, but there are still aspects of ethical and philosophical considerations to be explored in data-informed approaches.<sup>6</sup>

From a literature review concerning previous research, a need still exists in the literature for a thorough examination of philosophical aspects within the context of decision-making processes for educational leadership. There has been a rapid development of research concerning the processes of data-driven as well as technological decision-making processes within educational leadership, but the philosophical aspects of values for decision-making with a focus on the value of wisdom need to be further explored. This is due to the importance of the need for efficiency, but also the ethical aspects of decision-making that go beyond the younger generations.<sup>7</sup>

The originality of this research is based on the integration of various philosophical ideas in the process of decision-making in educational leadership. This research provides original insights into the integration of Western philosophical ideas and local Indonesian values on the issue of educational leadership. For social justice to happen in educational leadership, the philosophical underpinnings must be axiological, where the values, beliefs, and

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<sup>5</sup> Hikmanisa Bahtiar dan Muhammad Kholidinna Qasabandiyah, "21st-Century Educational Leadership : A Review of Core Theories , Managerial Perspectives , and Emerging Trends" 2 (2025): 88–102.

<sup>6</sup> Rose, "Data-Driven Decision Making In Educational Leadership: Trends And Challenges."

<sup>7</sup> Mat Shoib, Talip, dan Sukor, "Decision Making and Educational Leadership: a Comprehensive Systematic Review"; Rose, "Data-Driven Decision Making In Educational Leadership: Trends And Challenges."

morals of the leaders have an important role to play in the decision-making process.<sup>8</sup>

Upon the analysis of the gaps, there are three objectives of this research. The first objective of this research is to explore the extent to which the synthesis between philosophical views and the indigenous knowledge of the Indonesians may contribute to the development of a holistic framework for decision-making in educational leadership. The second objective of this research aims to explore the extent to which the transformations in the perspectives on ethics may help to transform the perspectives on educational leadership from the hierarchical and technical views to the holistic views. The third objective of this research aims to explore the extent to which the implications of the philosophical views can help to conceptualize the educational leadership competencies.

The transformation of educational leadership paradigms in the era of digitalization and globalization increases, even more, the necessity of embedding philosophical perspectives into decision-making processes. Contemporary educational leaders are not only required to master technical and managerial competencies but must also possess philosophical wisdom in order to navigate increasingly complex ethical dilemmas arising from technological change, cultural diversity, and heightened demands for accountability. This calls for leaders capable of balancing operational efficiency with humanistic values, technological innovation with character formation, and global standards with sensitivity to local contexts. Decision making on the basis of experience and with no philosophy, nor ethical principles, leads to policies that, although technically may be effective they are meaningless pedagogically and do not take into account human education processes. On the other hand, decisions overly idealistic without consideration of empirical realities and practical contexts

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<sup>8</sup> Chaaban, Badwan, dan Arar, "Educational leadership for social justice: A systematic review of empirical evidence."

are likewise hard to carry out and unlikely to create tangible enhancement in educational quality. What is needed, therefore, is an integrative framework that systematically and contextually connects philosophical theory with educational leadership practice in order to arrive at decisions that shall be rational and effective but also ethical and meaningful, and viable for sustainability.<sup>9</sup>

## METHODS

This research uses a qualitative method with a library research technique to review decision-making practices in educational leadership with a philosophical focus. This method allows for a systematic integration of relevant academic literature and a conceptual framework to be built through a critical review of theoretical and empirical literature. These data sources include primary and secondary literature sources that are academic in nature and consist of relevant literature from non-fictional sources such as published academic journals and other published literature sources from 2021 to 2025. This research uses a systematic literature review method with a narrative and interpretive research approach. This involves research planning, a literature search based on criteria of selection and exclusion, data extraction and analysis, and writing a report of synthesis.<sup>10</sup>

Criteria of inclusion included publications from the year 2021 to 2025, articles written in English or Indonesian languages published in reputable journals or books, relevance to issues of educational leadership, decision making, or philosophical insights, and good methodological quality. Criteria of exclusion included publications of purely technical-administrative nature, devoid of philosophical or ethical issues, besides literature that did not qualify for the process of peer reviews. Data was abstracted using

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<sup>9</sup> Puspita Sari et al., "Perspectives on Educational Leadership and Decision-Making in the Era of Digitalization," *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)* 8, no. 1 (2023): 34, <https://doi.org/10.17977/um025v8i12023p34>.

<sup>10</sup> Hannah Snyder, "Literature review as a research methodology: An overview and guidelines," *Journal of Business Research* 104, no. August (2019): 333–39, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

the Synthesism Matrix, which included bibliographic information, the objective of the studies, philosophical insights, theses or theories of the studies, methodology of the studies, findings of the studies, and conclusions.

For the analysis of the collected data, the method of qualitative content analysis using the theme analysis procedure as proposed by Braun and Clarke was used. This allows the researcher to not only summarize the previous literature, as in other forms of literature reviews, but also to synthesize the various pervasive perspectives in order to fully grasp the implications of philosophical perspectives in the context of decision-making in educational management. The use of the theme analysis procedure also incorporates the process of validation of the results through the use of the concept of member checking with peer researchers in the field of the philosophy of education.

## RESULTS AND DISCUSSION

### RESULTS

#### 3.1 Philosophical Foundations in Educational Leadership Decision-Making

It is evident, after reviewing the literature, that there have been efforts made to explore the use of philosophical foundations in the process of decision-making practiced by educational leaders in response to dilemmas in institutions of education. Some of the discussions in the field include the adoption of ethical theories put forward by Kant, Mill, or Aristotle in connection with decision-making in education, which involves matters surrounding evaluation, discipline, or interactions between learners.<sup>11</sup> The literature reviewed presents the following philosophical viewpoints that are often adopted in research on educational leadership: the deontological perspective offered by Immanuel

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<sup>11</sup> Herlina, Abdullah Sinring, and Ansari, "Philosophy of Education in Ethical Decision Making in the Classroom," *Journal on Education* 07, no. 01 (2024): 7888–93.

Kant, utilitarianism offered by Mill, and the Aristotelian virtue theory. Various sources discuss the adoption of the deontological views offered by Immanuel Kant when making decisions within the context of education and imposed moral duties. Various sources also explore the utilitarianism offered by Mill when making decisions. Furthermore, sources explore the Aristotelian theory of virtue when outlining the formation of leaders' character.<sup>12</sup>

Some studies focus on educational decision-making using religious, philosophical, psychological, and sociological foundations as theoretical lenses. In Indonesian literature, Ki Hajar Dewantara's philosophy, with the concept Pratap Triloka and comprising Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, and Tut Wuri Handayani is analyzed as a values-based approach underlying educational practices and principles. Among other aspects, the literature focuses on stages involved in principals' decisions, such as identification of problems, establishing priorities, developing alternatives, and assessing conclusions. In addition, other guidelines regarding decisions are power, sincerity, reference, morals, orientation, and scope, including relationships with philosophical values underlying effective educational governance.<sup>13</sup>

### 3.2 Ethical Paradigms and Leadership Competencies in Decision-Making

The themes that come out in the literature on educational leadership based on this systematic review are leadership skills and professional development, leadership during crisis contexts,

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<sup>12</sup> Herlina, Sinring, dan Ansari.

<sup>13</sup> Dina Meriana Sinaga, "Pengambilan Keputusan Dalam Organisasi Pendidikan Dina," *Jurnal Pendidikan dan Konseling* 4, no. 1980 (2022): 1349–58; Sevi Lestari, "Strategi Pengambilan Keputusan Dalam Kepemimpinan Pendidikan Islam," *Jurnal Wahana Pendidikan* 11, no. 2 (2024): 279, <https://doi.org/10.25157/jwp.v11i2.11864>.

and inclusive data-informed decision-making.<sup>14</sup> There is evidence in the existing literature about the linkage between the changes in approaches to decision-making and a drift towards a more holistic method.<sup>15</sup> The literature on 21st-century educational leadership notes the nature of the transformations in the styles of educational leadership resulting from the conjunction of management theory and the innovation of technology. An expanded range of educational leadership, involving the understanding of emotional and spiritual concepts in the framework of decision-making, has been made possible through the development of concepts such as digital leadership, emotional and spiritual leadership, and virtue leadership. The skills of educational administrators have also changed to embrace emotional and spiritual concepts in the context of decision-making.<sup>16</sup>

Several studies highlight the importance of emotional intelligence in managing crisis situations, relating it to managing self and others' emotions, developing resiliency, and communicating effectively.<sup>17</sup> A number of studies indicate that data-informed decision-making is associated with improved outcomes, especially in terms of policy effectiveness, organizational performance and accountability.<sup>18</sup> Several studies explore the inadequacies of traditional Western ethical systems when considered in relation to the kind of 'specific' experiences unique to the history of education.<sup>19</sup> Moreover, the literature

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<sup>14</sup> Adella Alma Sari et al., "Teori Pengambilan Keputusan: Implikasi Teori Pengambilan Keputusan dalam Pendidikan," *Indonesian Journal of Public Administration Review* 2, no. 2 (2024): 8, <https://doi.org/10.47134/par.v2i2.3501>.

<sup>15</sup> Mat Shoib, Talip, dan Sukor, "Decision Making and Educational Leadership: a Comprehensive Systematic Review."

<sup>16</sup> Bahtiar dan Qasabandiyah, "21 st -Century Educational Leadership : A Review of Core Theories , Managerial Perspectives , and Emerging Trends."

<sup>17</sup> Mat Shoib, Talip, dan Sukor, "Decision Making and Educational Leadership: a Comprehensive Systematic Review."

<sup>18</sup> Mat Shoib, Talip, dan Sukor.

<sup>19</sup> Sibongile Ruth Nhari, Charlotte Taka, and Thokozani Ian Nzimakwe, "Exploring the influence of trauma on ethical theory understanding: a narrative

reveals that variations in leadership style affect leaders in terms of information assessment and decision-making in the learning institutions.<sup>20</sup>

### 3.3 Implications of Philosophical Perspectives for Contemporary Educational Leadership Practice

In the educational leadership of the 21st century, there are adaptive models of leadership conceptualized by the incorporation of values, classical theories, managerial knowledge, and technological advancements. Certain researchers describe the importance of the foundations of philosophy in the strategic decisions of educational leaders and their effects on educational practices.<sup>21</sup> Several studies discuss the relationship between ethical decisions grounded in deontology, utilitarianism, and virtue ethics and learning environments as well as students' character formation. The literature also highlights that educational leadership decisions carry pedagogical dimensions related to the development of learners' character and values. Furthermore, educational leaders are described not merely as performing administrative functions but also as fulfilling a normative role in shaping values through policies and decision-making.<sup>22</sup> Some literature suggests examples of contextual ethics and philosophies, for instance, the philosophy of ubuntu, which are used in community-based literature on educational leadership.<sup>23</sup>

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literature review based on public administration education," *Frontiers in Education* 10, no. July (2025): 1–16, <https://doi.org/10.3389/feduc.2025.1530773>.

<sup>20</sup> Ahmad Makki dan Ujang Nurjaman, "Pengambilan Keputusan Dalam Pendidikan Berbasis Agama, Filsafat, Psikologi, dan Sosiologi," *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan* 16, no. 1 (2022): 88, <https://doi.org/10.35931/aq.v16i1.813>.

<sup>21</sup> Bahtiar dan Qasabandiyah, "21 st -Century Educational Leadership : A Review of Core Theories , Managerial Perspectives , and Emerging Trends."

<sup>22</sup> Herlina, Sinring, and Ansari, "Philosophy of Education in Ethical Decision Making in the Classroom."

<sup>23</sup> Nhari, Taka, and Nzimakwe, "Exploring the influence of trauma on ethical theory understanding: a narrative literature review based on public administration education."

Data-driven decision-making demonstrates a significant relationship with improved institutional outcomes; however, research also emphasizes the importance of balancing analytical competencies with emotional competencies. The literature further indicates that effective decision-making requires the integration of empirical evidence and ethical considerations, ensuring that efficiency is not achieved at the expense of fundamental humanistic values.<sup>24</sup> Some literature stresses the need for a comprehension of theories underpinning decision-making within a practical educational setting regarding the preparation of learners for tackling global challenges (Sari et al., 2024). In addition, many authors bring up the issue regarding principals' ability and capability for carrying out decisions via systematic procedures concerning problem-solving, setting priorities, forming alternative solutions, and consequence analysis. In addition, many publications point out a concerning issue between standards and abilities concerning decision-making and organizational environments, enabling open conversations and a flow of various ideas and various levels of critical reflection.<sup>25</sup>

## DISCUSSION

### 3.1 Philosophical Foundations in Educational Leadership Decision-Making

It does this by applying the three most common types of philosophy to ethical practice in educational leadership as a means for grappling with contemporary issues in a more integrated way. Obviously, one can make parallels between all of them. (Deontologicalism is related to the point of principle and they must think in a consistent manner if decent utilitarianism holds that

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<sup>24</sup> Mat Shoib, Talip, dan Sukor, "Decision Making and Educational Leadership: a Comprehensive Systematic Review"; Sinaga, "Pengambilan Keputusan Dalam Organisasi Pendidikan Dina."

<sup>25</sup> Lestari, "Strategi Pengambilan Keputusan Dalam Kepemimpinan Pendidikan Islam."

having a collective good is best, even if one individual is suffering here leader he is going) that will come out from pain virtue ethics how if follows only those ways which go toward a well-defined character feature also followed by right way decision making. The integration of universal philosophical perspectives with Indonesian local wisdom provides a means for contextualizing values within educational leadership practices. The concept of *Ing Ngarso Sung Tulodo* strengthens the dimension of virtue ethics, *Ing Madyo Mangun Karso* reflects participatory leadership aligned with utilitarian principles, and *Tut Wuri Handayani* acknowledges the importance of empowering individuals in accordance with deontological principles that emphasize respect for human dignity. A multidimensional approach that integrates religious, philosophical, psychological, and sociological perspectives reflects an understanding that educational leadership operates within a complex ecosystem involving diverse stakeholders with varied values and perspectives. The systematic nature of decision-making processes indicates that philosophically grounded leadership requires intellectual discipline while maintaining contextual sensitivity and flexibility in its application.

Despite their complementary contributions, these philosophical perspectives also present inherent tensions and limitations. Deontological ethics, while offering moral consistency, may become rigid in crisis situations that demand swift contextual judgment. Utilitarianism, on the other hand risks marginalizing minority interests when decisions are justified solely by aggregate benefits. Virtue ethics emphasizes moral character, yet faces operational challenges due to its abstract nature and dependence on individual moral formation rather than procedural guidance. Recognizing these tensions is crucial to prevent ethical reductionism and promote reflective, context-sensitive educational leadership.

### **3.2 Ethical Paradigms and Leadership Competencies in Decision-Making**

The transformation of ethical paradigms from hierarchical-technocratic approaches toward holistic models reflects a fundamental shift in the understanding of educational leadership. Holistic models recognize that effective leadership requires a balance among cognitive-analytical, emotional-relational, spiritual-ethical, and technical-managerial dimensions. The integration of professional skills with crisis-adaptive capacities and inclusive decision-making fosters a leadership profile that is more resilient and responsive. The emphasis on emotional intelligence as an essential element of crisis leadership underscores that affective and relational dimensions are as important as cognitive and technical ones. Emotional intelligence enables leaders to recognize and regulate their own emotions, understand the emotions of others, build authentic relationships, and create a positive organizational climate. In the context of decision-making, this capacity helps leaders remain composed under pressure and communicate decisions in ways that respect the feelings of the community. This aspiration for inclusion in evidence-based policy making is, therefore, a striving after a marriage of procedural justice to empirical facticity. Data literacy is the ability to consult evidence when making decisions about education, which promotes both transparency and accountability. At the same time, a data-informed mindset without an ethical lens may trap decision-makers in reductionism with an absence of qualitative aspects such as emotional flourishing in the business of character growth for the future leaders of society. Dissonance between traditional ethical thought and experiences of historical trauma highlights the need for contextualization and pluralism in the ethical use of the business of educational leadership as an endeavor for positive growth. Educational leaders must demonstrate cultural competency with historical insight to discern how experiences of

oppression and collective trauma shape the meaning ascribed to concepts of justice and moral duty in the community being led.

### **3.3 Implications of Philosophical Perspectives for Contemporary Educational Leadership Practice**

The implications of the philosophical orientations on the practice of leadership in contemporary education can be explored on a variety of related fronts. The development of decision-making models that encompass the cognitive, emotional, and spiritual aspects of decision-making is a way of countering the effects of the limitations of the purely cognitive approach to decision-making in the field of leadership in education. A leader who has managed the task of combining the different aspects of decision-making has the capacity to make a decision that is not only administratively efficient and technically good decision-making, but also ethically informed and pedagogically valid. The pedagogical underpinning of each decision made in the field of leadership in education is a critical element that is often neglected in the decision-making processes of leaders in institutions of learning. The allocation of resources, discipline, or curriculum management is not a decision that is solely administratively valid, because the hidden message in the decision has the capability of imparting a lesson on the value system of the institution.

To contextualize universal ethical values in local wisdom, there is a need to strike a balance between universalism and particularism. In the Indonesian setting, the blending of universal philosophical values with local wisdom, such as the educational philosophy of Ki Hajar Dewantara, Pancasila, and local culture, may create a genuine and rich value for the approach to leadership. Nevertheless, this blending has to be done in a critical way to make sure the espoused values meet the criteria of justice and the protection of human rights. The striking of a balance between data literacy and humanistic sensibility is the most pressing issue in modern-day educational leadership. Data is crucial in pointing out gaps in achievement and in judging the efficacy of the efforts

directed at closing the gaps. But then the shotgun use of data leads to reductionism, and we only focus on some easy-to-quantify areas while neglecting the most important ones, ie creativity, critical thinking or moral character. An intelligent way of making a decision is what is called "critical data literacy," which includes the capacity to question the presumptions embedded in the metric and the recognition of the limits of the data. There needs to be corresponding shifts in the preparation of leaders if the shift in educational leadership is to occur. These traditional models of preparation, which emphasize technical or administrative knowledge, must be supplemented or expanded to include the role of character building, philosophical inquiry, emotional intelligence, and ethical competence as essential components. Successful models of preparation should include opportunities for focused reflection, dialogue with mentors, examination of difficult cases, and feedback. Building an organizational culture in which reflection and value-based decision-making occur should represent a core implication. A culture of reflection in organizations is one in which the organizational values include those of reflection on the part of all organizational members, time allocated to reflection, the psychological conditions of safety or permission to acknowledge uncertainty, decision-making processes that are open and transparent, access to information, or epistemic justice.

For example, in our school policies on disciplining, educational officers are perpetually faced with ethical dilemmas regarding the universalism of rules and the drowning issue of the child's social and emotional wellbeing. A deontological approach emphasizes consistency in rule enforcement and adherence to moral obligations, whereas a utilitarian perspective allows for greater decision-making flexibility in order to safeguard the collective well-being of the school community. Similarly, in curriculum decision-making during crisis situations, such as disruptions to learning caused by emergency conditions, educational leaders are required to balance data on academic

achievement with ethical considerations related to students' psychological well-being and inequalities in access to education. These contextual examples demonstrate that the application of philosophical perspectives in educational leadership is not merely abstract but operates concretely within complex and multidimensional decision-making practices.

## CONCLUSIONS

This study aims to analyze the role of philosophical perspectives and Indonesian local wisdom against educational leadership decision making, analyze how they transform into ethical paradigms and consequently become leadership competencies. Qualitative synthesis of theories (deontology, utilitarian, and virtue) with Indonesian local wisdom is a richer, context-based framework full of meaning. This framework highlights that educational decision-making is not merely administrative or technical but inherently ethical and pedagogical, requiring leaders to balance moral obligations, collective well-being, and character formation. The results further show a shift from hierarchical-technocratic models toward holistic leadership approaches that integrate professional competence, emotional intelligence, crisis responsiveness, and ethically informed data use. Practically, these findings imply that leadership development for school principals and higher education leaders should incorporate philosophical reflection, ethical reasoning, emotional intelligence, and critical data literacy alongside managerial skills. Nevertheless, this study is limited by its reliance on secondary data from the literature, which may not fully represent contextual realities in educational institutions; therefore, future research is recommended to employ empirical methods, such as case studies or field-based qualitative research, to validate and deepen the proposed framework.

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