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Relational Leadership and Stakeholder Co-Production for Quality Education: Advancing SDG 4 and SDG 17 in Catholic Secondary Schools in Eastern Indonesia

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DOI : <https://doi.org/10.63230/jocsis.3.4.317>

Sections Info

Article history:

Submitted: February 18, 2026

Final Revised: April 20, 2026

Accepted: June 6, 2026

First Available Online: August 10, 2026

Publication Date: December 27, 2027

Keywords:

Family-School-Community;

Organisational Trust;

Partnership;

Relational Leadership;

SDG 4;

SDG 17;

Stakeholder Co-Production.

ABSTRACT

Objective: Investigates how school principals convert relational managerial capabilities into stakeholder co-production that advances Sustainable Development Goal 4 and Sustainable Development Goal 17 across three Catholic secondary schools in Eastern Indonesia. **Method:** A focused secondary thematic analysis was conducted on a qualitative multi-site case-study dataset generated through in-depth interviews, participant observation, and documentary analysis. Within-site and cross-site analyses examined communication, listening, motivation, recognition, delegation, stakeholder participation, and partnership mobilisation. **Results:** Six interdependent practices emerged: establishing relational safety, facilitating dialogic sensemaking, institutionalising participatory planning, delegating according to competence, integrating recognition with reciprocal accountability, and mobilising family-school-foundation-community partnerships. These practices strengthened teacher commitment, programme ownership, student support, access to additional resources, and community legitimacy. Context shaped enactment: the resource-constrained school depended more heavily on external networks, whereas the seminary school embedded participation within a shared formation mission. **Novelty:** The study proposes a relational co-production pathway in which trust and stakeholder participation operate as organisational infrastructure rather than supplementary programmes. The model explains how relational leadership connects school-level managerial practice with quality education (SDG 4) and sustainable partnerships (SDG 17) in faith-based and resource-differentiated settings.

INTRODUCTION

The global commitment to Sustainable Development Goal 4 frames quality education as an inclusive, equitable and lifelong social project rather than a narrow test-performance target. Yet schools do not achieve this ambition through instructional resources alone. They require organisational relationships that enable teachers, students, families, governing bodies and communities to coordinate knowledge, responsibility and support. This relational requirement also connects quality education to Sustainable Development Goal 17, because partnerships are often the means through which schools acquire legitimacy, additional resources and collective problem-solving capacity (United Nations, 2015).

Research on school leadership consistently shows that principals influence learning mainly through indirect organisational pathways. They establish direction, create working conditions, support professional learning and shape the climate in which teachers collaborate and students participate (Anand et al., 2023; Hitt & Tucker, 2016; Leithwood et al., 2020; Tan et al., 2022). This indirect-effects perspective has moved attention from the heroic individual leader toward the social and organisational conditions that make school improvement possible.