



Synthesis of Existentialist and Phenomenological Approaches in Educational Management Leadership

Tirta Safirah Modeong*, Ni Putu Saras Dewi, Dadang Jaenudin

Universitas Pakuan, Indonesia

Email : fatiaparla@gmail.com

DOI: <https://doi.org/10.61987/jemr.v4i6.1240>

ABSTRACT

Keywords:

Educational Leadership,
Existentialism,
Phenomenology

*Corresponding Author

This study aims to explore the synthesis of existentialism and phenomenology in educational leadership to develop a more inclusive and humanistic leadership model. The method used is library research, analyzing relevant literature on educational leadership, existentialism, and phenomenology. The main findings indicate that by integrating these two philosophical approaches, educational leaders can better understand and appreciate the lived experiences of individuals within the school community and provide each member with the freedom and responsibility to find meaning in learning. This approach encourages the creation of a more reflective, empathetic educational environment and is oriented toward character development rather than just academic outcomes. This study makes a theoretical contribution to the development of a humanistic perspective in educational leadership. Its practical implications include creating an inclusive and supportive school culture and increasing individual empowerment. These findings also open the door to further research to test the practical application of this synthesis in a broader educational context.

Article History:

Received: August 2025; Revised: September 2025; Accepted: November 2025

Please cite this article in APA style as:

Modeong, T. S., Dewi, N. P. S., & Jaenudin, D. (2025). Synthesis of Existentialist and Phenomenological Approaches in Educational Management Leadership. *Journal of Educational Management Research*, 4(6), 2669-2680.

INTRODUCTION

The quality of leadership in education significantly influences the development of the education system as a whole (Setyawati, 2023). Effective educational leadership focuses not only on achieving academic results but also on the formation of character and human values (Basri, 2024; Ansori et al., 2024). Leadership based on self-awareness and empathy enables the creation of a more inclusive and meaningful educational environment (Antonopoulou, 2024). Therefore, a deeper understanding of the concept of leadership in educational management, which encompasses existential and phenomenological aspects, is crucial (Basnet et al., 2024). This study aims to explore how existential and phenomenological approaches can enrich our understanding of educational

leadership and contribute to the development of a more humanistic leadership paradigm, one that measures not only academic success but also how life experiences, values, and meaning in education are experienced by each individual within the school environment (Aisyah et al., 2025).

Although the quality of educational leadership is receiving increasing attention, many educational leaders remain trapped in managerial patterns that focus solely on administration and technical aspects, ignoring the existential and emotional dimensions of educational management (Sapitri et al., 2025; Briscoe, 2024). This creates gaps in meeting the social and emotional needs of students, teachers, and educational staff. In many cases, educational leaders tend to under-explore the human potential of each individual in the learning process (Butarbutar et al., 2025). This lack of attention to the personal and emotional aspects of leadership leads to dissatisfaction among school members, which ultimately impacts low satisfaction and the achievement of more holistic educational outcomes (Qushwa, 2024; Fang et al., 2025).

This study seeks to analyze how the existential and phenomenological dimensions of educational leadership can address these issues. In many schools, educational leaders often focus more on technical administrative and managerial aspects, such as budget management, monitoring learning outcomes, and performance evaluation (Ataman et al., 2024; Johnson et al., 2024). This neglects the importance of addressing the social and emotional dimensions that influence individual development in the educational context (Immordino-Yang et al., 2025). This phenomenon is evident in leadership practices in many educational institutions, which tend to focus on quantitative outcomes, such as academic grades and exams, without considering character development or the formation of human values in students and teachers. As a result, many students feel alienated in the educational environment, receive less emotional attention, and are less actively involved in the learning process. The inability to address these existential aspects leads to failure in developing holistic individuals, not only academically but also socially and emotionally (Taghizadeh et al., 2023).

Many previous studies have discussed leadership quality in education, but most have focused on administrative aspects and technical efficiency in school management. For example, Sani (2024) highlighted the importance of effective communication between leaders and staff, while Krismanto & Irianto (2024) focused on the importance of speed and responsiveness in the management of hospitals and educational institutions. However, more in-depth research on how educational leadership can integrate existential and phenomenological aspects to create meaningful learning environments is still very limited (Vlachopoulos et al., 2023). Therefore, this study offers a new perspective by combining two philosophical approaches: existentialism and

phenomenology in educational leadership. This study aims to enrich existing leadership theories and address the shortcomings identified in previous literature.

This study fills a gap in educational leadership studies by providing a more holistic approach, integrating existentialism and phenomenology in the context of educational management. The novelty of this research lies in the synthesis of two philosophical approaches that have not previously been widely applied in educational leadership, particularly in managing relationships between leaders, staff, and students. This approach emphasizes the importance of leaders who are not only effective administratively but also able to understand, respond to, and explore the subjective experiences and emotional needs of individuals involved in the educational process. This research is crucial because it can introduce a more humane, inclusive, and reflective model of educational leadership.

The primary question addressed in this research is how existentialist and phenomenological approaches can be applied in educational leadership to improve the quality of service and patient satisfaction (students and educational staff) in schools. This research argues that by combining these two philosophical approaches, educational leadership will not only be more reflective and transformative but will also result in a more humane education. The primary contribution of this research is providing a new understanding of the importance of existential and phenomenological dimensions in shaping educational leaders who are able to balance managerial aspects and character development, leading to higher levels of satisfaction within the educational community.

RESEARCH METHOD

This study employed a library research design, which aimed to explore, analyze, and synthesize information from relevant literature sources related to educational leadership, existentialism, and phenomenology. Library research was chosen because it allowed the researcher to gather various references from books, scientific articles, journals, and other sources with proven credibility. This design is suitable for exploring more theoretical and conceptual topics, such as the synthesis of existentialist and phenomenological approaches to educational leadership. This design was also driven by the need to examine the relationship between philosophical theories and their application in educational leadership practice, utilizing existing literature sources as a basis for developing new arguments and insights in this study.

The data collection technique in this study relied on library research. The steps taken in data collection were as follows: first, identifying relevant sources and literature. The researcher identified various literature related to educational

leadership, existentialism, phenomenology, and their application in education. These library sources include books, scientific articles, journals, theses, dissertations, and existing research reports. Second, literature collection: researchers will gather literature found through searches in academic libraries, electronic journal databases (e.g., Google Scholar, JSTOR, ProQuest), and other digital repositories that provide reliable scientific articles. Third, literature screening: the literature screening process is carried out to select relevant and high-quality sources, taking into account data validity, author credibility, and relevance to the research topic.

Data analysis in this study was conducted following the stages of interactive analysis, including: first, data condensation: researchers will filter and simplify information from various library sources obtained, highlighting key theories and topics relevant to the research. Irrelevant data will be removed, while data directly related to the research topic will be prioritized. Second, data reduction: the filtered data will be grouped into specific themes that emerge in the literature. For example, themes related to existentialism, phenomenology, and their application in educational leadership. This grouping aims to simplify and organize the data for easier analysis. Third, data display. After data reduction, the results are presented in an organized form, such as a diagram, table, or descriptive narrative. This data presentation aims to facilitate analysis and visualize the relationships between themes and categories found in the literature. Fourth, data verification. Researchers will verify the validity of the data by examining the consistency of the data found in various literature sources. This verification process will ensure that the information obtained is accurate and reliable by comparing various relevant literature sources.

RESULT AND DISCUSSION

Existentialism in Educational Leadership

This study examines the application of existentialist principles in educational leadership and finds that core concepts of existentialism, such as freedom, responsibility, meaning-making, and authenticity, are highly relevant in the educational context. Educational leaders grounded in existentialism understand that individual freedom allows school community members to determine the direction and meaning of their lives, rather than simply pursuing administrative outcomes (Basnet et al., 2024). Leaders have a crucial role in guiding and providing space for each individual to explore their potential, in line with the formation of meaning in education (Culduz, 2024).

However, this study also highlights the challenges of integrating authenticity into leadership, where leaders often face the dilemma of maintaining personal values and meeting existing administrative or policy demands. These

findings highlight the need for leaders to be aware of such conflicts and to strive to negotiate space for self-expression and authenticity, while maintaining balance with external demands.

The theoretical implication of these findings is that educational leadership needs to integrate concepts of existentialism, which focuses not only on administrative outcomes but also on the formation of character and meaning for individuals in schools. This opens up space for a reorientation of leadership studies that measures success not only based on quantitative performance but also on the achievement of humanistic values such as freedom of choice, moral responsibility, and meaning-making. Thus, existentialism theory can enrich educational leadership theory with a more humanistic perspective.

Practically, leaders who adopt existentialist principles can create a school environment that is more inclusive, empathetic, and supportive of the self-development and emotional well-being of students and staff. This approach enables more meaningful relationships between leaders and the school community and supports a school culture that is more positive and responsive to individual needs. This research suggests that integrating existentialism and phenomenology in educational leadership will achieve a balance between academic achievement and human character formation, creating a more holistic education.

Implications of Existentialism in Educational Leadership

This study reveals that the application of existentialist principles in educational leadership has significant implications for how leaders interact with staff, students, and even in decision-making. One key finding is the importance of leaders as agents of self-awareness and reflection. Leaders inspired by existentialism not only act based on administrative or technical procedures but also consistently engage in a process of reflection on the impact of each action taken. This aligns with the thinking put forward by Basnet, Luitel, and Tamang (2024), who emphasized that self-awareness and reflection are key in navigating dilemmas and crises, as seen in educational leadership during the pandemic (Thami., 2025). Responsive and reflective leaders ensure that their decisions remain grounded in human values and prioritize the well-being of all members of the educational community.

The findings of this study also highlight the importance of fostering autonomy and personal presence in educational leadership. Leaders who adopt an existential approach provide space for teachers and students to experiment, make choices, and express themselves. This contributes to their personal and professional growth, in line with the existentialist view that emphasizes individual freedom and responsibility. This also supports previous findings that

underscore that autonomy and freedom are essential aspects of human development (Carpani, 2023). However, this study adds an important dimension by demonstrating how freedom in education is not only about giving individuals space for choice, but also about empowering them with responsibilities that enable them to construct personal meaning and contribute to their communities.

Decisions made by leaders consider not only academic or administrative outcomes but also the existential impact of these policies on individuals' well-being (Safitri & Lateh, 2024). For example, when making decisions about curriculum or school policies, leaders must ask, "Does this decision help individuals grow authentically or alienate them?" This study adds to our understanding of how educational leadership can be oriented toward holistic human development, in line with existentialist theory, which emphasizes the importance of creating meaning in every human action.

This research also demonstrates that educational leaders must be courageous in confronting the moral dilemmas and ambiguities that often arise in decision-making. In existentialism, moral dilemmas and paradoxes are an unavoidable part of the human experience (Purwanto & Wafa, 2023). Therefore, good educational leaders must have the courage to ask not only "What can be done?" but also "What should be done?" Along with other research findings showing that effective leadership focuses not only on short-term results but also on managing moral and ethical values, this study emphasizes that awareness of moral dilemmas and the ability to respond wisely to them are essential components of transformational educational leadership.

Practically, the results of this study indicate that authentic educational leaders, who maintain consistency between their values, beliefs, and actions, will be more respected and trusted by the school community. Previous research, as revealed by Sarwar et al. (2023), authentic leadership is a central quality highly valued in modern organizational contexts, including in the education sector. Authentic leaders demonstrate steadfastness in their values and serve as role models for others, creating better relationships between leaders and staff, and building mutual trust within the school community. Therefore, the findings of this study have important practical implications, which can serve as guidelines for educational leaders in balancing administrative aspects and human character in managing a more humanistic education.

Phenomenology In Educational Leadership

This study demonstrates that the application of phenomenological principles to educational leadership provides a new perspective in understanding and managing the lived experiences of individuals involved in the educational process. These findings support the phenomenological

perspective, which emphasizes the importance of subjective experience as a primary source of understanding. Educational leaders must listen to the lived experiences of teachers, students, principals, and parents and understand the meaning behind their actions, rather than relying solely on objective data or administrative reports. This makes the phenomenological approach more holistic and values personal experience in decision-making.

Furthermore, these findings emphasize the importance of contextual awareness in educational leadership. Effective leaders must be sensitive to the situations experienced by school community members, such as psychological stress, local culture, and social dynamics that influence interactions in the school (Zuhdi et al., 2024; Saharani & Diana, 2024). Decisions made must be relevant to the real experiences of individuals in the field, rather than based solely on theory or rigid rules. This suggests that educational leadership needs to pay greater attention to the social and cultural context surrounding the school.

Theoretically, this study broadens the understanding of phenomenology in education by emphasizing the importance of active participation and engagement of all parties within the school community. A more inclusive and participatory leadership model, based on a collective understanding of subjective experiences, can improve the quality of education. Educational leaders who involve teachers, students, and parents in decision-making can create a more collaborative environment focused on shared experiences, rather than solely on top-down decisions.

Practically, this research suggests that educational leaders should focus more on in-depth human interactions and be responsive to the emotional experiences of students, teachers, and parents. By listening to and understanding their experiences, leaders can create more harmonious and productive relationships within the school community. A phenomenological approach also contributes to the formation of a more humane school culture, where education is viewed as a process of shared meaning-making, not just measurable achievements. Thus, this research offers important insights for shaping a more holistic future of education based on the lived experiences of the individuals within it.

Practical Implications

This research demonstrates that applying a phenomenological perspective to educational leadership enriches how leaders respond to and understand individual experiences in schools. Johnson's (2025) research, which emphasizes the importance of deep listening to identify emotional needs not reflected in formal reports. Effective leaders must provide space for teachers and students to share their experiences, especially when facing significant changes such as the

COVID-19 pandemic. A phenomenological approach emphasizes meaningful and empathetic interactions, in contrast to traditional leadership, which tends to focus on administrative management.

The research findings also underscore the importance of experience-based decision-making, as found in Annamalai et al.'s (2023) study, which showed that policies that fail to account for teachers' lived experiences can exacerbate their stress. Educational leaders who adapt policies based on concrete experiences will make decisions more relevant and effective. Furthermore, a reflective and participatory school culture, as reflected in the study "Navigating Instructional Leadership" (2025), can improve educational quality and create a school environment that is more responsive to the needs of school members (VanHusen, 2025).

Theoretically, this study introduces the importance of flexibility and creativity in educational leadership, given that human experiences in education are often complex and ambiguous. It also suggests that schools adopt phenomenological methods in evaluating educational policies, such as narrative interviews and phenomenological case studies. By understanding individual lived experiences, educational leaders can create more adaptive, relevant, and insightful policies. This offers an important contribution to the development of educational leadership theory and practice that is more inclusive, reflective, and grounded in lived experience.

Synthesis of Phenomenological Existentialism in Educational Leadership

This study identifies a synthesis of existentialism and phenomenology in educational leadership, resulting in a more inclusive leadership model with a deeper understanding of individuals and their lived experiences. Leaders based on existentialism view each individual as a subject free to determine the meaning of their life, in line with Sartre's idea that individuals create their essence through personal actions and choices. By integrating phenomenology, this study emphasizes the importance of understanding subjective experiences in leadership decision-making, enriching educational leadership theory with a more humanistic approach, rather than solely based on data and formal policies.

The theoretical implication of this study is the expansion of our understanding of educational leadership by integrating human lived experiences, as outlined by Annamalai et al. (2023). Educational leaders who combine existentialism and phenomenology will emphasize the importance of a deeper understanding of teacher and student experiences in decision-making (Sanjani, 2024). This indicates that educational leadership needs to involve the search for meaning in educational life, rather than simply relying on technical or administrative analysis.

Practically, this study suggests that authentic, reflective, and empathetic educational leaders will create a more inclusive and supportive school culture. This approach can provide space for teachers and students to experiment and explore themselves personally, supporting personal and social development. By avoiding bureaucratic approaches focused on procedures and rules, existentialism- and phenomenology-based leadership will create more adaptive, creative, and collaborative educational communities, increasing satisfaction and achieving more holistic educational outcomes.

CONCLUSION

The most important finding of this study is the synthesis of existentialism and phenomenology in educational leadership, which provides a new perspective for understanding and appreciating the lived experiences of individuals within the school environment while fostering freedom and responsibility to find meaning in learning and school life. This approach emphasizes the integration of personal, social, and emotional aspects in leadership so that every member of the educational community—students, teachers, and staff—can grow holistically, both academically and in terms of human values. Educational leadership, therefore, is not merely an administrative function but a transformative process that shapes reflective, autonomous, and socially conscious individuals. The contribution of this study lies in its humanistic and philosophical framework, which expands the theory of educational leadership beyond technical and managerial dimensions toward a deeper understanding of subjective experience and individual empowerment. However, this study's limitation is its theoretical nature and the absence of empirical data or case studies from schools applying this approach. Hence, further research is needed to test its practical implementation and explore how educational leaders can effectively integrate existential and phenomenological principles into daily policies and practices across diverse educational settings to develop a more inclusive and meaningful leadership model.

REFERENCES

- Aisyah, E. N., & Utamimah, S. (2025). Implementing Project-Based Learning with Loose Parts in Early Childhood Education: A Qualitative Descriptive Study. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 10(1), 71-84. <https://doi.org/10.14421/jga.2025.101-06>

- Annamalai, N., Uthayakumaran, A., & Zyoud, S. H. (2023). High School Teachers' Perception of AR and VR in English Language Teaching and Learning Activities: A Developing Country Perspective. *Education and Information Technologies*, 28(3), 3117-3143. <https://doi.org/10.1007/s10639-022-11275-2>
- Ansori, Y. Z., Nahdi, D. S., Juanda, A., & Santoso, E. (2024). Developing the Character of Elementary School Students Through Values-Based Leadership. *Al-Ishlah: Jurnal Pendidikan*, 16(4), 5335-5344. <https://doi.org/10.35445/alishlah.v16i4.5513>
- Antonopoulou, H. (2024). The Value of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, and Empathy as Key Components. *Technium Education and Humanities*, 8, 78-92. <https://doi.org/10.47577/teh.v8i.9719>
- Ataman, A., Sanjani, M. A. F., & Safitri, S. D. (2024). Exploring Complementary Leadership Styles in Madrasahs by Aiming at Their Impact on Integrity and Character Development. *Business and Applied Management Journal*, 1(2), 118-133. <https://doi.org/10.61987/bamj.v1i2.487>
- Basnet, N., Luitel, S., & Tamang, S. (2024). Existentialism and Its Implications for Leadership: Examining the Existential Philosophical Perspective in Leadership Practices. *Journal of Business and Management Research*, 6(1-2), 44-59. <https://doi.org/10.3126/jbmr.v6i1-2.76521>
- Basri, H., Manshur, U., Zaini, A. W., & Suhermanto, S. (2024). Exploring Charismatic Leadership and Personality Competence: Keys to Fostering Teacher Motivation. *Bidayatuna Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 7(2), 109-120. <https://doi.org/10.54471/bidayatuna.v7i2.2983>
- Briscoe, L. M. (2024). Administrative Leadership Styles and Its Contributions to Teacher Attrition Amongst Early Career Charter Schools Teachers (Doctoral dissertation, National University).
- Butarbutar, I., Sihombing, S., Siregar, S. M., & Simbolon, T. J. (2025). Integrating Environmental Ethics into Christian Religious Education: An Analytical and Interpretive Approach through Project-Based Learning. *International Journal of Education and Humanities*, 5(4), 698-707. <https://doi.org/10.58557/ijeh.v5i4.367>
- Carpani, S. (2023). Absolute Freedom. The I+I (Individuation+ Individualization) as a Metanarrative of Self-Development in a Second-Late-Modern Society (Doctoral dissertation, University of Essex).
- Culduz, M. (2024). The Impact of Educational Leadership in Improving the Learning Experience. In *Promoting Crisis Management and Creative Problem-Solving Skills in Educational Leadership* (pp. 168-189). IGI Global Scientific Publishing. <https://doi.org/10.4018/978-1-6684-8332-9.ch008>
- Fang, Y., Yu, J., Toyama, H., & Salmela-Aro, K. (2025). School Principals' Job

- Burnout and Job Satisfaction in Finland: The Impact of Work-Family Conflict, Role Conflict, and Sense of Community. *Educational Management Administration & Leadership*, 17411432251333560. <https://doi.org/10.1177/17411432251333560>
- Immordino-Yang, M. H., Darling-Hammond, L., & Krone, C. R. (2025). Nurturing Nature: How Brain Development is Inherently Social and Emotional, and What This Means for Education. In *Social and Emotional Learning* (pp. 63-83). Routledge. <https://doi.org/10.4324/9781003054573-5>
- Irianto, B. G., Luthfiah, S., Gumiwang, H., Maghfiroh, A. M., & Kholik, A. (2024). Enhancing Health Services through Telemedicine: Addressing the Gaps in LBW Monitoring and Training at Puskesmas Gedangan, Sidoarjo Regency. *Frontiers in Community Service and Empowerment*, 3(3). <https://doi.org/10.35882/ficse.v3i3.69>
- Jhonshon, E., Mendoza, C., & Sobirin, M. S. (2024). Strategies of School Principals in Improving Educational Quality: An Analysis of Best Practices in American Schools. *JMPI: Jurnal Manajemen, Pendidikan dan Pemikiran Islam*, 2(2), 112-124. <https://doi.org/10.71305/jmpi.v2i2.84>
- Ober, T., Johnson, D., Liu, L., Kinsey, D., & Courey, K. (2025). Communication as a Future Ready Skill: A Proposed Framework and Strategies for Assessment. *ETS Research Report Series*, 2025(1). <https://doi.org/10.64634/2h5c6j22>
- Purwanto, A., & Wafa, A. (2023). Interpersonal Communication Strategies in Building an Image of Contingency Perspective of Accommodation. *Managere: Indonesian Journal of Educational Management*, 5(3), 267-279. <https://doi.org/10.52627/managere.v5i3.281>
- Qushwa, F. G. (2024). Patronage of Kyai Leadership in Building Parental Choice in Islamic Boarding Schools. *Mapendis: Jurnal Manajemen Pendidikan Islam*, 2(1), 44-56.
- Safitri, S. D., & Lateh, M. (2024). Authentic Leadership in The Perspective of Islamic Education. *EDUCARE: Jurnal Ilmu Pendidikan*, 3(2), 100-114. <https://doi.org/10.71392/ejip.v3i2.81>
- Saharani, L., & Diana, S. (2024). Optimization of Islamic Values-Based Public Relations Strategy in Increasing New Student Admissions. *Managere: Indonesian Journal of Educational Management*, 6(2), 194-206. <https://doi.org/10.52627/managere.v6i2.523>
- Sani, K. F., & Adisa, T. A. (2024). Work-Life Balance: Does Leadership Matter?. *Employee Relations: The International Journal*, 46(2), 269-286. <https://doi.org/10.1108/ER-03-2023-0145>
- Sanjani, M. A. F. (2024). The Impact of School Principals on Graduate Quality Through Character Education Initiatives. *Journal of Educational*

- Management Research*, 3(1), 30–46. <https://doi.org/10.61987/jemr.v3i1.347>
- Sapitri, R., & Cipta, S. E. (2025). Principal Leadership Behaviour in Improving Education Quality at SDN Cigugur Tengah Mandiri 2. *Pratyaksa: Jurnal Ilmu Pendidikan, Sosial dan Humaniora*, 1(3), 8-19.
- Sarwar, U., Aamir, M., Bichao, Y., & Chen, Z. (2023). Authentic Leadership, Perceived Organizational Support, and Psychological Capital: Implications for Job Performance in the Education Sector. *Frontiers in Psychology*, 13, 1084963. <https://doi.org/10.3389/fpsyg.2022.1084963>
- Setyawati, K. (2023). The Influence of Organizational Culture, Leadership, and Motivation on Performance of Early Childhood School Teachers. *Journal of Childhood Development*, 3(1), 39-46. <https://doi.org/10.25217/jcd.v3i1.3285>
- Taghizadeh, M. (2023). Investigating the Effect of Existential Therapy on Feelings of Helplessness and Failure, Feelings of Old Age and Emptiness, and Feelings of Confusion and Conflict in Retired Teachers. *Novel Clin Med*, 2(1), 56-61.
- Thami, R. (2025). An Autoethnographic Account of a Thangmi Girl's Struggles and Resilience in Becoming an English Teacher (Doctoral dissertation, Kathmandu University School of Education).
- VanHusen, M. J. (2025). Digital Integration in Virginia Classrooms: Assessing ITRTs' Implementation of Virginia Department of Education Instructional Technology Best Practices (Doctoral dissertation, Niagara University).
- Vlachopoulos, D., Thorkelsdóttir, R. B., Schina, D., & Jónsdóttir, J. G. (2023). Teachers' Experience and Perceptions of Sustainable Digitalization in School Education: An Existential Phenomenological Study of Teachers in Romania, Greece, Cyprus, Iceland, and The Netherlands. *Sustainability*, 15(18), 13353. <https://doi.org/10.3390/su151813353>
- Zuhdi, Z., Faridy, F., Baharun, H., & Hefny, H. (2024). Enhancing Learning Quality through Management Support in Crafting Self-Assessment Questions at School. *Communautaire: Journal of Community Service*, 3(1), 1–12. <https://doi.org/10.61987/communautaire.v3i1.353>