

How Principal Self-Concept Predicts Decision-Making Quality: Empirical Evidence from School Leadership

Rina Nurhidayati^{1*}, Rimsa Rusmiland²

Faculty of Engineering, Indraprasta PGRI University, Jakarta, Indonesia

ARTICLE INFO

Article History:

Received :

Revised :

Accepted :

Keyword:

Digital Storytelling;
Language Learning;
Pedagogical Design;
Narrative Construction;
Multimodal Composition

*Correspondence Author:
rin4nurhidayati@gmail.com

ABSTRACT

This study aims to analyze the predictive role of self-concept in the decision-making of elementary school principals. The study employs a survey design with a quantitative approach. The population consists of 62 public elementary school principals in the Jagakarsa District of South Jakarta, with a sample of 54 principals selected using random sampling. Data were collected via a Likert-scale questionnaire. Data analysis involved both descriptive and inferential methods, specifically simple linear regression. The results indicate a positive and significant predictive relationship between self-concept and principals' decision-making ($\beta = 0.624$; $p < 0.001$), with the regression equation $Y = 25.261 + 0.722X$. The coefficient of determination (R^2) of 0.389 reveals that self-concept accounts for 38.9% of the variation in principals' decision-making, while the remaining 61.1% of the variation is not explained by this model. These findings suggest that self-concept is a personal aspect associated with principals' decision-making, alongside other factors not examined in this study. Consequently, initiatives to develop principals' leadership capacity could consider strengthening personal aspects—including the development of self-concept—as part of efforts to enhance the quality of decision-making.

How to Cite:

Nurhidayati, R., & Rusmiland, R. (2026). How Principal Self-Concept Predicts Decision-Making Quality: Empirical Evidence from School Leadership. *Paedagogia: Jurnal Pendidikan*, 15(2), 325-342. <https://doi.org/10.24239/pdg.Vol15.Iss2.1484>

INTRODUCTION

The principal plays a crucial role in managing educational units. This is because the quality of the principal's leadership is closely linked to the school's ability to direct resources, manage change, and effectively achieve educational goals¹. In carrying out their duties, the principal is not only required to be able to

¹ I Fauzi and Samrin, "Membangun Tim Unggul: Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan," *Jurna Penelitian Kebijakan Pendidikan* 17, no. 2 (2024): 99–112; Aulia Safarina and Ima Widiyanah, "Peran Kepemimpinan Pembelajaran Kepala Sekolah Dalam Meningkatkan Hasil Belajar Siswa Di SMP Negeri 40 Semarang," *Journal Inspirasi Manajemen*

manage school resources, but also must be able to face various problems within the school and make decisions related to academic, managerial, and institutional issues². Decisions made by the principal can impact the implementation of school programs, teaching standards, teacher and educational staff performance, and the achievement of educational goals³. Therefore, that, ability taking decision become Wrong One aspect important attached on effectiveness leadership head school.

However, often in implementation, head school face situation taking increasingly decisions complex. In taking decision, head school can't just apply procedure only administratively, but Also need consideration, judgment, and courage⁴. Head school often confronted with limitations information, pressure time, difference view between residents school, and change ongoing education policies in a way dynamic⁵. Condition this is what Finally demand head school For can identify problems, considering alternative solutions, determining options, as well as responsible answer to the consequences of decisions taken⁶. With Thus,

Pendidikan 12, no. Juni 2024 (2025): 656–66; Enjang Suhaedin, Muhammad Giatman, and Hasan Maksum, "Manajemen Kepemimpinan Dalam Meningkatkan Kualitas Pendidikan Sekolah Menengah Kejuruan (SMK)," *Journal of Education Research* 5, no. 1 (2024): 170–79.

² Umsiyah, "The Role of the Principal in Improving Academic Quality at Public Elementary School 02 Kabunan, Pemalang Regency," *JHIP (Scientific Journal of Education)* 6, no. 1 (2023): 487–95; Jamaluddin, Asmariyani, and A Murtopo, "Principal Leadership in Jamaluddin's Educational Quality Management," *Al-Zayn: Journal of Social Sciences & Law* 4, no. 2 (2026): 3707–22; Jiwa Marisya Amsor and Erlangga Akbar, "Principal Leadership Style in Carrying Out Management Functions," *Journal of Educational Governance* 1, no. 2 (2019); T Paulina and S Patimah, "The Role of Principal Leadership in Developing Quality Management at SMAN 2 Gading Rejo," *AT-TAJDID: Journal of Islamic Education and Thought* 07, no. 01 (2023): 189–206.

³ Fadila Ramadhan et al., "The Principal's Role in Supporting Educational Unit Governance Through Decision-Making in Elementary Schools," *JOURNAL OF ACADEMIC MEDIA (JMA)* 3, no. 6 (2025); Irawidiarti et al., "Strategic Principal Decision-Making to Improve Teacher Performance at SMPN 1 Kota Jambi," *Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS)* 6, no. 3 (2025): 1437–42; Zikry Indra Fadillah, "The Principal's Role in Encouraging Innovation and Positive Change," *JME Jurnal Management Education* 2, no. 3 (2024): 95–101; Nesa Novrizal, Wido Supraha, and Abas Mansur Tamam, "The Concept of Leadership and Principal Decision-Making (Case Study: MTs. Darul Ihya Ciomas)," *Journal of Modern Islamic Studies* 11, no. September (2024): 29 – 37.

⁴ A Dedi Nopembri, "The Principal's Function in Improving Teacher Performance," *Educational Manager* 9, no. 3 (2015); Septiara Yolanda et al., "The Effectiveness of Principal Decision Making: Reviewed Style, Ethics and Emotional Intelligence," *INNOVATIVE: Journal of Social Science Research Volume* 3 (2023): 775 – 86; Ach Aldi Rofiqi and Achmad Muhlis, "The Role of the Principal in Solving a Problem and Making Decisions from Judat's Perspective," *Responsive: Journal of Islamic Education Management* 1, no. 4 (2025): 305–14.

⁵ R Malahayati et al., "Rational Optimizing vs. Satisficing Approaches in Principal Decision-Making," *JGK (Our Teachers Journal)* 10, no. 1 (2025): 201–18; Imelda, Sumarsih, and Connie, "The Principal's Role in Managing the Independent Curriculum," *Educational Manager: Scientific Journal of Postgraduate Educational Management* 19, no. 01 (2025): 99 – 110.

⁶ A Setiabudi et al., "Application of the Rational Model in Principal Decision-Making in the Independent Curriculum Era," *Journal of Education and Culture* 5, no. 3 (2025): 19–29; Danang Rizky Permadani, Maisyaroh, and Mustiningsih, "Principal Leadership in Decision-Making," *JAMP: Journal of Educational Administration and Management* 1, no. September (2018): 320 – 26.

the quality taking decision No only related with ability technical and managerial head school, but Also related with characteristics internally owned by a leader.

One of important internal characteristics of an individual in operate role leadership is draft self (*self-concept*). Concept self refers to a set of organized perception and knowledge about self itself, which includes characteristics, attributes, qualities, deficiencies, capacities, limitations, values, and connection individual with environment ⁷. Concept self No solely show belief individual that himself capable do something task certain, as it happens characteristics main *self-efficacy*, but describe How individual understand, describe, and evaluate himself in a way more broad. In the context of head school, concept self become relevant Because head school in a way continously face to face with demands role, issues organization, as well as situations that require interpretation to condition schools and various alternative action. Head way school look at characteristics, values, capacities, limitations, and positions himself in operate role leadership can form internal framework used in interpret information and evaluate alternative when face something problem. With Thus, the concept self can associated with taking decision through the evaluation process self and interpretation individual to the situation at hand, not solely through belief to ability finish task. When an individual own representation a better self clear and structured, relevant information with himself can organized and evaluated in a way more consistent, so that can influence method individual evaluate choice and determination action ⁸. In the context head school, relationship the show that draft self is one of the potential internal factors related with the process of taking decision, because decision No only involving consideration to condition external, but also the individual's internal interpretation and evaluation processes to himself in face situations that require choice action.

Literature about taking decision head school show that the decision process is part important from role leadership and management head school. Study on taking decision head school has discuss various aspects, including stages

⁷ Anni Tamm, Pirkko Töugu, and Tiia Tulviste, "Self-Concept at Different Stages of Life : How to Do Early and Late Adolescents and Young, Middle-Aged, and Older Adults Describe Themselves ?, " *International Journal of Behavioral Development* 48, no. 5 (2024), <https://doi.org/10.1177/01650254241254103>; Srikant Manchiraju, " Self-Concept Clarity : A Comprehensive and Integrative Review, " *Front. Psychol* 17, no. June (2026), <https://doi.org/10.3389/fpsyg.2026.1822881>; LM Talavera et al., " Self-Concept and Self-Esteem, Determinants of Greater Life Satisfaction in Mountain and Climbing Technicians and Athletes," *Eur. J. Investig. Health Psychol. Educ.* 13 (2023): 1188–1201.

⁸ Jean Guerrettaz et al., "Self-Concept Clarity : Buffering the Impact of Self-Evaluative Information, " *Individual Differences Research* 12, no. 4 (2014): 180 – 90; Yang Yang et al., " The Relationship Between Self-Concept Clarity and Meaning in Life Among Adolescents : Based on Variable-Centered Perspective and Person-Centered Perspective, " *Behavioral Sciences* 15, no. 7 (2025): 1 – 15; Yaping Bi et al., " The Relationship Between Professional Self-Concept And Career Decision-Making Difficulties Among Postgraduate Nursing Students In China : The Mediating Role Of Career Decision-Making, " *Frontiers in Psychology* 14, no. July (2023): 1 – 8, <https://doi.org/10.3389/fpsyg.2023.1198974>.

taking decisions, skills taking decisions, personal characteristics, experiences, and condition organizations that influence the decision process. Kahn and Bullis through study integrative to literature taking decision head school show that study previously covers model retrieval theme decision, difference between taker decision beginners and experienced, personal characteristics, and skills taking decision⁹. In the Indonesian context, research about factor taking decision head the school also shows that decision head school related with culture organization, internal and external conditions organization, availability information, personality, and skills taking decision¹⁰. Other research on skills head school in the process of taking decision show importance ability analytical, communication participatory, experience leadership and culture organization in the¹¹process. The findings the show that study taking decision head school during This has give enough attention big to aspect competence, skills, leadership, and environment organization.

Although Thus, the study about personal factors of the head school Not yet fully explain How draft self as representation individual about characteristics, values, capacities, and limitations himself related with the process of taking decision. Integrative study regarding the process of taking decision head school show that study previously more Lots discuss the decision-making model decision, difference between taker decision beginners and experienced, personal characteristics, and skills taking decision¹². Empirical evidence about connection draft self and taking the decision is still pending originate from different contexts, for example research by Bi et al. (2023) which found that *professional self-concept* relate with difficulty taking decision careers in students postgraduate nursing, with *career decision-making self-efficacy* play a role as a mediator¹³. Other studies show that *self-concept clarity* relate with performance taking decision social, including ability individual in identify related information with objective himself¹⁴. Findings the

⁹ Joshua D Kahn and Michael D Bullis, "A Look Inside the 'Black Box': An Integrative Review of the Cognitive Decision-Making Processes Used by School Principals," *Leadership and Policy in Schools* 22, no. 3 (July 3, 2023): 565–84, <https://doi.org/10.1080/15700763.2021.1934704>.

¹⁰ Sindi Dwi Savitri and Sri Wahyuni, "Factors Influencing Principals in Decision-Making," *Tsaqofab Journal; Indonesian Teacher Research Journal* 3 (2024): 650–59; Hardianto Hardianto; Zulkifli Zulkifli; Hidayat Hidayat, "Analysis of Principals' Decision-Making: A Literature Study," *AL-ISHLAH: Jurnal Pendidikan*, no. Vol 13, No 3 (2021): AL-ISHLAH: Jurnal Pendidikan (2021): 2021–28, <https://journal.staihubbulwathan.id/index.php/alishlah/article/view/1353/515>.

¹¹ I Rahmawati and RT Suhendar, "PRINCIPAL SKILLS IN THE RECRUITMENT PROCESS," *Educational Management Reviews and Research* 1, no. December (2022): 1–5.

¹² Kahn and Bullis, "A Look Inside the 'Black Box': An Integrative Review of the Cognitive Decision-Making Processes Used by School Principals."

¹³ Bi et al., "The Relationship Between Professional Self-Concept And Career Decision-Making Difficulties Among Postgraduate Nursing Students In China : The Mediating Role Of Career Decision-Making."

¹⁴ Pınar Uğurlar and Dirk U Wulff, "Self-Concept Clarity Is Associated with Social Decision Making Performance," *Personality and Individual Differences* 197 (2022): 111783, <https://doi.org/https://doi.org/10.1016/j.paid.2022.111783>.

give base that representation individual about himself own relatedness with the process of taking decision, but proof the Not yet in a way special explain connection between draft self head school and taking decision in context management school. With Thus, *research gap* study This No lies in the absence study about draft self or connection draft self with taking decision in a way general, but still limited testing empirically which special put draft self head school as variables predictor taking decision head school.

Need For study connection the the more important in context change environment demanding education head school face increasingly serious problems diverse, including change policies, demands improvement quality education, needs inhabitant school, and development technology and management information. Research latest on the head school school The base in Bogor also shows that effectiveness taking decision related with a number of factors, including visionary leadership, empowerment, trust, creativity, and literacy technology ; research the using data from 138 heads school and find that variables the contribute to variation effectiveness taking decision ¹⁵. Findings the show that study taking decision head school has develop with consider factor leadership, technology, trust, and characteristics organization. However, the study the Not yet in a way special put draft self as internal representation of the head school about himself as predictor taking decision. Therefore that, position draft self as personal factors still need testing more empirical specific in relation with taking decision head school.

Based on the research gap, the research novelty This lies in testing empirical draft self as related personal factors with taking decision head school, with put draft self as different constructs from competence managerial style leadership, and self-efficacy. Approach This give perspective that taking decision head school No only need understood from side ability or condition organization, but also from How head school understand and evaluate himself in operate role leadership. Research This in a way special test connection on the head school Public Elementary Schools in the District Jagakarsa, South Jakarta, so that produce proof empirical in context unit education specific basis. With Thus, research This expected can expand study management education with give proof about relatedness individual internal factors, in particular draft self, with the process of taking decision head school.

METHOD

Study This use approach quantitative with design survey correlational purpose For analyze relationships and influences draft self to taking decision head school. Survey design chosen Because allows researchers obtaining empirical data from respondents through distribution questionnaire at the time certain (cross-

¹⁵ S Baliarto, S Hardhienata, and S Setyaningsih, "Enhancing Principals' Decision-Making through Local Wisdom and Technology in Indonesian Elementary Schools," *Indonesian Journal of Educational Research* 12, no. 1 (2026).

sectional). Relationship between variables draft self and taking decision analyzed use simple linear regression For identify size contribution draft self in predict taking decision head school.

The research was conducted at a public elementary school (SDN) in Jagakarsa District, South Jakarta. The study population consisted of all 62 elementary school principals in Jagakarsa District. Prior to the main study, the research instrument was piloted on 20 respondents who were not part of the main research population and were not included in the 62 principals. This pilot test aimed to test the validity and reliability of the research instrument.

The sample size for the main study was determined using the Slovin formula with a 5% error rate, resulting in a minimum requirement of 54 respondents from a total population of 62 school principals. The sampling technique used was simple random sampling, meaning each member of the population has an equal chance of being selected as a sample. The sampling process was carried out by compiling a list of all population members, assigning an identification number to each member, and then randomly selecting respondents using a random number generator. procedure Of these, 54 heads were obtained school that became respondents study main.

The data collection technique used in this study uses a questionnaire with a five-choice assessment scale. The alternative answers are SS (Strongly Agree), S (Agree), KS (Neither Agree), TS (Disagree) and STS (Strongly Disagree). The scores for answers in the form of positive questions or statements are the choices SS (Strongly Agree) = 5, S (Agree) = 4, KS (Neither Agree) = 3, TS (Disagree) = 2, and STS (Strongly Disagree) = 1. Meanwhile, the scores for answers in the form of negative questions or statements are given the opposite assessment, namely the choices SS (Strongly Agree) = 1, S (Agree) = 2, KS (Neither Agree), TS (Disagree) = 4, and STS (Strongly Disagree) = 5. The instrument grid in this study is as follows.

Tabel 1 Instrument Grid Study

No	Variables	Indicator	Number	Amount Item
1	Decision making	Identifying problem	1, 2, 3, 4, 5,	5
2		Make alternative solution	6, 7, 8, 9	4
3		Consideration alternative solution	10, 11, 12, 13, 14	5
4		Choose solution	15, 16, 17, 18, 19, 20, 21, 22	8
5		Implementing solution	23, 24, 25, 26	4
6		Evaluate decision	27, 28, 29, 30	4
Amount				30

No		Indicator	Number	Amount Item
1	Self	View self to his physical	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
2	Concept	View self to belief himself	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
3		View self to his behavior	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
Amount				30

Before used in study main instrument study moreover formerly through stage preparation, review, and testing instrument. Instrument developed based on indicators of each variable that refer to the basis theory and results study previously about draft self and taking decision head school. Every indicator Then explained to in grains customized statement with characteristics head school as respondents research. Before empirical tests were carried out, items instrument reviewed For ensure suitability between indicators, substances statements and objectives measurement. Next, the instrument tested try it to 20 respondents who have relevant characteristics with subject research, but No including in population study main. With Thus, 20 trial respondents the different with 54 respondents used in study main and test data No combined with research data main.

Trials instrument includes 30 grains statement For variables draft self and 30 grains statement For variables taking decision. Validity test grains done use Pearson Product Moment correlation with compare calculated r value with r table. With 20 trial respondents, the r table value at a significance level of 5% is 0.444. A statement item is declared valid if the calculated r value is greater than the r table. Next, a reliability test is conducted using the Cronbach's Alpha coefficient to determine the level of internal consistency between items in each variable. The instrument is declared reliable if the Cronbach's Alpha value meets the reliability criteria set in the study. The results of the validity and reliability tests are used as a basis for determining which statement items are retained, revised, or eliminated before the instrument is used in the main study.

The use of 20 respondents in the pilot phase was intended as an initial empirical test to identify the quality of the instrument items before their application in the main study. This number was determined by considering the limited access to respondents with characteristics similar to the research subjects, as well as the principle that pilot respondents should come from a different group than the main research sample to prevent repeated measurements. Therefore, the pilot results are positioned as initial information regarding the function of the items and the internal consistency of the instrument, not as a basis for generalizing to the population. The results of the validity and reliability tests for the two variables are then presented in the following table.

Table 2. Results of Validity Test of Self-Concept and Decision-Making Variables

Item-Concept No. count)	(r- Status	Making (r- count)	Status
1 0.7803	Valid	0.6685	Valid
2 0.5779	Valid	0.5924	Valid
3 0.5494	Valid	0.6859	Valid
4 0.6929	Valid	0.5841	Valid
5 0.6945	Valid	0.2621	Invalid
6 -0.2381	Invalid	0.3715	Invalid
7 0.7069	Valid	0.6762	Valid
8 0.5584	Valid	0.5358	Valid
9 -0.1002	Invalid	0.4420	Invalid
10 0.7279	Valid	0.7095	Valid
11 0.2235	Invalid	0.7494	Valid
12 0.8024	Valid	0.8299	Valid
13 0.0552	Invalid	0.7299	Valid
14 0.6341	Valid	0.5333	Valid
15 0.5147	Valid	0.6588	Valid
16 0.5650	Valid	0.4982	Valid
17 0.7279	Valid	0.5927	Valid
18 0.7322	Valid	0.7991	Valid
19 0.8256	Valid	0.8299	Valid
20 0.5746	Valid	0.7991	Valid
21 0.7477	Valid	0.5210	Valid
22 0.7879	Valid	0.4047	Invalid
23 0.0737	Invalid	0.7403	Valid
24 0.8300	Valid	0.5053	Valid
25 0.8886	Valid	0.7112	Valid
26 0.5629	Valid	0.5336	Valid
27 0.7879	Valid	0.7803	Valid
28 0.7879	Valid	0.5210	Valid
29 0.6892	Valid	0.3754	Invalid
30 0.8325	Valid	0.2149	Invalid

Table 3. Reliability Test Results Variables Self -Concept and Decision Making

Variables	Amount Valid Items	Coefficient Reliability	Status
Self -Concept	25	0.925	Reliable
Decision -making	24	0.9319	Reliable

Based on Table 2 and Table 3, it is obtained results that of 30 statements variables draft self there are 25 grains valid statement and 5 points invalid statements (numbers 6, 9, 11, 13 and 23). From the side reliability, variables This own level very high reliability with Cronbach's Alpha coefficient is 0.925, so that instrument it is very worthy For used in study.

Temporary that, on the variable taking decision, the results of the validity test also show similar patterns with 24 grains valid statements and 6 items (numbers 4, 5, 8, 21, 29 and 30) which are invalid because r- value count be under threshold. Although there is a number of invalid items, reliability test to valid items produce Cronbach's Alpha value is 0.9319. This value show that instrument taking decision own strong and consistent reliability as tool measuring research. With thus, both instrument variables the can used For more data collection carry on with still notice the items that have been stated fall or invalid

Data analysis techniques used in study This covers analysis descriptive and analytical inferential with The descriptive analysis used included the mean, median, mode, and variance. The inferential analysis used a simple linear regression analysis with a significance level of 0.05. Prior to inferential testing, the data underwent a prerequisite test. The prerequisite tests used were the normality test and the linearity test.

RESULTS

After the instrument was declared valid and reliable, the researcher used the instrument to collect data on self-concept and decision-making to test whether self-concept variables influenced decision-making variables. Before analyzing the influence, the researcher first conducted a descriptive analysis. The results of the descriptive analysis for the self-concept and decision-making variables are presented in Table 4 below.

Table 4. Descriptive Test Self-Concept and Decision Making Variables

Variables	Mean	Mode	Median	Variance	Min	Max	Standard Deviation
Self -Concept	111.89	118	110.50	73,535	96	125	8,575
Decision-making	106.09	113	106	98,652	82	120	9,932

Based on Table 4, the results of the descriptive test variables draft self show that mean value of 111.89, mode 118, median 110.50, variance of 73,535, Min 96, Max 125 and Std. Deviation 8,575. Meanwhile, variables taking decision The mean value obtained was 106.09, mode 113, median 106, variance 98.652 Min 82, Max 120 and Std. Deviation 9.932. After get descriptive test results to variables draft self and taking decision, next requirements tests were carried out. The requirements tests carried out is the normality test and linearity test. The results of the normality test For variables draft self and taking decision presented in Table 5.

Table 5. Normality Test Results

Variables	Kolmogorov-Smirnov ^a		
	Statistics	df	Sig.
Decision_MakingY	.108	54	.167
Self_ConceptX	.113	54	.081

Normality test used For know whether sample research used normally distributed or no. The normality test used in the study This use Kolmogorov-

Smirnov technique with use SPSS application. Based on The results of the data analysis output above are known that A symp. Sig of variables draft self is 0.081. While variables taking decision of 0.167. So can concluded that the data used in study This normally distributed. This is because the A symp. Sig value of both variables is greater than 0.05.

Table 6. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Taking _ DecisionY	Between *Groups	(Combined)	3477.129	22	158,051	2,798	.004
Self_Concept X	Linearity		2034.045	1	2034.045	36,003	.000
	Deviation from Linearity		1443,083	21	68,718	1,216	.304
	Within Groups		1751,408	31	56,497		
	Total		5228.537	53			

Furthermore linearity test was performed. Linearity test used For know whether both variables used follow pattern linear relationship. Linearity test results known that The Deviation from Linearity value is at 0.304 with level significant 0.05. So can concluded that the data in study This relate linearly, because Deviation from Linearity value is greater big from 0.05 ($0.304 > 0.05$). With Thus, the relationship between both variables can stated fulfil assumptions linearity so that analysis simple linear regression can done.

Table 7. Analysis Test Regression

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	25,261	14,088		1,793	.079
	Self_ConceptX	.722	.126	.624	5,754	.001

a. Dependent Variable: Decision_MakingY

Based on the results of the simple linear regression analysis in Table 7, the constant value was 25.261 and the regression coefficient for self-concept was 0.722. Thus, the regression equation obtained is $Y = 25.261 + 0.722X$. A positive regression coefficient indicates a positive predictive relationship between self-concept and principal decision-making. This means that an increase in self-concept and principal decision-making is score draft self in the research model related with improvement score taking decision head school.

Significance test results show that draft self own coefficient regression of 0.722 with The t -value is 5.754 and $p < 0.001$. Because the p -value is greater than small from 0.05, the relationship predictive between draft self and taking decision in a way statistics significant. With Thus, the results analysis support hypothesis research that states that there is connection predictive between draft self and taking decision head school.

The Standardized Beta value of 0.624 indicates size coefficient regression standardized draft self in the model. Findings This show existence connection predictive positive between draft self and taking decision head school, but results

regression No can used For conclude connection cause and effect Because study use design survey and measurement done cross -sectionally.

Table 8. Output Model Summary

	R	R Squared	Adjusted R Square	Standard Error of the Estimate
Decision_MakingY * Self_ConceptX	.624	.389	.377	7,838

Based on Table 8, the results of the simple linear regression analysis show an R value of 0.624 and an R Square of 0.389. The R Square value of 0.389 indicates that self-concept can explain 38.9% of the variation in the principal's decision-making scores in this research model. Meanwhile, 61.1% of the variation in decision-making scores cannot be explained by the model used. The Adjusted R Square value of 0.377 indicates that after adjusting for sample size and the number of predictors in the model, the proportion of explained variation is 37.7%. The Standard Error of the Estimate value of 7.838 indicates size error standard model predictions against score taking decision head school.

The results show that draft self own ability predictive in explain variation taking decision head school. However, the R Square value is not interpreted as proof connection causal, but rather as proportion variation variables taking decisions that can be made explained by the concept self in the regression model used.

DISCUSSION

Based on results analysis, concept self own connection predictive positive and significant with taking decision head school. This is seen from coefficient regression of 0.722 with mark significance $p < 0.001$. Findings the show that head schools that have score draft self more tall tend own score taking more decisions high too. However, the relationship the need understood as connection predictive, not connection cause and effect, because study This use design survey and simple linear regression.

In research this, concept self measured through three aspects, namely view to physical, view to belief self and views to behavior. Third aspect the describe How head school see and judge himself in various side. View to physique related with method individual look at characteristics physical, whereas view to belief self describe evaluation to ability and capacity self. Meanwhile that, view to behavior related with How individual see and judge the behavior he exhibits in life everyday¹⁶. With Thus, the concept self in study This No only related with One characteristics certain, but reflect method head school understand himself in a way more comprehensive.

¹⁶ Mark A Ferro et al., "Self-Concept in Adolescents with Physical-Mental Comorbidity," *2 Journal of Multimorbidity and Comorbidity* 13 (2023): 1–10, <https://doi.org/10.1177/26335565231211475>.

View to physique in study This No intended as condition physical which is direct determine quality decision. Aspect the more appropriate understood as part from method individual evaluate himself. Literature about draft self show that evaluation self can covers various domains which then form description individual about himself in a way overall ¹⁷. Likewise, views to belief self can related with method head school evaluate ability and capacity himself when operate not quite enough answer leadership. In the context of leadership school, how to a head school look at himself can develop along with experience and demands role played. Views¹⁸ to behavior is also important Because method individual evaluate his behavior is part from the process of understanding self and build identity in environment social and professional ¹⁹.

Third aspect the furthermore understood as part from One construct draft self. Research This No test whether view to physical, confidence self, or behavior in a way separated become predictor taking decision. Therefore that, the result study No can used For state that one of dimensions the more play a role than dimensions others. The relationship found is connection between draft self as construct in a way total and take decision head school. Understanding the in line with view that draft self covers various aspect perception individual to themselves who are mutual form description self in a way general ²⁰.

Connection between draft self and taking decision can seen from the process that was gone through head school when face something problem. Taking decision head school No only related with choose something action, but also includes the process of recognizing problem, looking for information, considering a number of alternative, choose action, carry out decisions, and assess the result ²¹. Kahn and Bullis' (2023) study also shows this that the process of taking decision head school involving a number of factor cognitive and personal influences method head school understand problems and determine action ²².

When identify problem, way head school look at himself can influence How He understand position and responsibilities the answer to problems faced. Head schools that have good understanding about himself can more easy put something

¹⁷ Ferro et al.; LPE Van Der Aar et al., "Better Self-Concept, Better Future Choices ? Behavioral and Neural Changes after a Naturalistic Self-Concept Training Program for Adolescents, " *Cognitive, Affective, & Behavioral Neuroscience* 22 (2022): 341 – 61.

¹⁸ Sibonelo Blose, "Construction of Self as a Principal : Meanings Gleaned from Narratives of Novice School Principals, " *South African Journal of Education* 42, no. 2 (2022): 1 – 10.

¹⁹ Ferro et al., "Self-Concept in Adolescents with Physical-Mental Comorbidity"; Blose, "Construction of Self as a Principal : Meanings Gleaned from Narratives of Novice School Principals. "

²⁰ Ferro et al., "Self-Concept in Adolescents with Physical-Mental Comorbidity"; Aar et al., "Better Self-Concept, Better Future Choices ? Behavioral and Neural Changes after a Naturalistic Self-Concept Training Program for Adolescents. "

²¹ Hardianto, Zulkifli, and Hidayat, "Analysis of Principals' Decision-Making : A Literature Study, " *Al-Ishlah: Journal of Education* 13, no. December (2021): 2021 – 28.

²² Kahn and Bullis, "A Look Inside the 'Black Box': An Integrative Review of the Cognitive Decision-Making Processes Used by School Principals."

problem in accordance with the role that must be executed. Research by Blose et al. (2022) shows that method head school understand and build himself as a leader related with How He operate role leadership at school ²³. Understanding to self can also become part from the process when head school collect and assess information before take decision.

At the stage the findings of Duan et al. (2021) are relevant. Research the show that *self-concept clarity* related with trend somebody in search and utilize opinion when face situation taking decision. findings This show that method individual understand himself can related with How He receive and use information or input before determine choice ²⁴. Although study the No performed on the head school and use construct *self-concept clarity*, the results give description that aspect understanding self can related with the process that occurs when somebody face choice.

Connection This is also seen at the stage evaluation alternative. When some choice available, head school need weigh various possibility at a time consider condition himself, responsibility the responsibilities that are owned, as well as consequence from every choice. Uğurlar and Wulff (2022) found that *self-concept clarity* related positive with performance taking decision social. They show that individual with understanding a better self clear more capable use relevant information with objective personal when face decision ²⁵. Other findings from van der Aar et al. (2022) also show that change in evaluation self and *self-concept clarity* related with decision education at the stage next, although study the performed on adolescents so that the context different with study This ²⁶.

After something alternative selected, head school Still need evaluate return decisions that have been made made. At this stage this, the way head school look at himself can become part from the reflection process to actions that have been taken. Blose et al. (2022) showed that meaning head school to himself is part from the formation process identity leadership ²⁷. With Thus, understanding to self No stop at the stage determine choice, but also can related with How head school see return actions and roles after decision executed. Although Thus, research This No test every stages taking decision in a way separated so that explanation the placed as interpretation theoretical to relationships found.

²³ Blose, "Construction of Self as a Principal : Meanings Gleaned from Narratives of Novice School Principals."

²⁴ Jinyun Duan, Yue Xu, and Lyn M Van Swol, "Influence of Self-Concept Clarity on Advice Seeking and Utilization," *Asian Journal of Social Psychology*, no. May (2020), <https://doi.org/10.1111/ajsp.12435>.

²⁵ Uğurlar and Wulff, "Self-Concept Clarity Is Associated with Social Decision Making Performance."

²⁶ Aar et al., "Better Self-Concept, Better Future Choices ? Behavioral and Neural Changes after a Naturalistic Self-Concept Training Program for Adolescents. "

²⁷ Blose, "Construction of Self as a Principal : Meanings Gleaned from Narratives of Novice School Principals. "

Research result this can also compared to with research that discusses aspect psychological head school. Oh and Roh (2019) found that *self-concept clarity* related with *perceived work meaningfulness* and motivation work²⁸. Meanwhile that, Skaalvik (2020) shows that *principal self-efficacy for instructional leadership* related with involvement work, fatigue emotional and motivational For leave work head school²⁹. Second study the show that method head school look at himself and his beliefs to abilities possessed have connection with experience in operate role leadership.

Even though Thus, the concept self, *self-concept clarity*, and *self-efficacy* No can treated as the same construct. *Self-concept clarity* more emphasize on how much clear, consistent, and stable somebody understand himself, whereas *self-efficacy* related with belief somebody that himself capable do action certain or reach results certain³⁰. Therefore, the research of Duan et al. (2021), Uğurlar and Wulff (2022), Oh and Roh (2019), as well as Skaalvik (2020) more appropriate used as comparator For strengthen explanation theoretical, not as proof that the concept that they measuring The same exactly with draft self in study This.

The size coefficient determination, namely R Square of 0.389, shows that draft self explains 38.9% of the variation score taking decision head school in the research model. In other words, it is still there are 61.1% variations that have not can explained by the model only enter draft self as predictor. Findings This show that draft self is one of the related personal aspects with taking decision, but No the only one necessary aspects considered.

That matter in line with various research that shows that decision head schools are also related with condition organization and environment place decision made. Supriadi et al. (2021), for example, showed that governance schools, including autonomy, accountability, transparency, justice, and participation, are related with quality taking decision head school³¹. Wermke et al. (2022) also shows that level autonomy and control that is owned head school related with room movement they in take decision³². Nordholm et al. (2023) further show that connection head school with various stakeholders interest as well as change policy about autonomy and control become part important in

²⁸ Sunyoung Oh and Sang-choong Roh, "A Moderated Mediation Model of Self-Concept Clarity, Transformational Leadership, Perceived Work Meaningfulness, and Work Motivation," *Frontiers in Psychology* 10, no. August (2019): 1–9, <https://doi.org/10.3389/fpsyg.2019.01756>.

²⁹ Cecilie Skaalvik, "Relations with Engagement, Emotional Exhaustion," *Social Psychology of Education* 23, no. 2 (2020): 479–98, <https://doi.org/10.1007/s11218-020-09544-4>.

³⁰ Duan, Xu, and Swol, "Influence of Self-Concept Clarity on Advice Seeking and Utilization"; Skaalvik, "Relations with Engagement, Emotional Exhaustion."

³¹ Didi Supriadi and Abdul Jabar, "Research in Educational Administration & Leadership: Good School Governance": An Approach to Principal 's Decision-Making Quality in Indonesian Vocational School, " *Research in Educational Administration & Leadership* 6, no. 4 (2021), <https://doi.org/10.30828/real/2021.4.2>.

³² Wieland Wermke et al., "Comparing Principal Autonomy in Time and Space : Modeling School Leaders ' Decision Making and Control, " *Journal of Curriculum Studies* 54, no. 6 (2022): 733 – 50, <https://doi.org/10.1080/00220272.2022.2127124>.

understand taking decision head school³³. With Thus, the decision head school ongoing in environment that is not only influenced by personal conditions, but also by demands and conditions organization.

Savitri and Wahyuni (2023) also identified a number of related matters with taking decision head school, such as culture organization, concept self, situation faced, availability information, personality, and skills taking decision³⁴. findings the show that taking decision is quite a process complex Because involving various interconnected elements related. In the context of this, the result study can read as proof that draft self is one of the part from overall related conditions with method head school take decision.

Study This own limitations Because involving 54 SDN principals in the District Jagakarsa, South Jakarta. For this reason that, the result study need read in a way Be careful when applied at all levels school, area, or characteristics head different schools. Research furthermore can expand coverage respondents and enter variables others, such as *self-efficacy*, experience leadership, culture organization, support organization and autonomy head school. The steps can give a clearer picture complete about various related aspects with taking decision head school and at the same time clarify position draft oneself in between personal and organizational factors other³⁵.

CONCLUSION

Based on results research, can concluded that draft self is predictor positive and significant in explain taking decision head schools at SDN in the District Jagakarsa, South Jakarta. Analysis results simple linear regression show coefficient regression of 0.722 with mark significance $p < 0.001$. Findings the show that improvement score draft self related with improvement score taking decision head school. With Thus, the results study give proof empirical about existence connection predictive positive between draft self and taking decision head school.

The R Square value of 0.389 indicates that draft self can explains 38.9% of the variation score taking decision head school in the research model this. Meanwhile that, amounting to 61.1% variation score taking decision Not yet can explained by the model. Findings This show that draft self is one of the relevant personal aspects in understand variation taking decision head school, but No the only one necessary aspects be noticed. In substantive, research This strengthen

³³ Daniel Nordholm, Wieland Wermke, and Maria Jarl, "In the Eye of the Storm ? Mapping out a Story of Principals ' Decision-Making in an Era of Decentralization and Re-Centralisation, " *Journal of Educational Administration and History* 55, no. 4 (2023), <https://doi.org/10.1080/00220620.2022.2104823>.

³⁴ Sindi Dwi Savitri and Sri Wahyuni, "Factors Influencing Principals in Decision Making," *Indonesian Teacher Research Journal* 3 (2023): 650–59.

³⁵ Kahn and Bullis, "A Look Inside the 'Black Box': An Integrative Review of the Cognitive Decision-Making Processes Used by School Principals"; Savitri and Wahyuni, "Factors Influencing Principals in Decision-Making," 2023.

study about personal aspects of the head school with show that draft self own role predictive when placed as the only one predictor in a simple linear regression model. Research furthermore can test personal and organizational variables others, as well as use coverage more respondents wide For get greater understanding comprehensive about variation taking decision head school.

REFERENCES

- Amsor, JM, & Akbar, E. (2019). Principal Leadership Style in Carrying Out Management Functions. *Journal of Educational Governance*, 1 (2).
- Athirthan, S. (2025). Impact of Principals' Self-Efficacy on Teachers' Self-Efficacy. *International Journal Of Research And Innovation In Social Science (IJRISS)*, IX (2454), 6687–6696. <https://doi.org/10.47772/IJRISS>
- Bi, Y., Mou, S., Wang, G., & Liao, M. (2023). The Relationship Between Professional Self-Concept And Career Decision-Making Difficulties Among Postgraduate Nursing Students In China : The Mediating Role Of Career Decision-Making. *Frontiers in Psychology*, 14 (July), 1–8. <https://doi.org/10.3389/fpsyg.2023.1198974>
- Duan, J., Xu, Y., & Swol, L. M. Van. (2020). Influence of self-concept clarity on advice seeking and utilization. *Asian Journal of Social Psychology*, May. <https://doi.org/10.1111/ajsp.12435>
- Fadillah, ZI (2024). The Principal's Role in Encouraging Innovation and Positive Change. *JME Journal of Management Education*, 2 (3), 95–101.
- Fauzi, I., & Samrin. (2024). Building a Superior Team: Principal Leadership Strategies in Improving Educational Quality. *Journal of Educational Policy Research*, 17 (2), 99–112.
- Guerrettaz, J., Chang, L., Hippel, W. Von, Carroll, P. J., & Arkin, R. M. (2014). Self-Concept Clarity : Buffering the Impact of Self-Evaluative Information. *Individual Differences Research*, 12 (4), 180–190.
- Hasanah, N., Nurachadijat, K., & Widaningsih, S. (2023). The Influence of Self-Concept on the Performance of Madrasah Principals. *Sinar Dunia: Journal of Social, Humanities and Educational Research*, 2 (2), 1–8.
- Imelda, Sumarsih, & Connie. (2025). The Principal's Role in Managing the Independent Curriculum. *Education Manager : Scientific Journal of Postgraduate Program Educational Management*, 19 (01), 99–110.
- Irawidiarti, Nurfadanti, I., Iryani, E., Mulyadi, & Muspawi, M. (2025). Principal's Decision-Making Strategy to Improve Teacher Performance at SMPN 1 Jambi City. *Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS)*, 6 (3), 1437–1442.

- Jamaluddin, Asmariyani, & Murtopo, A. (2026). Principal Leadership in Educational Quality Management Jamaluddin. *Al-Zayn: Journal of Social Sciences & Law*, 4 (2), 3707–3722.
- Januaripin, M., & Munasir. (2024). Self-Confidence as a Predictor of Student Academic Achievement. *Kamaliyah: Journal of Islamic Religious Education*, 2 (1), 114–128.
- Malahayati, R., Rismayani, R., Marsidin, S., & Irsyad. (2025). Rational Optimizing vs. Satisficing Approaches in Principal Decision Making. *JGK (Our Teachers' Journal)*, 10 (1), 201–218.
- Manchiraju, S. (2026). Self-concept clarity : a comprehensive and integrative review. *Front. Psychol*, 17 (June). <https://doi.org/10.3389/fpsyg.2026.1822881>
- Muktamar, A., & Ipratiwi, AI (2023). Decision-Making Management in Organizational Behavior. *Journal of International Multidisciplinary Research*, 1 (1).
- Nopembri, AD (2015). The Principal's Function in Improving Teacher Performance. *Educational Manager*, 9 (3).
- Novrizal, N., Supraha, W., & Tamam, AM (2024). The Concept of Leadership and Principal Decision Making (Case Study) : MTs. Darul Ihya Ciomas). *Journal of Modern Islamic Studies*, 11 (September), 29–37.
- Nurfiza, SR, Dewi, SP, & Setiabudi, A. (2025). Risk Management-Based Decision Making in the Vuca Era: Conceptual Analysis and Challenges for the Education Sector. *AL-AFKAR: Islamic Education Management*, I (I), 94–109.
- Oh, S., & Roh, S. (2019). A Moderated Mediation Model of Self-Concept Clarity, Transformational Leadership, Perceived Work Meaningfulness, and Work Motivation. *Frontiers in Psychology*, 10 (August), 1–9. <https://doi.org/10.3389/fpsyg.2019.01756>
- Paulina, T., & Patimah, S. (2023). The Role of Principal Leadership in Developing Quality Management at SMAN 2 Gading Rejo. *AT-TAJDID: Journal of Islamic Education and Thought*, 07 (01), 189–206.
- Permadani, DR, Maisyaroh, & Mustiningsih. (2018). The principal's leadership in decision making. *JAMP : Journal of Educational Administration and Management*, 1 (September), 320–326.
- Rofiqi, AA, & Muhlis, A. (2025). The Principal's Role in Solving Problems and Making Decisions According to Judat's Perspective. *Responsive: Journal of Islamic Education Management*, 1 (4), 305–314.
- Safarina, A., & Widiyanah, I. (2025). The Role of Principal's Instructional Leadership in Improving Student Learning Outcomes at SMP Negeri 40

- Semarang. *Journal of Educational Management Inspiration*, 12 (June 2024), 656–666.
- Savitri, SD, & Wahyuni, S. (2024). Factors Influencing Principals in Decision Making. *Tsaqofah Journal; Indonesian Teacher Research Journal*, 3, 650–659.
- Setiabudi, A., Nurmalisa, Danuarta, M., & Lestari, Y. (2025). Application of the Rational Model in Principal Decision Making in the Independent Curriculum Era. *Journal of Education and Culture*, 5 (3), 19–29.
- Skaalvik, C. (2020). relationships with engagement, emotional exhaustion. *Social Psychology of Education*, 23 (2), 479–498. <https://doi.org/10.1007/s11218-020-09544-4>
- Suhaedin, E., Giatman, M., & Maksum, H. (2024). Leadership Management in Improving the Quality of Vocational High School (SMK) Education. *Journal of Education Research*, 5 (1), 170–179.
- Talavera, L.M., Chocano, O.G., Junoy, G.S., & Molero, D. (2023). Self-Concept and Self-Esteem, Determinants of Greater Life Satisfaction in Mountain and Climbing Technicians and Athletes. *Eur. J. Investig. Health Psychol. Educ.*, 13, 1188–1201.
- Uğurlar, P., & Wulff, D. U. (2022). Self-concept clarity is associated with social decision making performance. *Personality and Individual Differences*, 197, 111783. <https://doi.org/https://doi.org/10.1016/j.paid.2022.111783>
- Umsiyah. (2023). The Principal's Role in Improving Academic Quality at Public Elementary School 02 Kabunan, Pemalang Regency. *JIIP (Scientific Journal of Educational Sciences)*, 6 (1), 487–495.
- Wermke, W., Jarl, M., Prøitz, T.S., Nordholm, D., Wermke, W., Jarl, M., Prøitz, T.S., Nordholm, D., Jarl, M., & Prøitz, T.S. (2022). Comparing principal autonomy in time and space : modeling school leaders ' decision making and control. *Journal of Curriculum Studies*, 54 (6), 733–750. <https://doi.org/10.1080/00220272.2022.2127124>
- Yang, Y., Wang, H., Gong, S., & Qiu, Y. (2025). The Relationship Between Self-Concept Clarity and Meaning in Life Among Adolescents : Based on Variable-Centered Perspective and Person-Centered Perspective. *Behavioral Sciences*, 15 (7), 1–15.
- Yolanda, S., Gazali, H., Sabandi, A., & Alkadri, H. (2023). Effectiveness of Principal Decision Making: Review of Style, Ethics and Emotional Intelligence. *INNOVATIVE: Journal Of Social Science Research Volume*, 3, 775–786.