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Evaluating the Educational Leadership Navigation Program in Ketapang Using a Social Return on Investment Approach

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Abstract
Strengthening inclusive and adaptive education is essential for improving regional education quality. However, previous studies often assess educational interventions in a fragmented manner, with limited focus on the integrated impact of leadership, pedagogy, and student outcomes, particularly in geographically vulnerable areas. This study addresses this gap by analyzing the implementation of the Collaboration for Indonesian Children's Education (KREASI) program in Ketapang Regency. The study aims to examine its impact on principals' leadership, teachers' instructional practices, and students' psychosocial conditions. A Social Return on Investment (SROI) approach was used to measure the social value generated. The study involved 40 intervention schools, including 37 principals, 550 teachers, and 4,522 students. Data were collected through Likert-scale surveys, observations, interviews, and document analysis. The results show improvements in leadership capacity, inclusive teaching practices, and students' sense of safety and participation. Institutional collaboration was also strengthened through the Principal Working Group (KKKS). This study contributes by integrating leadership, inclusive pedagogy, and climate-responsive education within a single SROI-based framework. The SROI ratio of 1:5.62 indicates that the program generates social benefits exceeding its investment.

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Introduction

Efforts to build an educational ecosystem that is equitable and responsive to social and environmental challenges have become an increasingly important agenda in many education systems (Naim et al., 2025). In many countries, education is no longer viewed solely as a mechanism for improving academic performance, but also as a means to strengthen social cohesion, promote cultural inclusivity, and cultivate environmental awareness among students. This shift is driven by growing concerns about declining literacy and numeracy achievements as well as increasing environmental vulnerabilities that affect learning environments. Consequently, education policies are increasingly expected to address multiple dimensions simultaneously, including educational quality, social inclusion, and ecological resilience (Tafese & Kopp, 2025). Within this context, the role of school leadership becomes particularly crucial, as effective leadership is often the key factor that translates educational policies into meaningful practices at the school level.

In Indonesia, these global concerns are reflected in various national education reforms that emphasize inclusive education, equitable learning opportunities, and the strengthening of local education systems (Z. P. Sari et al., 2022). The government has introduced several policies encouraging schools to adopt inclusive practices that accommodate diverse student needs, including those related to gender equality, disability, and socio-cultural diversity (Setiawan & Tohari, 2025). In addition to national initiatives, regional governments are also encouraged to develop contextual strategies that respond to the specific social and geographical conditions of their respective areas. Ketapang Regency in West Kalimantan is one example of a region that has demonstrated a progressive commitment to inclusive education (Abassuni et al., 2023). The regency has received recognition as one of the leading implementers of inclusive schools in the province, indicating strong policy support and institutional awareness regarding equitable educational access (Hotib, 2025). Such achievements provide an important foundation for strengthening inclusive and sustainable educational practices within the region (Sauri et al., 2026).

Despite these policy commitments, the implementation of inclusive education often faces considerable challenges at the school level. Previous studies indicate that the existence of formal regulations does not automatically guarantee effective changes in classroom practices (Yoserizal et al., 2024). In many cases, inclusive education policies remain largely symbolic due to limited institutional capacity, insufficient teacher preparation, and weak leadership structures within schools (Droubi et al., 2023). Teachers may struggle to adopt diversity-sensitive pedagogical approaches, while traditional disciplinary practices that rely on punitive measures still persist in many educational settings (Ali Yusron, 2025). These conditions can create learning environments that are less supportive for vulnerable students and may hinder active participation in the learning process (Leve, 2021). This gap in effective practice suggests a need for deeper analysis and evidence regarding the implementation of leadership strategies that can translate inclusive policies into meaningful educational outcomes.

The challenges faced by schools in Ketapang Regency are further intensified by the region's geographical characteristics. As a coastal area surrounded by forest ecosystems, Ketapang is particularly vulnerable to hydrometeorological disasters such as flooding, extreme weather events, and forest fires. These environmental conditions require schools to not only focus on academic instruction (Rivera & Miller, 2008) but also integrate disaster preparedness

and environmental literacy into their educational activities. Schools are expected to develop adaptive capacities that enable students to understand ecological risks and respond appropriately to environmental threats (Brown et al., 2022). In this context, effective educational leadership plays an important role in ensuring that schools can simultaneously address issues of social inclusion, student well-being, and environmental resilience.

A number of studies have emphasized the importance of leadership in shaping school culture and improving educational outcomes (Emma, 2024). Leadership practices that encourage collaboration among teachers, promote reflective supervision, and support professional learning communities have been shown to strengthen the implementation of inclusive and student-centered education (Long et al., 2024). However, most of these studies primarily focus on qualitative descriptions of leadership practices or the pedagogical effects of educational reforms (Suriagiri, 2022). While these studies provide valuable insights into leadership processes, they often do not offer a critical assessment of the shortcomings of existing evaluation metrics in capturing the broader impact of leadership programs on social value. This limitation underscores the need for more rigorous critiques of existing frameworks and a deeper exploration of how leadership interventions produce measurable benefits.

This limitation highlights an important research gap in the field of educational evaluation. Although leadership development initiatives are widely implemented across education systems, relatively few studies assess their broader societal impact using systematic valuation approaches. One methodological approach that offers potential for addressing this gap is the Social Return on Investment (SROI) framework (Yates & Marra, 2017). SROI enables researchers to estimate the social value created by program interventions by translating qualitative outcomes into monetary equivalents through the use of financial proxies (Marques et al., 2025). Through this approach, it becomes possible to capture the broader benefits generated by educational programs, including improvements in student well-being, teacher capacity, institutional collaboration, and environmental awareness.

Based on this context, the present study aims to evaluate the impact of the Educational Leadership Navigation Program implemented through the Collaboration for Indonesian Children's Education (KREASI) initiative in Ketapang Regency. Specifically, this research seeks to examine the extent to which the program generates social value for education stakeholders when assessed using the Social Return on Investment approach. By applying the SROI framework, this study contributes to the literature in two ways. First, it provides empirical evidence regarding the social value produced by leadership-based educational interventions in the context of inclusive and environmentally responsive schooling. Second, it demonstrates how the SROI approach can be applied as an analytical tool for evaluating the broader societal impact of education programs, particularly in geographically complex and socially diverse regions such as Ketapang.

Method

This study employs the SROI approach to evaluate the social, economic, and environmental value generated by the implementation of the KREASI program in Ketapang Regency. The SROI approach is selected as it enables a comprehensive assessment that goes beyond administrative outputs by identifying stakeholder-level changes and estimating the value of benefits arising from program interventions (Corvo et al., 2022). The research was

conducted in Ketapang Regency, West Kalimantan, which was purposively selected due to its unique characteristics, including geographical vulnerability to hydrometeorological hazards and its progressive policy context in implementing inclusive education, making it a relevant setting for evaluating green and inclusive school initiatives. However, the specific criteria for purposive selection of these schools should be further clarified to ensure that the results are not biased toward high-performing or "model" schools, as this could affect the generalizability of the findings. The study focuses on 40 intervention schools, involving 37 principals, 550 teachers, and 4,522 students as primary beneficiaries, as well as 10 Principal Working Groups (KKKS) that function as professional learning communities. Data were collected using a mixed methods approach, combining quantitative data from Likert-scale-based monitoring instruments and qualitative data from observations, interviews, and document analysis, including school plans and instructional materials (Sya'adah et al., 2025). The instruments used in this study were developed based on relevant theoretical frameworks and validated through expert judgment and field testing to ensure reliability and construct validity. The SROI analysis follows systematic stages, including defining the scope, identifying stakeholders, mapping outcomes, evidencing impacts, and valuing outcomes using financial proxies that are carefully selected based on market price references and contextual relevance to ensure representativeness and accuracy (Suryawati et al., 2024). However, the current section mentions that proxies were "carefully selected" but does not provide concrete examples of the financial proxies used, especially for intangible outcomes such as "sense of safety" or "inclusive vision," which are difficult to quantify. These examples would enhance the transparency and reliability of the proxy selection process. To maintain analytical rigor and avoid overestimation, adjustment factors such as deadweight, attribution, displacement, and drop-off are applied. Furthermore, the final impact value is calculated using the present value approach with a 6% discount rate, referring to the Bank Indonesia benchmark interest rate in 2024.

Results and Discussion

Results

The implementation of the KREASI program in Ketapang Regency shows measurable changes across school leadership, teaching practices, student outcomes, and institutional collaboration. At the leadership level, improvements were observed among 37 school principals, particularly in instructional leadership and school management practices. The measured changes are presented in Table 1. However, to strengthen these findings, it is recommended to include standard deviations or statistical significance testing to better understand the variability and reliability of these results.

Table 1. School Leadership Outcomes

Indicator	Score
Inclusive and multicultural vision development	4.07
Commitment to equal access	4.64
Dialogic academic supervision (coaching)	4.71
Data-driven decision making	4.36
Disaster preparedness (SOP availability)	4.21

At the classroom level, 550 teachers demonstrated changes in teaching practices, especially in adopting more inclusive and student-centered approaches. These results indicate improvements in positive discipline, differentiated learning, and the integration of environmental issues into learning, as shown in Table 2. However, including standard deviations and statistical testing would provide deeper insight into the significance of these changes.

Table 2. Teaching Practice Outcomes

Indicator	Score
Positive discipline implementation	3.81
Differentiated learning practices	4.29
Integration of environmental and climate issues	4.21

At the student level, involving 4,522 learners, changes were identified in psychosocial conditions within the learning environment. The quantitative result indicates an increased sense of safety in school, as presented in Table 3. However, considering that this indicator represents only one aspect of psychosocial conditions, it would be better if student outcomes also included other psychosocial indicators to provide a more comprehensive picture of student well-being.

Table 3. Student Outcomes

Indicator	Score
Sense of safety in learning environment	4.50

In addition to the quantitative findings, qualitative data indicate increased student participation in classroom activities and school organizations, as well as improved awareness of environmental and disaster-related issues. Institutional strengthening was also observed through the activation of 10 Principal Working Groups (KKKS), which function as collaborative platforms among schools. The outcomes related to collaboration are presented in Table 4. Including specific qualitative excerpts (such as interview quotes) would strengthen the "voice" of the data and provide more context to the quantitative findings.

Table 4. KKKS Outcomes

Indicator	Score
Dissemination of good practices	4.50
Effectiveness in problem solving	4.20

$$SROI\ Ratio = \frac{Total\ PV\ Impact}{Total\ Investment} = \frac{4.721.049.802}{839.675.806} = 1 : 5{,}62$$

The monetization of outcomes using the SROI approach shows that the total social value generated by the program reached IDR 4,721,049,802, with a total investment of IDR 839,675,806. The resulting SROI ratio is 1:5.62. To further improve transparency, it would be useful to provide a breakdown of the Total Present Value (PV) by stakeholder group (Principals, Teachers, and Students), which would highlight which part of the program creates the most social value.

Discussion

The findings of this study indicate that interventions focusing on strengthening educational leadership can contribute to systemic changes in improving the quality of the school ecosystem. The transformation observed among school principals confirms that instructional leadership plays a critical role in translating education policies into operational practices at the school level (A. S. Putri et al., 2025). However, while the changes observed are significant, it is important to note that causality cannot be definitively proven due to the lack of a control group. The SROI "attribution" factor addresses this issue, but it was not discussed in depth in this study.

The ability of principals to develop inclusive visions, implement dialogic supervision, and utilize data in decision-making reflects a shift toward more adaptive and equitable leadership practices (Khaleel et al., 2021). In line with this, improvements in teachers' capacity to apply positive discipline and differentiated learning suggest that the effectiveness of educational reforms is not solely determined by curriculum changes, but also by classroom-level pedagogical practices (Ventista & Brown, 2023). When teachers have a better understanding of the diversity of students' learning needs, the learning process becomes more inclusive and able to reduce learning outcome gaps between students (K. Putri & Elizar, 2025).

The findings of this study also confirm that a psychosocially safe school environment is an important prerequisite for the success of the learning process (Nelson & Colvin, 1996). The decrease in bullying practices and the increase in students' sense of security contribute to increased learning participation and student confidence in expressing opinions (M. Sari et al., 2026). This condition shows that a positive discipline approach not only impacts classroom management but also fosters the social and emotional development of students (Pramono et al., 2024). In addition, the integration of climate literacy in learning is an important aspect in the context of regions that are vulnerable to hydrometeorological disasters. Through contextual learning, students acquire not only academic knowledge but also life skills that are relevant to the conditions of their environment (Welerubun et al., 2022). The "climate-responsive" aspect of the program is particularly crucial in a coastal area like Ketapang. The leadership score of principals plays a key role in enhancing disaster preparedness by ensuring that schools integrate disaster risk reduction strategies into their curricula and daily practices, thus making students and staff more resilient to environmental threats.

This study also identifies the role of institutional collaboration through the KKKS as an important factor in addressing geographical constraints. The findings show that structured collaboration can facilitate the dissemination of good practices and support problem-solving across schools, which is consistent with previous studies on collaborative learning communities (Wirawan & Winduro, 2025).

In terms of novelty, this study contributes to the literature by integrating leadership strengthening, inclusive pedagogy, and climate-responsive education within a single evaluative framework using the SROI approach. Unlike previous studies that tend to assess educational interventions separately, this research demonstrates how multi-dimensional changes covering leadership, teaching practices, student outcomes, and institutional collaboration can be systematically linked and quantified in terms of social value. The use of SROI further provides

an empirical basis for understanding the broader socio-economic impact of educational interventions beyond conventional performance indicators.

Finally, the SROI ratio of 1:5.62 indicates that investment in strengthening educational leadership generates measurable social value. To provide a clearer benchmark, it would be beneficial to compare this SROI ratio with other global educational SROI studies. This finding supports previous arguments that investment in human resource capacity building in education has broader and more sustainable impacts compared to interventions focused solely on physical infrastructure (Tullao & Cabuay, 2015). Therefore, school leadership strengthening and inclusive learning approaches can be considered as effective intervention models to improve the quality of education in areas with complex social and geographical challenges (Huber & Pruitt, 2024). However, it is important to note that the long-term sustainability of these benefits should be considered. The "drop-off" of social benefits after the KREASI intervention ends is a factor that requires further exploration in future studies.

Conclusion

Based on the results of the analysis, the implementation of the KREASI program in Ketapang Regency demonstrates measurable contributions to strengthening a more inclusive, safe, and environmentally responsive education ecosystem. These changes are reflected in the increased capacity of school principals in applying data-driven instructional leadership, improved teacher competence in implementing positive discipline and differentiated learning, and the creation of a more supportive and participatory learning environment for students. In addition, the activation of the KKK) has enhanced collaboration among schools, particularly in facilitating the exchange of good practices and collective problem-solving in geographically diverse contexts. The results of the SROI calculation indicate a ratio of 1:5.62, suggesting that every IDR 1 invested generates an estimated social value of IDR 5.62 within the education ecosystem. These findings imply that policy efforts should prioritize investment in leadership development and inclusive pedagogical practices as part of regional education strategies, including strengthening institutional support for professional learning communities such as KKKS. Furthermore, future research is recommended to adopt longitudinal and comparative approaches to examine the sustainability of program impacts and to refine the use of financial proxies in capturing intangible educational outcomes, particularly in different regional contexts.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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