

The Strategic Role of School Administration in Achieving Stakeholder Satisfaction: A Case Study in Indonesian Schools in Riyadh

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Abstract

This study examines the strategic role of school administration in achieving stakeholder satisfaction at the Indonesian School of Riyadh, an international institution serving the Indonesian diaspora in Saudi Arabia. Given the multicultural student population and the demands of maintaining Indonesian cultural identity while adhering to international educational standards, effective school administration plays a pivotal role in creating a conducive learning environment that supports holistic student development. This research employed a qualitative case study approach, utilizing semi-structured interviews with 55 participants (10 administrators, 15 teachers, 20 parents, and 10 students), focus group discussions, and comprehensive document analysis. The study found that 87% of teachers and 85% of parents reported high satisfaction with administrative communication and transparency, while 80% of students expressed positive perceptions regarding fairness in administrative policies. The findings reveal that effective administrative practices, characterized by transparent communication, equitable policy implementation, and proactive problem-solving approaches, significantly contribute to enhanced satisfaction levels among students, parents, and teachers. The study demonstrates that inclusive and collaborative leadership by the principal strengthens positive school climate, increases stakeholder engagement, and builds sustainable trust within the educational community. Furthermore, the research highlights the critical importance of implementing multicultural approaches in administrative practices to ensure cultural diversity is valued and embraced, thereby creating an inclusive educational environment. However, the study identified specific areas requiring improvement, including expanding opportunities for teacher participation in collaborative planning processes and providing more frequent and detailed updates on student academic progress to parents. These findings provide valuable insights for international schools seeking to optimize administrative practices to enhance educational quality and achieve comprehensive stakeholder satisfaction in multicultural educational contexts.

Keywords

School Administration
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INTRODUCTION

Effective school administration serves as the cornerstone for creating learning environments that foster comprehensive student development, particularly in international educational settings where diverse populations and complex curricular demands require sophisticated administrative frameworks (Murugi & Mugwe, 2023). The challenges inherent in delivering cross-cultural education while managing multifaceted expectations from teachers, parents, and students necessitate robust

administrative structures that extend beyond operational efficiency to encompass educational quality enhancement through strategic policy implementation, optimal resource allocation, and streamlined communication processes (Ogada et al., 2023). International schools face unique administrative complexities due to their diverse stakeholder populations, varying cultural expectations, and the dual mandate of maintaining cultural identity while meeting international educational standards.

The Indonesian School of Riyadh exemplifies these administrative challenges as an international institution serving the Indonesian diaspora in Saudi Arabia, where multicultural student bodies, diverse parental expectations, and highly engaged teaching staff create complex stakeholder dynamics that demand sophisticated administrative responses (Golabchi et al., 2024). This institution's commitment to preserving Indonesian cultural identity while adhering to international educational standards presents unique administrative challenges that require careful balancing of competing demands and expectations from various stakeholder groups. The school's emphasis on transparent governance and community engagement further underscores the critical role of administration in fostering collaborative learning environments that support both academic excellence and cultural preservation.

Contemporary educational research emphasizes that administrative effectiveness significantly impacts overall educational processes, directly influencing stakeholder satisfaction through various mechanisms including policy implementation, resource management, and communication strategies (Fatimah et al., 2024). Effective administrative support contributes substantially to student self-actualization, a crucial indicator of educational quality and future academic success, by creating environments where students can explore their potential while receiving appropriate guidance and support (Mu et al., 2024). Administrative governance plays a fundamental role in institutional excellence by establishing conditions where all staff members, particularly teachers, can perform their duties with commitment and achieve professional excellence through adequate support systems and collaborative working environments (Shaukat et al., 2022).

Strategic administrative functions in educational institutions must balance academic leadership with bureaucratic demands, a challenge that becomes increasingly complex in international school contexts where multiple educational systems and cultural expectations converge (Fitriani et al., 2025). Effective administrative leadership proves crucial for fostering school climates that encourage student self-actualization while simultaneously ensuring operational efficiency and maintaining high educational standards (Bhatti & Nazir, 2024). Such leadership creates environments where innovative teaching practices can flourish, supporting both pedagogical excellence and student potential development through comprehensive administrative support systems.

Quality school governance, characterized by effective principal leadership and sound decision-making processes, establishes appropriate organizational systems that ensure institutional sustainability while supporting daily educational activities (Daramola et al., 2024). This encompasses both strategic oversight necessary for long-term institutional health and routine administrative practices that facilitate pedagogical innovation and educational excellence through adequate resource provision and supportive work environments (Hristov & Appolloni, 2022). Administrative influence extends significantly beyond management functions to actively foster supportive ecosystems that directly contribute to holistic development and engagement of all educational community members, thereby shaping school culture and promoting equitable educational opportunities (Candrasari et al., 2023).

The complexity of modern educational administration requires comprehensive understanding of how administrative practices influence stakeholder satisfaction, particularly in international contexts where cultural sensitivity and educational excellence must be simultaneously maintained. This study addresses critical knowledge gaps regarding the relationship between administrative effectiveness and stakeholder satisfaction in multicultural educational environments, providing insights that extend beyond individual institutional contexts to inform broader educational administrative practices (Martínez-Peláez et al., 2023). The research contributes to existing literature by examining

administrative practices within the unique context of an Indonesian international school, offering perspectives on cultural preservation within international educational frameworks.

Therefore, this study aims to examine comprehensively how school administration effectiveness at the Indonesian School of Riyadh influences stakeholder satisfaction among students, parents, and teaching staff, while analyzing specific administrative practices and leadership styles that contribute to positive educational outcomes. Through detailed analysis of administrative procedures, communication strategies, and resource allocation practices, this research provides actionable insights for international schools facing similar challenges in optimizing educational quality while maintaining stakeholder satisfaction. The findings offer evidence-based recommendations for educational leaders seeking to enhance administrative practices in multicultural educational contexts, contributing to the broader understanding of effective educational administration in international school settings. However, despite the broad acknowledgment of administrative importance, the existing literature has not sufficiently examined how administrative practices shape stakeholder satisfaction in Indonesian international school contexts, leaving a clear empirical and conceptual gap that this study aims to address. Additionally, this study extends previous research by integrating multicultural administrative perspectives, an area rarely explored in stakeholder satisfaction studies, thereby providing a deeper understanding of administrative effectiveness in culturally diverse school settings. To strengthen the analytical grounding, this study adopts stakeholder theory and transformational leadership theory as the primary theoretical frameworks, both of which guide the examination of how administrative policies, communication systems, and leadership practices influence satisfaction among teachers, parents, and students.

METHODS

This research employed a qualitative case study approach to comprehensively examine the strategic role of school administration in achieving stakeholder satisfaction at the Indonesian School of Riyadh. The case study methodology was selected due to its effectiveness in exploring complex phenomena within real-world contexts, particularly when investigating the intricate relationships between administrative practices and stakeholder satisfaction in educational settings. This approach enabled in-depth examination of administrative processes, stakeholder perceptions, and organizational dynamics within their natural institutional context. Participants were selected through purposive sampling to ensure representation across major stakeholder groups. The sample comprised 55 participants distributed across four categories: administrators ($n=10$), teachers ($n=15$), parents ($n=20$), and students ($n=10$). The sample size of 55 was justified based on data saturation indicators commonly used in qualitative case studies, ensuring that recurring patterns were consistently identified across stakeholder categories.

Data collection utilized multiple methods to ensure triangulation and comprehensive understanding of administrative effectiveness and stakeholder satisfaction. Semi-structured interviews were conducted individually with all participant categories, utilizing interview guides specifically designed for each stakeholder group to explore their unique perspectives on administrative effectiveness, communication processes, resource allocation, and overall satisfaction levels. Focus group discussions were organized separately for parents and students to capture collective insights and identify shared experiences regarding school administrative practices. Document analysis included systematic review of school policy documents, communication materials, administrative procedures, stakeholder feedback forms, and institutional reports to contextualize interview findings and understand formal administrative frameworks.

Interview protocols were developed based on established frameworks for educational administration research, incorporating questions addressing administrative effectiveness, communication quality, resource management, leadership styles, cultural sensitivity, and stakeholder satisfaction indicators. Focus group discussions followed structured guides designed to facilitate open dialogue while ensuring all relevant topics were addressed comprehensively. Document analysis

employed content analysis techniques to identify patterns, themes, and alignment between formal policies and stakeholder experiences. All data collection instruments were pilot-tested with a small group of participants to ensure clarity, cultural appropriateness, and effectiveness in capturing relevant information.

Data analysis followed systematic thematic analysis procedures, beginning with comprehensive transcription of all interviews and focus group discussions, followed by initial coding to identify emerging themes and patterns. Codes were systematically organized into broader thematic categories reflecting key aspects of administrative effectiveness and stakeholder satisfaction. Cross-case pattern analysis was conducted to identify consistent themes across different stakeholder groups while acknowledging unique perspectives and experiences. Document analysis employed content analysis techniques to examine alignment between institutional policies and stakeholder experiences, identifying areas of convergence and divergence. Trustworthiness and credibility were ensured through multiple strategies including triangulation across data sources and stakeholder groups, member checking with selected participants to verify interpretation accuracy, and peer debriefing with educational research experts to confirm analytical validity. Reflexivity was maintained throughout the research process through systematic documentation of researcher perspectives and potential biases that might influence data interpretation. Rich, thick descriptions were provided to enable readers to assess transferability of findings to similar educational contexts.

Ethical considerations were comprehensively addressed through institutional approval processes and adherence to established research ethics guidelines. Informed consent was obtained from all participants, with particular attention to ensuring voluntary participation without coercion and clear communication regarding research purposes, procedures, and participant rights. Confidentiality and anonymity were maintained through secure data storage, participant pseudonyms, and careful reporting that prevents individual identification. Special ethical considerations were implemented for student participants, including parental consent and age-appropriate information provision. The research timeline spanned six months, with initial preparation and instrument development requiring one month, followed by three months of intensive data collection activities, and two months dedicated to comprehensive data analysis and report preparation. Data collection was scheduled to accommodate participant availability while ensuring sufficient time for thorough exploration of all relevant topics. Analysis was conducted systematically with regular team meetings to discuss emerging findings and ensure analytical rigor. The findings provide comprehensive insights into administrative practices' impact on stakeholder satisfaction while offering evidence-based recommendations for enhancing school administration effectiveness in similar international educational contexts.

RESULTS AND DISCUSSION

Results

The analysis of data collected through interviews, focus group discussions, and document examination revealed six primary themes reflecting the multifaceted role of school administration in achieving stakeholder satisfaction at the Indonesian School of Riyadh. These findings demonstrate the complex interplay between administrative practices, leadership approaches, and stakeholder experiences within the international educational context.

Administrative Effectiveness and Stakeholder Satisfaction

Analysis revealed overwhelmingly positive stakeholder perceptions of administrative effectiveness across all participant groups. Administrators demonstrated consistent proactivity in addressing institutional challenges, maintaining transparent communication channels, and ensuring adequate resource provision to support teaching and learning activities. Teachers particularly emphasized the administration's success in creating supportive work environments that enable focus on pedagogical activities rather than administrative obstacles, with 87% of teacher participants expressing high satisfaction levels with administrative support systems.

Table 1. Stakeholder Satisfaction Levels and Key Contributing Factors

Stakeholder Group	Satisfaction Level	Key Satisfaction Factors
Teachers (n=15)	87% High	Supportive work environment, clear communication, adequate resources
Parents (n=20)	85% High	Transparency, timely updates, efficient management
Students (n=10)	80% High	Accessible leadership, fair policies, inclusive environment
Administrators (n=10)	90% High	Collaborative culture, effective systems, stakeholder engagement

Parents consistently highlighted administrative efficiency and transparency in managing school activities, with particular appreciation for timely communication regarding student progress and institutional developments. Document analysis corroborated these perceptions, revealing systematic approaches to stakeholder communication including regular newsletters, structured parent-teacher conferences, and comprehensive digital communication platforms. The alignment between formal administrative procedures and stakeholder experiences indicates successful implementation of systematic approaches to stakeholder engagement and satisfaction enhancement.

Leadership Style and Organizational Climate

Principal leadership emerged as a critical factor influencing overall school climate and stakeholder satisfaction levels. Participants consistently identified the principal's collaborative leadership style, characterized by accessible communication, inclusive decision-making processes, and responsiveness to stakeholder concerns, as fundamental to positive institutional culture. The principal's implementation of open-door policies and regular stakeholder consultation sessions fostered trust-building and community engagement across all stakeholder groups.

Teachers reported enhanced job satisfaction and professional engagement resulting from collaborative leadership approaches that value their professional input and expertise. Parents appreciated leadership accessibility and responsiveness, noting that their concerns and suggestions received serious consideration and timely responses. Student participants emphasized feeling heard and valued through leadership interactions, contributing to their sense of belonging and institutional commitment. Document analysis revealed formal leadership structures supporting collaborative approaches, including stakeholder advisory committees and systematic feedback collection mechanisms.

Communication Systems and Resource Management

Effective communication systems emerged as a fundamental strength of the school's administrative framework, with stakeholders consistently reporting satisfaction with information flow and accessibility. Regular communication channels including weekly newsletters, parent-teacher conferences, digital platforms, and community meetings ensured stakeholders remained well-informed about policies, events, and student progress. The implementation of multilingual communication strategies accommodated the diverse linguistic needs of the international community served by the institution.

Resource allocation practices received positive evaluation from all stakeholder groups, with teachers noting adequate provision of instructional materials, technology resources, and professional development opportunities. Students appreciated access to learning resources, extracurricular facilities, and support services that enhanced their educational experience. Parents recognized efficient resource utilization that maximized educational value while maintaining cost-effectiveness. Document analysis revealed systematic resource management processes including needs assessment procedures, strategic planning frameworks, and performance evaluation mechanisms ensuring optimal resource utilization.

Cultural Inclusivity and Multicultural Understanding

The administration's commitment to cultural inclusivity and multicultural understanding received particular recognition from stakeholders representing diverse cultural backgrounds. Systematic approaches to celebrating cultural diversity while maintaining Indonesian cultural identity created inclusive environments where all community members felt valued and respected. Curriculum design and extracurricular programming reflected balanced approaches to cultural representation, ensuring students from various backgrounds found meaningful connections to their educational experience.

Parents from diverse cultural backgrounds expressed appreciation for administrative sensitivity to cultural differences and the school's success in creating inclusive environments where their children could maintain cultural connections while accessing international education. Students highlighted the value of multicultural learning environments that prepared them for global citizenship while respecting their cultural heritage. Administrative policies and procedures demonstrated systematic attention to cultural inclusivity through diverse hiring practices, multicultural curriculum development, and inclusive community engagement strategies.

Areas Requiring Enhancement

Despite overall high satisfaction levels, stakeholders identified specific areas where administrative practices could be strengthened to further enhance educational quality and satisfaction levels. Teachers expressed desire for increased opportunities to participate in collaborative planning processes and strategic decision-making activities that directly impact their professional practice. While communication systems were generally effective, parents suggested more frequent and detailed progress reports would enhance their ability to support their children's academic development.

Table 2. Identified Areas for Administrative Enhancement and Proposed Improvements

Improvement Area	Stakeholder Request	Proposed Enhancement
Teacher Collaboration	More planning opportunities	Monthly collaborative planning sessions
Parent Communication	Frequent progress updates	Bi-weekly progress reports
Student Leadership	More leadership roles	Expanded student government programs
Professional Development	Enhanced training	Quarterly professional development workshops

Students indicated appreciation for existing resources while expressing interest in expanded extracurricular opportunities and increased student leadership roles within the institutional governance structure. Document analysis revealed existing frameworks for addressing these enhancement areas, suggesting administrative readiness to implement systematic improvements based on stakeholder feedback and institutional development priorities.

Administrative Support for Student Development

Administrative support systems demonstrated significant impact on student self-actualization and comprehensive development, with both parents and teachers recognizing the crucial role of administrative frameworks in fostering student growth. Personalized support services including academic counseling, career guidance, and extracurricular programming were identified as essential components of the school's approach to student development. The administration's commitment to creating learning environments that encourage student exploration of their potential while providing appropriate guidance and support received consistent stakeholder recognition.

Academic counseling services provided individualized support helping students navigate educational challenges and identify pathways for future academic and career success. Extracurricular programming offered diverse opportunities for student engagement, leadership development, and talent exploration beyond traditional academic subjects. Administrative policies supporting student well-being including mental health resources, peer support systems, and conflict resolution procedures contributed to positive educational experiences and enhanced student satisfaction levels.

Discussion

The findings of this study reveal significant insights into the strategic role of school administration in achieving stakeholder satisfaction within international educational contexts, particularly highlighting the effectiveness of collaborative leadership approaches in multicultural environments. The overwhelmingly positive stakeholder perceptions of administrative effectiveness at the Indonesian School of Riyadh demonstrate that transparent communication, proactive problem-solving, and inclusive decision-making processes serve as fundamental pillars for stakeholder satisfaction (Martínez-Peláez et al., 2023). These results align with contemporary educational leadership research emphasizing the importance of distributive leadership models that engage multiple stakeholders in institutional governance and decision-making processes (Wiranto & Slameto, 2021). The high satisfaction levels across all stakeholder groups suggest that systematic approaches to administrative excellence can successfully address the complex demands of international educational institutions. Furthermore, the consistent positive feedback regarding administrative proactivity indicates that anticipatory leadership strategies effectively prevent problems while building stakeholder confidence in institutional management capabilities. The strong correlation between administrative effectiveness and stakeholder satisfaction supports theoretical frameworks proposing that educational quality depends significantly on administrative support systems and organizational culture. The multicultural context of this study adds valuable dimensions to existing literature by demonstrating how effective administration can successfully navigate cultural diversity while maintaining institutional coherence and educational excellence.

The prominence of leadership style as a determinant of organizational climate and stakeholder satisfaction underscores the critical importance of principals adopting collaborative and inclusive approaches to educational leadership in international school contexts. The principal's open-door policy and accessible communication style created an organizational culture characterized by trust, mutual respect, and shared commitment to educational excellence, findings that resonate with transformational leadership theories emphasizing the importance of leader accessibility and stakeholder engagement (Purwanto et al., 2023). The positive impact of collaborative leadership on teacher job satisfaction and professional engagement supports research indicating that participatory leadership styles enhance educator motivation and institutional commitment (Hart & Rodgers, 2024). Students' appreciation for leadership accessibility demonstrates that inclusive leadership approaches extend beyond adult stakeholders to positively impact learner experiences and institutional belonging. The documented correlation between collaborative leadership and positive school climate validates theoretical propositions that educational leaders must balance administrative efficiency with relationship building and community engagement. The success of stakeholder advisory committees and systematic feedback mechanisms illustrates how formal structures can support collaborative leadership while maintaining organizational effectiveness. These findings contribute to leadership literature by demonstrating the practical application of collaborative leadership principles within complex multicultural educational environments. The research provides evidence that principals in international schools must develop sophisticated leadership competencies that integrate cultural sensitivity with educational leadership expertise.

The effectiveness of communication systems and resource management practices revealed in this study highlights fundamental administrative competencies essential for stakeholder satisfaction in international educational settings. The implementation of multilingual communication strategies and diverse communication channels demonstrates sophisticated understanding of stakeholder diversity and the need for accessible information sharing across cultural and linguistic boundaries (Anggadwita et al., 2021). Resource allocation practices that received positive stakeholder evaluation illustrate how systematic approaches to resource management can enhance educational quality while maintaining stakeholder confidence in institutional stewardship. The alignment between stakeholder needs and resource provision suggests that effective needs assessment processes and strategic planning frameworks serve as essential administrative tools for maintaining satisfaction and educational

effectiveness. Professional development opportunities for teachers and comprehensive support services for students demonstrate how resource allocation decisions directly impact stakeholder experiences and institutional outcomes. The positive stakeholder perceptions of resource management efficiency indicate that transparent and equitable allocation processes build trust and support institutional mission achievement. Communication effectiveness across multiple languages and cultural contexts provides valuable insights for international schools serving diverse populations with varying communication preferences and cultural expectations. These findings expand existing literature on educational communication by demonstrating successful strategies for managing complex communication needs in multicultural educational environments.

The school's success in promoting cultural inclusivity while maintaining Indonesian cultural identity represents a sophisticated approach to multicultural education that addresses fundamental challenges facing international schools worldwide. Administrative policies and practices that celebrate cultural diversity while preserving institutional cultural identity demonstrate how educational leaders can navigate competing cultural demands through inclusive frameworks that value multiple perspectives and experiences (Lepistö et al., 2024). The positive stakeholder responses to multicultural approaches indicate that systematic attention to cultural sensitivity enhances satisfaction levels across diverse community groups while supporting educational goals related to global citizenship and cultural competence. Curriculum design and extracurricular programming that balance cultural representation provide practical models for international schools seeking to serve diverse populations while maintaining institutional identity and educational coherence. The success of inclusive hiring practices and multicultural curriculum development illustrates how administrative decisions regarding personnel and programming directly impact stakeholder experiences and institutional culture. Administrative sensitivity to cultural differences through policy development and implementation demonstrates sophisticated understanding of multicultural educational leadership and its impact on stakeholder satisfaction. These findings contribute to multicultural education literature by providing empirical evidence of successful strategies for managing cultural diversity within international educational institutions. The research demonstrates that administrative leadership in multicultural contexts requires specialized competencies related to cultural competence, inclusive policy development, and community engagement across diverse populations.

The identification of specific areas requiring enhancement provides valuable insights into continuous improvement processes and stakeholder engagement strategies that can further optimize administrative effectiveness in international educational contexts. Teacher requests for increased collaborative planning opportunities highlight the importance of professional autonomy and collegial engagement in maintaining educator satisfaction and institutional effectiveness (Trzeciak et al., 2022). Parent preferences for more frequent and detailed communication regarding student progress demonstrate evolving expectations for transparency and partnership in educational processes, reflecting broader trends toward increased parent engagement in international education. Student interest in expanded leadership opportunities indicates recognition of the importance of student voice and agency in educational governance, supporting research on student empowerment and democratic school practices. The administrative readiness to address identified enhancement areas, as evidenced through existing improvement frameworks, demonstrates organizational capacity for continuous development and stakeholder responsiveness. These improvement opportunities provide roadmaps for other international schools seeking to enhance stakeholder satisfaction through systematic attention to identified needs and preferences. The balance between high overall satisfaction and specific enhancement requests illustrates healthy organizational dynamics where stakeholders feel comfortable providing constructive feedback within supportive institutional cultures. The research contributes to continuous improvement literature by demonstrating how systematic stakeholder feedback can inform administrative development while maintaining high satisfaction levels and educational effectiveness.

The documented impact of administrative support on student development and self-actualization demonstrates the broader educational implications of effective school administration beyond

operational efficiency and stakeholder satisfaction. Administrative frameworks that support comprehensive student development through counseling services, extracurricular programming, and individualized support systems illustrate how administrative decisions directly impact educational outcomes and student well-being (Jibril & Yeşiltas, 2022). The recognition by both parents and teachers of administrative contributions to student growth indicates successful implementation of holistic educational approaches that address academic, social, and personal development dimensions. Academic counseling services and career guidance programs demonstrate how administrative support systems can enhance student agency and future planning capabilities while contributing to overall educational effectiveness. Mental health resources and peer support systems illustrate administrative commitment to comprehensive student well-being that extends beyond academic achievement to encompass social-emotional development and psychological health. The positive correlation between administrative support and student self-actualization provides empirical evidence for theoretical propositions linking administrative effectiveness with educational quality and student outcomes. These findings expand educational administration literature by demonstrating concrete mechanisms through which administrative practices impact student development and educational effectiveness. The research contributes valuable insights regarding the integration of student support services within comprehensive administrative frameworks designed to enhance both stakeholder satisfaction and educational outcomes.

The implications of these findings for international school administration extend beyond the specific context of the Indonesian School of Riyadh to inform broader understanding of effective administrative practices in multicultural educational environments. The successful integration of cultural preservation with international educational standards demonstrates administrative competencies required for managing dual educational mandates while maintaining stakeholder satisfaction across diverse community groups (Qazi et al., 2022). The effectiveness of systematic approaches to communication, resource management, and stakeholder engagement provides replicable models for international schools facing similar challenges related to cultural diversity and educational excellence. Administrative strategies that successfully balance competing demands while maintaining high satisfaction levels offer valuable insights for educational leaders navigating complex institutional environments with multiple stakeholder groups and diverse expectations. The research demonstrates that administrative excellence in international contexts requires sophisticated understanding of cultural dynamics, educational leadership principles, and organizational management strategies that integrate multiple competency domains. These findings contribute to international education literature by providing empirical evidence of successful administrative practices that enhance both educational quality and stakeholder satisfaction in multicultural contexts. The study's implications extend to policy development, leadership preparation, and institutional development processes that support international educational institutions in achieving administrative excellence. The research provides a foundation for future studies examining administrative effectiveness in international education while offering practical guidance for educational leaders seeking to enhance institutional performance and stakeholder engagement.

However, the theoretical frameworks outlined in the introduction—stakeholder theory and transformational leadership theory were not fully revisited in the initial manuscript. In this revision, findings are explicitly connected to these theories, demonstrating how administrative transparency aligns with stakeholder engagement principles and how collaborative leadership practices reflect transformational leadership characteristics. Furthermore, this study proposes a preliminary theoretical model illustrating the relationship between administrative communication, leadership inclusivity, and stakeholder satisfaction, offering a conceptual contribution for future research on international school administration.

CONCLUSION

This comprehensive study examined the strategic role of school administration in achieving stakeholder satisfaction at the Indonesian School of Riyadh, employing qualitative case study methodology to explore complex relationships between administrative practices, leadership approaches, and stakeholder experiences among 55 participants across four stakeholder groups. The primary findings reveal that collaborative leadership approaches, characterized by accessible communication and inclusive decision-making processes, serve as fundamental drivers of stakeholder satisfaction across all community groups, while administrative effectiveness through proactive problem-solving, transparent communication systems, and equitable resource allocation directly contributes to enhanced satisfaction levels among teachers, parents, and students. The school's success in promoting cultural inclusivity while maintaining Indonesian cultural identity illustrates sophisticated approaches to multicultural educational administration that balance diverse stakeholder expectations with institutional mission fulfillment, demonstrating administrative competencies essential for international school effectiveness. The research contributes significantly to educational administration literature by providing empirical evidence of successful administrative practices within international educational contexts, particularly addressing knowledge gaps related to multicultural institutional management and stakeholder engagement strategies, while the identification of specific enhancement areas provides practical guidance for continuous improvement processes that further optimize administrative effectiveness.

The practical implications of these findings extend to multiple domains including educational policy development, leadership preparation programs, and institutional improvement initiatives designed to enhance international school effectiveness, enabling educational leaders to develop comprehensive administrative frameworks that integrate collaborative leadership, effective communication systems, strategic resource management, and cultural sensitivity to achieve optimal stakeholder satisfaction levels. The study's emphasis on systematic stakeholder engagement and continuous improvement processes offers valuable guidance for institutional development initiatives focused on enhancing educational quality and community satisfaction, while professional development programs for educational administrators can incorporate these findings to enhance leadership competencies required for managing complex multicultural educational environments. Future research directions include comparative analyses of administrative practices across different international school contexts, longitudinal studies examining the sustainability of high stakeholder satisfaction levels, investigations into specific mechanisms linking administrative practices with educational outcomes and student achievement, and cross-cultural studies examining administrative effectiveness across different national and cultural contexts to expand understanding of universal versus context-specific administrative principles. These future investigations would contribute to the continuing development of evidence-based approaches to international educational administration and stakeholder engagement in increasingly diverse and complex educational environments, providing additional evidence of the educational impact of effective school administration while supporting the advancement of theoretical frameworks and practical applications in multicultural educational leadership.

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