

TRANSFORMATIONAL LEADERSHIP IN PRIVATE HIGHER EDUCATION: A QUALITATIVE STUDY ON FACULTY ENGAGEMENT AND INSTITUTIONAL PERFORMANCE AT SOUTHEAST SULAWESI

KEPEMIMPINAN TRANSFORMASI DI PERGURUAN TINGGI SWASTA: STUDI KUALITATIF TERHADAP KETERLIBATAN FAKULTAS DAN KINERJA KELEMBAGAAN DI SULAWESI TENGGARA

Muhammad Nuzul Qadri¹, Asraf², Wahyuni Rahmah³, Arfin Bagea⁴

Sekolah Tinggi Ilmu Ekonomi Enam Enam

ujhol.nuzul@gmail.com, asrafyusus23@gmail.com, wahyuni.rahmah90@gmail.com,

arfinbagea6@gmail.com

**Corresponding Author*

ABSTRACT

Transformational leadership is recognized as one of the most effective leadership styles in the context of higher education, especially in improving lecturer engagement and institutional performance. In Southeast Sulawesi, the challenges faced by private universities in implementing this leadership are a major concern, given the importance of the role of lecturers in achieving academic goals. This study identifies a knowledge gap related to the lack of understanding of transformational leadership that can hinder the development of higher education institutions. The methodology used in this study is a descriptive qualitative approach, with in-depth interviews with relevant informants in private universities. The findings of this study provide significant implications for the development of leadership theory and practice, as well as offering solutions for institutional leaders in implementing more effective leadership styles to improve the quality of education. This study is expected to be a reference for further studies on transformational leadership in the context of higher education, as well as providing new insights for the development of better management strategies.

Keywords: Transformational Leadership; Institutional Performance; Human Resource Management

ABSTRAK

Kepemimpinan transformasional diakui sebagai salah satu gaya kepemimpinan yang paling efektif dalam konteks pendidikan tinggi, terutama dalam meningkatkan keterlibatan dosen dan kinerja institusi. Di Sulawesi Tenggara, tantangan yang dihadapi oleh perguruan tinggi swasta dalam menerapkan kepemimpinan ini menjadi perhatian utama, mengingat pentingnya peran dosen dalam mencapai tujuan akademik. Penelitian ini mengidentifikasi kesenjangan pengetahuan terkait dengan kurangnya pemahaman tentang kepemimpinan transformasional yang dapat menghambat pengembangan institusi pendidikan tinggi. Metodologi yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif, dengan wawancara mendalam dengan informan yang relevan di perguruan tinggi swasta. Temuan penelitian ini memberikan implikasi yang signifikan bagi pengembangan teori dan praktik kepemimpinan, serta menawarkan solusi bagi para pemimpin institusi dalam menerapkan gaya kepemimpinan yang lebih efektif untuk meningkatkan kualitas pendidikan. Penelitian ini diharapkan dapat menjadi referensi untuk penelitian lebih lanjut tentang kepemimpinan transformasional dalam konteks pendidikan tinggi, serta memberikan wawasan baru untuk pengembangan strategi manajemen yang lebih baik.

Kata Kunci: Kepemimpinan Transformasional; Kinerja Institusi; Manajemen Sumber Daya Manusia

1. INTRODUCTION

Transformational leadership is recognized as one of the most effective leadership styles in the context of higher education. According to (Celsi et al., 2025; Manik et al., 2025; Tagscherer & Carbon, 2025), transformational leaders are able to inspire and motivate followers to achieve higher goals, which is very important in a dynamic academic environment. This becomes relevant in private universities, where the challenges of improving the quality of education and faculty engagement are increasing. In this context, leaders who are able to create a clear vision and empower academic staff to actively contribute will play a significant

role in achieving the goals of the institution. Thus, transformational leadership does not only focus on individual achievement, but also on collective development that can improve the overall performance of the institution.(Celsi et al., 2025).

Transformational leadership also contributes to increased faculty engagement, which is a key factor in the success of educational institutions. Lecturers who feel inspired and valued tend to be more committed to the mission and vision of the institution, and more active in academic and research activities. Research by(Leithwood et al., 2020)shows that effective leadership can improve lecturers' motivation and job satisfaction, which in turn has a positive impact on students' academic performance. In the context of Southeast Sulawesi, where private universities play an important role in providing quality education, the application of transformational leadership becomes increasingly urgent to improve the competitiveness and relevance of institutions.

Considering the challenges faced by private universities in Southeast Sulawesi, such as limited resources and tight competition, transformational leadership can be a strategic solution. According to(Tagscherer & Carbon, 2025)Leaders who are able to adapt their leadership style to meet the needs and expectations of lecturers and students will create a more inclusive and productive environment. Therefore, this study aims to explore how transformational leadership can affect lecturer engagement and institutional performance in private universities in Southeast Sulawesi, as well as provide recommendations for better leadership practices in the future.

Lecturer involvement is a key factor in improving the performance of educational institutions. According to(Moran, 2023), lecturers who are actively involved in the teaching process and institutional development tend to produce better academic results. This involvement does not only include participation in teaching activities, but also in research, community service, and decision-making at the institutional level. In the context of private universities in Southeast Sulawesi, lecturer involvement can contribute to improving the quality of education and the reputation of the institution. This study aims to explore how transformational leadership can improve lecturer involvement, thereby positively impacting the overall performance of the institution.

The performance of higher education institutions is greatly influenced by the leadership style applied. According to research by(Leithwood et al., 2020; Tagscherer & Carbon, 2025), effective leadership can improve academic performance and institutional reputation. In the context of Southeast Sulawesi, it is important to understand how transformational leadership can contribute to improving institutional performance. This leadership style focuses not only on achieving short-term goals, but also on developing a sustainable long-term vision. Thus, this study seeks to explore the relationship between transformational leadership and institutional performance, as well as its impact on the quality of education provided to students.

Southeast Sulawesi has unique social, cultural, and economic characteristics that influence the dynamics of higher education. This study will consider the local context in analyzing the influence of transformational leadership on lecturer engagement and institutional performance. According to(Fadhli, 2019; Sari, 2020), the challenges faced by private universities in this area include lack of resources, competition between universities, and the need to adapt to developments in education policies. In addition, geographical factors and accessibility can also be obstacles in implementing programs and developing institutions. Therefore, it is important to understand how transformational leadership can be adapted and applied effectively in the local context of Southeast Sulawesi to overcome these challenges and achieve institutional goals. This study will explore how transformational leaders can leverage existing resources, build synergistic collaborations, and encourage innovation to improve lecturer engagement and institutional performance amidst the challenges faced.

Not all private universities in Indonesia implement transformational leadership effectively. This causes many institutions to fail to reach their maximum potential in increasing lecturer engagement and academic performance. Previous research has shown that a lack of understanding of this leadership style can hinder the development of higher education institutions.(Fadhli, 2019; Sari, 2020). In addition, there is not enough research exploring the impact of transformational leadership in the local context, particularly in Southeast Sulawesi, which has unique challenges in higher education development.(Hidayati et al., 2023). Thus, there is insufficient evidence to support that transformational leadership can significantly improve the performance of private educational institutions in the area.(Asbari et al., 2022; RAHMAN, 2022)

Furthermore, not all leaders in private universities understand the importance of involving lecturers in the decision-making process, which has the potential to reduce their motivation and commitment.(Acharya & Anand, 2020; Tanjung, 2021). This study shows that many lecturers feel alienated from the decision-making process, resulting in their low participation in academic activities.(Bordes et al., 2022). Therefore, there is no clear strategy to address this issue, thus hampering efforts to improve the overall performance of the institution.

This research is important and urgent considering the challenges faced by private universities in Southeast Sulawesi in improving the quality of education and lecturer engagement. In an increasingly competitive context, transformational leadership can be a solution to overcome problems related to lecturer motivation and participation in the academic process. The findings of this study are expected to provide new insights into how this leadership style can be implemented effectively to improve institutional performance.(Abbott et al., 2021; Tanjung, 2021). By understanding the dynamics of proper leadership, higher education institutions can formulate better strategies to achieve academic goals and enhance their reputation at the local and national levels.

This study aims to provide a deeper understanding of how inspirational leadership can motivate lecturers to contribute more actively in teaching and research. In addition, this study also aims to identify the challenges faced by institutional leaders in implementing this leadership style. Thus, the results of the study are expected to provide practical recommendations for institutional leaders to improve the effectiveness of their leadership and, in turn, improve academic performance and institutional reputation.

2. METHODS

The research design used in this study is qualitative descriptive research. This approach was chosen to deeply understand the phenomenon of transformational leadership in private universities in Southeast Sulawesi. This study aims to explore the experiences and views of informants regarding lecturer involvement and institutional performance. By using this design, researchers can obtain rich and contextual data. According to(Abdussamad & Sik, 2021; Agung & Yuesti, 2019), qualitative research allows researchers to explore the meanings constructed by individuals in their social contexts.

The instrument used in this study was an in-depth interview. Interviews were conducted with five informants who have important roles in the institution, including the rector, dean, head of study program, senior lecturer, and administrative staff. Each interview was designed to explore the informant's views and experiences related to transformational leadership. The questions asked were open-ended to encourage deeper discussion. This is in line with the opinion(Agung & Yuesti, 2019)which states that in-depth interviews can provide deeper insights into individual experiences.

The research procedure begins with the selection of relevant informants based on certain criteria. After obtaining permission from the institution, interviews were conducted face-to-face and recorded for further analysis. The data obtained were then analyzed using

thematic analysis techniques to identify emerging patterns and themes. The results of this analysis were used to answer the research questions and provide a better understanding of the influence of transformational leadership. According to (Braun, 2023; Clarke, 2020), thematic analysis is an effective method for organizing and analyzing qualitative data systematically.

3. RESULTS AND DISCUSSION

3.1. Research result

This study aims to explore transformational leadership on lecturer engagement and institutional performance in private universities in Southeast Sulawesi. Through in-depth interviews with five informants representing various positions in the institution, in-depth insights were obtained into the dynamics of leadership and its impact on the academic environment. The results showed that transformational leadership plays an important role in creating a collaborative and innovative work culture, which in turn improves lecturer engagement and institutional performance.

The Rector or Vice Rector, Dr. A, explained that transformational leadership in private universities in Southeast Sulawesi involves the ability to inspire and motivate all members of the institution. "Transformational leadership for me is the ability to inspire and motivate all members of the institution to achieve a shared vision," he said. This shows that effective leaders are able to understand the local context and utilize the unique potential possessed by lecturers and students. Thus, the strategies implemented to increase lecturer engagement focus on continuous professional development and involvement in research and community projects.

From the perspective of the Dean of the Faculty, Prof. B, transformational leadership has created a more collaborative working environment. "Transformational leadership has created a more collaborative and innovative environment. Lecturers feel more appreciated and motivated to contribute more," he explained. However, the challenge faced is resistance to change, where some lecturers are more comfortable with the old way of working. Therefore, it is important to involve lecturers in the decision-making process so that they feel they have a stake in the changes that occur.

Head of Study Program, Ms. C, added that transformational leadership also has a positive impact on student engagement. "Students become more active in academic and extracurricular activities. They feel more supported and motivated to achieve higher achievements," she said. This shows that when lecturers feel involved and appreciated, they tend to be more committed to supporting students in achieving their academic goals. Open dialogue and discussions that encourage lecturers' participation in decision-making also contribute to the creation of consensus among them.

Senior lecturer, Mr D, observed a significant change in leadership style in the institution. "There has been a significant shift towards a more inclusive and participatory approach. This has improved morale and collaboration among lecturers," he said. The main benefits of transformational leadership that were perceived were increased professional development and opportunities to engage in innovative projects. Thus, inclusive leadership not only increases lecturer engagement but also drives innovation in teaching and research.

Administrative staff, Mrs. E, emphasized that transformational leadership also contributes to operational efficiency in the institution. "Transformational leadership has improved communication and coordination between departments, which in turn improves operational efficiency," she said. The role of administrative staff in supporting the implementation of transformational leadership policies is very important, as they ensure that all policies are implemented properly. Training and workshops held to help staff adapt to changes are also strategic steps in supporting new initiatives.

Overall, the results of the study indicate that transformational leadership has a significant impact on lecturer engagement and institutional performance in private universities

in Southeast Sulawesi. Through interviews with various informants, the researcher found that inspirational and inclusive leadership can create a better academic environment. Thus, it is important for institutional leaders to continue to develop a leadership style that is able to motivate and empower all members of the institution to achieve common goals.

This study revealed that transformational leadership in private universities in Southeast Sulawesi has a significant impact on lecturer engagement. Through an interview with Dr. A, the Rector of the institution, it was revealed that inspirational and motivating leadership can create an environment that supports active participation of lecturers. Dr. A stated, "Transformational leadership for me is the ability to inspire and motivate all members of the institution to achieve a common vision." This shows that leaders who are able to communicate a clear vision can increase a sense of belonging among lecturers, which in turn contributes to improving institutional performance.

The table below summarizes the main findings regarding lecturer engagement based on interviews with informants:

Elements of Lecturer Involvement	Description
Lecturer Motivation	Lecturers feel more motivated to contribute to academic and non-academic activities.
Participation in Decisions	Lecturers are involved in strategic decision making, increasing their sense of ownership.
Professional Development	Opportunity for ongoing training and professional development.
Collaboration	Increased collaboration between lecturers and between lecturers and students.

From the table, it can be seen that lecturer motivation is one of the key elements in increasing engagement. Prof. B, Dean of the Faculty, emphasized that transformational leadership has created a more collaborative work culture. He stated, "Transformational leadership has created a more collaborative and innovative environment. Lecturers feel more appreciated and motivated to contribute more." This shows that a positive work culture can encourage lecturers to be more active in participating in academic activities.

Furthermore, this study also found that challenges in implementing transformational leadership need to be overcome to achieve optimal results. Ms. C, Head of Study Program, revealed that resistance to change is one of the main obstacles. She explained, "The biggest challenge is overcoming resistance to change. Some lecturers are more comfortable with the old way of working, so it is important to involve them in the change process." This shows that the involvement of lecturers in the change process is very important to reduce resistance and increase acceptance of new policies.

From the perspective of senior lecturer, Mr. D, the benefits of transformational leadership are very much felt in professional development. He stated, "The main benefits are the increase in professional development and the opportunity to engage in innovative projects that were previously unavailable." This suggests that leadership that supports individual development can improve the quality of teaching and research in institutions. Thus, transformational leadership not only impacts lecturer engagement, but also the quality of education provided.

In addition, the results of the study indicate that transformational leadership also contributes to operational efficiency in the institution. Ms. E, Administrative Staff, explained that better communication between departments has improved coordination and efficiency. She stated, "Transformational leadership has improved communication and coordination between departments, which in turn improves operational efficiency." This shows that good leadership not only affects academic aspects, but also administrative aspects that are

important for the smooth operation of the institution. Overall, this study confirms that transformational leadership in private universities in Southeast Sulawesi has a broad and positive impact on lecturer engagement and institutional performance. By prioritizing effective communication, professional development, and collaboration, leaders can create an environment that supports growth and innovation. These findings provide valuable insights for policy makers and leaders of higher education institutions to continue developing leadership styles that can improve engagement and performance in the future.

Thematic Network Diagram: Transformational Leadership in Private Higher Education

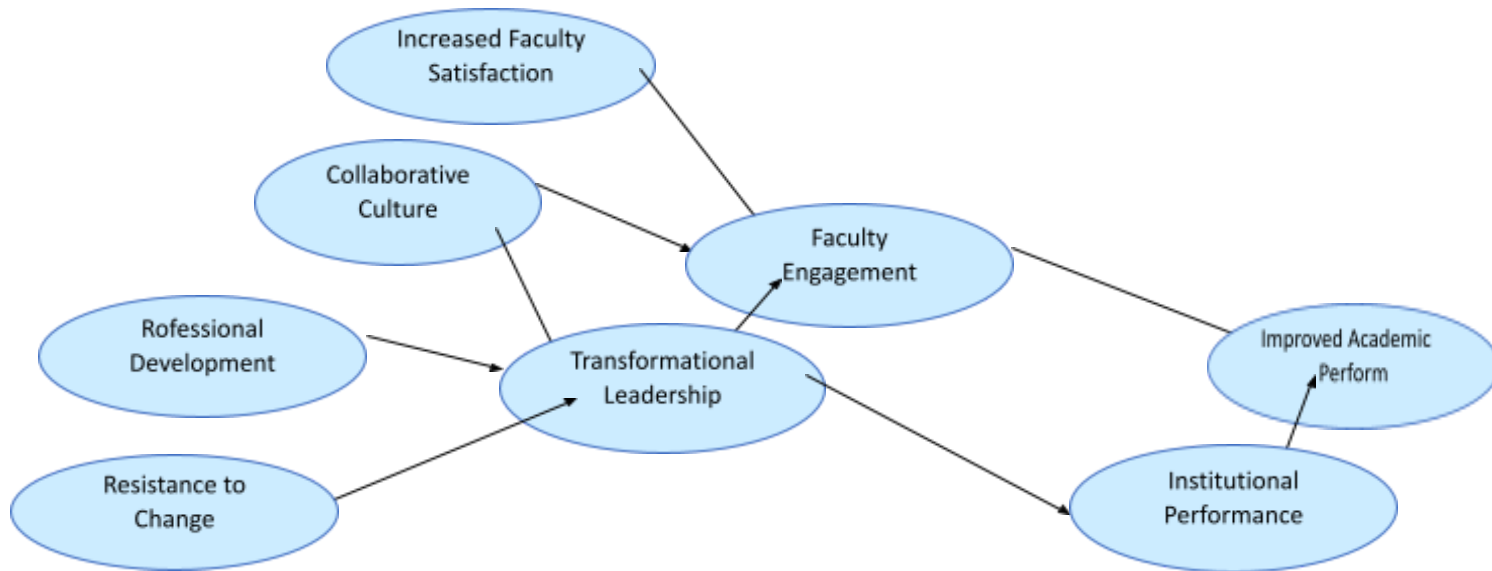


Figure.1

The following is a network diagram of transformational leadership in private higher education

This figure provides a clear picture of how transformational leadership interacts with various elements in the context of private higher education, and shows the importance of the strategy and the challenges faced. This diagram can be used to support the arguments in the article and provide a better understanding of the dynamics that exist within the institution.

3.2. Discussion

Transformational leadership focuses not only on achieving institutional goals, but also on developing individuals within it. Leaders who are able to inspire and motivate lecturers to contribute more to academic activities will create a more collaborative and innovative environment. This study found that when lecturers feel valued and involved in decision-making, they tend to show higher commitment to the institution. This is in line with the findings (Celsi et al., 2025; Moran, 2023) which emphasizes that lecturer involvement contributes to improved academic outcomes.

However, the challenges faced in implementing transformational leadership in private universities in Southeast Sulawesi cannot be ignored. Resistance to change and lack of adequate training for institutional leaders are significant obstacles in implementing this leadership style. Therefore, it is important for institutions to provide ongoing leadership training and development, so that leaders can be better prepared to face existing challenges and utilize the potential of lecturers optimally.

The identified research gap shows that not all private universities in Indonesia implement transformational leadership effectively. This causes many institutions to fail to reach their full potential in increasing lecturer engagement and academic performance. Previous

research has shown that a lack of understanding of this leadership style can hinder the development of higher education institutions.(Sari, 2020), In addition, there is not enough research exploring the specific impact of transformational leadership on lecturer engagement in local contexts, such as in Southeast Sulawesi. Therefore, this study seeks to fill this gap by providing deeper insights into how transformational leadership can be effectively implemented in private universities.

One of the important findings of this study is that leaders who apply transformational leadership styles tend to be more successful in increasing lecturer motivation and engagement. For example, in one of the private universities studied, leaders who actively involved lecturers in decision-making and provided emotional support were able to create a more positive work environment. The lecturers reported increased job satisfaction and commitment to the institution, which had a direct impact on the quality of teaching and research. This finding is in line with the transformational leadership theory which states that inspirational leaders can motivate followers to achieve higher goals.

In addition, this study also found that effective communication between leaders and lecturers is very important in creating high engagement. In this context, leaders who are able to convey the vision and mission of the institution clearly and attractively can inspire lecturers to contribute more. For example, in several interviews, lecturers stated that they felt more connected to the goals of the institution when leaders regularly held meetings to discuss developments and challenges faced. This shows that openness and transparency in communication can strengthen lecturers' sense of belonging and engagement.

Another significant finding is that professional support provided by transformational leaders can enhance lecturers' career development. In this study, many lecturers reported that they had the opportunity to attend training and seminars relevant to their field of expertise, thanks to their leaders' initiatives. This support not only enhanced the lecturers' skills, but also gave them a sense of being valued and recognized in the academic environment. Thus, leaders who focus on lecturers' professional development can create a culture of continuous learning in the institution.

This study highlights the importance of local context in the implementation of transformational leadership. In Southeast Sulawesi, where social and economic challenges can affect the dynamics of higher education, leaders need to adapt their approaches to meet the specific needs of institutions and communities. For example, leaders who understand local challenges, such as limited resources and government support, can design more effective strategies to improve lecturer engagement and institutional performance. Thus, this study not only contributes to leadership theory but also offers practical solutions that can be applied in private universities in areas with similar characteristics.

Overall, this study highlights the importance of transformational leadership in improving lecturer engagement and higher education institution performance. By understanding and implementing effective leadership principles, private universities in Southeast Sulawesi can improve the quality of education provided, as well as achieve higher academic goals. These findings provide a strong basis for further research on the relationship between leadership and institutional performance, as well as practical implications for future education management.

4. CONCLUSION

This study shows that the application of inspirational and motivational leadership styles can increase lecturers' participation in academic and non-academic activities, which in turn contributes to improving institutional performance. Thus, it is important for institutional leaders to adopt and implement transformational leadership principles to achieve better educational goals.

The findings of this study provide both theoretical and practical benefits in strategic management. Theoretically, this study enriches the literature on transformational leadership by providing new insights into the context of higher education in Indonesia, especially in Southeast Sulawesi. Practically, the results of this study can be a guide for institutional leaders in formulating more effective leadership strategies, which can improve lecturer engagement and academic performance. Thus, these findings not only provide solutions to the problems faced by private universities, but also advance understanding in the field of educational leadership.

However, this study has several limitations, including the limited number of informants and the focus only on private universities in Southeast Sulawesi. This may affect the generalization of the research results to a broader context. Therefore, it is recommended to conduct further research involving more institutions and different regions to obtain a more comprehensive picture of the influence of transformational leadership in higher education. Future research can also explore other factors that may affect lecturer engagement and institutional performance, such as organizational culture and applicable educational policies.

5. REFERENCES

- Abbott, K. M., Elliot, A., & Van Haitsma, K. (2021). Lessons Learned From Ohio's Statewide Implementation of the Preferences for Everyday Living Inventory as a Pay for Performance Initiative to Enhance Person-Centered Care. *Journal of the American Medical Directors Association*, 22(10), 2074–2078. Scopus. <https://doi.org/10.1016/j.jamda.2021.06.011>
- Abdussamad, H., & Sik, M. (2021). Metode penelitian kualitatif. books.google.com. <https://books.google.com/books?hl=en&lr=&id=JtKREAAQBAJ&oi=fnd&pg=PR5&dq=metode+kualitatif&ots=vDCxBS22O2&sig=nrE3MPPawGocoqirBbtidNwmFSO>
- Acharya, S., & Anand, G. (2020). A study on quality of work life, motivation and employee engagement among nurses in private hospitals of Indore. *International Journal of Public Sector ...*, Query date: 2024-02-08 10:53:48. <https://doi.org/10.1504/IJSPSPM.2020.110138>
- Agung, A., & Yuesti, A. (2019). BUKU METODE PENELITIAN BISNIS KUANTITATIF DAN KUALITATIF. Query date: 2024-01-20 03:00:38. <http://eprints.unmas.ac.id/id/eprint/494/1/2019%20METODE%20PENELITIAN%20BISNIS%20KUANTITATIF%20DAN%20KUALITATIF.pdf>
- Asbari, M., Purwanto, A., & ... (2022). Kepuasan Kerja Guru: Di antara Kepemimpinan Transformasional dan Transaksional. *Jurnal ...*, Query date: 2024-05-07 06:39:24. <http://download.garuda.kemdikbud.go.id/article.php?article=3003445&val=27148&title=Kepuasan%20Kerja%20Guru%20Di%20antara%20Kepemimpinan%20Transformasional%20dan%20Transaksional>
- Bordes, A., Danilov, D. L., Desprez, P., Lecocq, A., Marlair, G., Truchot, B., Dahmani, M., Siret, C., Laurent, S., Herreyre, S., Dominget, A., Hamelin, L., Rigobert, G., Benjamin, S., Legrand, N., Belerrajoul, M., Maurer, W., Chen, Z., Raijmakers, L. H. J., ... Lamontarana, S. (2022). A holistic contribution to fast innovation in electric vehicles: An overview of the DEMOBASE research project. *eTransportation*, 11. Scopus. <https://doi.org/10.1016/j.etrans.2021.100144>
- Braun, M. (2023). Research skills modules for further education college based top-up degrees. *Research in Education*. Scopus. <https://doi.org/10.1177/00345237231207715>
- Celsi, I., Raimundi, M. J., Corti, J. F., Castillo, I., & Alvarez, O. (2025). Exploring coach and parent transformational leadership and their associations with social identity in adolescents. *Psychology of Sport and Exercise*, 77. Scopus. <https://doi.org/10.1016/j.psychsport.2024.102801>

- Clarke, R. I. (2020). What we mean when we say “design”: A field scan of coursework offerings on design topics in Master’s level library. *Journal of Education for Library and Information Science*, 61(1), 2–24. Scopus. <https://doi.org/10.3138/jelis.61.1.2019-0037>
- Fadhli, M. (2019). Pengaruh kepemimpinan kepala Madrasah dan komitmen guru terhadap efektifitas Madrasah di Lhokseumawe. *Jurnal Iqra’: Kajian Ilmu Pendidikan*, Query date: 2024-05-07 06:31:25. <https://journal.iaimnumetrolampung.ac.id/index.php/ji/article/view/447>
- Hidayati, N., Fitriani, A., Saputri, W., & Ferazona, S. (2023). Exploring University Students’ Creative Thinking Through Digital Mind Maps. *Journal of Turkish Science Education*, 20(1), 119–135. Scopus. <https://doi.org/10.36681/tused.2023.007>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, 40(1), 5–22. Scopus. <https://doi.org/10.1080/13632434.2019.1596077>
- Manik, E., Hardiyana, A., & Komara, A. T. (2025). EXPLORING THE IMPACT OF ECO-FRIENDLY LEADERSHIP AND MOTIVATION ON SUSTAINABLE WORKPLACE CULTURE AND ENVIRONMENTAL EFFECTIVENESS TO SUPPORT THE SUSTAINABLE DEVELOPMENT GOALS (SDG’S). *Journal of Lifestyle and SDG’S Review*, 5(1). Scopus. <https://doi.org/10.47172/2965-730X.SDGsReview.v5.n01.pe02447>
- Moran, T. (2023). Considerations in Designing for Reduced Environmental Impact of Digital Media Production and Distribution Systems. *SMPTE Motion Imaging Journal*, 132(7), 32–38. Scopus. <https://doi.org/10.5594/JMI.2023.3285235>
- RAHMAN, M. (2022). PENGEMBANGAN E-GOVERNMENT DALAM MENINGKATKAN KUALITAS PELAYANAN PUBLIK DI MASA PANDEMI (Studi Pada Dinas Kependudukan Dan Pencatatan Sipil Kabupaten Sumenep).
- Sari, Y. (2020). Kepemimpinan Pendidikan. Query date: 2024-02-19 06:14:45. <https://osf.io/r7z3w/download>
- Tagscherer, F., & Carbon, C.-C. (2025). The role of transformational leadership in navigating digital servitization. *Sustainable Technology and Entrepreneurship*, 4(2). Scopus. <https://doi.org/10.1016/j.stae.2025.100098>
- Tanjung, M. (2021). Can we expect contribution from environmental, social, governance performance to sustainable development? *Business Strategy and Development*, 4(4), 386–398. Scopus. <https://doi.org/10.1002/bsd2.165>