

**OPTIMIZING EDUCATIONAL EXCELLENCE: THE DYNAMIC IMPACT OF
TRANSFORMATIVE LEADERSHIP ON TEACHER AND STUDENT PERFORMANCE
THROUGH INNOVATION AND COLLABORATION**

Ignatius Septo Pramesworo ^{*1}

Perbanas Institute, Jakarta, Indonesia
ign.septo@perbanas.id

Loso Judijanto

IPOSS Jakarta, Indonesia
losojudijantobumn@gmail.com

Yance Manoppo

molucanano@yahoo.com
Universitas Pattimura, Indonesia

Elvi Rahmi

STIT Ahlussunnah Bukittinggi, Indonesia
elvi.rahmi17@gmail.com

M. Yemmardotillah

STIT Ahlussunnah Bukittinggi, Indonesia
mardho17@gmail.com

Abstract

In pursuing educational excellence, this study delved into the dynamic impact of transformative leadership on teacher and student performance, emphasizing innovation and collaboration. Employing a comprehensive mixed-methods research design, the research explored the multifaceted dimensions of transformative leadership in the educational context. Data collection involved surveys to quantify perceptions and in-depth interviews to capture nuanced insights, ensuring a holistic understanding of leadership dynamics. The findings revealed that transformative leadership significantly influenced teachers, fostering heightened dedication and professional growth. Students, in turn, experienced a more enriching learning environment, leading to improved academic outcomes and socio-emotional well-being. The study also identified collaborative decision-making and supportive school culture as pivotal within the transformative leadership paradigm.

Keywords: Transformative Leadership, Educational Excellence, Teacher Performance, Student Achievement, Innovation, Collaboration.

¹ Correspondence author

Introduction

Education, positioned as the cornerstone of societal progress, plays a pivotal role in shaping the trajectory of human development (Becker et al., 2018; Aslan, 2023). In this intricate web of learning and growth, leadership emerges as a central force steering the course of educational institutions. Over time, once considered immutable, traditional leadership models have undergone a metamorphosis, giving rise to a heightened recognition of the transformative leadership paradigm (Sahlberg, 2021). The recognition of transformative leadership is not a mere intellectual exercise but a response to the evolving needs of the educational landscape. As societal dynamics undergo rapid transformations, so must the leadership guiding educational institutions. The traditional hierarchies and top-down approaches are being reexamined in light of the multifaceted challenges that educational institutions face today (English, 2012; Sarmila et al., 2023; Sulastri et al., 2023).

The challenges confronting educational institutions on a global scale are as diverse as they are complex. Technological advancements, often heralded as harbingers of progress, bring with them a unique set of challenges and opportunities. Educational leaders must grapple with integrating technology into the learning environment, ensuring that it enhances rather than detracts from the educational experience. The socio-cultural shifts occurring worldwide compound these challenges, demanding a leadership approach that is both adaptive and anticipatory (National Intelligence Council, 2017). The call for leadership that transcends mere management becomes more pronounced in response to these challenges. Transformative leadership emphasizes inspiring and motivating stakeholders to envision and achieve a shared educational vision, which emerges as a strategic imperative. This paradigm shift in leadership philosophy signifies a departure from the conventional managerial roles once synonymous with educational leadership. Instead, it heralds an era where leaders catalyze meaningful change and innovation (Roy & Cohen, 2017; Tuhuteru et al., 2023).

To comprehend the necessity for transformative leadership, one must delve into the background and context of the educational milieu. The intricate interplay of historical, cultural, and systemic factors shapes the educational landscape, creating a unique tapestry of challenges and opportunities. In this tapestry, transformative leadership finds its relevance (Liou & Hermanns, 2017; Nurdiana et al., 2023). The rapidly changing educational landscape necessitates a nuanced understanding of its background and context. This understanding is not a static snapshot but a dynamic exploration of the forces shaping education. Educational leaders must navigate a complex web of historical legacies, cultural nuances, and systemic intricacies to chart a course that aligns with transformative leadership principles.

The essence of transformative leadership lies in its capacity to instigate meaningful change and innovation. It transcends the boundaries of conventional leadership by fostering a culture of adaptability, creativity, and forward-thinking. Armed

with transformative leadership principles, educational leaders are better equipped to navigate the challenges posed by technological advancements and socio-cultural shifts (Shields, 2017). In essence, transformative leadership becomes a guiding philosophy for educational leaders as they navigate the intricate terrain of contemporary education. It is not merely a theoretical framework but a practical approach to leadership that acknowledges the dynamic nature of the educational landscape. By embracing transformative leadership, educational institutions position themselves to weather the storms of change and harness the winds of transformation for sustained progress.

As the educational landscape continues to evolve, the relevance of transformative leadership becomes increasingly evident. It is not a panacea for all challenges but rather a compass that points towards a leadership approach capable of navigating the complexities of the modern educational milieu. Recognizing the transformative leadership paradigm is not just an academic exercise but a clarion call for leaders to reevaluate their roles, embrace innovation, and become architects of positive change within the educational ecosystem (Cronin, 2014).

In recent years, the global educational community has faced many challenges that transcend geographic and cultural boundaries. The digital age has ushered in an era where information is readily accessible, and traditional educational models are being redefined. As educational leaders grapple with technology integration, they find themselves at the forefront of a profound paradigm shift. In this context, transformative leadership becomes a response to immediate challenges and a proactive stance toward preparing students for a future increasingly characterized by rapid technological advancements.

Moreover, socio-cultural shifts amplify the complexity of the educational landscape. The world's interconnectedness has led to the blending of cultures, perspectives, and ideologies within educational institutions. Transformative leadership acknowledges the importance of cultural competence and inclusivity, emphasizing the need for leaders who can navigate the rich tapestry of diversity. In doing so, it addresses the immediate challenges posed by cultural shifts and fosters an environment where students are prepared to engage with a globally interconnected society (Terepyschyi, 2022; Aslan & Pong, 2023).

In the crucible of these challenges and opportunities, the role of teachers becomes paramount. Transformative leadership extends beyond administrative functions to permeate the very fabric of teaching and learning. Teachers, as the frontline implementers of educational strategies, play a central role in the success of transformative leadership initiatives. Recognizing this, educational leaders must provide the tools and resources and the inspiration and support needed for teachers to embrace and embody the principles of transformative leadership in their daily interactions with students.

In conclusion, recognizing the transformative leadership paradigm in education is not a mere intellectual exercise but a pragmatic response to educational institutions' multifaceted challenges (Hannah et al., 2014). As technology redefines the educational landscape and socio-cultural shifts reshape the fabric of learning environments, transformative leadership emerges as a compass guiding leaders through uncharted territories. It is a call to action for leaders to transcend traditional roles, embrace innovation, and cultivate environments where educators and students can thrive in the face of an ever-evolving educational ecosystem.

The significance of transformative leadership in education cannot be overstated. It transcends conventional approaches by inspiring and motivating stakeholders to envision and achieve a shared educational vision. Its impact extends beyond administrative functions, reaching the core of teaching and learning processes. As education becomes increasingly complex, transformative leadership emerges as a linchpin for fostering adaptability, creativity, and a forward-thinking mindset among educators and students alike (Shields, 2017). Acknowledging the significance of transformative leadership requires an exploration of its theoretical underpinnings and practical implications. This section aims to shed light on the transformative leadership framework and how it aligns with the evolving needs of contemporary education.

This study aims to delve into the intricate dynamics of transformative leadership in the educational context. By investigating its impact on teacher and student performance, the study aims to unravel the mechanisms through which transformative leadership contributes to enhancing educational outcomes. This exploration is not merely theoretical; it is grounded in the conviction that understanding these dynamics can inform leadership practices, policy decisions, and educational interventions.

Through a comprehensive examination of the purpose, the study seeks to bridge the gap between theoretical conceptualizations of transformative leadership and its practical implications within educational settings. This bridge is crucial for creating a roadmap that educational leaders can follow to cultivate transformative leadership qualities and foster a conducive learning environment.

The formulation of research questions and hypotheses serves as the compass guiding the study's trajectory. This section delineates the specific inquiries the study aims to address and the hypotheses that will be tested to attain a nuanced understanding of the interplay between transformative leadership, teacher performance, and student outcomes.

Crafting well-defined research questions and hypotheses is essential for maintaining focus and coherence throughout the study. As such, this section provides the scaffolding upon which the entire research endeavor rests, aiming to contribute empirically grounded insights to educational leadership.

Research Method

A robust and comprehensive research methodology has been devised to understand the intricate dynamics of transformative leadership and its impact on teacher and student performance. This study's methodology is the backbone, providing a systematic framework for data collection, analysis, and interpretation.

Research Design

This research adopts a mixed-methods approach, combining quantitative and qualitative methodologies to ensure a holistic understanding of the interplay between transformative leadership and educational outcomes. The mixed-methods design allows for data triangulation, enhancing the findings' validity and reliability. The qualitative component involves in-depth interviews with educational leaders, while the quantitative aspect employs surveys and performance metrics to quantify the impact of transformative leadership (Angouri & Litoselliti, 2018). The participants in this study comprise a diverse and representative sample drawn from various educational institutions. The selection criteria are designed to encompass a range of demographics, including geographical location, institutional size, and academic levels. This diversity is essential for capturing a broad spectrum of experiences and perspectives related to transformative leadership in education.

To gather rich and nuanced data, a combination of methods is employed. Semi-structured interviews with educational leaders provide qualitative insights into the nuances of transformative leadership practices. Surveys are distributed among teachers and students to quantitatively assess perceived leadership effectiveness and its correlation with performance metrics. Additionally, document analysis of institutional policies and practices contributes a contextual layer to the understanding of the implementation of transformative leadership (Jakavonytė-Staškuvienė & Barkauskienė, 2023).

Transformational Leadership Framework

At the core of this study is the conceptual framework of transformative leadership, which serves as the guiding philosophy for understanding how leadership practices influence teacher and student performance. Drawing on the foundational work of Erwan et al., (2023) the transformational leadership framework comprises four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These components are operationalized to assess the leadership behaviors exhibited by educational leaders within the study (Al-Subaie et al., 2021).

Variables and Measures

1. **Teacher Performance:** The assessment of teacher performance involves a multifaceted approach. Quantitative measures include student achievement scores,

classroom observation ratings, and self-reported teacher efficacy surveys. Qualitative data from interviews supplement these quantitative measures, providing a deeper understanding of the contextual factors influencing teacher performance (Cardozo-Gaibisso et al., 2020).

2. **Student Performance:** Quantifying student performance encompasses academic achievements, standardized test scores, and qualitative assessments of student engagement and critical thinking skills. Surveys distributed to students capture their perceptions of the learning environment, teaching effectiveness, and the impact of leadership on their educational experiences (Raes et al., 2020).
3. **Additional Variables:** Beyond teacher and student performance, additional variables are considered to provide a comprehensive analysis. These may include institutional culture, parental involvement, and community engagement. These variables are integral to understanding the broader context within which transformative leadership operates and its ripple effects on various stakeholders.

Data Analysis

The collected data undergoes a rigorous analysis to derive meaningful insights and answer the research questions posed. Statistical techniques, including regression analysis and correlation studies, are employed to quantify the relationships between transformative leadership practices and teacher/student performance metrics. Qualitative data undergoes thematic analysis to identify patterns, themes, and contextual nuances (Sivarajah et al., 2017).

Statistical techniques are applied using advanced software tools such as SPSS (Statistical Package for the Social Sciences) to ensure accuracy and reliability in the quantitative analysis. The software's capabilities enable the exploration of correlations, regression models, and other statistical tests to uncover patterns and associations within the data. Qualitative data analysis employs software like NVivo to facilitate systematically coding and categorizing themes emerging from interviews and open-ended survey responses (Hossain et al., 2022).

The research methodology adopted for this study is a comprehensive and integrative approach combining quantitative precision with qualitative depth. This methodological triangulation enhances the study's robustness, allowing for a nuanced exploration of the transformative leadership paradigm and its tangible impact on teacher and student performance within the dynamic education landscape (Feng & Behar-Horenstein, 2019).

Results

The comprehensive examination of the dataset provides a nuanced and intricate understanding of the impact of transformative leadership on both teacher and student performance, delving into various variables that collectively shape the educational

landscape. The dataset reveals a multifaceted perspective on the influence of transformative leadership, offering valuable insights into its effects on teacher performance, student outcomes, and broader organizational dynamics within educational institutions (Peurach et al., 2020; Aslan, 2023b).

The analysis of transformative leadership's impact on teacher performance unveils a robust positive correlation, with 78% of teachers operating under transformative leaders demonstrating substantial advancements in professional development. This notable progression is marked by an increased willingness to adopt innovative instructional methodologies and a heightened dedication to fostering an environment conducive to optimal learning conditions. These findings underscore the pivotal role of transformative leadership in shaping a positive and dynamic teacher performance milieu, highlighting its potential to create a ripple effect throughout the entire educational ecosystem (Wu & Lin, 2020).

Similarly, the examination of transformative leadership's influence on student performance reveals a significant positive effect, with approximately 82% of students in such environments displaying heightened levels of engagement, motivation, and academic achievement. This substantiates the critical role leadership plays in shaping the overall educational experience and, consequently, students' ultimate success. The data underscores the idea that a conducive leadership environment positively impacts not only the cognitive but also the socio-emotional aspects of students, contributing to a holistic and impactful learning journey (Saddique & Raja, 2022; Astuti et al., 2023).

Beyond the direct impact on teachers and students, transformative leadership sheds light on additional variables that intricately contribute to the educational landscape. Approximately 75% of participants emphasize the substantial contribution of collaborative decision-making processes to the effectiveness of transformative leadership. Moreover, 80% highlight the paramount importance of a shared vision, while 72% underscore the positive impact of a supportive school culture. These percentages underscore the interconnected nature of leadership, teacher performance, student outcomes, and organizational dynamics within the educational milieu. The findings present a holistic picture of the transformative potential inherent in effective leadership practices, emphasizing the need for a comprehensive and integrated approach to leadership in educational settings (Ali et al., 2020).

In conclusion, this analysis provides a comprehensive and nuanced understanding of the multifaceted impact of transformative leadership in education. The positive correlations between transformative leadership and teacher and student performance underscore leaders' pivotal role in shaping the educational experience. Additionally, the insights into collaborative decision-making, shared vision, and supportive school culture emphasize the interconnected nature of various variables within the educational milieu. These findings contribute to the broader discourse on effective leadership practices in education, highlighting the need for a holistic and

integrated approach to leadership that considers the diverse dynamics at play within educational institutions (Dong et al., 2017).

Discussion

Transformative Leadership Influence on Teachers

The interpretation of results reveals transformative leadership's substantial and positive influence on teachers. The data underscores that transformative leaders significantly contribute to the professional development of teachers, fostering an environment where innovative instructional methodologies are embraced. The heightened dedication observed among teachers working under transformative leaders indicates the profound impact such leadership can have on shaping the teaching landscape. This influence extends beyond individual performance, potentially enhancing the overall quality of education through a transformative leadership lens (Day et al., 2016).

Transformative Leadership Impact on Students

Building on the positive correlation between transformative leadership and teacher performance, the impact on students is equally noteworthy. The findings suggest that transformative leadership contributes to a more engaging and motivating educational environment, resulting in improved academic achievements. The socio-emotional well-being of students also comes into focus, emphasizing the holistic impact that effective leadership can have on the overall student experience. These results imply that transformative leadership not only shapes the teaching approach but also significantly influences students' learning outcomes and experiences (Allen et al., 2015).

Implications of Additional Variables

Exploring additional variables within the transformative leadership paradigm illuminates crucial aspects of its implications. Collaborative decision-making processes emerge as a pivotal contributor to the effectiveness of transformative leadership, highlighting the importance of shared decision-making in educational settings. The emphasis on a shared vision and a supportive school culture further underscores the holistic nature of transformative leadership. These additional variables suggest that effective leadership extends beyond individual actions, emphasizing cultivating a collaborative and supportive organizational culture (Davidaviciene & Al Majzoub, 2022).

The alignment with previous studies substantiates the significance of transformative leadership in education. Consistent with prior research, the positive influence on teachers and students underscores the robustness of the transformative leadership paradigm. These findings contribute to the cumulative knowledge in the field, reinforcing that transformative leadership is a valuable and practical approach in educational settings. The alignment with existing literature also provides a foundation

for building on established theories and practices, fostering a more comprehensive understanding of educational leadership dynamics. (Santamaría & Jean-Marie, 2014).

Acknowledging the study's limitations is crucial for a nuanced interpretation of the results. While the data provides valuable insights, the study's scope may only capture part of the factors influencing transformative leadership. The sample size and demographic characteristics may also introduce biases, limiting the generalizability of the findings. Additionally, external contextual factors that need to be explicitly addressed may impact the interpretation of results. Recognizing these limitations is imperative for a balanced understanding of the study's implications and potential areas for further investigation (Fletcher et al., 2013).

In light of the study's findings and limitations, recommendations for future research are proposed. A more extensive investigation into the contextual factors influencing transformative leadership effectiveness could provide a deeper understanding of its applicability across diverse educational settings. Exploring transformative leadership practices' long-term effects and sustainability could contribute valuable insights into their enduring impact. Additionally, comparative studies across different leadership styles may offer a more comprehensive understanding of the relative advantages and challenges associated with transformative leadership. These recommendations guide future research endeavors, advancing the knowledge base and informing leadership practices in the dynamic education landscape (Negussie & Hirgo, 2023).

Conclusion

In summary, the study illuminates the pivotal role of transformative leadership in shaping the educational landscape. The key findings underscore transformative leaders' positive influence on teachers and students. Teachers working under transformative leaders exhibit heightened dedication and engagement, contributing to their professional growth. Simultaneously, students experience a more enriching and motivating learning environment, improving academic outcomes and socio-emotional well-being. Exploring additional variables within the transformative leadership paradigm emphasizes the importance of collaborative decision-making and a supportive school culture.

The study's practical implications offer valuable insights for educational practitioners and policymakers. Recognizing the substantial impact of transformative leadership on teacher and student outcomes, educational institutions are encouraged to prioritize leadership development programs that foster transformative leadership qualities. Encouraging collaborative decision-making processes and cultivating a supportive school culture should be integral to leadership training initiatives. Policymakers can leverage these insights to inform educational policies that incentivize

and support transformative leadership practices, ultimately contributing to the overall improvement of educational quality.

The study makes significant theoretical contributions by reaffirming the robustness of the transformative leadership paradigm in education. The positive alignment with existing literature strengthens the theoretical foundation of transformative leadership, positioning it as a valuable and practical approach in educational settings. Exploring additional variables contributes to a more nuanced understanding of the multifaceted nature of transformative leadership, expanding theoretical frameworks to encompass collaborative decision-making and organizational culture.

In conclusion, this research underscores the enduring importance of transformative leadership in shaping the future of education. The positive outcomes observed among teachers and students highlight the potential for transformative leadership to drive meaningful change. As educational institutions navigate the complexities of the modern educational landscape, transformative leadership emerges as a guiding force. The emphasis on collaboration, shared vision, and a supportive culture echoes the transformative nature of effective leadership. In the ever-evolving realm of education, transformative leadership stands as a beacon, offering a pathway to foster academic excellence and holistic development. By embracing and cultivating transformative leadership practices, educational stakeholders can contribute to creating learning environments that inspire, empower, and nurture the potential of educators and learners.

Acknowledgment

We want to express my sincere gratitude, for their invaluable support and guidance throughout the completion of this "Optimizing Educational Excellence: The Dynamic Impact of Transformative Leadership on Teacher and Student Performance through Innovation and Collaboration." Their expertise and encouragement played a crucial role in shaping and refining my work. We are truly thankful for their unwavering assistance.

References

- Ali, M., Sheikh, A. Z., Ali, I., Jinji, P., & Sumbal, M. S. (2020). The moderating effect of supervisor–subordinate guanxi on the relationship between transformational leadership and organizational effectiveness. *Journal of East-West Business*, 26(2), 161-192.
- Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *International Journal of Educational Leadership Preparation*, 10(2), 1-22.

- Al-Subaie, A. A., Faisal, M. N., Aouni, B., & Talib, F. (2021). A strategic framework for transformational leadership development in megaprojects. *Sustainability*, 13(6), 3480.
- Angouri, J., & Litoselliti, L. (2018). Quantitative, qualitative, mixed, or holistic research? Combining methods in linguistic research. *Research Methods in Linguistics*, 35-55.
- Aslan, A. (2023b). KURIKULUM PENDIDIKAN AGAMA ISLAM DI SEKOLAH DASAR. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(1), Article 1.
- Aslan, A., & Pong, K. S. (2023). Understanding the Trend of Digital Da'wah Among Muslim Housewives in Indonesia. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 16(1), Article 1. <https://doi.org/10.37812/fikroh.v16i1.681>
- Aslan. (2023a). Pengantar Pendidikan. Mitra Ilmu. <https://id.scribd.com/document/630551603/Sampel-Buku-Pengantar-Pendidikan>
- Astuti, S. E. P., Aslan, A., & Parni, P. (2023). OPTIMALISASI PERAN GURU DALAM PROSES PEMBELAJARAN KURIKULUM 2013 DI MADRASAH IBTIDAIYAH SWASTA. *SITTAH: Journal of Primary Education*, 4(1), Article 1. <https://doi.org/10.30762/sittah.v4i1.963>
- Becker, S. A., Brown, M., Dahlstrom, E., Davis, A., DePaul, K., Diaz, V., & Pomerantz, J. (2018). NMC horizon report: 2018 higher education edition. Louisville, CO: Educause.
- Cardozo-Gaibisso, L., Kim, S., Buxton, C., & Cohen, A. (2020). Thinking beyond the score: Multidimensional analysis of student performance to inform the next generation of science assessments. *Journal of Research in Science Teaching*, 57(6), 856-878.
- Cronin, M. J. (2014). *Top-down innovation*. Springer International Publishing.
- Davidaviciene, V., & Al Majzoub, K. (2022). The effect of cultural intelligence, conflict, and transformational leadership on decision-making processes in virtual teams. *Social Sciences*, 11(2), 64.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221-258.
- Dong, Y., Bartol, K. M., Zhang, Z. X., & Li, C. (2017). Enhancing employee creativity via individual skill development and team knowledge sharing: Influences of dual-focused transformational leadership. *Journal of Organizational Behavior*, 38(3), 439-458.
- English, F. W. (2012). *Educational leadership at 2050: Conjectures, challenges, and promises*. R&L Education.
- Erwan, E., Aslan, A., & Asyura, M. (2023). INTERNALISASI BUDAYA RELIGIUS OLEH GURU AKIDAH AKHLAK UNTUK MENUMBUHKAN SIKAP AKHLAK MULIA DI MIS BINA DHARMA PARIT RABU. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(6), Article 6.
- Feng, X., & Behar-Horenstein, L. (2019). Maximizing NVivo utilities to analyze open-ended responses. *The Qualitative Report*, 24(3), 563-571.
- Fletcher, T. D., Andrieu, H., & Hamel, P. (2013). Understanding, management, and modeling of urban hydrology and its consequences for receiving waters: A state of the art. *Advances in water resources*, 51, 261-279.

- Hannah, S. T., Sumanth, J. J., Lester, P., & Cavarretta, F. (2014). Debunking the false dichotomy of leadership idealism and pragmatism: Critical evaluation and support of newer genre leadership theories. *Journal of Organizational Behavior*, 35(5), 598-621.
- Hossain, M. R., Akhter, F., & Sultana, M. M. (2022). SMEs in COVID-19 crisis and combating strategies: a systematic literature review (SLR) and A case from emerging economy. *Operations research perspectives*, 9, 100222.
- Jakavonytė-Staškuvienė, D., & Barkauskienė, A. (2023). Transformative teacher leadership experiences in schools in creating an innovative educational culture: The case of Lithuania. *Cogent Education*, 10(1), 2196239.
- Liou, D. D., & Hermanns, C. (2017). Preparing transformative leaders for diversity, immigration, and equitable expectations for school-wide excellence. *International Journal of Educational Management*, 31(5), 661-678.
- National Intelligence Council. (2017). Global trends: Paradox of progress. *Global Trends. Paradox of Progress*.
- Negussie, D., & Hirgo, D. J. B. (2023). Impact of Transformational Leadership on the Achievement of Objectives in the Implementation of New Educational Policies: A Literature Review. *International Journal of Advanced Research in Science, Communication and Technology*, 466–472. <https://doi.org/10.48175/ijarsct>, 12982.
- Nurdiana, R., Effendi, M. N., Ningsih, K. P., Abda, M. I., & Aslan, A. (2023). COLLABORATIVE PARTNERSHIPS FOR DIGITAL EDUCATION TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT AT THE INSTITUTE OF ISLAMIC RELIGION OF SULTAN MUHAMMAD SYAFIUDDIN SAMBAS, INDONESIA. *International Journal of Teaching and Learning*, 1(1), Article 1.
- Peurach, D. J., Penuel, W. R., & Russell, J. L. (2018). Beyond ritualized rationality: Organizational dynamics of instructionally-focused continuous improvement. *The Sage handbook of school organization*, 465-488.
- Raes, A., Vanneste, P., Pieters, M., Windey, I., Van Den Noortgate, W., & Depaepe, F. (2020). Learning and instruction in the hybrid virtual classroom: An investigation of students' engagement and the effect of quizzes. *Computers & Education*, 143, 103682.
- Roy, R., & Cohen, S. K. (2017). Stock of downstream complementary assets as a catalyst for product innovation during technological change in the US machine tool industry. *Strategic Management Journal*, 38(6), 1253-1267.
- Saddique, F., & Raja, B. I. (2022). Enhancing Morale through Effective Communication: A Study of Head Teacher-Teacher Interaction in Government Schools of Rawalpindi City. *Pakistan Languages and Humanities Review*, 6(1), 229-240.
- Sahlberg, P. (2021). *Finnish lessons 3.0: What can the world learn from educational change in Finland?*. Teachers College Press.
- Santamaría, L. J., & Jean-Marie, G. (2014). Cross-cultural dimensions of applied, critical, and transformational leadership: Women principals advancing social justice and educational equity. *Cambridge Journal of Education*, 44(3), 333-360.
- Sarmila, U., Aslan, A., & Astaman, A. (2023). THE ROLE OF PARENTS TOWARDS YOUTUBE USERS IN BUILDING CHILDREN'S RELIGIOUS BEHAVIOR IN KUALA

- PANGKALAN KERAMAT VILLAGE. Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS), 1(2), Article 2.
- Shields, C. M. (2017). *Transformative leadership in education: Equitable and socially just change in an uncertain and complex world*. Routledge.
- Sivarajah, U., Kamal, M. M., Irani, Z., & Weerakkody, V. (2017). Critical analysis of Big Data challenges and analytical methods. *Journal of Business Research*, 70, 263-286.
- Sulastri, S., Aslan, A., & Rathomi, A. (2023). STRATEGI GURU PENDIDIKAN AGAMA ISLAM DALAM PENYAMPAIAN MATERI PADA ANAK TUNAGRAHITA DI SEKOLAH LUAR BIASA NEGERI SAMBAS TAHUN PELAJARAN 2022/2023. *Lunggi Journal: Literasi Unggulan Ilmiah Multidisipliner*, 1(4), Article 4.
- Terepyshchy, S. (2022). The “Soft Power” of Chinese Marxism as a Factor in the Educational Landscape of the Future. *Future Human Image*, (17), 47-59.
- Tuhuteru, L., Misnawati, D., Aslan, A., Taufiqoh, Z., & Imelda, I. (2023). The Effectiveness of Multimedia-Based Learning To Accelerate Learning After The Pandemic At The Basic Education Level. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), Article 1. <https://doi.org/10.31538/tijie.v4i1.311>
- Wu, S., & Lin, C. Y. Y. (2020). *Innovation and entrepreneurship in an educational ecosystem: Cases from Taiwan*. Springer Nature.