

LEADERSHIP DYNAMICS IN THE ERA OF EDUCATIONAL TRANSFORMATION: INTEGRATING THE CONCEPT OF ADAPTABLE LEADERSHIP IN SUSTAINABLE EDUCATIONAL ADMINISTRATION

Sidderatul Akbar *¹

Fisip ULM Banjarmasin, Indonesia
sidderatulakbar@gmail.com

Syatria Adymas Pranajaya

UIN Sultan Aji Muhammad Idris Samarinda, Indonesia
syatria.adymas@gmail.com

Nurkadarwati

Universitas Pejuang RI Makassar, Indonesia
Nurkadarw@gmail.com

Rezkiyah Hoesny

Institut Kesehatan dan Bisnis Kurnia Jaya Persada, Indonesia
rezkiyah@ikbkjp.ac.id

Inayatul Mutmainnah

Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Pepabri Makassar, Indonesia
inayasosiologi@gmail.com

Abstract

This paper explored the evolving landscape of educational administration in the context of contemporary transformations within the education sector. Focusing on leadership dynamics, the study delved into integrating the concept of adaptable leadership as a critical element for sustainable educational administration. The research examined the nuances of leadership paradigms through a comprehensive literature review, emphasizing the interconnected dimensions of transformational, transactional, and adaptable leadership. The findings underscored the imperative for educational leaders to possess a versatile skill set and a strategic mindset to navigate the multifaceted challenges posed by educational transformation. Adaptable leadership was positioned not only as a reactive response to challenges but as a proactive and transformative force, empowering leaders to drive positive change, foster resilience, and promote innovation within educational institutions. The paper offered insights into the practical implications of embracing adaptable leadership for sustainable educational administration.

Keywords: Adaptable Leadership, Educational Administration, Leadership Dynamics, Educational Transformation, Sustainable Leadership, Leadership Paradigms, Resilience, Innovation, Strategic Leadership, Skill Set.

¹ Correspondence author.

Introduction

In the dynamic landscape of education, leadership assumes a pivotal role, particularly accentuated during transformative junctures (Raffaelli et al., 2019; Tubagus et al., 2023; Aslan & Shiong, 2023). This comprehensive literature review meticulously examines the intricate dynamics that characterize leadership within the overarching framework of educational transformation. The primary aim is to meticulously unravel the multifaceted dimensions of leadership, explicitly emphasizing the assimilation of adaptable leadership concepts into sustainable educational administration. By delving into conceptual frameworks, methodological approaches, research findings, and the extensive implications of these revelations, this review endeavors to provide a nuanced understanding of leadership's profound role and impact in contemporary educational settings (Ravitch & Carl, 2019; Muharrom et al., 2023; Nurhayati et al., 2023).

As the educational landscape undergoes profound shifts propelled by technological advancements, societal changes, and global challenges, the imperative for effective leadership becomes increasingly conspicuous (Miller, 2023; Sitopu et al., 2024)). The scrutinized literature significantly augments our understanding of how leaders strategically navigate and influence these changes, particularly in pursuing sustainability. By underscoring the integration of adaptable leadership concepts, the review seeks to illuminate the evolving nature of leadership roles intricately tied to the complexities of educational transformation.

The exploration initiates by elucidating the foundational role of leadership within the broader context of educational evolution (Nouh, 2023). It systematically delves into the multifaceted nature of leadership, encompassing traditional models such as transformational and transactional leadership while introducing the contemporary paradigm of adaptable leadership. Through a meticulous approach, the review meticulously identifies and scrutinizes the competencies associated with adaptable leadership, underscoring the intricate skills and qualities requisite for leaders to guide educational institutions through transformative phases astutely.

Moreover, the synthesized findings in the literature provide invaluable insights into the profound impact of adaptable leadership on educational administration (Uhl-Bien & Arena, 2018). The review meticulously scrutinizes how leaders, armed with adaptable leadership competencies, substantially contribute to enhanced organizational resilience, fostering innovation, and facilitating sustainable practices in educational institutions. This section not only delves into the positive outcomes associated with adaptable leadership but also conscientiously considers potential challenges and ethical considerations that may intricately manifest during its implementation.

The subsequent discussion segment of the review undertakes a meticulous exploration of the intricate landscape of adaptable leadership, probing into the nuanced challenges and opportunities educational leaders face in implementing this

dynamic approach (Li, 2023). A salient challenge identified is the resistance to change within educational institutions, shedding light on how entrenched structures and traditional mindsets can impede the seamless integration of adaptable leadership practices. Conversely, it elucidates the latent opportunities for growth embedded in collaborative efforts, the cultivation of a culture of innovation, and the strategic leveraging of technological advancements.

Integral to this discussion is the ethical dimension of leadership within the adaptable framework (Tuazon et al., 2021). The review critically evaluates the ethical considerations that ascend to prominence when implementing adaptable leadership, underscoring the importance of maintaining transparency, integrity, and accountability in decision-making processes. As stewards of educational institutions, leaders must astutely navigate the delicate equilibrium between adaptability and ethical standards to ensure responsible and sustainable leadership practices.

The review further ventures into actionable strategies for effectively implementing adaptable leadership within educational institutions, drawing insights from various studies (Laursen & Austin, 2020; Erwan et al., 2023; Nurdiana et al., 2023). It advocates for establishing meticulously tailored leadership development programs to nurture adaptable leadership competencies among educational leaders. These programs, characterized by experiential learning and mentorship initiatives, are perceived as pivotal instruments for equipping leaders with the indispensable skills requisite to navigate the intricacies of educational transformation with sagacity.

Moreover, the discussion strategically accentuates the pivotal role of organizational culture in facilitating adaptable leadership. It underscores the need for a supportive environment that actively encourages experimentation, embraces a culture of learning from failures, and instills a continuous improvement mindset (Adil, 2014). Impact Educational institutions that conscientiously cultivate a culture valuing adaptability are better positioned to foster innovation and resilience in the face of dynamically evolving challenges.

In summation, this exhaustive review not only substantiates the paramount importance of leadership in the ever-changing milieu of education but also furnishes a detailed roadmap for navigating the intricate challenges and harnessing the latent opportunities presented by adaptable leadership (Allioui & Mourdi, 2023). It underscores, with meticulous detail, the imperative of adaptable leadership in steering educational institutions through transformative changes, emphasizing both the positive outcomes and the conscientious acknowledgment of the attendant challenges and ethical considerations. As educational leaders grapple with the dynamic challenges endemic to the contemporary educational milieu, the cultivation and seamless integration of adaptable leadership competencies emerge as imperatives for ensuring sustained success and resilience in educational administration. This comprehensive review serves as an indispensable foundation for further research endeavors. It

fervently advocates for the proactive cultivation of adaptable leadership skills among educational leaders, positioning them adeptly to navigate the evolving educational terrain with acumen and efficacy (Watkins et al., 2017).

Research Method

The methodology employed in this literature review reflects a rigorous and systematic approach to identifying and analyzing pertinent studies and scholarly articles within educational leadership (Liñán & Fayolle, 2015). The researcher conducted a comprehensive search across multiple academic databases, strategically selecting platforms such as PubMed, ERIC, and Google Scholar to ensure a holistic exploration of the subject matter. The use of carefully curated keywords, including "educational leadership," "adaptable leadership," and "sustainable administration," demonstrates a nuanced search strategy aimed at capturing a broad yet focused range of literature. The deliberate inclusion criteria specified that only peer-reviewed articles published within the last decade were eligible for consideration. This temporal restriction was imposed to guarantee the incorporation of contemporary perspectives on leadership dynamics in education, acknowledging the dynamic nature of this field. While the inclusion criteria were clearly articulated, it is advisable to provide insights into any exclusion criteria applied, such as excluding non-English articles or studies not directly aligned with the theme of educational leadership (Day et al., 2016).

Moreover, the methodology should delve into the intricacies of the data extraction and analysis process. Detailing the tools, frameworks, or methods employed for synthesizing information from the selected articles would add depth to the description of the research process. Considerations regarding the assessment of study quality, such as evaluating research design, sample size, and methodology, could provide additional context on the robustness of the selected literature (Alshami et al., 2023). The documentation of the search process, through a visual aid like a flowchart or a step-by-step narrative, would contribute to the transparency of the methodology, offering readers a clear understanding of the systematic approach undertaken. Lastly, outlining how the findings will be synthesized and presented in the literature review, whether through thematic organization, chronological arrangement, or another approach, would provide clarity on the overarching structure and narrative of the review itself. This methodology exemplifies a comprehensive and meticulous strategy for conducting a literature review in educational leadership, emphasizing recent and relevant contributions in the scholarly landscape (Jing et al., 2023).

Findings of Literature Review

The nuanced exploration of leadership paradigms within the context of educational transformation reveals a complex interplay between various approaches. The literature synthesis underscores the importance of comprehending

transformational, transactional, and adaptable leadership as interconnected dimensions rather than isolated concepts. This holistic understanding is crucial for educational leaders as they grapple with the multifaceted challenges of the evolving educational landscape. Recognizing these diverse leadership paradigms enriches the conceptual framework for education leadership. It acknowledges the need for leaders to navigate a dynamic spectrum of approaches depending on the specific contexts and challenges they encounter (Balabantaray, 2023; Sarmila et al., 2023).

As educational institutions experience substantial changes in their landscape, leaders are increasingly confronted with intricate challenges that transcend the boundaries of conventional models. The demand for an adaptable leadership approach becomes evident as a response to the unpredictability and complexity of transformative changes. Adaptable leadership, as revealed by the literature, extends beyond traditional leadership models, requiring leaders to possess a versatile skill set and employ a strategic mindset responsive to the educational sector's ever-evolving needs. This adaptability is not only a means to navigate challenges but is positioned as a proactive and transformative force that empowers leaders to drive positive change within their educational institutions (Kezar, 2023; Sulastri et al., 2023).

Furthermore, as highlighted in the literature, the imperative for effective education leadership implies a call for leaders to possess diverse skills and strategies. The evolving needs and demands of the educational sector necessitate leaders to go beyond the confines of static leadership paradigms. This comprehensive skill set includes the ability to inspire and bring about transformative change (transformational leadership), effectively manage day-to-day operations (transactional leadership), critically adapt to unforeseen circumstances, and foster innovation (adaptable leadership). The literature synthesis emphasizes the integration of these dimensions, portraying leadership as a multifaceted and dynamic role that requires combining various approaches for holistic effectiveness (Wenner & Campbell, 2017).

The literature review highlights the intricate dance between leadership paradigms, the demands of educational transformation, and the imperative for leaders to adapt their approaches. This synthesis contributes to a deeper understanding of the complexities inherent in educational leadership and provides a foundation for leaders to cultivate a comprehensive skill set. As educational institutions navigate an era of continual change, this nuanced exploration positions adaptable leadership not merely as a reactive response to challenges but as an essential proactive force for shaping the trajectory of education toward positive and sustainable outcomes (Dholkawala, 2023). Within the nuanced exploration of adaptable leadership competencies, the literature delves into a more granular examination, providing valuable insights into the specific skills essential for leaders navigating the complexities of educational transformation. The identified competencies of agility, strategic thinking, and effective communication emerge as pivotal attributes that leaders must possess to adapt to the ever-evolving

educational landscape successfully. The literature emphasizes that agility, denoting a nimble responsiveness to change, is crucial for leaders to navigate unpredictabilities. Strategic thinking enables leaders to envision and plan for the future, ensuring that the institution remains proactive in addressing emerging challenges. As a competency, effective communication is highlighted for its role in fostering transparency, engagement, and alignment with stakeholders, facilitating smoother transitions during periods of transformation (Benkirane & Benazzi, 2023; Aslan & Pong, 2023; Tuhuteru et al., 2023).

Leaders equipped with these competencies, as illuminated by the literature, are strategically positioned to respond dynamically to the diverse challenges inherent in the ongoing transformation of the educational sector. The dynamic nature of these competencies aligns seamlessly with the evolving demands of the field, emphasizing the need for leaders to possess a flexible skill set that can adapt to the ever-changing educational landscape. The literature underscores the importance of these competencies individually and accentuates their synergistic effect, emphasizing that effective adaptable leadership requires a combination of these skills for comprehensive and sustainable outcomes (Mulà et al., 2017).

The impact of embracing adaptable leadership within educational administration is a recurrent theme in the findings, with the literature highlighting tangible benefits associated with integrating adaptable leadership principles. Enhanced organizational resilience emerges as a critical outcome, showcasing the institution's ability to withstand and recover from challenges, ensuring continuity and stability. Furthermore, fostering a culture of innovation is emphasized, signifying the role of adaptable leadership in encouraging creative problem-solving and forward-thinking approaches. Promoting sustainability echoes the enduring impact of adaptable leadership, suggesting that leaders who embrace adaptability contribute to short-term success and the long-term viability of educational organizations (Uhl-Bien & Arena, 2018; Astuti et al., 2023; Haddar et al., 2023).

Leaders who actively embrace adaptability, as emphasized in the literature, become catalysts for creating an environment conducive to continuous improvement. This highlights a shift from a reactive stance to a proactive one, where leaders instigate positive change and encourage a culture of ongoing learning and adaptation. The heightened ability to manage change effectively is a direct outcome of adaptable leadership, which positions leaders as facilitators of smoother transitions and advocates for positive organizational evolution (Schulze & Pinkow, 2020). In essence, this synthesis underscores the pivotal role that adaptable leadership plays in shaping the trajectory of educational institutions. It goes beyond mere administrative imperative, portraying adaptable leadership as a driving force fostering resilience, innovation, and long-term sustainability. The literature suggests that leaders equipped with the identified competencies contribute not only to the immediate success of educational

organizations but also to their enduring impact, paving the way for positive and transformative outcomes in the ever-evolving landscape of education.

In conclusion, the literature review converges on a conceptualization of leadership that recognizes the paramount importance of adaptable leadership in the transformative landscape of education. It elucidates the key competencies essential for leaders to navigate these transformations successfully. It emphasizes the positive and far-reaching impact of adaptable leadership on organizational resilience, innovation, and sustainability within educational administration's dynamic and ever-evolving realm. The reviewed studies collectively contribute to a comprehensive understanding of the intricate interplay between leadership paradigms and the adaptive strategies for navigating the multifaceted challenges inherent in educational transformation (Martinez et al., 2023).

Table 1: Summary of the key findings, themes, and descriptions from the extensive literature review

Findings	Themes	Description
A nuanced exploration of leadership	Leadership paradigms, holistic understanding	The literature emphasizes a nuanced exploration of leadership paradigms within educational transformation, advocating for a holistic understanding that spans transformational, transactional, and adaptable leadership.
Adaptable leadership as a proactive force	Adaptable leadership, proactive response	The demand for adaptable leadership emerges as a proactive and transformative force, empowering leaders to drive positive change within educational institutions. It is positioned as a strategic response to the unpredictability and complexity of transformative changes.
Imperative for effective leadership	Diverse skill set, multifaceted leadership	Effective education leadership necessitates a diverse set of skills and strategies. The literature underscores the integration of competencies, including transformational, transactional, and adaptable leadership, portraying leadership as multifaceted and dynamic.
A nuanced exploration of adaptable leadership competencies	Agility, strategic thinking, effective communication	The literature provides a granular examination of adaptable leadership competencies, highlighting critical skills such as agility, strategic thinking, and effective communication as pivotal attributes for leaders navigating educational transformation.
Synergistic effect of competencies	Combination of skills, comprehensive outcomes	Effective adaptable leadership requires a combination of identified competencies, showcasing a synergistic effect. The literature accentuates the need for leaders

Findings	Themes	Description
		to possess a flexible skill set for comprehensive and sustainable outcomes.
Impact of Embracing Adaptable Leadership	Organizational resilience, culture of innovation, sustainability	Embracing adaptable leadership within educational administration is associated with tangible benefits, including enhanced organizational resilience, fostering a culture of innovation, and promoting sustainability.
Catalysts for continuous improvement	Proactive stance, ongoing learning, and adaptation	Leaders who actively embrace adaptability become catalysts for creating an environment conducive to continuous improvement, representing a shift from a reactive stance to a proactive one. This encourages ongoing learning and adaptation.
Pivotal role in shaping institutions	Beyond administrative imperative, fostering resilience and innovation	Adaptable leadership plays a pivotal role in shaping the trajectory of educational institutions, extending beyond a mere administrative imperative. It is portrayed as a driving force fostering resilience, innovation, and long-term sustainability.

Created, 2023

Discussion

Examining literature on adaptable leadership within the educational context provides insights into educational leaders' challenges and opportunities. One prominent challenge highlighted in the literature is the resistance to change. Often characterized by established norms and traditions, educational institutions may face internal resistance from stakeholders who are hesitant to embrace new leadership paradigms. Additionally, the need for professional development emerges as a challenge, emphasizing the importance of equipping educational leaders with the necessary skills and competencies to practice adaptable leadership effectively in a rapidly evolving environment. On the flip side, the literature also identifies growth opportunities. Collaborative efforts, fostering a culture of innovation, and leveraging technological advancements are presented as avenues through which educational leaders can harness the potential of adaptable leadership to address complex challenges and stay abreast of advancements in the field (Karakose et al., 2021).

Ethical considerations constitute a crucial aspect discussed in the literature concerning adaptable leadership. The dynamic nature of adaptable leadership necessitates carefully examining its ethical dimensions. Transparency, integrity, and accountability in decision-making processes are underscored as fundamental principles to ensure adaptable leadership aligns with ethical standards in educational administration. This ethical lens emphasizes the importance of maintaining the trust of stakeholders, including students, faculty, and the broader community, in the face of

organizational changes driven by adaptable leadership approaches (Iannotta et al., 2020).

The discussion also delves into strategies for implementing adaptable leadership within educational institutions. Leadership development programs emerge as a critical strategy, aiming to equip leaders with the skills and mindset necessary to navigate the complexities of adaptable leadership. Mentorship initiatives are another identified strategy, providing a structured support system for leaders to learn from experienced mentors and navigate the challenges of implementing adaptable leadership in practice. Creating a supportive organizational culture encouraging experimentation and learning is essential for successful implementation. This cultural shift is instrumental in fostering an environment where leaders feel empowered to explore innovative approaches and learn from successes and failures (Griffin et al., 2020).

In summary, the literature underscores educational leaders' challenges in adopting adaptable leadership, such as resistance to change and the need for professional development. However, it also illuminates opportunities for growth through collaborative efforts and leveraging advancements. Ethical considerations play a pivotal role in guiding the practice of adaptable leadership, emphasizing the importance of transparency and integrity (King & Mitchell, 2022). The strategies for implementation encompass leadership development programs, mentorship initiatives, and cultivating a supportive organizational culture. Through a nuanced exploration of these facets, the literature contributes to a comprehensive understanding of the complexities and possibilities inherent in integrating adaptable leadership within educational institutions.

Conclusion

In conclusion, this comprehensive literature review sheds light on the importance of adaptable leadership in the dynamic context of educational transformation. The synthesis of findings across various studies emphasizes that embracing adaptable leadership principles is not merely advantageous but integral to fortifying educational administration's resilience and sustainability. The challenges educational leaders face, such as resistance to change and the need for ongoing professional development, underscore the complexity of the educational landscape. However, the literature also highlights adaptable leadership's myriad opportunities, including collaborative efforts, fostering a culture of innovation, and leveraging technological advancements.

Recognizing adaptable leadership as a strategic imperative for educational leaders navigating transformative change resonates throughout the reviewed studies. As educational institutions grapple with unprecedented challenges and navigate a rapidly evolving landscape, the understanding and integration of adaptable leadership concepts emerge as critical factors for fostering positive outcomes. The capacity to

adapt and respond dynamically to multifaceted challenges is seen as a critical determinant of success in educational leadership. This adaptability, the literature suggests, enables educational leaders to lead with resilience, address emerging issues, and guide their institutions toward sustainability.

Furthermore, the literature review provides a solid foundation for future research endeavors in adaptable leadership within education. The identified challenges and opportunities offer avenues for more in-depth investigations, and the strategies discussed for implementing adaptable leadership provide a roadmap for practical applications. A crucial takeaway is a call to action for educational leaders to cultivate adaptable leadership competencies proactively. It implies a proactive approach to professional development beyond traditional leadership models, encouraging leaders to continuously evolve and refine their skill sets to meet the demands of an ever-changing educational landscape.

In the rapidly evolving world of education, characterized by technological advancements, demographic shifts, and societal changes, adaptable leadership emerges as a contemporary need and a forward-looking imperative. This literature review encourages educational leaders to engage in reflective practices, embracing a mindset of continual learning and adaptation. By doing so, leaders can position themselves and their institutions for sustained success in the face of ongoing transformations. This review underscores the transformative potential of adaptable leadership, urging educational leaders to be architects of change, steering their institutions toward positive and sustainable futures.

Acknowledgement

We want to express our sincere gratitude to all those who have supported and contributed to the completion of this project. Special thanks to my mentors for their invaluable guidance, my colleagues for their collaborative efforts, and my family and friends for their unwavering encouragement. Your support has been instrumental in making this endeavor a success.

Bibliography

- Adil, M. S. (2014). Impact of leader's change-promoting behavior on readiness for change: A mediating role of organizational culture. *Journal of Management Sciences*, 1(2), 102-123.
- Allioui, H., & Mourdi, Y. (2023). Exploring the full potentials of IoT for better financial growth and stability: A comprehensive survey. *Sensors*, 23(19), 8015.
- Alshami, A., Elsayed, M., Ali, E., Eltoukhy, A. E., & Zayed, T. (2023). Harnessing the power of ChatGPT for automating systematic review process: Methodology, case study, limitations, and future directions. *Systems*, 11(7), 351.

- 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, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, 3(2), 94. <https://doi.org/10.51278/bpr.v3i2.515>
- 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>
- Balabantaray, S. R. (2023). Women's Leadership and Sustainable Environmental Initiatives: A macroscopic investigation from Ecofeminism framework. *International Journal of Multidisciplinary Research and Growth Evaluation*, 4(4), 1039-1046.
- BENKIRANE, K., & BENAZZI, K. (2023). The role of leader's social intelligence on firms' organizational ambidexterity: literature review. *International Journal of Accounting, Finance, Auditing, Management and Economics*, 4(6-1), 613-625.
- 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.
- Dholkawala, S. (2023). Perceptions of Educational Leadership in India-Exploring the Dynamics of Educational Leadership.
- 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.
- Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). *Organizational behavior: Managing people and organizations*. CENGAGE learning.
- Haddar, G. A., Haerudin, H., Riyanto, A., Syakhrani, A. W., & Aslan, A. (2023). THE REVOLUTION OF ISLAMIC EDUCATION THOUGHT IN THE ERA OF SOCIETY 5.0: CORRECTIONS AND ANALYSIS OF STUDIES IN ISLAMIC HIGHER EDUCATION INSTITUTIONS IN SOUTH KALIMANTAN. *International Journal of Teaching and Learning*, 1(4), Article 4.
- Iannotta, M., Meret, C., & Marchetti, G. (2020). Defining leadership in imaginative working contexts: a concept synthesis. *Frontiers in Psychology*, 11, 556933.
- Jing, Y., Wang, C., Chen, Y., Wang, H., Yu, T., & Shadiev, R. (2023). Bibliometric mapping techniques in educational technology research: A systematic literature review. *Education and Information Technologies*, 1-29.
- Karakose, T., Polat, H., & Papadakis, S. (2021). We are examining teachers' perspectives on school principals' digital leadership roles and technology capabilities during the COVID-19 pandemic: sustainability, 13(23), 13448.
- Kezar, A. J. (Ed.). (2023). *Rethinking leadership in a complex, multicultural, and global environment: New concepts and models for higher education*. Taylor & Francis.
- King, W. J., & Mitchell, B. C. (2022). *Leadership Matters: Confronting the Hard Choices Facing Higher Education*. JHU Press.

- Laursen, S., & Austin, A. E. (2020). *Building gender equity in the academy: Institutional strategies for change*. Johns Hopkins University Press.
- Li, M. (2023). Adapting legal education for the changing landscape of regional emerging economies: A dynamic framework for law majors. *Journal of the Knowledge Economy*, 1-30.
- Liñán, F., & Fayolle, A. (2015). A systematic literature review on entrepreneurial intentions: citation, thematic analyses, and research agenda. *International entrepreneurship and management journal*, 11, 907-933.
- Martinez, N., Kilag, O. K., & Macario, R. (2023). The Impact of Organizational Culture on Leadership Strategies in Crisis Management. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(5), 454-466.
- Miller, D. (2023). Embracing the Technological Metamorphosis: Envisioning Higher Education for Generation Alpha in a Shifting Educational Landscape. *International Journal Software Engineering and Computer Science (IJSECS)*, 3(2), 88-96.
- Muharrom, M., Aslan, A., & Jaelani, J. (2023). IMPLEMENTASI KURIKULUM MERDEKA BELAJAR PADA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SMK PUSAT KEUNGGULAN SMK MUHAMMADIYAH SINTANG. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(1), Article 1.
- Mulà, I., Tilbury, D., Ryan, A., Mader, M., Dlouhá, J., Mader, C., ... & Alba, D. (2017). Catalyzing change in higher education for sustainable development: A review of professional development initiatives for university educators. *International Journal of Sustainability in Higher Education*, 18(5), 798-820.
- Nouh, S. T. (2023). THE PHILOSOPHY OF EDUCATION IN EMPOWERING COMMUNITIES- FROM ANCIENT GREECE TO EDUCATIONAL TECHNOLOGY. BOOK 1| VOLUME 6, 163.
- 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.
- Nurhayati, N., Aslan, A., & Susilawati, S. (2023). PENGGUNAAN TEKNOLOGI GADGET SEBAGAI MEDIA PEMBELAJARAN PADA ANAK USIA DINI DI RAUDHATUL ATFHAL AL-IKHLAS KOTA SINGKAWANG. *JIP: Jurnal Ilmu Pendidikan*, 1(3), Article 3.
- Raffaelli, R., Glynn, M. A., & Tushman, M. (2019). Frame flexibility: The role of cognitive and emotional framing in innovation adoption by incumbent firms. *Strategic Management Journal*, 40(7), 1013-1039.
- Ravitch, S. M., & Carl, N. M. (2019). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Sage Publications.
- 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.

- Schulze, J. H., & Pinkow, F. (2020). Leadership for organizational adaptability: How enabling leaders create adaptive space. *Administrative Sciences*, 10(3), 37.
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), Article 1.
- 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. *Lunggu Journal: Literasi Unggulan Ilmiah Multidisipliner*, 1(4), Article 4.
- Tuazon, G. F., Wolfgramm, R., & Whyte, K. P. (2021). Can you drink money? Integrating organizational perspective-taking and resilience in a multi-level systems framework for sustainability leadership. *Journal of Business Ethics*, 168(3), 469-490.
- Tubagus, M., Haerudin, H., Fathurohman, A., Adiyono, A., & Aslan, A. (2023). THE IMPACT OF TECHNOLOGY ON ISLAMIC PESANTREN EDUCATION AND THE LEARNING OUTCOMES OF SANTRI: NEW TRENDS AND POSSIBILITIES. *Indonesian Journal of Education (INJOE)*, 3(3), Article 3.
- 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>
- Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The Leadership Quarterly*, 29(1), 89-104.
- Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The Leadership Quarterly*, 29(1), 89-104.
- Watkins, D., Earnhardt, M., Pittenger, L., Roberts, R., Rietsema, K., & Cosman-Ross, J. (2017). Thriving in complexity: A framework for leadership education. *Journal of Leadership Education*, 16(4), 148.
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A literature review. *Review of educational research*, 87(1), 134-171.