

El liderazgo de calidad estratégica para la mejora del desempeño docente hacia la excelencia universitaria

The leadership of quality strategic for improvement lecture performance toward excellence's university

El lideratge de qualitat estratègica per a la millora de l'exercici docent cap a l'excel·lència universitària

1

Asrin Asrin

Faculty of Teacher Training and Education
University of Mataram
Lombok, Indonesia

ORCID: <https://orcid.org/0000-0002-8387-3805>

E-mail: asrinfkip@unram.ac.id

Sudirman Sudirman

Faculty of Teacher Training and Education
University of Mataram
Lombok, Indonesia

ORCID: <https://orcid.org/0000-0003-4798-9541>

E-mail: sudirman@gmail.com

Muhammad Makki

Faculty of Teacher Training and Education
University of Mataram
Lombok, Indonesia

ORCID: <https://orcid.org/0000-0003-4798-9541>

E-mail: muhammadmakki12@yahoo.co.id

2

Mohammad Archi Maulyda

Faculty of Teacher Training and Education
University of Mataram
Lombok, Indonesia

ORCID: <https://orcid.org/0000-0003-3199-1380>

E-mail: archimaulyda@unram.ac.id

Resumen: Esta investigación encontró el liderazgo estratégico de calidad para mejorar el desempeño docente en la universidad como servicio público. Los aspectos estratégicos del liderazgo han afectado el desempeño del profesorado. Esta investigación utiliza el diseño de métodos mixtos y ha sido desarrollada para un modelo de calidad en la Universidad de Mataram con un estudio de caso cualitativo. Esta investigación encontró que el liderazgo estratégico de calidad tiene una contribución efectiva para mejorar el desempeño del programa de profesores, decanos y jefes de estudios en la Universidad de Mataram. El liderazgo estratégico de calidad tiene más contribuciones para mejorar los profesores y el personal educativo del programa de estudios. El elemento de liderazgo del profesorado, es decir, el decano y el director de un programa de estudios, contribuye considerablemente a mejorar el desempeño de la institución que dirige. El decano de la facultad debe poder planificar bien los programas educativos y de investigación, esto se ve en la planificación, coordinación, seguimiento y evaluación de cada unidad organizativa dentro de la Universidad de Mataram. Además, el director del programa de

estudios también debe poder transformar los programas de estudios superiores, como los programas de estudios de doctorado y los programas de estudios de doctorado en la Universidad de Mataram.

Palabras claves: universidad de excelencia, calidad del liderazgo, desempeño del profesorado

Abstract: This research found the strategic leadership of quality for improving lecture performance at the university as a public service. Leadership strategic aspects have affected the lecture performance. This research uses mix methods design. This research has been developed by strategic leadership for a quality model at the University of Mataram with qualitative case study. This research found strategy leadership of quality has an effective contribution to improving the lecture, dean, and head of study's program performance at the University of Mataram, The strategy leadership for quality has more contributions to improve the lectures and education staff of study program. The faculty leadership element, namely the dean and head of a study program, has a considerable contribution to improving the performance of the institution he leads. The dean of the faculty must be able to plan educational and research programs well, this is seen from the planning, coordination, monitoring, and evaluation of each organizational unit within the University of Mataram. Furthermore, the head of the study program must also be able to transform superior study programs, such as doctoral study programs, and doctoral study programs at the University of Mataram.

Keywords: excellence's university, leadership quality, lectures' performance

Resum: Aquesta investigació va trobar el lideratge estratègic de qualitat per millorar l'exercici docent a la universitat com a servei públic. Els aspectes estratègics del lideratge han afectat el desenvolupament del professorat. Aquesta investigació utilitza el disseny de mètodes mixtos i ha estat desenvolupada per a un model de qualitat a la Universitat de Mataram amb un estudi de cas qualitatiu. Aquesta investigació va trobar que el lideratge estratègic de qualitat té una contribució efectiva per millorar l'exercici del programa de professors, degans i caps d'estudis a la Universitat de Mataram. El lideratge estratègic de qualitat té més contribucions per millorar els professors i el personal educatiu del programa d'estudis. L'element de lideratge del professorat, és a dir, el degà i el director d'un programa d'estudis, contribueix considerablement a millorar l'acompliment de la institució que dirigeix. El degà de la facultat ha de poder planificar bé els programes educatius i de recerca; això es veu en la planificació, coordinació, seguiment i avaluació de cada unitat organitzativa dins de la Universitat de Mataram. A més, el director del programa d'estudis també ha de poder transformar els programes d'estudis superiors, com els programes d'estudis de doctorat i els programes d'estudis de doctorat a la Universitat de Mataram.

Paraules clau: universitat d'excel·lència, qualitat de lideratge, rendiment del professorat

I. INTRODUCTION

Improving the quality and competitiveness of universities in Indonesia is a strategic task of university leadership (Hughes et al., 2002). Leadership is one of the main factors in advancing quality, especially entering the industrial revolution 4.0 and global competition. The University needs a strategy to deal with the industrial revolution 4.0.; preparation of innovative and adaptive learning systems, reconstruction of adaptive institutional policies, preparation of human resources, especially lecturers and researchers who are responsive and adaptive, breakthroughs in research and development that support the industrial revolution 4.0, breakthrough innovation and strengthen innovation systems that support industrial products and improve technology-based start-up companies (Malton et al., 2012; Schein, 1992). Universities

in Indonesia still face several problems including low-quality strategic leadership causing low quality and competitiveness of state universities at the national and international levels.

The strategic leadership of the university is essential to improve the accelerating capacity with the world of science and technology-based industries (Milton, 2011). Strategic leadership research found that leadership is an overall effort to improve the quality and competitiveness of educational institutions (Rossow, 1990). University leadership need to emphasize improving quality, especially those related to the quality of leadership, governance, graduates, research, and service-oriented to the business world and industry; develop adaptive and innovative entrepreneurship/industry.

Lecturer performance is a major element in the university management system. The performance of lecturers can be seen in the productivity of lecturers carrying out their duties and functions. How lecturers perform their 'tri-dharma' (three of university's tasks in Indonesia) duties, such as education, research, and service (Hallinger et al., 2014; Jabal, 2006). Lecturer performance is the quality of competence and productivity of lecturers at the university as well as a real contribution to the development of the business world and industry. Lecture's performance indicators can be calculated from their ability to create innovative learning, the implementation of lecturer workloads by following professional duties and responsibilities, the dissemination of research in continuous service, and can even become a business incubator developed by universities and the industrial world.

II. METHODS

1. Research Design

This study uses a qualitative approach with a cased study method (Jennings, 2018). This study aims to explore about leadership strategies used in higher education institutions in improving the quality of education conducted by lecturers. The cased study method was chosen because the exploration has been focused on leader in each faculty of Universitas Mataram. According

to van Hoecke (2016) the cased study method is effective for collecting qualitative data with a spesifict participant and specifict characteristics.

2. Research Sample

The research participant were 10 dean of Faculty from 10 different faculties. Respondents were selected based on criteria (1) Working period; (2) SINTA index scores; and (3) Record of community service experience. This criterion was chosen because it refers to the main task of the Lecturer to carry out the tri dharma of higher education (Maksum, 2015).

6

3. Data Collection Instruments and Procedures

The instrument used was 25 closed questions which were made in the form of a Google form, to make it easier to distribute to participant. This instrument was validated by 2 experts in leadership and quality assurance in tertiary institutions. The data collection procedure was carried out by distributing a questionnaire form to the Deans in each faculty, to then be distributed to lecturers in the Faculty. The process of filling out the form is carried out within 2 days so that conflicts of interest do not occur during the filling process. Incoming data will be tabulated by the researcher and visualized in graphs to facilitate the process of interpreting the data (Peffer et al., 2007). In addition, after answer the quisionare, the participant has been interviewed by researcher. The semi-instructure interview was do with closed (one by one) method.

4. Data Analysis

The data analysis used in this study refers to the qualitative data analysis process by Miles & Hubernasn (1992) which consists of 4 work steps including, (1) Research Data Recording; (2) Data reduction; (3) Data Presentation; and (4) Conclusion Drawing. Research data recording was carried out during the data collection process. This is done to record in detail the entire data

found during the data collection process. Furthermore, the data is reduced to sort out primary data as the main findings, and secondary data as supporting data as reinforcement. After that, the data was presented systematically by displaying tabulated data graphs and the results of the interpretation of the data by the researcher. The final stage is drawing conclusions as research findings.

To maintain the validity of research data, researchers use several methods namely; (1) Group Discussion Forum (FGD); (2) Cross-Checking; and (3) review with relevant references. FGD activities are carried out with leaders at the university level to confirm the research results obtained. Meanwhile, cross-checking was carried out with each respondent to maintain the accuracy of the transcript of the interview conducted by the researcher. After that, the researcher also conducted reference studies related to the results of the research findings carried out.

III. RESULT AND DISCUSSION

Improving the quality of education in universities can be done by improving the quality of college resources, especially leaders and lecturers. Leaders as holders of policy and power have a role to improve the quality of education. University leaders are responsible for the quality improvement process. The person in charge of the college is the leader, starting from the top to the bottom structure. The strategic role of university leaders can spearhead quality development in the long and short term (Alon & Higgins, 2005; Savage, 2015). University development must be able to make a comprehensive contribution to quality improvement from year to year. Failure of leadership can interfere with the performance of institutions, the performance of lecturers, and when the process of developing institutions in the fields of education, research, and service (SAMANCIOĞLU et al., 2015a, 2015b; Sukoll, 2011). University quality achievement can be seen from several aspects, such as quality strategic leadership; performance of study program lecturers; research and service performance. The results of the questionnaire distributed to 10 leaders in the faculties of the University of Mataram obtained data, as follows:

1. Quality strategic leadership in The University of Mataram

Quality strategic leadership is the capacity and commitment of leaders to develop the university to improve the quality of education continuously, thoroughly, and standardized. Leadership mobilizes all potentials to achieve superior quality goals and objectives based on Key Performance Indicators (Gorkani & Sohrabi, 2015a). Organizational leadership seeks to manage human resources to increase their respective capacities to achieve the organization's vision and mission in the short and long term. Leaders at the study program and faculty levels have various strategies for moving lecturers and students to achieve the vision and mission. In line with that, the leadership of the medical study program also has strategies for improving and mobilizing lecturers and students (Gorkani & Sohrabi, 2015b). This can be seen from the answer of the Secretary of the Medical Study Program who said that the study program leadership compiles a study program work program referring to the strategic plan and operational plan of the faculty, and referring to the university's start-up plan. After the work program is arranged, socialization of activities in the work program is carried out for lecturers and students at the beginning of the semester. Activities are carried out by involving targets (lecturers or students) and there is follow-up (Berry et al., 2010; Heslin, 2017; Naidoo & Petersen, 2016a). Vision and mission socialization activities can also be carried out in the form of directly through activities such as student program, lectures, 'diksar' (campus orientation and training), 'makrab' (students' friendship orientation), and other programs. Through pamphlets or banners posted in strategic places such as lecture halls, stair dean's walls, lobbies, and others; and Through the university's web, its faculties, and respective study programs (Canales et al., 2018a, 2018b).

The leadership's commitment to quality in the form of policies, educational programs and activities, research, and service at the university, faculty, and study program levels can improve the sustainability of achieving excellence in the performance of institutions and graduates (Naidoo & Petersen, 2016b). The priority of university leadership is how to make the excellent department. From the results of interviews with the head of the department in the University of Mataram, it was found that the department tries to become an excellence's department by meeting faculty targets, such as outputs in the field of local potential research, student involvement in the field of research and service, participating in various academic competitions

guided by lecturers, the output of student thesis research results published nationally or internationally accredited journals (Akpil & Gündüz, 2016a; Ihsani et al., 2020; Indraswati et al., 2020).

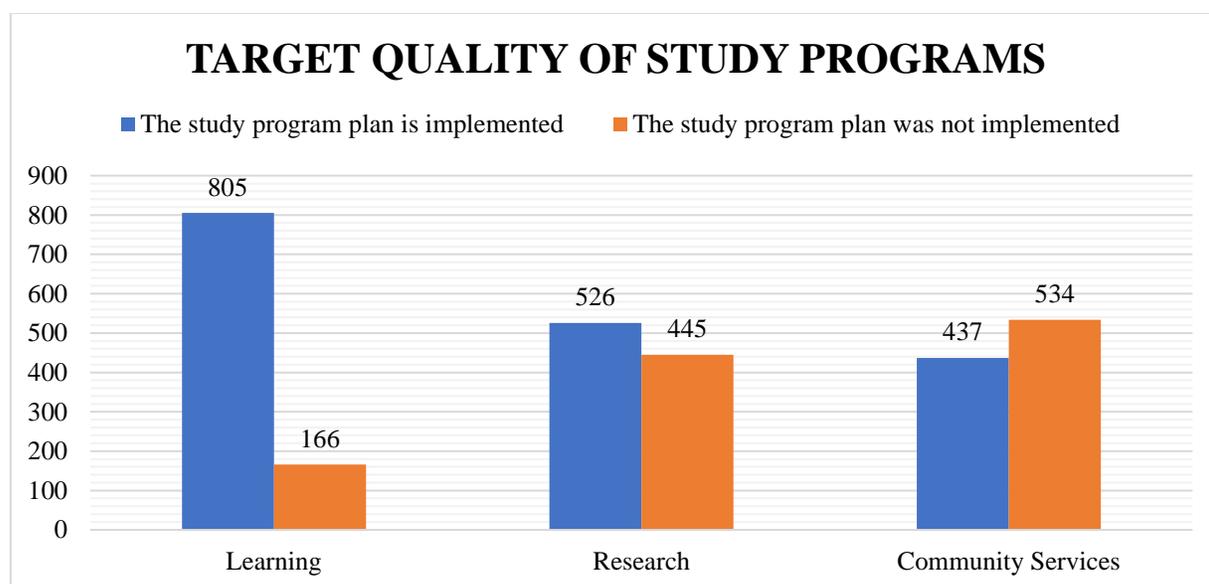
Improving the quality of the 'tri-dharma' of higher education is also the focus of the leadership to make a quality study program or faculty. The Head of the Communication Science Study Program at the University of Mataram stated that improving the quality of the tridarma of higher education can be done by efforts to (Akpil & Gündüz, 2016b; İNANDI et al., 2016): (1) Improve the quality of teaching by: (a) reconstructing the 2016 curriculum to support MBKM; evaluating the 2016 curriculum and compiling an achievement-based 2021 Curriculum (OBE); (b) evaluate learning activities periodically. (2) Improve the quality of lecturers' research and publications by: (a) carrying out research methodology training and guidance, training and guidance on writing reputable scientific journals, and encouraging lecturers to obtain research grants; (b) improving the quality of 3 journals through accreditation, one has been accredited, and the other is in the process of reaccreditation and accreditation; (c) hold the International Conference on Communication Science in 2021 and 2022. (3) Improving the quality of service and publicity of service results, by (a) forming Assisted Villages, (b) integrating service activities with MBKM, (c) Organizing a National Seminar on Communication (Semnaskom) for Community Service since 2019 (in 2022 it will be held for the 4th time).

The above findings show that the role of leaders in improving the quality of study programs, faculties, and universities is very high. Several studies have found that leadership has a strategic role to achieve superior quality at each level of the work unit. This means that university leaders have a significant influence in improving the performance of lecturers. The performance of lecturers can be seen from the results of research and service in the form of mindset changes, sustainable curriculum practices, and the running of more advanced and adaptive business organizations (Mokgolo et al., 2012; Tan, 2018).

2. Performance of Departement Program Lecturers

The roles and duties of lecturers are very important to carry out education, research, and service. Lecturers have a role and responsibility to develop education so that students have the knowledge, skills, and behaviors needed in the industrial world and their lives in society. Lecturers have the task of educating in learning to adjust to the development of science and technology and community culture (Židonis & Andriuškevičienė, 2019). The improvement in lecturer performance can be seen from several indicators, namely: the quality of lecturer competencies, work productivity, and lecturer work achievements (Arifin et al., 2018a, 2018b; Yin, 2020). However, in the Departement, the performance of lecturers is influenced by the policies of the study program leaders, especially quality targets related to the fields of education, research, and service. This can be seen in diagram 1 below.

Figure 1. A Heads of Study Program Have Target Quality of Study Programs in the Fields of Education, Research, and Service



From *Figure 1* above, it is known that out of 10 Faculty leaders, 88.2% have quality targets. Meanwhile, 11.8% did not have a quality target. This shows that there are dipartement leaders who do have quality targets in carrying out their duties as leaders. The quality target of lecturers is very important because it has an impact on improving the quality of the dipertement. In addition, another important thing that must be a serious concern for leaders is a transparent attitude in managing study program. The diagram above shows that the level of transparency of dipartement's leaders is quite good, namely: 88.2% even though there are still some dipartements that are not transparent, even though transparency is the key to gaining trust in a job. This means that the management in the implementation of the duties of lecturers has met the standards. Therefore, the leadership must evaluate the performance of lecturers every semester, both through self-evaluation and evaluation from students (Moorosi & B D Bantwini, 2016).

Research and service programs are obliged to meet the quality standards of lecturers, this research and service performance must be reported to the University at the end of each semester through a performance system (Al-Ani & al Attar, 2017). The results of the study show that the work of Mataram University lecturers has been widely used by the public or the professional world. The results showed that some of the research results of BLU University lecturers can be utilized and applied by the community and the professional world. This means that the level of public trust in the university is very high. The performance of lecturers can be seen from the quality of their research results, and the quality of community service results at a BLU university. From *Figure 1*, it is known that 94.1% of lecturers have made community service activities part of their professional programs. This shows that lecturers at the Univeristy of Mataram has effort to give effective service performance for student.

Quality strategic leadership is the capacity and commitment of leaders to improve the quality of education continuously, thoroughly, and standardized at the study program level. Quality strategic leadership seeks to manage human resources to improve the quality of service to achieve the vision and mission in the short and long term (al Ani & al Attar, 2017; Moorosi & Bantwini, 2016). The leadership's commitment to dealing with the quality of educational policies, programs, education activities, research, and service at the university, faculty, and

study program levels can improve the sustainability of achieving excellence in the performance of institutions and graduates. University leaders have a significant impact on improving, the performance of lecturers; such as the results of research and service, as follows (Dessalegn et al., 2016): leaders can have a strong influence in the process of changing mindsets, practices, and sustainable curricula as well as the togetherness of more advanced and adaptive business organizations.

The involvement of leadership and goods management (excellence) in improving infrastructure, wisdom, organizational systems, and resources can improve the quality of education (García-Garnica, 2018; Samsu & Rusmini, 2016a, 2016b). The results showed that leadership styles and values can affect achieving university excellence. The ability of leaders improves the strategic leadership in order to develop influence and relationships with faculty and head of study program that they affect improving the performance of institutions, lecturers, and other stakeholders (Asrin, 2006; Piuchan & Prachansit, 2019). Leadership can influence organizational performance by developing organizational policies, programs, and activities that refer to the university's strategic standards of quality. Leadership can provide strengthening efforts on quality values so that all components can develop quality based on their respective tasks and functions. This is explained in the findings of research by Arifin (1998) & Plowright (2008), that leadership based on values, and a high level of mutual trust between faculty and staff can become more positive amid the ambiguity of university change.

University leadership can develop strategic plans and operational plans for the university, contained in annual work plans, policies, and educational quality programs. Improving the quality of education is an effort to improve the information technology-based learning system. Leadership at the university, faculty, and study program levels aims to develop academic leadership, namely a quality strategic plan, to improve quality at the university, faculty, and study program levels (Mistry, 2004). The roles and duties of lecturers are very important to carry out education, research, and service. Lecturers have a role and responsibility to develop educational innovations so that students have the knowledge, attitude and skills, thata needed in the industrial and professional job. Lecturers have the task of conducting education by emphasizing improving learning in line with the development of science and technology and

community culture. The improvement of lecturer performance can be seen in several indicators, namely: lecturer competence that continues to be improved in quality, work productivity, and lecturer work performance (Masaong et al., 2016).

Learning in higher education requires a humanistic, science and technology, and cultural touch so that lecturers can improve the quality for the development of student intelligence and creativity. The role of lecturers to build student character is very important in improving quality. Increasing lecturer innovation in education, research and service can be developed optimally (Hughes et al., 2002; Malton et al., 2012). In learning innovation, lecturers not only develop material and explain lecture material but are also able to translate learning activities to shape the character, knowledge, and skills of students. Likewise, the productivity of lecturers in the form of science and technology and cultural works can be developed by universities.

IV. CONCLUSION

Quality strategic leadership is the capacity and commitment of leaders to develop the university to improve the quality of education continuously, thoroughly, and standardized. Organizational leadership seeks to manage human resources to increase their respective capacities to achieve the organization's vision and mission in the short and long term. The leadership's commitment to quality in the form of educational policies, programs, activities, research, and service at the university, faculty, and study program levels can improve the sustainability of achieving excellence in the performance of institutions and graduates. University leaders have a significant impact on improving the performance of lecturers in the field of research and service education.

V. ACKNOWLEDGMENT

The researcher would like to thank the University of Mataram for funding this research. Likewise, thanks to the leaders of all Departement in The University of Mataram for supporting and responding to my research program.

REFERENCES

Akpil, Ş., & Gündüz, H. B. (2016a). The level of new science leadership behaviors of school principals: A scale development. *SHS Web of Conferences*, 26, 01100. <https://doi.org/10.1051/shsconf/20162601100>

Al-Ani, M. A., & al Attar, A. T. (2017). The Role of Private School Principals in Total Quality Mangagement and its Relation with Educational Leadership Style. *Journal of Educational and Psychological Studies [JEPS]*, 11(3), 687. <https://doi.org/10.24200/jeps.vol11iss3pp687-706>

Alon, I., & Higgins, J. M. (2005). Global leadership success through emotional and cultural intelligences. *Business Horizons*, 48(6), 501–512. <https://doi.org/10.1016/j.bushor.2005.04.003>

Arifin, I. (1998). *Principal Leadership in Managing Madrasah Ibtidaiyah achievers (Multi Case Study in MIN Malang 1, MI Mambaul Ulum and SD Ngaglik I Batu Malang)* [Disretation is not published]. Malang State University.

Arifin, I., Juharyanto, Mustiningsih, & Taufiq, A. (2018). Islamic Crash Course as a Leadership Strategy of School Principals in Strengthening School Organizational Culture. *SAGE Open*, 8(3). <https://doi.org/10.1177/2158244018799849>

Asrin. (2006). *The Principal's Leadership Model in Q uality Culture (Multi Case Study in State Senior High School 3 and Malang Islamic High School)* [Dissertation]. Malang State University.

Berry, B., Daughtrey, A., & Wieder, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. *Center for Teaching Quality*, 6(5), 433–456.

Canales, M. T., Tejada-Delgado, C., & Slate, J. R. (2018). Leadership Behaviors of Superintendent/Principals in Small, Rural School Districts in Texas. *The Rural Educator*, 29(3), 55–72. <https://doi.org/10.35608/ruraled.v29i3.461>

Dessalegn, F., Bekalu, F., & Frew, A. (2016). Principals perceived leadership effectiveness and its relationship with academic achievement among students in secondary school: The Ethiopian

experience. *Educational Research and Reviews*, 11(12), 1129–1137.
<https://doi.org/10.5897/ERR2015.2617>

García-Garnica, M. (2018). Successful Practices of Leadership Aimed to Support the Quality of Teaching at Andalusian Public Schools. Principals' and Teachers' Perceptions. *REICE. Revista Iberoamericana Sobre Calidad, Eficacia y Cambio En Educación*, 3(16), 139–156.
<https://doi.org/10.15366/reice2018.16.3.008>

Gorkani, F., & Sohrabi, E. (2015). The relationship between individual personality orientation and principals' leadership behavior. *Management Science Letters*, 5(5), 517–520.
<https://doi.org/10.5267/j.msl.2015.3.001>

Hallinger, P., Bickman, L., & Davis, K. (2014). Principal Leadership , and Student Reading Achievement. *The Elementary School Journal*, 96(5), 527–549.

Heslin, P. A. (2017). In learning mode? The role of mindsets in derailing and enabling experiential leadership development. *Leadership Quarterly*, 28(3), 367–384.
<https://doi.org/10.1016/j.leaqua.2016.10.010>

Hughes, R. L., Ginnet, R. C., & Curpy, G. J. (2002). *Leadership; Enhancing the Lessons of Experience*. Mc Graw Hill.

Ihsani, S., Inderawati, R., & Vianty, M. (2020). The Transformational Leadership Behaviours of School Principals of Vocational High School in Palembang. *Tadbir : Jurnal Studi Manajemen Pendidikan*, 4(1), 117. <https://doi.org/10.29240/jsmp.v4i1.1203>

İNANDI, Y., UZUN, A., & YEŞİL, H. (2016). The relationship between the principals' leadership styles and their efficacy in change management. *Journal of Educational Sciences Research*, 6(1), 191–209. <https://doi.org/10.12973/jesr.2016.61.10>

Indraswati, D., Satrio, T., Maulyda, M. A., Erfan, M., Widodo, A., & Rahmatih, A. N. (2020). Leadership of School Principal and Advertising Question to the Teachers Work Motivation. *International Journal of Advances in Social and Economics*, 2(3).
<https://doi.org/10.33122/ijase.v2i3.165>

Jabal, E. (2006). Learning from Hong Kong alumni: lessons for school leadership. *International Journal of Leadership in Education*, 9(1), 21–44. <https://doi.org/10.1080/13603120500483672>

Jennings, M. D. (2018). Gap analysis: Concepts, methods, and recent results. *Landscape Ecology*, 4(3), 56–78. <https://doi.org/10.1023/A:1008184408300>

Maksum, A. (2015). Kurikulum dan Pembelajaran di Perguruan Tinggi. Seminar Nasional Hasil Penelitian Pendidikan Dan Pembelajaran, 25-26 April 2015, June, 1–11.

Malton, T. D., Mallory, B. J., & Chance, L. (2012). Global Perspectives on School Leadership: an Ongoing Study of Policy, Prac-tice, and Cultural Context. *Journal of Global Intelligence & Policy*, 5(9), 81–91.

Masaong, A. K., Asrin, Haris, I., & Sutrisno D.J. Yunus. (2016). Developing Character Education Management Model For The Empowerment Of Ethos Transformation Based Multiple-Intelligence Of Junior High School Students. 6th International Conference on Educational, Management, Administration and Leadership, 45–49.

Miles, & Hubernasn. (1992). *Analysis of qualitative data (terj)*. Press Library.

Milton, P. M. (2011). Educational leadership and school culture: A study of the perceptions of ef-fective leadership [ProQuest Dissertations and Theses].

Mistry, M. (2004). Managing LSAs: An evaluation of the use of learning support assistants in an urban primary school. *School Leadership and Management*, 24(2), 125–137. <https://doi.org/10.1080/1363243041000695787>

Mokgolo, M. M., Mokgolo, P., & Modiba, M. (2012). Transformational leadership in the South African public service after the April 2009 national elections. *SA Journal of Human Resource Management*, 10(3), 1–9. <https://doi.org/10.4102/sajhrm.v10i1.334>

Moorosi, P., & B D Bantwini. (2016). School district leadership styles and school improvement: evidence from selected school principals in the Eastern Cape Province. *South African Journal of Education*, 36(4), 104–114. <https://doi.org/10.15700/saje.v36n4a1341>

Naidoo, P., & Petersen, N. (2016). Towards a leadership programme for primary school principals as instructional leaders. *South African Journal of Childhood Education*, 5(3), 334–339. <https://doi.org/10.4102/sajce.v5i3.371>

Peffer, K., Tuunanen, T., Rothenberger, M. A., & Chatterjee, S. (2007). A design science research methodology for information systems research. *Journal of Management Information Systems*, 3(2), 145–167. <https://doi.org/10.2753/MIS0742-1222240302>

Piuchan, M., & Prachansit, S. (2019). Hotel pioneers' leadership styles: A case study on the founders of Oberoi Group and Soneva and Six Senses Resort and Spa. *Tourism*, 23(2), 45–56.

Plowright, D. (2008). Using self-evaluation for inspection: How well prepared are primary school headteachers? *School Leadership and Management*, 28(2), 101–126. <https://doi.org/10.1080/13632430801969799>

Rossow, L. F. (1990). *The Principalship: Dimensions in Instructional Leadership*. Printice Hall.

SAMANCIOĞLU, M., KALMAN, M., & SİNCAR, M. (2015). The Relationship between Teachers' Leadership Behaviours and Emotional Labour. *Journal of Educational Sciences Research*, 5(2), 77–96. <https://doi.org/10.12973/jesr.2015.52.5>

Samsu, S., & Rusmini, R. (2016). The Influence of Principals' Leadership Styles on School Innovation in Jambi (Case Study in Several Senior High Schools in Jambi). *Al-Ta Lim Journal*, 23(1), 52. <https://doi.org/10.15548/jt.v23i1.154>

Savage, E. (2015). Experiential learning for sustainability leadership in higher education. *International Journal of Sustainability in Higher Education*, 16(5), 692–705. <https://doi.org/10.1108/IJSHE-10-2013-0132>

Schein, H. E. (1992). *Organizational Culture and Leadership*. Jossey-Bass Publishers.

Sukoll, S. (2011). The Relationship between GLOBE's Future Orientation Cultural Dimension and Servant Leadership Endorsement. *Emerging Leadership Journeys*, 4(1), 141–153.

Tan, C. Y. (2018). Examining school leadership effects on student achievement: the role of contextual challenges and constraints. *Cambridge Journal of Education*, 48(1), 21–45. <https://doi.org/10.1080/0305764X.2016.1221885>

van Hoecke, M. (2016). *Methodology of Comparative Legal Research*. In *Law and Method*. Taylor & Francis. <https://doi.org/10.5553/rem/.000010>

Yin, J. (2020). Transformational leadership and employee knowledge sharing: explore the mediating roles of psychological safety and team efficacy. *Journal of Knowledge Management*, 24(2), 150–171. <https://doi.org/10.1108/JKM-12-2018-0776>

Židonis, Ž., & Andriuškevičienė, S. (2019). Whether Institutional Innovation Leads to Management Innovations? Transformational Leadership and Employee Empowerment in Vocational Education. *Public Policy And Administration*, 18(1), 136–151. <https://doi.org/10.5755/j01.ppaa.18.1.23133>

Derechos de autor 2024 Asrin Asrin, Sudirman Sudirman, Muhammad Makki, Mohammad, Archi Maulyda



Esta obra está bajo una licencia internacional [Creative Commons Atribución 4.0](https://creativecommons.org/licenses/by/4.0/).