

The Influence of Transformational Leadership on Organizational Performance: A Bibliometric Analysis

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ABSTRACT:

This study investigates the impact of transformational leadership on organizational performance through a bibliometric analysis. The aim is to understand how transformational leadership can address challenges faced by educational institutions, enhance innovation, and align practices with global trends while respecting the cultural values of Islamic education. Using VOSviewer software and data from Scopus and Google Scholar, this research systematically evaluates 77 articles published from 2014 to 2024. The findings highlight a significant increase in the literature on transformational leadership, with a focus on key leadership behaviours such as vision articulation, inspirational communication, and intellectual stimulation. These behaviours are strongly linked to improved organizational outcomes, including higher student enrolment in universities and greater institutional commitment. The study underscores the role of transformational leadership in fostering a positive, collaborative culture that encourages innovation and continuous improvement. The implications for educational leaders include the adoption of transformational leadership to improve organizational performance in response to evolving educational demands. Further research is recommended to explore the applicability of these findings in different educational contexts.

ARTICLE HISTORY:

Received: 20 May 2024

Accepted: 26 July 2024

Published: 30 November 2024

KEYWORDS:

Transformational Leadership, Organizational Performance, Educational Leadership, Bibliometric Analysis.



ABSTRAK:

Studi ini menyelidiki dampak kepemimpinan transformasional terhadap kinerja organisasi melalui analisis bibliometrik. Tujuannya adalah untuk memahami bagaimana kepemimpinan transformasional dapat mengatasi tantangan yang dihadapi oleh lembaga pendidikan, meningkatkan inovasi, dan menyelaraskan praktik dengan tren global dengan tetap memperhatikan nilai-nilai budaya pendidikan Islam. Menggunakan perangkat lunak VOSviewer dan data dari Scopus dan Google Scholar, penelitian ini secara sistematis mengevaluasi 77 artikel yang diterbitkan dari tahun 2014 hingga 2024. Temuan ini menyoroti peningkatan yang signifikan dalam literatur tentang kepemimpinan transformasional, dengan fokus pada perilaku kepemimpinan utama seperti artikulasi visi, komunikasi inspirasional, dan stimulasi intelektual. Perilaku ini sangat terkait dengan peningkatan hasil organisasi, termasuk pendaftaran siswa yang lebih tinggi di universitas dan komitmen kelembagaan yang lebih besar. Studi ini menggarisbawahi peran kepemimpinan transformasional dalam menumbuhkan budaya kolaboratif yang positif yang mendorong inovasi dan peningkatan berkelanjutan. Implikasinya bagi para pemimpin pendidikan termasuk adopsi kepemimpinan transformasional untuk meningkatkan kinerja organisasi dalam menanggapi tuntutan pendidikan yang berkembang. Penelitian lebih lanjut direkomendasikan untuk mengeksplorasi penerapan temuan ini dalam konteks pendidikan yang berbeda.

Kata kunci: *Kepemimpinan Transformasional, Kinerja Organisasi, Kepemimpinan Pendidikan, Analisis Bibliometrik.*

INTRODUCTION

Current worldwide education trends indicate a considerable shift toward technology-based learning, inclusive approaches, and the development of 21st-century competences such as critical thinking, collaboration, and digital literacy (Schrum et al., 2015). These shifts align with the principles of transformational leadership, which seeks to empower individuals and foster innovation to meet the demands of a rapidly evolving educational landscape. Education is an important factor in the progress of the nation and state. Education is a top priority in the national development agenda in accordance with the mission of the President of the Republic of Indonesia, namely improving the quality of Indonesian human beings. Educational institutions are places of learning to create human resources with integrity, knowledge, and skills so that they can be prepared for future development.



Transformational leadership is the right leadership style to answer the challenges of education today in an era where educational institutions face the challenges of a dynamically changing world. Transformational leadership focuses on inspiring, motivating, and encouraging individual innovation to cross the boundaries of self-interest for the good of the organization and to encourage improved organizational performance (Bass & Riggio, 2005). Transformational leadership emphasizes five dimensions: vision, inspirational communication, leadership support, intellectual stimulation, and personal recognition (Rafferty & Griffin, 2004). These dimensions address educational challenges by providing a clear and motivating vision that aligns institutional goals with global trends, fostering open communication to inspire and guide educators, offering robust support to build trust, encouraging intellectual growth to innovate teaching methods, and recognizing individual contributions to promote motivation and engagement within the institution.

Relevant transformational leadership components include those that engage the ability mechanism, such as vision and intellectual stimulation, as well as personal recognition, which serves as a motivation mechanism. Vision and intellectual stimulation lend support to prior research on the dependence of knowledge acquisition on an individual's ability to evaluate existing mental models or cognitive maps; the same vision legitimizes the acquisition and appraisal of new knowledge. A clear vision persuades people to evaluate alternate facts and opinions, which increases their ability to absorb new knowledge. Similarly, intellectual stimulation enhances people's attention and awareness of problems, as well as their capacity and willingness to think about them in fresh ways (Vashdi et al., 2019).

Research shows that transformational leadership, organizational learning, and open innovation significantly and positively influence organizational performance, with organizational learning and open innovation mediating these relationships (Doghri et al., 2022). In the context of educational institutions, these findings suggest that fostering a culture of continuous learning and embracing innovative practices can enhance institutional performance and better equip educators to meet evolving challenges. Moreover, transformational leadership positively impacts organizational performance through the mediation of knowledge management, organizational learning, job satisfaction, and knowledge creation processes (Kılıç & Uludağ, 2021). Dynamic

capabilities, such as organizational learning and innovation, further enhance organizational performance, with innovation directly and indirectly boosting performance (García-Morales et al., 2012).

Transformational leadership is a leadership style that can increase awareness of common interests rather than personal interests aimed at achieving organizational goals (García-Morales et al., 2012). Most studies on transformational leadership in education focus on the more established and structured Western educational system. Leadership models that are frequently utilized as references come from countries with technologically advanced education systems and more resources (Latchem & Hanna, 2003). However, using the notion in the context of non-Western education generates several problems and challenges that must be addressed further. One of the key debates is whether transformational leadership ideas, which are oriented toward rapid change and reliant on technology, can be effectively implemented in more conservative and conventional education institutions (Litz & Scott, 2017).

Further research reveals a growing body of evidence suggesting that transformational leadership, while effective in many educational contexts, faces significant barriers when applied to traditional, conservative institutions. Examples of such barriers include resistance to change due to entrenched cultural norms, reliance on conventional teaching methods that discourage innovation, and hierarchical leadership structures that limit collaborative decision-making. These institutions often prioritize conventional teaching methods based on traditional studies and classical texts, which can conflict with the innovation-driven focus of transformational leadership (Arar et al., 2023). Additionally, the hierarchical nature of leadership in many traditional educational settings, where authority is often more centralized and paternalistic, may limit the application of transformational leadership's collaborative and open-to-change style (Ashiq et al., 2023). This cultural and organizational gap between theory and practice necessitates a deeper exploration of how transformational leadership can be tailored to address specific needs and constraints.

Another crucial aspect of the challenge lies in the internal and external factors that influence the acceptance of transformational leadership in educational institutions. Strong cultural values that shape the educational



climate may create resistance to the rapid changes that transformational leadership typically encourages (Brooks & Mutohar, 2018). These factors, including the perception of authority and the prioritization of traditional pedagogies, may hinder the effectiveness of transformational leadership, especially when it comes to fostering innovation and adaptability (Jarlais & Woolsey, 2008). Thus, there is a pressing need for a more nuanced understanding of how transformational leadership can be effectively integrated into these settings, considering both the local cultural dynamics and the global educational trends.

Transformational leaders can be a driving force to create innovation, encourage motivation, and foster organizational performance for all members of the organization. One of the key aspects of transformational leadership is the ability and skill to inspire through charisma and enthusiasm. Transformational leaders are able to be a magnet to draw others towards their vision (Armiyanti et al., 2023). Transformational leaders foster, support, and nurture environments that encourage collaboration and teamwork (Muktamar et al., 2023). Valuing and respecting each member's contribution, fostering a sense of passion and shared responsibility by building strong connections and cultivating a culture of trust and a stable climate, transformational leaders create a foundation for continuous growth improvement (Jung et al., 2003).

This study aims to fill these gaps by exploring how transformational leadership can be applied to address specific challenges faced by educational institutions, such as resistance to innovation, limited resources, and adapting traditional practices to meet the demands of global educational trends. By examining the relationship between transformational leadership and organizational performance in this specific context, the study seeks to identify practical strategies for enhancing leadership practices in educational institutions. The findings of this research will contribute to the broader conversation on leadership in non-western educational settings and offer insights into how transformational leadership can be adapted to suit unique cultural and organizational dynamics, ultimately fostering innovation and improving educational outcomes.

METHODS

This study employed a bibliometric analysis to assess the influence of transformational leadership on organizational performance. The bibliometric approach was selected for its effectiveness in mapping trends in academic literature and providing insights into the development and application of theories (Baena-Rojas et al., 2022). Specifically, this research utilized VOSviewer, a specialized bibliometric software, to analyze publications from reputable databases such as Scopus and Google Scholar. These databases ensure the reliability and quality of the data, as they host peer-reviewed and indexed articles widely regarded as credible in academic research.

Data Collection

The data collection process followed a systematic approach based on the PRISMA method, which includes four key stages: identification, screening, eligibility, and inclusion (Page et al., 2021). This method was chosen for its ability to enhance transparency and rigor in the selection and evaluation of relevant literature, ensuring a comprehensive and unbiased dataset. A broad search was conducted using the keyword "transformational leadership on organizational performance," yielding 1,056 scientific articles from Scopus. The data were then filtered to focus on articles within the fields of Business Management and Accounting, Social Sciences, and Arts and Humanities, as these disciplines are closely aligned with organizational performance studies. The time frame was limited to the past ten years (2014-2024) to capture recent developments and trends, reducing the articles to 580. Studies from outside Indonesia were excluded, resulting in 86 articles. Titles and abstracts were subsequently examined for relevance, culminating in 77 suitable articles included in the final analysis.



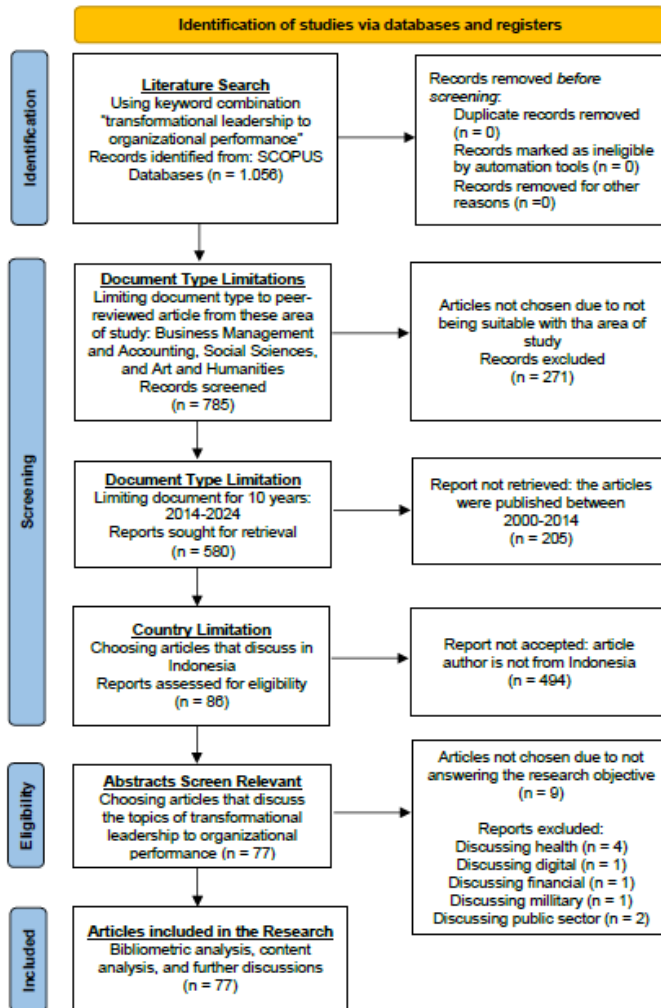


Figure 1. PRISMA flow diagram

Data Analysis

For data analysis, the VOSviewer version 1.6.20 software was employed to generate bibliometric maps and analyze patterns in keywords, co-citation, and co-occurrence data (Raman et al., 2021). This software was particularly suited for its ability to visually represent complex bibliometric relationships, making it easier to identify trends, clusters, and key areas of focus within the dataset. The software facilitated the identification of prominent terms and relationships by conducting a detailed co-occurrence analysis of keywords,

abstracts, and titles. Data extraction from Scopus initially identified 1,056 articles, which were then filtered to 77 relevant articles through a systematic screening process. During the keyword refinement phase, 231 keywords were identified, subsequently refined to 120 by removing irrelevant terms. This process resulted in a comprehensive bibliographic map representing the most salient themes related to transformational leadership and its impact on organizational performance.

Ensuring Reliability and Validity

The reliability and validity of this study were ensured through several steps. Data validation was conducted using reputable academic databases, with metadata accuracy verified through manual checks. Inter-rater reliability tests involved multiple independent researchers in the literature selection and classification processes, minimizing subjective bias and enhancing objectivity. Bibliometric results were compared with findings from similar studies through the triangulation method to corroborate accuracy. Transparency was maintained by providing detailed descriptions of data collection, analysis techniques, and software used to enable replication and verification. For example, specifying the exact keywords used in searches and the inclusion criteria allows future researchers to replicate the data collection phase and verify the comprehensiveness of the literature analyzed. The co-occurrence analysis applied to the titles, abstracts, and keywords of the analyzed scientific research shows strong interrelations among these elements, demonstrating a robust connection (Martinez-Heredia et al., 2021).

FINDINGS AND DISCUSSION

FINDINGS

Research on transformational leadership and organizational performance in Indonesia from 2014 to 2024 shows an increasing trend, particularly in terms of the growing quantity of studies and their focus on diverse organizational contexts. Based on the data displayed from the Scopus database analysis (Figure 2), a significant increase occurred over the past ten years, starting with 1 scientific article in 2014 and peaking at 20 publications in 2023. The decrease in the 2024 publication curve is attributed to the fact that the year is not yet complete, and additional studies are expected by year-end.



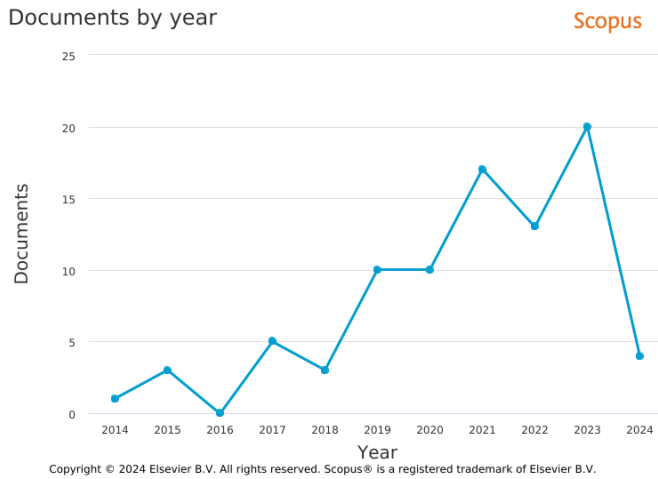


Figure 2. Overview of Data on Number of Article Publications per Year

Based on the data displayed from the Scopus database analysis (Figure 3), the selected subject areas within the scope and theme are 35.6% business, management, and accounting, 22.1% social science, and 42.3% supported by other subject areas.

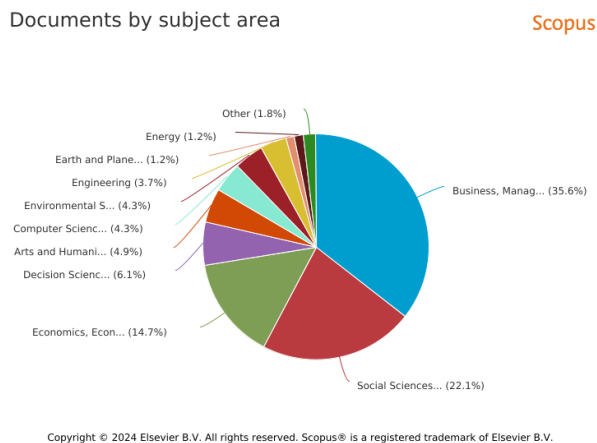


Figure 3. Overview of Data on Subject Area

Network Visualization Analysis

Analysis through the VOSviewer application is to see the relationship between variables that are often studied by previous researchers. Bibliometric analysis conducted with the VOSviewer application identifies and categorizes keywords into 5 clusters. Cluster 1 totaled 60 items, cluster 2 totaled 18 items, cluster 3 totaled 15 items, and cluster 4 totaled 10 items, and cluster 5 totaled 10 items. Of all the data, the terms that have a high level of accuracy in their interconnection with other relevant research are presented in table 1 and figure 4.

Table 1. Data Keywords with High Level of Accuracy

No.	Keywords/terms	Occurrences	Link Strength
1	Transformational Leadership	52	150
2	Organizational Culture	14	42
3	Organizational Performance	14	40
4	Employee Performance	11	37
5	Organizational Commitment	11	28
6	Leadership	8	23
7	Organizational Learning	5	17
8	Job Satisfaction	5	14
9	Innovation	4	13
10	Leadership Style	3	7

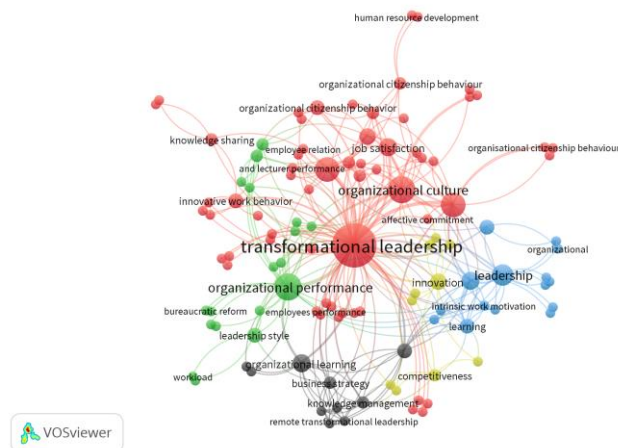


Figure 4: Network Visualization



This bibliometric analysis aims to uncover the relationships and thematic clusters surrounding the keyword "transformational leadership to organizational performance," providing insights into key areas of research focus. Based on keyword analysis from the Scopus database, the bibliometric map is divided into five clusters marked in red for cluster one, green for cluster two, blue for cluster three, yellow for cluster four, and black for cluster five.

Cluster 1 on the map in figure 4, the keywords that appear most in the publication of scientific articles are the keywords of transformational leadership, organizational culture, employee performance, and organizational commitment. When viewed from the relationship in cluster 1, many studies have been published using a quantitative approach with the structural equation modeling (SEM) method. This is because in the linkages in cluster 1 there are quantitative keywords. Other keywords that appear in cluster 1 are job satisfaction, motivation, innovative work behavior, and knowledge sharing.

Figure 4 shows that the keyword organizational performance is a strong link to cluster 1 (red), cluster 3 (blue), and cluster 5 (black). Ensure Figure 4 is included in the document, or specify where readers can access it for clarity. Furthermore, the prominent keywords in cluster 2 (green) are organizational performance and leadership style. When viewed from the relationship between cluster 1 in the form of transformational leadership keywords, then in cluster 2 there is allegedly a lot of discussion on the substance of organizational performance, namely the desired leadership style and bureaucratic reform in the organization.

Cluster 2 in bibliometric mapping is adjacent to cluster 5 (black) on organizational learning, highlighting how these clusters intersect in emphasizing the importance of leadership styles and knowledge sharing as critical components of enhancing organizational performance and fostering a culture of continuous improvement. The most keywords that appear in cluster 5 and the mapping adjacent to cluster 2 represent that the scientific articles in cluster 5 have a relationship that can support cluster 2, namely related to leadership styles and bureaucratic reforms. The mapping shows that the keyword "organizational learning" is one of the key links to articles in clusters 1 and 2.

Furthermore, there is cluster 3 (blue) which has a prominent keyword, leadership. Another keyword that follows is innovative work behavior which also links to cluster 1 (red) and cluster 5 (black). It is assumed to have supportive discussions on transformational leadership, employee performance, and organizational learning culture. Cluster 3 is directly adjacent to Cluster 4 (yellow) with a connection through learning that relates to the surrounding area, namely innovation and competitiveness.

Cluster 4 (yellow) has a prominent keyword, innovation. Other keywords that follow are entrepreneurial orientation, competitive advantage, and job engagement. These keywords demonstrate a clear connection to transformational leadership by highlighting how innovative approaches and entrepreneurial orientations are often fostered by transformational leaders to drive competitive advantage and enhance employee engagement. Additionally, the interplay between innovation in this cluster and the focus on learning and leadership in adjacent clusters emphasizes the integrative role of transformational leadership in promoting organizational agility and strategic outcomes. Cluster 4 appears to have supporting discussions on transformational leadership, organizational culture, employee performance, and learning, particularly in terms of how these elements interact to foster innovation and enhance organizational adaptability. Lastly is cluster 5, which has a prominent keyword, organizational learning. Other keywords that follow are business strategy, and knowledge management. This cluster integrates with the findings of other clusters by emphasizing how organizational learning acts as a foundation for transformational leadership to drive strategic decision-making and enhance performance. Its connections to clusters focusing on innovation, leadership styles, and employee engagement highlight its central role in fostering a knowledge-driven and adaptive organizational culture. Cluster 5 allegedly has supportive discussions on transformational leadership and organizational performance.

Overlay Visualization Analysis

The overlay visualization analysis relates to the novelty of the research based on the metadata that has been collected. The novelty of the research is indicated by the lighter color of the mapping, which is yellow. In contrast, the topics of research articles that have been published longer are shown with a



darker colored rope. The results of the Scopus database metadata visualization overlay analysis for the keyword "transformational leadership on organizational performance" are visualized in figure 5.

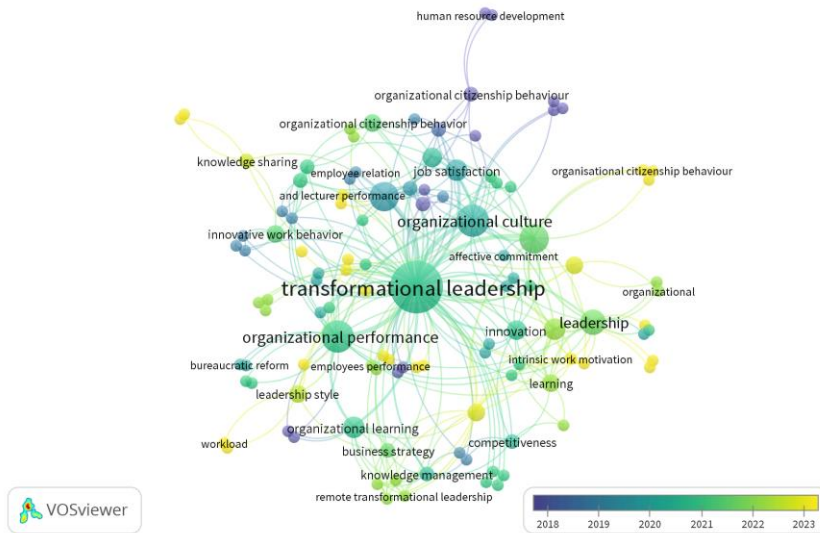


Figure 5. Overlay Visualization

Based on the results of data processing in VOSviewer (figure 5), it can be seen that the various keywords representing research novelty are not the same as the cluster division that appears in the network visualization analysis. From the results of the VOSviewer application analysis, the most recent studies focus on organizational learning culture, organizational innovation, intrinsic work motivation, and teacher performance, suggesting these are emerging areas of interest in the field. The keywords transformational leadership, organizational culture, organizational performance, employee performance, organizational commitment, leadership, organizational learning, job satisfaction, innovation, and leadership style turned out to be quite old topics discussed in research articles since five years ago.

Density Visualization Analysis

The next analysis is the visualization of research topic density. The color produced by the VOSviewer application means that the lighter the color indicates that the research topic with that keyword has been done a lot. Topics

with darker colored keywords indicate areas that require further research attention.

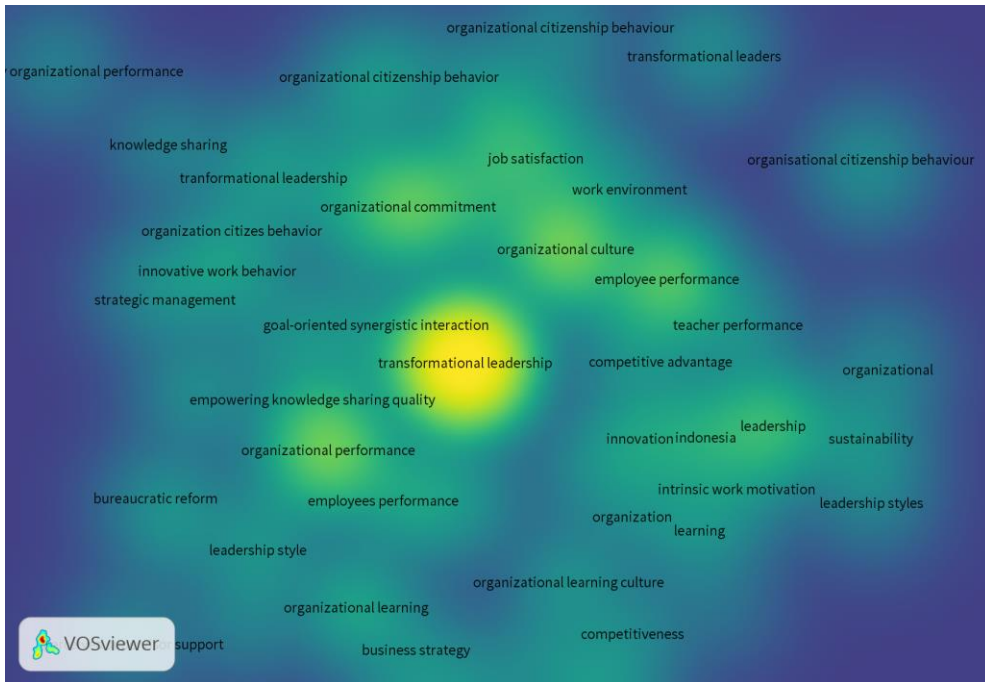


Figure 6. Density Visualization

Based on the results of data processing in VOSviewer (Figure 6), it represents that the most researched and published research topics over the past 10 years (2014-2024) are those related to transformational leadership, organizational performance, organizational commitment, and organizational culture. The three keywords with the lightest color are followed by the accompanying keywords, namely leadership, job satisfaction, and employee performance. Some keywords with darker colors are bureaucratic reform, organizational learning, strategic management, and competitiveness, so it can be concluded that novelty research can be conducted on these topics and also on topics that have not appeared in the analysis results.

DISCUSSION

The findings from the PRISMA and VOSviewer application analysis support the significant role of transformational leadership in improving



organizational performance. Over the last decade, research trends have shown an increase in the relevance of transformational leadership, which promotes shared interests and clear goals (García-Morales et al., 2012). Transformational leadership emphasizes the leader's knowledge of the organization (Price, 2003). The leadership model adopted in the study highlights five key dimensions of transformational leadership, including vision (Rafferty & Griffin, 2004). This leadership style also fosters a commitment to learning, pushing the organization towards better performance and long-term success (Aragon-Correa et al., 2007).

Transformational leaders must involve all members in the process of developing the organization's vision and mission, ensuring clarity and shared responsibility for achieving goals (Muktamar et al., 2023). The vision should inspire and guide the members effectively (Frese et al., 2003). The findings emphasize that strategic programs supporting clear vision can lead to significant improvements in organizational outcomes. Superior programs and work strategies can instill enthusiasm for learning and provide a solid foundation for broader educational objectives.

Inspirational communication, a key element of transformational leadership, strengthens positive relationships and performance (Frese et al., 2003; Yang, 2023). Transformational leaders foster an inclusive and adaptive organizational culture, enhancing communication and empowerment to achieve educational goals (Muktamar et al., 2023). Furthermore, supportive leadership is demonstrated through the commitment to professional development opportunities, aligning with research on the significance of skill development and professional growth (Fauziah et al., 2019; Khalid et al., 2012).

The success of transformational leadership practices is evident in various contexts, reflecting the application of intellectual stimulation, which drives innovation and strategic goal pursuit (Prestiadi et al., 2013). The emphasis on adopting new educational methods and technologies prepares organizations for dynamic futures (Sardiana & Moekti, 2022), supporting the view that consistent evaluation and feedback are vital for continuous improvement (Diaz-Saenz, 2017).

Transformational leadership models emphasize personal recognition, fostering a positive organizational culture and aligning individual contributions with broader goals (Ardimen, 2018; Armiyanti et al., 2023). This approach

encourages a sense of belonging and shared purpose among all members, creating an environment where innovation and problem-solving are not only encouraged but celebrated. However, while the model encourages innovation and solutions to challenges, it is crucial to address potential barriers such as resource constraints, which may hinder the availability of necessary tools and facilities, or resistance to change, which could arise from a lack of understanding or buy-in from stakeholders. These factors may limit the scalability or sustainability of the implemented strategies, especially in contexts with limited financial or human resources. To mitigate these barriers, it is essential to establish comprehensive planning and communication channels that ensure all members are engaged in the change process. Additionally, providing targeted professional development and resources can help to build the capacity needed to sustain transformational leadership practices effectively.

Further studies could explore the long-term impact of transformational leadership on organizational performance in diverse educational contexts, examining variables such as cultural differences, resource availability, and dynamics among stakeholders. Such research could provide valuable insights into how transformational leadership fosters resilience and adaptability in various organizational setups. Additionally, a comparative analysis of different leadership models, including transactional and servant leadership, could provide deeper insights into their effectiveness and adaptability, highlighting unique contributions to organizational growth.

CONCLUSION

This study explored the impact of transformational leadership on organizational performance, particularly in adapting to global educational trends while maintaining the cultural values of Islamic education. Using bibliometric analysis via Scopus and VOSviewer, it identified key trends and dimensions such as vision, inspirational communication, supportive leadership, intellectual stimulation, and personal recognition, strongly associated with improved organizational outcomes. The findings revealed that adopting transformational leadership principles with a clear vision and strategic programs led to high student enrollment in universities and enhanced institutional performance. These results underscore the crucial role of transformational leadership in fostering a positive organizational culture, promoting collaboration, innovation, and continuous improvement, while



aligning educational practices with 21st-century demands. However, the study's focus on a single institution limits its broader applicability, emphasizing the need for future research across diverse cultural and regional contexts. Longitudinal studies and analyses of specific mechanisms through which transformational leadership affects organizational performance could provide deeper insights into its long-term impact and interaction with institutional culture and external pressures.

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