

Management Of Quality Education And Leadership Training In An Effort To Create Change Agent Leaders For The Health Sector In Indonesia

Marwan^{*1}, Dedy Achmad Kurniady², Sony Muhammad Ikhsan
Mangkuwinata³,
Muhammad Rezeki Muamar⁴, Adrianтони⁵,
Aan Komariah⁶

¹ Department of Educational Administration, Faculty of
Educational Sciences, Universitas Pendidikan Indonesia, Jl.
Dr. Setiabudhi No.229 Bandung, Indonesia.

² Department of Educational Administration, Faculty of
Educational Sciences, Universitas Pendidikan Indonesia, Jl.
Dr. Setiabudhi No.229 Bandung, Indonesia.

³ Department of Educational Administration, Faculty of
Educational Sciences, Universitas Pendidikan Indonesia, Jl.
Dr. Setiabudhi No.229 Bandung, Indonesia.

⁴ Department of Educational Administration, Faculty of
Educational Sciences, Universitas Pendidikan Indonesia, Jl.
Dr. Setiabudhi No.229 Bandung, Indonesia.

⁵ Department of primary teacher education,
Universitas Adzka, Indonesia.

⁶ Department of Educational Administration, Faculty of
Educational Sciences, Universitas Pendidikan Indonesia, Jl.
Dr. Setiabudhi No.229 Bandung, Indonesia.

*Corresponding Author: marwan@umuslim.ac.id

Abstract

Quality education and improved training programs contributes to the improvement of human performance. Based on this, the present paper seeks to provide an overview and at the same time provide an analysis the function of quality education management in relation to the implementation of a training model that seeks to build change agent leaders for the health sector in Indonesia. The research method used in this evaluation research is a qualitative approach through a case study method with a design-based research (DBR) approach. The authors also analyzed influencing factors in the process of learning and implementing the change project at the work place. The data collection techniques comprised of interviews, study of documents and observation during field study. The study led to the establishment of a new model with varying procedures

compared to the previous model of training, which took in consideration the requirements of participants, time frame, techniques and procedures, the contribution of senior officers, training content and the expected outcome. In conclusion, it has been found that there is need for a quality based integrated training design which positively influence change in the country's health sector.

Keywords: Education and Training, Health Education, Leadership and Health sector, Health Management and Quality Management

Introduction

This paper provides an overview and analyzes the function of management of quality education in relation to the implementation of a newly proposed leadership training model for the health sector in Indonesia. The leadership training model for the health sector is based on the fact that in the effort to build quality human resources, education holds a very important and strategic position and role (Engelbert et al., 2022), because it is only through education that change can be attained (Seitz & Owens, 2021). According to the quality human resources we aspire to achieve can only be prepared and built, from good national education policies (Van Waeyenberg et al., 2022).

In Indonesia's Constitution, it is stated that education is the responsibility of the state which is administered by government institutions. The government strives and implements a national education system (Vican et al., 2020), which increases faith and devotion as well as noble morals in order to educate the nation's life as regulated by law (Terblanche et al., 2020). Quality human resources are the main factor for a nation to excel in today's global competition. So that efforts to improve the quality of human resources are very urgent and prioritized (Sahibzada et al., 2020). One of the efforts in this direction is through education and training (education and training) that is more professional with sub-systems in it that are more in line with the expectations of customers or training participants (O'Sullivan, 2018).

The existence of education and training that provide professional services for the implementation of good governance is needed to encourage the realization of good governance and clean government and to support effective (Tarn & Yen, 2020), efficient, transparent, accountable and clean governance and free from practices of corruption (Rozak et al., 2022), collusion and nepotism which in turn will work in accordance with community expectations. Training as a process of humanizing humans and equipping participants with skills that can be used to improve their performance

(Al Kadri & Widiawati, 2020). Regularly planned education and training will be able to improve work abilities and skills which at the same time leads to increased work productivity (Waruwu et al., 2022).

Literature Review

Here we present the literature studied in regard to this paper, the section comprises of education and training, health education, leadership and health, health management and quality management. These points have been used the basis of discussion in this paper:

Education and Training

Education and training is an effort to develop human resources, especially for the development of aspects of intellectual abilities and human personality (Hyland, 2019). The use of the term's education and training in an institution is often combined into a dictate (education and training) (Lewis, 2023). But between the two contain differences in several ways. Education in an organization is a process of developing capabilities in the direction desired by the organization concerned (Gözükara et al., 2019). Meanwhile, training is part of the educational process which aims to improve the special abilities or skills of a person or group of people (Alanazi, 2020). Almost certainly everyone will agree that training is important. The industrial formula states that a person can be well performed, so he must be equipped with skills that can balance the demands of the job (Jong et al., 2019).

Because someone's skill goes through a process called aging, training is needed as an effort to re-freshen him/her Training or training is a process of transformation from someone who is considered an expert or expert in their field to others who need it (Yu et al., 2017). In the transformation process, it is expected that there will be changes in the level of knowledge, attitude and behavior: behavior, habits, and work culture (Wilkinson, 2019). Borrowing Bloom Taxonomy Terminology (Subaidi et al., 2023), training is the process of improving/changing cognitive, affective and psychomotor aspects in the workplace (Tyagi & Moses, 2020).

Education and Training as an effort to develop human resources (HR), especially to develop intellectual abilities and human personality (Danquah et al., 2022). Therefore, to obtain maximum results in employee development, education and training programs are needed in accordance with job analysis so that employees know the objectives of the education and training they are running (Intarakumnerd, 2017). Government Regulation Number 101 Year 2000 concerning Education and Training for Civil Servant Position Article 1 paragraph (1) explains that "Education and training for civil servant positions is the process of implementing teaching and

learning in order to improve the capabilities of Civil Servants".

Education is an activity to improve a person's general knowledge including increasing mastery of theory and skills in deciding on issues related to activities to achieve goals (Akpey-Mensah, 2020), while training helps employees understand practical knowledge and its application, in order to improve skills. skills and attitudes required by the organization in an effort to achieve its goals.

Health Education and Community

In increasing this awareness, outreach activities to community groups are a strategic solution. However, an effective extension strategy is needed in this implementation (Alexandrino et al., 2017). Personal characteristics of each individual in society in receiving aspects of learning through counseling (Erku et al., 2017). Personality personal abilities will differ in the delivery of learning aspects as a whole or partially. This is in Hall and Lindzey's book explained the psychological differences of a person in obtaining learning both organismic ally and phenomenologically (Chen et al., 2022).

Based on this, researchers are interested in assessing the role of housewives in caring for environmental health. In addition, it is to determine the learning factors that can affect the level of care of housewives towards environmental health (Paudel et al., 2022). Extension is a form of non-formal learning that can be carried out in certain community units. By implementing extension strategies, it is very important to determine the level of learning achievement (Mucedola, 2019). On the other hand, the personality diversity of housewives is very heterogeneous in terms of age, education level, socio-cultural background, economic status, household status, and so on.

Therefore, this research is expected to find a solution, how to increase the village community's awareness of the health of their environment. To overcome the low level of public awareness, especially mothers, on environmental health, of course, a solution must be found so that the problem can be overcome at least minimally by reducing its impact (Piacentini et al., 2021). One of the efforts to increase the awareness of these mothers is through environmental education activities in accordance with the formulation of Agenda 21 which has recommended the importance of awareness education for mothers in the environment carried out by the government through campaigns aimed at increasing awareness. on environmental issues and consider the role of formal and informal education in every plan and activity to achieve environmentally sustainable development (Zysk, 2021).

Leadership and Health

Leadership in an organization is very important as they are able to direct, motivate, encourage, show an example and issue a fine to members of an organization in order to reach their goal (Yang & Yang, 2019). In the context of transformational leadership, the transformational leadership appears to be rarely performed and is considered to be less effective if applied into public leadership since public organizations tend to be bureaucratic (Deng et al., 2022). A research conducted by Wright and Pandey proved that the higher the hierarchy structure of an organization, the less transformational leadership is practiced (Montgomery, 2016). A research by Van der Voet explains about the contribution of direct top's transformational leadership and change approach, in which they emphasized about planned and emergent changes (Berkovich & Hassan, 2023). This change approach shows that the transformational leadership of direct tops has a little effect on the planned change. On the other hand, the transformational leadership is necessary for emergent process within a non-bureaucratic organization (Polatcan et al., 2021).

A distinct empirical evidence was found who conducted a research in a military organization. They found that the relationship between transformational leadership style and subordinate's work motivation was stronger than the relationship between transactional leadership style and subordinate's work motivation (Nielsen & Daniels, 2016).

(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)(Wright & Pandey, 2010)Their research has also identified that the transformational leadership can influence the subordinate's performance as mediated through a commitment and trust. A research by Arifin, Suhariadi, and Damayanti notified that the leadership style affected the midwives' performance through the job involvement of midwives in South Kalimantan (Arifin et al., 2018). The previous empirical finding, has in fact, proved that the transformational leadership style can be applied into public, private, and military organizations. This fact has gained an interest to the authors in examining whether transformational leadership style can also be applied by the leaders of local governments.

Transformational leadership is a leadership that involves treating subordinates as proper human beings. This type of leaders regards their subordinates as intelligent and respected men and women (Bader et al., 2022). They are able to move their subordinate's heart to raise their maximum potential, showing an example of being a role model, giving a good attitude, and offer good examples for their

subordinates (Ireland, 2008). A previous empirical study proves that transformational leadership correlated positively with the subordinates' performance and a commitment to change (Asbari et al., 2020). According to there are three characteristics of transformational leaders, they are: firstly, is charismatic leadership (leaders arouse enthusiasm, faith, loyalty, and pride and trust in themselves and their aims) (Agustina Muliati, 2022); Secondly characteristic is individualized consideration (leaders maintain a developmental and individualistic orientation toward subordinates) and the least characteristic is intellectual stimulation (leaders enhance the problem – solving capabilities of their associates) (Windasari et al., 2022).

Methodology

The research method used in this evaluation research is through a qualitative approach through a case study method with a design based research (DBR) approach by analyzing (Ryu, 2020); context, input (curriculum, participants, trainers, mentors, coaches, administrators, funds, and facilities), process (on-off teaching and learning process), output (Cognitive, Affective and Values, Psychomotor) (Campbell, 2019), and outcome (leader change; the application of change projects, utilization of alumni, (individual performance and organizational performance), as well as the factors that influence during the learning process (training) and at the time of implementing change projects in the workplace (Xie, 2021).

The case study method is used by researchers to examine all aspects that are the focus of research in certain situations, namely by conducting a comprehensive study with regard to aspects in the implementation of the IV Training and Education from context, input, process, output, to outcome. Thus, it is hoped that the root of the problem in the implementation of the training is not optimal. There are at least three rationalities that researchers need to pay attention to in case studies, namely: 1) in a single case, rationality arises when the case appears to be an important and relevant case to be studied; 2) the case must reflect an extreme or uniqueness so that it is interesting to study, and 3) the case being studied allows the researcher to reveal naturally.

As for the research approach, the DBR approach chosen by the researcher was to produce a model of Quality Management for Education and Leadership Training IV in Realizing Change Leaders in the Health Sector (Isidro, 2019). The research steps used the 4D model stages (define, design, develop, and disseminate) a simple instructional design that helps formulate a model program for quality management education and leadership training IV. Through the DBR method, constructs of knowledge, understanding and predictions

about the model can be implemented based on the model's ability to be generalized or contextual.

Findings and Discussion

Presentation of research results on the implementation of the Education and Training new model. The research data is appropriate and refers to the method and design of the research program that has been determined. In order to obtain data and information about the implementation of education and training programs for leaders within the Ministry of Health. Researchers conducted in-depth interviews with training participants and organizers of the level IV leadership training program, namely the Head of the Center as the Head of the Organizer; Speakers. Training participants; and training supervisors. Research related to the study of Context, Input, Process, and Product Program. After conducting an analysis of both primary and secondary data and triangulation, the results of the evaluation were obtained, the selected results are presented as below:

Leadership training: New Approach for the Health Sector

The data obtained by researchers from the documents on the implementation of education and training programs, referred to the policy of implementing the new education and training patterns in accordance with the regulation of the head of the state administration institute number 13 of 2013 concerning guidelines for the implementation of level IV leadership education and training. Leadership Education and Training, hereinafter referred to as diklatpim, is training held to achieve the leadership competency requirements of government officials according to structural positions. The new pattern referred to is the training of the training team in a different manner from the previous education and training team. The differences lie in 1) membership requirements, 2) time duration, 3) implementation procedures, 4) role of participant leadership, 5) material substance, 6) results and final products, and several other things.

Leadership training in health aims to form operational leadership for top management officials who are expected to play a major role in their duties and functions as health workers. Meanwhile, the operational competence that the training participants want to realize is that echelon IV officials can plan and lead the successful implementation of their activities with the following indicators: 1) Build a character of integrity; 2) Planning the implementation of the agency's activities; 3) Carry out internal and external collaboration in managing organizational tasks towards effectiveness and efficiency; 4) Make innovations according to their duties and functions in order to carry out activities more effectively

and efficiently; 5) Optimizing all potential internal and external resources of the organization in implementing the activities of its agency units.

The results of the interview on the dynamics of participant selection focused on four aspects to measure the performance of human resources inputs, namely: the requirements aspect, the nomination aspect and the selection aspect and the number of participants in the class. Attitude and behavior requirements were not found in the document; therefore, data collection was continued through interviews and it was found that for attitudes and behavior requirements regarding morale, loyalty, ability, body and spirit, motivation, achievement in a task with good standards, in reality the organizers did not do research whether prospective training participants have met the standards or not. Information obtained was that the research took a lot of time and required more complete information. In the interview with the Head of the Administrative Personnel Training Section. "My team and I were involved in re-checking the administrative requirements.

Those who lack administrative requirements are identified and made a note when the meeting is completed. For physical, psychological, morality, performance requirements from the sending agency or the permanent system is submitted to the sending agency through a published assignment letter. (administrative requirements. 1) Meanwhile, the Head of the Center regarding the most frequently performed participant selection procedures, he stated: "Information is disseminated through the Technical Coordination Meeting. The Coordination Meeting was attended by more complete participants than the Education and Training Agency Selection Team.

Therefore, the organizers accept the potential participants as they are. Regarding the attitudes and behavior of prospective participants, the organizer views that all proposed participants have been considered by the sending agency or user as meeting the required standards. Most of the participants' rank / class has been ranked above the minimum required rank, namely the minimum number of candidates for the rank of Young Administrators / III-a is 36 out of 40 participants or 90%. The positions of prospective participants, there are 39 people who have occupied echelon IV positions while 1 person is an executor who is oriented to occupy echelon IV positions. Education of prospective participants, who have not reached the minimum education for Strata-1 is 2 people or 5%. According to education, a minimum of 26 people or 65%. As for those who exceed the required minimum education are 12 people or 30%. Mastery of English with a standard TOEFL score of 300 is not a requirement. From the aspect of nomination of participants according to standards submitted by the authorized official to

appoint employees in echelon IV positions, the reality of the candidate participants proposed by the head of the organizational unit who is not always authorized to do so. From the aspect of selection, participants should be carried out collectively based on the meeting of the Institution Education and Training Team (TSPDI). From the aspect of the maximum number of classes according to the standard, 40 people have met the standard.

The implementation of the new education and training team is in the reform of the training which is carried out with very basic changes in terms of objectives, requirements and learning media that are very different from the old pattern of training and training. This new pattern of education and training does not stop at having competence but is more focused on building the character of professional bureaucrats who are able to internalize the basic values of the state civil apparatus and instill high public ethics. This is in line with explains that significant change includes learning materials designed to improve the leadership abilities of the bureaucracy in the public sector in leading the process of change in their institutions. The learning material is not completely classical, but it is an on-off campus based on experience.

Conclusion

Leadership Education and Training in the Health Sector refers to new policies and regulations which have been implemented in accordance with the regulation of the head of the state administration agency number 13 of 2013 concerning guidelines for the implementation of level IV leadership education and training. Leadership Education and Training activities are held to achieve the competency requirements of government officials in accordance with structural positions. The new approach referred to is that which aims at training of the trainers in a different manner which can help them run the present new training program. The differences lie in membership requirements, time duration, implementation procedures, role of participant leadership, material substance, results and final products, and among others.

References

- Agustina Muliati. (2022). Pengaruh Kepemimpinan Transformasional Terhadap Motivasi dan Kinerja Guru yang Dimoderasi oleh Iklim Sekolah di MTSN 1 Medan. *Islamic Education*, 2(1), 25–30. <https://doi.org/10.57251/ie.v2i1.368>
- Akpey-Mensah, T. L. (2020). Social capital development as innovation in human resource development: A case of Technical Universities in Ghana. *African Journal of Science, Technology, Innovation and Development*, 12(1), 27–32. <https://doi.org/10.1080/20421338.2019.1613784>
- Al Kadri, H., & Widiawati, W. (2020). Strategic Planning in Developing the

- Quality of Educators and Education Personnel. Indonesian Research Journal in Education [IRJE], 4(2), 324–346.
<https://doi.org/10.22437/irje.v4i2.9410>
- Alanazi, M. H. (2020). The mediating role of primary TQM factors and strategy in the relationship between supportive TQM factors and organisational results: An empirical assessment using the MBNQA model. Cogent Business and Management, 7(1).
<https://doi.org/10.1080/23311975.2020.1771074>
- Alexandrino, A. M. F. D. S., dos Santos, R. I. G. V., de Melo, M. C. D. A., & Bastos, J. A. M. (2017). Designing and evaluating a health education session on respiratory infections addressed to caregivers of children under three years of age attending day-care centres in Porto, Portugal: A community-based intervention. European Journal of General Practice, 23(1), 43–50.
<https://doi.org/10.1080/13814788.2016.1240777>
- Arifin, S., Suhariadi, F., & Damayanti, N. A. (2018). The influence of leadership style of midwife coordinator toward the performance of village midwives on antenatal care through the job involvement. Indian Journal of Public Health Research and Development, 9(1), 249–252. <https://doi.org/10.5958/0976-5506.2018.00046.3>
- Asbari, M., Purwanto, A., & Budi, P. (2020). Pengaruh Iklim Organisasi dan Kepemimpinan Transformasional Terhadap Produktivitas Kerja Inovatif Pada Industri Manufaktur di Pati Jawa Tengah . Jurnal Produktivitas, 7(1), 62–69.
<https://doi.org/http://dx.doi.org/10.29406/jpr.v7i1.1797>
- Bader, B., Gielnik, M. M., & Bledow, R. (2022). How transformational leadership transforms followers’ affect and work engagement. European Journal of Work and Organizational Psychology, 00(00), 1–13. <https://doi.org/10.1080/1359432X.2022.2161368>
- Berkovich, I., & Hassan, T. (2023). Principals’ digital transformational leadership, teachers’ commitment, and school effectiveness. Education Inquiry, 00(00), 1–18.
<https://doi.org/10.1080/20004508.2023.2173705>
- Campbell, A. (2019). Design-based research principles for successful peer tutoring on social media. International Journal of Mathematical Education in Science and Technology, 50(7), 1024–1036.
<https://doi.org/10.1080/0020739X.2019.1650306>
- Chen, Y., Gu, W., He, B., Gao, H., Sun, P., Li, Q., Chen, E., & Miao, Z. (2022). Impact of a community-based health education intervention on awareness of influenza, pneumonia, and vaccination intention in chronic patients. Human Vaccines and Immunotherapeutics, 18(1), 1–8. <https://doi.org/10.1080/21645515.2021.1959828>
- Danquah, J. K., Crocco, O. S., Mahmud, Q. M., Rehan, M., & Rizvi, L. J. (2022). Connecting concepts: bridging the gap between capacity development and human resource development. Human Resource Development International, 26(3), 246–263.
<https://doi.org/10.1080/13678868.2022.2108992>
- Deng, C., Gulseren, D., Isola, C., Grocutt, K., & Turner, N. (2022). Transformational leadership effectiveness: an evidence-based primer.

- Human Resource Development International, 00(00), 1–15.
<https://doi.org/10.1080/13678868.2022.2135938>
- Engelbert, L. H., van Elk, M., Kandrik, M., Theeuwes, J., & van Vugt, M. (2022). The effect of charismatic leaders on followers' memory, error detection, persuasion and prosocial behavior: A cognitive science approach. *Leadership Quarterly*, 34(3), 101656.
<https://doi.org/10.1016/j.leaqua.2022.101656>
- Erku, D. A., Belachew, S. A., Mekuria, A. B., Taye Haile, K., Gebresillassie, B. M., Tegegn, H. G., & Ayele, A. A. (2017). The role of community pharmacists in patient counseling and health education: a survey of their knowledge and level of involvement in relation to type 2 diabetes mellitus. *Integrated Pharmacy Research and Practice*, Volume 6, 137–143. <https://doi.org/10.2147/iprp.s140777>
- Gözükara, İ., Çolakoğlu, N., & Şimşek, Ö. F. (2019). Development culture and TQM in Turkish healthcare: importance of employee empowerment and top management leadership. *Total Quality Management and Business Excellence*, 30(11–12), 1302–1318.
<https://doi.org/10.1080/14783363.2017.1366266>
- Hyland, T. (2019). Embodied learning in vocational education and training. *Journal of Vocational Education and Training*, 71(3), 449–463.
<https://doi.org/10.1080/13636820.2018.1517129>
- Intarakumnerd, P. (2017). Human resource management and coordination for innovative activities in production networks in Asia: a synthesis. *Asian Journal of Technology Innovation*, 25(2), 199–205.
<https://doi.org/10.1080/19761597.2017.1385957>
- Ireland, V. (2008). Leadership: The role of transformational leadership and emotional intelligence. *Australian Journal of Civil Engineering*, 5(1), 7–18. <https://doi.org/10.1080/14488353.2008.11463935>
- Isidro, E. (2019). Transactions in doing design-based research for designing curriculum: a self-study. *Reflective Practice*, 20(1), 85–96.
<https://doi.org/10.1080/14623943.2018.1562438>
- Jong, C. Y., Sim, A. K. S., & Lew, T. Y. (2019). The relationship between TQM and project performance: Empirical evidence from Malaysian construction industry. *Cogent Business and Management*, 6(1), 1–31.
<https://doi.org/10.1080/23311975.2019.1568655>
- Lewis, P. (2023). Innovation, technician skills, and vocational education and training: connecting innovation systems and vocational education and training. *Journal of Vocational Education and Training*, 00(00), 1–28.
<https://doi.org/10.1080/13636820.2023.2215749>
- Montgomery, A. J. (2016). The relationship between leadership and physician well-being: A scoping review. *Journal of Healthcare Leadership*, 8, 71–80. <https://doi.org/10.2147/JHL.S93896>
- Mucedola, M. S. (2019). Community Resource Mapping: An Interactive Health Education Lesson: Editor: Sarah Benes. *Journal of Physical Education, Recreation and Dance*, 90(1), 57–59.
<https://doi.org/10.1080/07303084.2019.1537434>
- Nielsen, K., & Daniels, K. (2016). The relationship between transformational leadership and follower sickness absence: the role of presenteeism. *Work and Stress*, 30(2), 193–208.

<https://doi.org/10.1080/02678373.2016.1170736>

- O'Sullivan, N. (2018). Human resource management, strategic and international perspectives. *Action Learning: Research and Practice*, 15(2), 202–206. <https://doi.org/10.1080/14767333.2018.1464750>
- Paudel, P., Kovai, V., Burnett, A., Naduvilath, T., Ho, S. M., Fricke, T., & Giap, N. V. (2022). Effects of a community-based health education intervention on eye health literacy of adults in Vietnam. *International Journal of Health Promotion and Education*, 60(3), 149–163. <https://doi.org/10.1080/14635240.2021.1905028>
- Piacentini, R. D., Vega, M., & Mujumdar, A. S. (2021). Beyond industrial revolution 4.0: How industrial revolution 5.0 is related to drying technology. *Drying Technology*, 39(4), 437–438. <https://doi.org/10.1080/07373937.2021.1875185>
- Polatcan, M., Arslan, P., & Balci, A. (2021). The mediating effect of teacher self-efficacy regarding the relationship between transformational school leadership and teacher agency. *Educational Studies*, 00(00), 1–19. <https://doi.org/10.1080/03055698.2021.1894549>
- Rozak, L. A., Bahri Arifin, M., Rykova, I. N., Grishina, O. A., Komariah, A., Nurdin, D., Ponkratov, V. V., Malashenko, G. T., Kosov, M. E., & Dudnik, O. V. (2022). Empirical Evaluation of Educational Service Quality in the Current Higher Education System. *Emerging Science Journal*, 6(Special Issue), 55–77. <https://doi.org/10.28991/ESJ-2022-SIED-05>
- Ryu, S. (2020). The role of mixed methods in conducting design-based research. *Educational Psychologist*, 55(4), 232–243. <https://doi.org/10.1080/00461520.2020.1794871>
- Sahibzada, U. F., Jianfeng, C., Latif, K. F., Shafait, Z., & Sahibzada, H. F. (2020). Interpreting the impact of knowledge management processes on organizational performance in Chinese higher education: mediating role of knowledge worker productivity. *Studies in Higher Education*, 0(0), 1–18. <https://doi.org/10.1080/03075079.2020.1793930>
- Seitz, S. R., & Owens, B. P. (2021). Transformable? A multi-dimensional exploration of transformational leadership and follower implicit person theories. *European Journal of Work and Organizational Psychology*, 30(1), 95–109. <https://doi.org/10.1080/1359432X.2020.1830761>
- Subaidi, Komariah, A., Tantowi, A., Munasir, Sabban, I., Hartini, N., Suryadi, Muslim, A. Q., Kurniady, D. A., Rahman, F. S., Salsabil, S. H., & Barowi. (2023). Visionary Leadership in Improving the Quality and Competitiveness of Private Islamic Primary Schools. *Journal of Governance and Regulation*, 12(2), 66–76. <https://doi.org/10.22495/jgrv12i2art6>
- Tarn, D., & Yen, D. (2020). Task characteristics and knowledge management performance: model development and scale construction. *Knowledge Management Research and Practice*, 00(00), 1–18. <https://doi.org/10.1080/14778238.2020.1785346>
- Terblanche, W., Fakir, D., Chinyamurindi, W., & Mishi, S. (2020). Impact of self-esteem and student-and-lecturer interaction on academic performance in a chartered accounting programme. *Journal of Further and Higher Education*, 00(00), 1–17.

<https://doi.org/10.1080/0309877X.2020.1781801>

- Tyagi, N., & Moses, D. B. (2020). Developing and validating the antecedents of managerial effectiveness: factorial constitution in institutions of higher learning. *International Journal of Leadership in Education*, 00(00), 1–21. <https://doi.org/10.1080/13603124.2020.1762003>
- Van Waeyenberg, T., Peccei, R., & Decramer, A. (2022). Performance management and teacher performance: the role of affective organizational commitment and exhaustion. *International Journal of Human Resource Management*, 33(4), 623–646. <https://doi.org/10.1080/09585192.2020.1754881>
- Vican, S., Friedman, A., & Andreasen, R. (2020). Metrics, Money, and Managerialism: Faculty Experiences of Competing Logics in Higher Education. *Journal of Higher Education*, 91(1), 139–164. <https://doi.org/10.1080/00221546.2019.1615332>
- Waruwu, N., Effendi, M. S., Muhab, S., & Komariah, A. (2022). Authentic Leadership and Human Resource Practice for Competitive Advantage in Private Madrasas in Indonesian Context. *Journal of Educational and Social Research*, 12(4), 267–277. <https://doi.org/10.36941/jesr-2022-0112>
- Wilkinson, S. (2019). The story of Samantha: the teaching performances and inauthenticities of an early career human geography lecturer. *Higher Education Research and Development*, 38(2), 398–410. <https://doi.org/10.1080/07294360.2018.1517731>
- Windsari, W., Roesminingsih, E., & Trihantoyo, S. (2022). Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Perubahan Organisasi Sekolah Dasar. *Kelola: Jurnal Manajemen Pendidikan*, 9(1), 99–110. <https://doi.org/10.24246/j.jk.2022.v9.i1.p99-110>
- Wright, B. E., & Pandey, S. K. (2010). Transformational leadership in the public sector: Does structure matter? *Journal of Public Administration Research and Theory*, 20(1), 75–89. <https://doi.org/10.1093/jopart/mup003>
- Xie, Q. (2021). Developing preservice English teachers' assessment literacy through design-based research. *Journal of Education for Teaching*, 47(3), 460–465. <https://doi.org/10.1080/02607476.2021.1906155>
- Yang, H., & Yang, J. (2019). The effects of transformational leadership, competitive intensity and technological innovation on performance. *Technology Analysis and Strategic Management*, 31(3), 292–305. <https://doi.org/10.1080/09537325.2018.1498475>
- Yu, W., Chavez, R., & Feng, M. (2017). Green supply management and performance: a resource-based view. *Production Planning and Control*, 28(6–8), 659–670. <https://doi.org/10.1080/09537287.2017.1309708>
- Zysk, K. (2021). Defence innovation and the 4th industrial revolution in Russia. *Journal of Strategic Studies*, 44(4), 543–571. <https://doi.org/10.1080/01402390.2020.1856090>