

The Role of Principals' Transformational Leadership in Realizing Good Governance in Border Schools

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Abstract: The purpose of this study is to examine in depth how the transformational leadership style implemented by the principal influences good governance in border school environments. Border areas often face unique challenges, such as limited resources and access, which makes the implementation of good governance crucial. This study used a literature study method with a narrative review design. The data analysis technique adopted descriptive analysis. As obtained from the literature study, the transformational leadership of the principal plays a significant role in building transparency, accountability, and participation in border schools. Inspirational and change-focused leaders are able to manage resources and strengthen teacher commitment even in difficult situations. This study concludes that the transformational leadership of the principal plays a significant role in realizing good governance practices in border schools. Principals who apply exemplary influence, motivate visionary, stimulate critical thinking, and pay attention to individual needs tend to create a more transparent, accountable, and participatory environment.

Keyword: Border Schools; Good Governance; Transformational Leadership.

Introduction

Education is understood as a systematic and consciously designed process to build a conducive learning ecosystem, where students are positioned as active subjects empowered to optimally actualize their potential. Through this process, spiritual values can be internalized, personalities are formed holistically, intellectual intelligence is honed, and skills are developed as provisions for personal life and contribution to national progress (Norman et al., 2025). As the foundation for the formation of superior human resources, education has a strategic function in supporting national development. However, efforts to equalize and improve the quality of education still face serious challenges, especially in border regions that are often limited by geographical conditions, minimal accessibility, limited infrastructure, and a shortage of qualified teaching staff. This situation emphasizes the importance of effective education management and administration so that schools in border areas can function optimally in achieving national education goals, one of which is through the application of good governance principles.

Good governance is a framework of fundamental principles encompassing professionalism, transparency, democratization, accountability, efficiency, and a public service orientation that favors the interests of the community, particularly the less empowered. The application of these principles enables each institution to realize synergistic governance that benefits the organization's sustainability (Abdullah & Burhanuddin, 2023). The principles of good governance play a crucial role in creating a healthy, efficient, and trustworthy school ecosystem.

In the modern era, the leadership paradigm, particularly in education, demands the application of good governance principles based on honesty, transparency, and accountability (Abdullah & Burhanuddin, 2023). The implementation of good governance at the educational unit level is realized through various leadership strategies implemented by the principal. As a central figure in the school management system, the principal plays a crucial role in building quality educational governance, as the success of the learning process depends heavily on leadership capacity that effectively integrates all school components. At the same time, this role has evolved from merely an administrative manager to a leader capable of transforming the school environment toward more constructive and sustainable change. This encompasses the principal's knowledge, understanding, and managerial skills. The principal's inability to carry out their duties and responsibilities is often a contributing factor to the low quality of education. Therefore, a leadership strategy oriented towards good governance determines the quality of school performance.

Motivation from the principal boosts teachers' enthusiasm to achieve shared educational goals. A great principal will encourage their staff to achieve their maximum potential, thus acting as a transformational leader. This transformational leadership is

closely linked to teacher performance (Nana Supriatna & Rosmilawati, 2025). Transformational leadership is an effective approach to addressing these challenges because it contributes to designing a school culture that is oriented, inspiring, and collaborative toward shared goals (Andriadi & Sulistiyo, 2024). This leadership style focuses on motivation and inspiration, encouraging innovation, and empowering staff to transcend personal interests for the collective good.

Given this background, the purpose of this study is to examine in depth how the transformational leadership style implemented by school principals influences good governance in border schools. My interest in this research was further strengthened by the lack of research directly linking transformational leadership and good governance in the context of border schools. This study employed a literature review approach with a narrative review design and thoroughly synthesized scientific findings to develop a conceptual framework capable of providing a comprehensive understanding. The results of this study are expected to provide theoretical and practical contributions for policymakers, school principals, and teachers in designing strategies for sustainable education quality improvement in border areas

Method

This research uses a qualitative approach through literature review, with all data in the form of secondary sources obtained from various scientific works such as books, journals, articles, and other related publications deemed relevant to the focus of the study. The data collection process was carried out through a systematic search of several databases, including Scopus, Copernicus, and SINTA (Science and Technology Index), to obtain literature relevant to the topics of transformational leadership, good governance, and border schools. From the selection results referring to predetermined criteria, 16 articles were found that were deemed relevant and had been published in international journals indexed by Scopus and Copernicus, as well as national journals registered with SINTA (1–5). The selection of the SINTA database was carried out to cover various levels of scientific publication quality in Indonesia. The various articles were then classified to facilitate researchers in identifying dominant patterns in the research and tracking the direction of the study's development over time.

Results and Discussion

In the context of educational management in the 21st century, the application of good governance principles is a crucial requirement for educational institutions. These principles emphasize transparency, accountability, participation, effectiveness, efficiency, and compliance with regulations as the primary foundation for creating schools with integrity and high competitiveness. By implementing these principles, school governance not only operates healthily but also meets the needs of students and the community in an inclusive manner. Good governance can be implemented

effectively with several supporting factors, including relationships among employees and organizational culture (Siregar et al., 2022).

Schools in border areas face far more complex managerial challenges, such as limited resources, limited access to information, and diverse socio-economic dynamics in their communities. In these circumstances, principals are required not only to perform administrative functions but also to guide change, mobilize participation, and ensure that school policies are implemented fairly and responsibly. This is where transformational leadership becomes a highly relevant approach, as principals play a crucial role in fostering collaboration, strengthening teacher and community participation, and building an innovative culture that supports transparency, accountability, and effective school governance.

A review of 16 scholarly articles published between 2020 and 2025 shows that the role of the principal continues to undergo a significant shift, from administrative implementer to strategic leader who manages change and builds accountable governance. Although the literature directly examining the relationship between transformational leadership and good governance in border schools is limited, the articles provide a consistent picture that transformational leadership can strengthen a culture of transparency, increase participation, and improve the quality of decision-making in schools. This pattern strengthens the argument that transformational leadership is a key approach to realizing the principles of good governance in challenging educational environments.

Based on this literature synthesis, the principal's transformational leadership can be viewed as a key factor in implementing good governance principles in border schools. Principals who are able to set an example, formulate an inspiring vision, foster participation, and empower the school community will more easily strengthen transparency in decision-making, build institutional accountability, and create governance mechanisms that favor the public interest. Thus, transformational leadership serves as a bridge between the concept of good governance and the actual practice of school management

Table 1. Indexed Journal Publications

Year	Journal Name	Amount	Journal index
2022	Munaddhomah: Manajemen Pendidikan Islam	1	Scopus (Q2)
2023	JRIME : Jurnal Riset Manajemen dan Ekonomi	1	Copernicus
2020	Al-Tanzim : Jurnal Manajemen Pendidikan Islam	1	Sinta 2

2023	Jurnal Pedagogi dan Pembelajaran	1	Sinta 2
2025	Jurnal Pertahanan: Media Informasi tentang Kajian dan Strategi Pertahanan yang Mengedepankan Identity, Nasionalism dan Integrity	1	Sinta 2
2024	Jurnal Manajemen Pendidikan dan Ilmu Sosial (JMPIS)	1	Sinta 3
2024	Keberlanjutan : Jurnal Manajemen dan Jurnal Akuntansi	1	Sinta 3
2024	Jurnal Ilmiah Global Education	1	Sinta 3
2025	Pedagogik Journal of Islamic Elementary School	1	Sinta 4
2025	Pendas : Jurnal Ilmiah Pendidikan Dasar	1	Sinta 4
2020, 2025	MANEGGGIO: Jurnal Ilmiah Magister Manajemen	2	Sinta 5
2025	Edukasi	1	Sinta 5
2024	PPSDP International Journal of Education	1	Sinta 5
2025	Jurnal Ilmiah Pendidik Indonesia	1	Sinta 5
2025	El-Idare: Journal of Islamic Education Management	1	Sinta 5

Table 1 shows the composition of the Scopus, Copernicus, and SINTA-indexed journals used in the literature synthesis. The publication period of 2020–2025 ensures that the analysis is based on up-to-date sources, thus relevant to the dynamics of contemporary education management in Indonesia. This diversity of indexing levels also strengthens the validity of the study results, as the findings are formulated from literature meeting credible and accountable academic quality standards.

Table 2. Analyzed Articles

Article Title	Journal Name	Author Name	Main Findings Focus
Penyelenggaraan administrasi dalam mendukung <i>good goverance</i>	Munaddhomah: Manajemen Pendidikan Islam	Dinda Oktania Siregar, Elida Florentina Sinaga Simanjorang, Yudi Prayoga	Implementation of administration in supporting good governance

The effect of good school governance on school education quality: The moderating role of BOS fund effectiveness	Keberlanjutan : Jurnal Manajemen dan Jurnal Akuntansi	I Gusti Ayu Eka Suryanthi, Anantawikrama Tungga Atmadja, I Gusti Ayu Purnamawati	The influence of good governance on the effectiveness of the use of BOS funds
Strategi kepemimpinan kepala sekolah dalam menciptakan <i>good governance</i> di sekolah	Jurnal Educatio	Abdullah, Syamsul Aimmah Burhanuddin	The principal implements various strategies to realize good governance, based on the principles of professionalism, transparency, democracy, accountability, efficiency, and an orientation towards excellent service that is acceptable to all levels of society.
Implementasi etika kepemimpinan dan kepemimpinan tranformasional pada kinerja karyawan (studi literatur)	JRIME : Jurnal Riset Manajemen dan Ekonomi	Rosita Pratiwi Junaidi, Fitria Agustina, Mohammad Abbas Sastrodiputro, Mochammad Isa Anshori	The influence of work ethics and transformational leadership on employee performance
Principal transformational leadership: implication for educational practice	Pedagogik Journal of Islamic Elementary School	Moh. Nana Supriatna, Ila Rosmilawati	The impact of the principal's transformational leadership on various aspects of education

The Influence of Transformational and Instructional Leadership Styles of School's Principals on Teacher's Performance, Motivation, Job Satisfaction and Student Achievement in Primary and Secondary Schools	PPSDP International Journal of Education	Dian Andriadi, Urip Sulistiyo	Leadership development for school principals needs to be directed at strengthening competencies that enable them to implement teaching practices and transformational leadership effectively	
The Role of Transformational Leadership on School Achievement	Jurnal Pedagogi dan Pembelajaran	Abdul Kadim Masaong, Arifin, Dewi Purnama Hamid	Implementing organizational culture transformation can encourage appreciation from organizational members for improving work performance to achieve organizational goals	
Pengaruh kepemimpinan transformasional dan kepemimpinan transaksional terhadap kinerja pegawai dengan <i>locus of control</i> sebagai variabel moderating	MANEGGIO: Jurnal Ilmiah Magister Manajemen	Jufrizen Sasqia Lubis	Afni Putri	The influence of transformational and transactional leadership on employee performance through locus of control
Pengaruh kepemimpinan transformasional dan budaya organisasi terhadap kinerja karyawan	MANEGGIO: Jurnal Ilmiah Magister Manajemen	Ahmad Rivai		Both transformational leadership and organizational culture influence

employee
performance

Tinjauan Literatur Strategi Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatkan Kompetensi Guru	Jurnal Ilmiah Pendidik Indonesia	Rilo Pambudi Triantoro, Muhammad Febri Mawardi, Aulia Safitri, Aslamiah, Celia Cinantlya	The effectiveness of educational staff management is not only determined by the administrative structure, but also by the leader's ability to build relationships and a collaborative work culture
Efektifitas manajemen kepemimpinan dalam menciptakan <i>good governance</i>	Al-Tanzim : Jurnal Manajemen Pendidikan Islam	Enong Rostiawati	Leadership education and training can improve organizational performance and productivity
Strategic Leadership of School Principals in Enhancing Educational Quality Through Transformational Management and Collaborative Governance	El-Idare: Journal of Islamic Education Management	Efrita Norman ¹ , Faiz Aizat ² , Heni Feviasari ³ , Melly Nuryani ⁴	Principals who involve teachers and the school community in decision-making and provide space for teacher innovation are more successful in implementing school policies than those who still use an authoritarian approach.
Model Strategi Kepemimpinan Transformasional Kepala Sekolah	Pendas : Jurnal Ilmiah Pendidikan Dasar	Hadi Harnoto, Sitti Hartinah, Dewi Apriani	This kind of empowerment leadership model is important to

dalam				continue
Menumbuhkan				expanding, not
<i>School Well-Being</i>				only to build
Peserta Didik SMP				internal school
Negeri 4 Pematang				participation, but
				also to create a
				collaborative
				culture that
				involves all
				educational
				stakeholders
Ragam inisiatif	Jurnal Manajemen	Florianus Alui,		Educational reform
reformasi	Pendidikan dan	Reza		efforts towards
pendidikan dalam	Ilmu Sosial (JMPIS)	Fathurrahman		infrastructure
meningkatkan				development and
kualitas dan				increasing human
pemerataan				resource capacity
pendidikan di				
wilayah				
perbatasan: refleksi				
dari Kabupaten				
Mahakam Ulu				
Pengaruh	Jurnal Ilmiah Global	Raden Inton		The principal's
Kepemimpinan	Education	Tyas Suprpto,		transformational
Transformasional		Nunuk Hariyati,		leadership, which
Kepala Sekolah		Utari Dewi,		inspires and
Terhadap		Amrozi Khamidi,		accommodates
Pendidikan		Kaniati Amalia		individual needs,
Multikultural				plays an important
				role in building a
				multicultural
				school culture
Blue Ocean	Jurnal Pertahanan:	Yusnaldi, Herni		The success of
Leadership as a	Media Informasi	Pujiati		transformational
Transformational	tentang Kajian dan			leadership in
Strategy in	Strategi			border education
Addressing	Pertahanan yang			contexts depends
Educational	Mengedepankan			on the leader's
Challenges in	Identity,			ability to instill
Indonesia's Border	Nasionalism dan			innovative values
Regions	Integrity			appropriate to local

conditions. This approach creates a unique leadership style that is responsive to the challenges and opportunities unique to border regions

Table 2 shows that few articles directly link principals' transformational leadership to good governance practices in border schools. Most of the literature examines these two variables separately, indicating a research gap that warrants further exploration in this study.

The literature also confirms that the world of education has undergone significant changes over the past decade, particularly regarding the shift in the role of the principal from an administrative figure to a visionary, transformational learning leader. This shift highlights the urgency of reexamining the relevance of transformational leadership in the context of school governance facing complex challenges, including in border regions.

A synthesis of 16 articles shows that the transformational leadership of school principals plays a crucial role in strengthening good governance practices in educational institutions. Its impact is evident in improved communication quality, transparency in decision-making processes, and improvements in school management systems (Siregar et al., 2022). This confirms that a change-oriented leadership style directly contributes to the effectiveness of institutional governance. Conceptually, good governance is characterized by eight fundamental principles: active participation, law enforcement, openness, responsiveness, consensus orientation, fairness and equality of treatment, effectiveness and efficiency, and accountability. These principles are primarily related to the accuracy and completeness of information, as well as the availability of information to the public regarding school decisions (Ayu et al., 2024).

The implementation of good governance principles in schools is highly dependent on the quality of the principal's leadership. Principals who possess a clear vision, are able to foster community engagement, and consistently uphold the principles of fairness and accountability tend to foster transparent and effective governance. Thus, transformational leadership serves as a mechanism that connects good governance values with practical practices through inspiration, empowerment, and the development of a school culture of integrity.

A leader skilled in management has the potential to achieve optimal results. Implementing a quality management system in an organization, whether in the public or private sector, offers several advantages, including the ability to consistently provide products and services in accordance with customer or community standards and applicable regulations, opening up opportunities for increased customer satisfaction, and managing risks and opportunities related to the organization's context and objectives (Rostiawati, 2020). Therefore, to ensure the optimal implementation of good governance principles, principals should implement transformational leadership. This leadership emphasizes efforts to bring about positive change and encourages the active involvement of all stakeholders in the educational process.

Transformational leadership refers to a leadership model that emphasizes deep self-awareness, the formation of a collective vision for the future, and a relationship between leaders and followers based on values that transcend formal rewards. Transformational leaders recognize the need for change, craft a new vision, mobilize commitment to realize it, and transform followers at both the individual and organizational levels (Jufrizen & Lubis, 2020). Numerous studies confirm that transformational leadership improves team performance through motivation, appropriate rewards, and support for employee capacity development. In the school context, these effects manifest in teacher professionalism, strengthened collaboration, and consistent implementation of academic policies—conditions that directly support good governance practices (Masaong et al., 2023; Rosita Pratiwi Junaidi et al., 2023). In other words, when principals provide personal attention and build staff capacity, it not only increases productivity but also improves accountability mechanisms, information transparency, and stakeholder participation, which are at the heart of school governance.

A leader who effectively implements transformational leadership impacts team or employee performance. Transformational leadership itself is an approach in which leaders focus on motivating their subordinates to perform optimally. This approach emphasizes behaviors that support change and development, bridging the relationship between individuals within the organization and the company's overall goals and vision (Rivai, 2020). A transformational leadership style—which prioritizes role models, inspirational motivation, critical thinking, and personal attention—facilitates the creation of a collaborative and innovative work environment and encourages the adoption of inclusive digital learning in schools (Pambudi Triantoro et al., 2022). From a good governance perspective, these practices improve the flow of information between stakeholders, increase accountability for the learning process, and open up space for school community participation. In border areas, digital initiatives and pedagogical innovation are often practical strategies to overcome limitations in access and resources.

The importance of transformational leadership is becoming increasingly apparent, particularly in the context of schools in border areas that face various resource constraints. This leadership style is highly relevant because it can help schools address these challenges in a more adaptive and innovative manner. Border regions between countries play a strategic role as regional growth centers that can drive improvements in the socio-economic welfare of communities in underdeveloped areas through cross-border trade activities (Alui & Fathurrahman, 2024). Educational challenges in these regions are quite complex, including limited competent human resources, inadequate facilities and infrastructure, geographical constraints, and low education budget allocations. The shortage of teaching staff and limited resources in border areas have become the focus of national policy—for example, through programs to improve access and quality, such as Indonesia Pintar—but the implementation of these policies often relies on local initiatives at the school level (Suprpto et al., 2024). Here, transformational principals play a role in filling the gaps in policy implementation with concrete steps: initiating internal training, mobilizing community resources, and negotiating partnerships with local stakeholders. This approach demonstrates how leadership can bridge macro policies and micro practices so that good governance becomes more than just rhetoric and is realized in daily action.

The unique challenges of border areas demand adaptive governance; therefore, principals must optimize institutional autonomy through strategic managerial actions, such as prioritizing budgets for core learning needs, implementing teacher capacity-building programs, and building local partnership networks to address facility gaps. The literature confirms that these operational measures, when led in a transformational manner, strengthen accountability mechanisms, clarify resource allocation, and enhance policy legitimacy in the eyes of the community—all essential elements for good governance in border school environments (Yusnaldi & Pujiati, 2025).

Effective governance within educational institutions becomes increasingly crucial when linked to school management in border areas. Typical challenges such as limited resources, difficult access, and inequality in educational equity demand a specific and effective managerial approach. Border-based school management helps educational institutions address border issues. Key management aspects in border schools include consumer segmentation, excellence, collaboration, activity planning, and cost structure (Yusnaldi & Pujiati, 2025).

The implementation of good governance through transformational leadership is also evident in contextual and inclusive learning policies. The case of multicultural learning at SMP Negeri 4 Pematang demonstrates how the principal can encourage the integration of local values into the curriculum, involve the community in developing

teaching materials, and facilitate collaborative projects that provide space for public participation (Harnoto et al., 2025). Such practices not only enrich students' learning experiences but also serve as indicators of good governance—namely, openness, participation, and responsiveness to local needs—that emerge when leadership combines pedagogical vision with managerial strategy.

The overall literature synthesis confirms that transformational leadership is a key strategy for strengthening good governance in border schools: it facilitates open communication, builds community participation, and increases accountability in resource utilization. Given the limited literature directly linking these two variables, this study underscores the need for further study and policy interventions that strengthen leadership capacity at the educational unit level. Practical implications: Leadership training programs focused on transformational competencies, participatory monitoring mechanisms, and support for inter-school networks could be a priority for operationalizing good governance in border areas.

Conclusion

The results of this study confirm that transformational leadership plays a central role in strengthening good governance practices in border schools through idealistic influence, inspirational motivation, and teacher empowerment, which can build trust, increase accountability, and open up space for school community participation. These findings imply the importance of strengthening the capacity of school principals in applying transformational principles as a relevant managerial strategy to address the unique challenges of border areas, while also enriching the literature that previously did not directly link these two variables. Although this study has limitations due to its reliance on 16 literature articles and the lack of empirical field data, the results still provide clear direction for educational practice. Therefore, it is recommended that the government and educational institutions strengthen transformational leadership training programs for school principals, while further research needs to be conducted through empirical case studies to better understand the dynamics of governance and leadership in border schools.

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