Transformational Leadership in Education: A Meta-Synthesis and Its Implication for Education in Covid 19 Pandemic Era

Suryadi[1], Neti Karnati[2], Fransiskus Sawan[3], Santi Anugrahsari[4]
Universitas Negeri Jakarta, Indonesia[1, 2]
Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia[3,4]

Abstract: Transformational leadership in education has recently become increasingly popular. Many researchers have conducted research on this topic. Unfortunately, there is no research that provides a comprehensive picture of transformational leadership in education. This study aims to fill this gap. The method used is meta-synthesis. The object of analysis was 31 articles that met the inclusion and exclusion criteria. Transformational leadership has an impact on innovation, motivation, self-confidence, well-being, job satisfaction, performance, trust, institutional culture, TQM practices and decision making. However, there are several obstacles in its application, such as transactional culture, centralization of education, cultural diversity, and others. A leader is required to implement it with the right strategy. During the Covid 19 pandemic, there have been many changes in the world of education. To lead this change requires a transformational leadership style with all its characteristics.

Keywords: *Transformational Leadership, Meta-synthesis, Education, Qualitative Research, Systematic Review*

Introduction

Leadership is a practical skill that includes a person or an organization's ability to "lead" or guide other people, teams, or the entire organization. Not all leaders have good leadership, and not all people who have good leadership become leaders. Theories in the early to 1950's era often state that leaders are born. So that destiny determines someone a leader or not. But studies continue to develop and refute this theory. Leaders are not just a destiny attached to a person but must be raised and honed. At a minimum, every individual needs to lead himself, which is necessary to achieve larger goals in the wider community or even the country. A leadership attitude is required to achieve goals, move the system to achieve success in achieving goals. Each needs to upgrade his leadership to become one of the system's elements towards goals and interpersonal interactions, and social contacts. These individuals are not leaders but can provide leadership so that it will impact other individuals in the social group.

Leadership is the ability or readiness that a person has to influence, encourage, invite, guide, mobilize, direct, and force other people or groups to accept this influence and then do something to help achieve specific predetermined goals. Broadly, leadership leads to the concept of action affecting group members, so that from a broad conception of influence and obedience are the essential components. Meanwhile, in a narrow sense, the central leadership element is the leadership's influence and commitment. Transformation leadership is a comprehensive and integrated leadership capability needed for individuals, groups, and organizations to produce a transformation characterized by changes at each activity stage

---

E-mail: santianugrah@gmail.com

(Hacker & Robberts: 2004). Recently, transformational leadership has been developed to deal with changes in the future by transforming individuals' paradigm and values to support the achievement of organizational goals and visions.

One of the leadership theories, namely the transformational leadership theory from Burns (1978), has four components, idealist influence, inspirational motivation, intellectual stimulation, and individual considerations. Transformational leadership in education has recently become increasingly popular. This type of leadership motivates to achieve organizational goals and satisfy their needs at a higher level. Transformational leadership that corporate leaders appropriately implement will encourage members to gain a sense of work satisfaction. All of this will positively impact the performance of members in taking responsibility for the organization. New normal is a term that is hotly discussed. New normal is a new way of life or a new way of carrying out life activities amid the unfinished Covid-19 pandemic and changes of habits in educational, work, and even socio-cultural activities. Trust in leadership is needed for transformative, collective action in times of uncertainty, such as during a pandemic. This research aims to get a comprehensive picture of transformational leadership in education and its implication in the covid 19 pandemic era.

Literature Review

Bass (1990) shows that leaders who show off transformational behaviors can impact fans to head past their pastimes and pass closer to the organizational plays. Transformational leaders obtain top-notch ranges of follower trust, administration, motivation, commitment, loyalty, and performance (James M. Kouzes, 2012)(G. A. Yukl, 2013), through 4 dimensions: idealized influenced, inspirational motivation, intellectual stimulation, and individualized attention (Bass, B.M., & Riggio, 2006) and (James M. Kouzes, 2012) describe those four dimensions more excellent in detail. For instance, the idealized impact is defined as function fashions for perseverance and self-sacrifice; leaders are admired, reputable, and trusted. Inspirational motivation offers an attractive vision and stipulates how the crew can obtain the preferred future. Intellectual stimulation encourages fans to be revolutionary and innovative utilizing analyzing troubles from a brand new perspective.

Finally, individualized thought means concentrating on every individual's desires, desires, and coaching, supporting, and two-way exchange communication. (Jantz, 2012) in his study, transformational designs empower librarians to make a lot of innovative environment, and (Castiglione, 2006) points out that transformational behaviors inspire structure learning and adaptation. Transformational leadership is usually explained regarding transactional leadership. The latter, conjointly referred to as social control leadership, is principally outlined as an exchange method during which leaders "promise and deliver rewards to staff for winding up assignments" (Bass, 1990). Transactional leadership focuses on managing the establishment with stress on managing subordinates by customary work, establishing well-defined processes, and managing through doable tasks. Transactional leadership is characterised by 2 leadership behaviours: active management by exception, and contingent reward. Active management by exception is outlined in terms of trying to find and handling irregularities, mistakes, exceptions and deviations to confirm that standards are met (Antonakis, Avolio, & Sivasubramaniam, 2003) (Bass, 1990).

Contingent reward refers to leader behaviors that specialize in clarifying expectations and task requirements and offers the popularity of followers once goals are achieved (Antonakis et al., 2003). Avolio and Bass (1991) adscititious to their initial theory of the capitalistic or passive leadership style related to laissez-faire and passive management by exception. Capitalistic – or "no leadership" is the absence of effective leadership, avoiding decision-making, abdicating responsibilities, and not mistreatment their authority. This leadership

behavior may be thought of as active to the extent that leaders prefer to avoid taking action (Antonakis et al., 2003). Passive management by exception is characterized by responding passively and reactively to things and issues systematically. For instance, library managers displaying sedentary leadership behaviors expect librarians to resolve problems on their while not his/her direct supervision. Moreover, capitalistic leaders don't give the vision to be achieved by followers (Avolio, B.J., & Bass, 1991).

Bass (1990) considers every leader display each of the three same designs to some extent, representing the weather of the questionable "Full vary of Leadership Model (FRL)." during this FRL model; leadership effectiveness is ranged from extraordinarily active and practical to highly inactive and ineffective. Transformational leadership is highly functional and valuable with stress on development and alter (G. A. Yukl, 2013). (G. Yukl, 1999) posits that the present stress on the link between the transformational leader and subordinate ought to be complemented with a lot of structure perspective.

Research Methods

This study was conducted using the meta-aggregation method. This method is one of the metasynthetic models (Lewin, 2008). The synthesis is made according to the following steps: The first, formulation of research questions. According to the research objectives, the questions to be answered in this study are: (1) What are the characteristics of transformational leadership that are frequently used in the literature reviewed? (2) What are the effects of transformational leadership on the organization and its members? (3) What are the barriers to implementing a transformational leadership style? (4) What is the strategy needed for the application of the transformational leadership style to be effective (5) What are the implications of the results of this study for education in the era of the Covid 19 pandemic?

Second, systematic literature search. The source of the articles analyzed in this study were searched using the Search Engine for Research Articles-SEforRA (https://www.seforra.com/). The search was carried out using the keyword "transformational leadership". The search year is limited to 2001-2021. The search results were 1067 articles. In addition, researchers searched for articles through Google Scholar. The keywords used are: first, (Transformational *) AND (leadership *) AND (education * OR school * OR learning * OR academic * OR institute * OR polytechnic *) AND (qualitative * OR mix method *). Second, with the same keywords added with the word "AND covid *). The results found 104,000 articles. Second, with the same keywords added with the word "AND covid *), the results were found 6,310 articles.

Third, filter articles by the criteria for the articles to be reviewed were (1) international journal articles in English; (2) articles published in 2001-2020; (3) articles containing the results of qualitative research or mix methods; (4) articles constituting the results of research in the field of education at all levels and types journal articles in English; (2) articles published in 2001-2020; (3) articles containing the results of qualitative or mix methods research; (4) articles constituting the results of research in the field of education at all levels and types. The exclusion criteria consist of (1) articles were written in languages other than English; (2) proceeding articles; (3) articles containing the results of empirical research using quantitative methods; (4) articles containing research results in fields other than education.

Findings & Discussion

The selection results showed that there were 31 articles that met the inclusion criteria. Based on the year of publication, these articles can be classified as follows:

Table. Articles that are the object of study

Year	Total	References
2011	1	(Bottery, 2001)
2007	1	(Friedman, 2007)
2008	2	(Kezar & Eckel, 2008); (Anderson, 2008)
2009	2	(Poutiatine, 2009); (Pounder, 2009)
2010	2	(Hallinger, 2010); (Chipunza & Gwarinda, 2010)
2012	1	(Balyer, 2012)
2013	2	(Oord, 2013); (Argia & Ismail, 2013)
2014	5	(Santamaría & Jean-Marie, 2014); (Browning, 2014); (Clapp-smith & Wernsing, 2014); (Sucozhañay et al., 2014); (Hewitt, Davis, & Lashley, 2014)
2016	3	(Mattar, 2016); (Litz & Scott, 2016); (Beauchamp et al., 2016)
2017	3	(Lodders & Meijers, 2017); (Ismaya, 2017); (Ann et al., 2017)
2018	3	(Sweetman, 2018); (Zacharo, 2018); (Kouni, Koutsoukos, & Panta, 2018)
2019	3	(Umiarso; & Muhith, 2019); (Maryam, Ezzati; Jafar, Pashaei; Hossein Mohammad & Mirmahmood, 2019); (Owusu-Agyeman, 2019)
2020	3	(Wilson, 2020); (Berkovich, 2020); (Izzah, 2020)
Total	31	

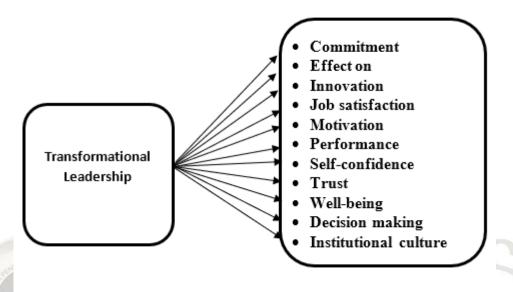**Characteristics of Transformational Leadership**

Based on an analysis of 32 articles related to the topic of this paper, it was found that the most often used as a reference for the characteristics of national leadership is the view of Leithwood and Bass. There are 6 studies that refer to Leithwood's theoretical model (Anderson, 2008; Hallinger, 2010; Hewitt et al., 2014; Browning, 2014; Mattar, 2016). According to Leithwood, transformational leadership has 8 dimensions, namely individualized support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectations, modeling. The view that more researchers refer to is Bass's theory. There are 17 studies that refer to Bass's theory.; (Ismaya, 2017; Ann et al., 2017; Balyer, 2012; Kouni et al., 2018; Chipunza & Gwarinda, 2010; Argia & Ismail, 2013; Friedman, 2007; Kezar & Eckel, 2008; Oord, 2013; Santamaría & Jean-Marie, 2014; Sucozhañay et al., 2014; Zacharo, 2018; Beauchamp et al., 2016; Litz & Scott, 2016; Umiarso; & Muhith, 2019; Berkovich, 2020). According to Bass, there are 4 characteristics or dimensions of transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Maryam, Ezzati; Jafar, Pashaei; Hossein Mohammad & Mirmahmood, 2019).

A leader who is committed to constructive change for the progress of the organization, is required to be able to give an ideal influence or be a role model for his followers in saying, behaving and acting; able to give individual consideration (full attention to followers); can provide inspirational motivation (become a driving force for followers), and provide intellectual stimulation or creatively challenge followers. Several other researchers tried to combine the Bass and Leitwood theory (Lodders & Meijers, 2017) and others. But basically they refer to the two theories above.Therefore the characteristics of transfomational leadership that were generally used by previous researchers were idealized influence, individual consideration, inspirational motivation and intellectual stimulation.

The Impact of Transformational Leadership

The findings of previous researchers indicate that transformational leadership that is applied correctly and consistently will have a positive impact both individually and organizationally. The variables that are influenced by transformational leadership can be seen in the figure below

Figure. The influence of transformational leadership

The figure above shows that a person who leads with a transformational leadership style has a positive effect on the behavior of organizational members. The findings of previous researchers indicate that transformational leadership has a positive effect on innovation (Lodders & Meijers, 2017; Owusu-Agyeman, 2019, commitment (Zacharo, 2018), motivation (Mattar, 2016; Beauchamp et al., 2016; Owusu-Agyeman, 2019; Savitri & Sudarsyah, 2021), self-confidence (Beauchamp et al., 2016), well-being (Beauchamp et al., 2016), job satisfaction (Berkovich, 2020; Kouni, Koutsoukos, & Panta, 2018; Savitri & Sudarsyah, 2021; Kouni et al., 2018), performance (Balyer, 2012), trust (Browning, 2014). Meanwhile at the organizational level, transformational leadership has a positive effect on institutional culture (Umiarso; & Muhith, 2019), the practice of TQM (Argia & Ismail, 2013) in decision making in organizations (Berkovich, 2020; Owusu-Agyeman, 2019).

Barriers to Implementing Transformational Leadership

Transformational leadership style is not a ready-made recipe without being influenced by the social context. In fact, the social context is a source of obstacles in applying a transformational leadership approach (Hallinger, 2010). Previous research shows that there are several external and internal barriers to the application of transformational leadership styles in education. External obstacles include: first, political obstacles. A centralistic political education policy does not provide sufficient space for a leader to create and innovate for the sake of constructive change. This situation is not conducive to the implementation of a transformational leadership style (Bottery, 2001). Second, cultural barriers. Second, cultural barriers. The results of the study show that in a multicultural (multi-ethnic) context, black leaders are more difficult to become agents of change than white leaders (Kezar & Eckel, 2008). Likewise in the socio-religious context, various efforts to innovate while respecting and maintaining a unique culture with a background of certain beliefs (Litz & Scott, 2016). Third, the mentality of the school /

campus residents. Mentality that does not support the application of transformational leadership includes a transactional mentality (Friedman, 2007; Kezar & Eckel, 2008); resistance to change (Bottery, 2001; Maryam, Ezzati; Jafar, Pashaei; Hossein Mohammad & Mirmahmood, 2019; Sucozhañay et al., 2014). Many people feel uncomfortable with change. Because of that they in various ways resisted the change.

Transformational leadership cannot be applied if the leader does not have capable competencies. A transformational leader is a social architect (Bottery, 2001). To carry out this role, they must clearly and comprehensively understand the transformation process (Poutiatine, 2009). This is important so that the transformation has an impact on the progress of the organization. Lack of competence in this case is an internal obstacle to the application of transformational leadership. More than that, to bring about change, leaders need to have the competence to manage conflict. Thus, resistance attitudes from various parties can be properly resolved and the change agenda can be accepted and supported

Strategies for Implementing Transformational Leadership

In facing the various obstacles that exist, the right strategy is needed so that transformational leadership is effective in order to bring about the desired changes. Based on the results of previous research, several implementation strategies are offered. First, the implementation is carried out in stages. Kezar & Eckel offers the following stages. In the initial phase, the leader focuses on the dimensions of charisma and individual consideration (listening to subordinates); In the middle phase, the focus of a leader is more on providing motivation and individual consideration (focus on empowerment); and in the last phase, leaders are more focused on providing intellectual stimulation (Kezar & Eckel, 2008). Second, combine transformational leadership styles with other leadership styles, for example a combination with a democratic leadership style (Wilson, 2020), or with other leadership styles according to the context.

Implication for Education in Covid 19 Pandemic Era

In the era of the Covid 19 pandemic, many changes have occurred in the world of education. The work system changed from working in an office or school to working from home (Izzah, 2020). The main change is that the learning process is carried out online (Osman, 2020). The learning process takes place through various online media such as zoom meetings, google classroom, google meet, skype, and so on for the online learning. This change gave birth to many other changes related to the role of teachers, parents, facilities, financial consequences, increasing demands for mastery of technology, and so on.

In this situation, all stakeholders need to be involved and committed to the transformation process (Sá & Serpa, 2020). The desired transformation process can run if the leader has the competence as an agent of change. A transformational leadership style is needed in crisis situations like today because:

First, the psychological effects of Covid 19 are very negative for both educators, and education, parents and students. Many studies show that Covid 19 causes an increase in mental disorders such as stress, depression, anxiety, sadness, loneliness (Mahapatra & Sharma, 2020; Amaral-Prado, Borghi, Mello, & Grassi-Kassisse, 2020; Wong & Alias, 2021; Alfawaz et al., 2021; Wenjun et al., 2020; Lee, Ward, Chang, & Downing, 2020 ; Asiamah et al., 2021; Harris, 2020). Emotional stress like this is experienced by both students and teachers. There are students who experience repressive behavior. Meanwhile the teacher said that: *"they feel helpless in helping their students cope because they have not been able to process it themselves"* (Green, 2021). The leader needed in this situation is someone who is able to provide motivation,

raise enthusiasm, give hope. The inspirational motivational dimension of a leader is needed in these circumstances.

Second, the ability to motivate is not sufficiently shown in motivational words. A leader must be able to provide examples to stay calm in crisis situations. He has to be consistent. He says what he believes and lives or otherwise he lives what he says. subordinates see in him the consistency between words and actions. In this case, the idealized influence dimension of a leader needs to be demonstrated.

Third, Covid 19 brings many challenges to innovation. The only learning policy raises many problems. Therefore, there needs to be various innovations, for example innovation on the right assessment model for online learning (Osman, 2020), skills education models that need to be honed through practicum activities, especially practicums that require social contact, for example clinical skills training in medical education (Chang et al., 2021); or education of children with disabilities. Students with neurodevelopmental disorders such as autism need occupational, speech, and behavioral therapy. This will only work if done regularly (Mahapatra & Sharma, 2020). More than that, it is also necessary to innovate the collaboration model between schools and parents.

During the Covid 19 pandemic era, parental participation in children's education increased. This is certainly very encouraging. Parental participation in education as an important element of school-based management has increased. However, not a few parents also feel that they are not competent to assist their children in good learning due to limited supporting facilities and their limited education. Innovation is also needed to overcome disparities between teachers, parents and students in terms of online learning facilities. Some of them have adequate facilities such as computers, laptops, Android cellphones and internet networks. Meanwhile, there are people who are not supported by sufficient facilities to take part in online learning (Mahapatra & Sharma, 2020). In short, the Covid 19 crisis creates opportunities to create and innovate in the fields of technology and education. Innovation is needed to create effective learning, increase teacher competence in mastery of IT, and others. Therefore, a leader must be present to stimulate increased intelligence of subordinates and generate creativity.

Fourth, the many difficulties caused by the Covid 19 pandemic drained the energy of leaders. They will definitely be helpless working alone. The spirit of leadership that is needed and must be improved during this crisis is shared / distributed leadership (Fahy, Murphy, Fu, & Nguyen, 2020). This is closely related to the fourth dimension of transformational leadership, namely individual consideration. A leader must be able to empower and delegate certain tasks to his subordinates. This is in line with what Haris said that the crisis demands a change in leadership style in education towards distributed, collaborative and networking practices (Harris, 2020). In order to increase the effectiveness of online learning, educators and education personnel need to be empowered to have intelligence (Chang et al., 2021); (Mahapatra & Sharma, 2020). By delegating and empowering a leader, it can maximize the performance of educators and education personnel so that the educational process can run effectively (Nurhayati & Sudarsyah, 2021). Empowerment is carried out to increase teacher capacity, for example through training activities. This in turn will have an effect on improving teacher performance (Savitri & Sudarsyah, 2021). The most capacity to be improved is intelligence or the ability to master technology (Chang et al., 2021); (Mahapatra & Sharma, 2020). So all dimensions of transformational leadership are needed in carrying out educational leadership roles in the Covid 19 pandemic era.

Conclusion and Summary

Characteristics of transformational leadership include idealized influence (charisma), inspirational motivation, individual consideration, and intellectual stimulation. Transformational leadership impacts on innovation, motivation, self-confidence, well-being, job satisfaction, performance, trust, institutional culture, practice of TQM and decision making. However, there are several obstacles in its application, such as transactional culture, centralization of education, cultural diversity, and others. Therefore, the implementation strategy can be carried out in stages and / or combining it with other leadership styles according to the context.

The Covid 19 pandemic presents many challenges to the world of education. All stageholders are required to be committed to the transformation process. To lead this change requires a transformational leadership style. All dimensions of transformational leadership are needed in carrying out educational leadership roles in the Covid 19 pandemic era.

Bibliography

Alfawaz, H., Yakout, S. M., Wani, K., Aljumah, G. A., Ansari, M. G. A., Khattak, M. N. K., … Al-Daghri, N. M. (2021). Dietary intake and mental health among Saudi adults during COVID-19 lockdown. *International Journal of Environmental Research and Public Health*, *18*(4), 1–11. https://doi.org/10.3390/ijerph18041653

Amaral-Prado, H. M., Borghi, F., Mello, T. M. V. F., & Grassi-Kassisse, D. M. (2020). The impact of confinement in the psychosocial behaviour due COVID-19 among members of a Brazilian university. *International Journal of Social Psychiatry*. https://doi.org/10.1177/0020764020971318

Anderson, K. D. (2008). *Transformational teacher leadership : decentring the search for transformational leadership*. *2*(2), 109–123.

Ann, B., White, A., Pearson, K., Bledsoe, C., Hendricks, R., Ann, B., … White, A. (2017). Transformational Leadership : The Nexus Between Faith and Classroom Leadership Transformational Leadership : The Nexus Between Faith and Classroom Leadership. *Christian Higher Education*, *16*(5). https://doi.org/10.1080/15363759.2017.1288589

Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *Leadership Quarterly*. https://doi.org/10.1016/S1048-9843(03)00030-4

Argia, H. A. A., & Ismail, A. (2013). The Influence of Transformational Leadership on the Level of TQM Implementation in the Higher Education Sector. *Higher Education Studies*, *3*(1), 136–146. https://doi.org/10.5539/hes.v3n1p136

Asiamah, N., Opuni, F. F., Mends-Brew, E., Mensah, S. W., Mensah, H. K., & Quansah, F. (2021). Short-Term Changes in Behaviors Resulting from COVID-19-Related Social Isolation and Their Influences on Mental Health in Ghana. *Community Mental Health Journal*, *57*(1), 79–92. https://doi.org/10.1007/s10597-020-00722-4

Avolio, B.J., & Bass, B. . (1991). *The full range of leadership development: Basic and advanced manuals*. Binghamton, NY: Bass, Avolio & Associates.

Balyer, A. (2012). Transformational Leadership Behaviors of School Principals: A Qualitative Research Based on Teachers' Perceptions. *International Online Journal of Educational Sciences*, *4*(3), 581–591. Retrieved from http://www.iojes.net/userfiles/article/iojes_949.pdf

Bass, B.M., & Riggio, R. E. (2006). *Transformational Leadership*. Mahwah, NJ: Lawrence Erlbaum.

Bass, B. M. (1990). From transactional to determining for a group of loyal transformational leadership: learning to followers, the direction, pace, and share vision. *Organizational Dynamics*.

Beauchamp, M. R., Scarlett, L. J., Ruissen, G. R., Catherine, E., Mcbride, C. B., Casemore, S., … Ginis, K. A. M. (2016). Peer mentoring of adults with spinal cord injury : a transformational leadership perspective. *Disability and Rehabilitation*, 0963–8288. https://doi.org/10.3109/09638288.2015.1107773

Berkovich, I. (2020). *School leaders and transformational leadership theory : Time to part ways ?* (August 2016). https://doi.org/10.1108/JEA-11-2015-0100

Bottery, M. (2001). Globalisation and the UK Competition State : No room for transformational leadership in education ? *School Leadership & Management: Formerly School Organisation*, *21*(2), 200–218. https://doi.org/10.1080/13632430120054772

Browning, P. (2014). Why trust the head ? Key practices for transformational school leaders to build a purposeful relationship of trust. *International Journal of Leadership in Education*, *17*(4), 388–409. https://doi.org/10.1080/13603124.2013.844275

Castiglione, J. (2006). Organizational learning and transformational leadership in the library environment. *Library Management*. https://doi.org/10.1108/01435120610668223

Chang, T. Y., Hong, G., Paganelli, C., Phantumvanit, P., Chang, W. J., Shieh, Y. S., & Hsu, M. L. (2021). Innovation of dental education during COVID-19 pandemic. *Journal of Dental Sciences*, *16*(1), 15–20. https://doi.org/10.1016/j.jds.2020.07.011

Chipunza, C., & Gwarinda, S. A. (2010). Transformational leadership in merging higher education institutions: A case study. *SA Journal of Human Resource Management*, *8*(1), 1–10. https://doi.org/10.4102/sajhrm.v8i1.195

Clapp-smith, R., & Wernsing, T. (2014). The transformational triggers of international experiences. *Journal of Management Development*, *33*(7). https://doi.org/10.1108/JMD-05-2012-0063

Friedman, A. A. (2007). Beyond mediocrity: transformational leadership within a transactional framework. *International Journal of Leadership in Education: Theory and Practice*, (September 2014), 37–41. https://doi.org/10.1080/1360312042000213877

Green, A. (2021). How is COVID-19 impacting education? *Https://Education.Tamu.Edu/How-Is-Covid-19-Impacting-Education/*.

Hallinger, P. (2010). *Leading Educational Change : reflections on the practice of instructional and Leading Educational Change : reflections on the practice of instructional and transformational leadership*. (September 2013), 37–41. https://doi.org/10.1080/0305764032000122005

Harris, A. (2020). COVID-19 – school leadership in crisis? *Journal of Professional Capital and Community*, *5*(3–4), 321–326. https://doi.org/10.1108/JPCC-06-2020-0045

Hewitt, K. K., Davis, A. W., & Lashley, C. (2014). Transformational and Transformative Leadership in a Research-Informed Leadership Preparation Program. *Journal of Research on Leadership Education*, *9*(3), 225–253. https://doi.org/10.1177/1942775114552329

Ismaya, B. (2017). The implementation of "transformational leadership" in developing academic quality (a case study at UII Yogyakarta). *Journal of Educational Administration Research Review*, *01*(1), 13–20.

Izzah, N. S. S. (2020). The Role of Motivation and Leadership Style in Improving the Quality of Employee Performance in Covid-19 Pandemic Period: A Case study of Private Universities in Jakarta. *Technium Social Sciences Journal*, *13*, 320–333.

James M. Kouzes, B. Z. P. (2012). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (5 th ed). San Fransisco.

Jantz, R. C. (2012). Innovation in academic libraries: An analysis of university librarians' perspectives. *Library and Information Science Research*. https://doi.org/10.1016/j.lisr.2011.07.008

Kezar, A., & Eckel, P. (2008). *Advancing diversity agendas on campus : examining transactional and transformational presidential leadership styles*. (October), 379–405. https://doi.org/10.1080/13603120802317891

Kouni, Z., Koutsoukos, M., & Panta, D. (2018). Transformational Leadership and Job Satisfaction : The Case of Secondary Education Teachers in Greece. *Journal of Education and Training Studies*, *6*(10), 158–168. https://doi.org/10.11114/jets.v6i10.3451

Lee, S. J., Ward, K. P., Chang, O. D., & Downing, K. M. (2020). *Since January 2020 Elsevier has created a COVID-19 resource centre with free information in English and Mandarin on the novel coronavirus COVID- 19 . The COVID-19 resource centre is hosted on Elsevier Connect , the company ' s public news and information* . (January).

Lewin, S. (2008). *Methods to Synthesise Qualitative Evidence Alongside a Cochrane Intervention Review*. London: London School of Hygiene and Tropical Medicine.

Litz, D., & Scott, S. (2016). Transformational leadership in the educational system of the United Arab Emirates. *Educational Management Administration & Leadership*, *45*(4), 566–587. https://doi.org/10.1177/1741143216636112

Lodders, N., & Meijers, F. (2017). Collective learning , transformational leadership and new forms of careers guidance in universities. *British Journal of Guidance & Counselling*, *0*(0), 1–15. https://doi.org/10.1080/03069885.2016.1271864

Mahapatra, A., & Sharma, P. (2020). Education in times of COVID-19 pandemic: Academic stress and its psychosocial impact on children and adolescents in India. *International Journal of Social Psychiatry*, 10–12. https://doi.org/10.1177/0020764020961801

Maryam, Ezzati; Jafar, Pashaei; Hossein Mohammad, A., & Mirmahmood, S. V. (2019). Role of Transformational Leadership and Philosophical Mindset in Teachers. *Journal of Education, Society and Behavioural Science*, *30*(1), 1–10. https://doi.org/10.9734/JESBS/2019/v30i130121

Mattar, D. M. (2016). Lebanese cherishing a transformational educational leader. *International Journal of Educational Management*, *30*(6), 1045–1071.

Nurhayati, N., & Sudarsyah, A. (2021). Quality Assurance of Transformational Leadership in Education. *Proceedings of the 4th International Conference on Research of Educational Administration and Management*, *526*(Icream 2020), 76–80.

Oord, L. Van. (2013). *Towards transformative leadership in education*. (December 2014), 37–41. https://doi.org/10.1080/13603124.2013.776116

Osman, M. E. T. (2020). Global impact of COVID-19 on education systems: the emergency remote teaching at Sultan Qaboos University. *Journal of Education for Teaching*, *46*(4), 463–471. https://doi.org/10.1080/02607476.2020.1802583

Owusu-Agyeman, Y. (2019). Transformational leadership and innovation in higher education: a participative process approach. *International Journal of Leadership in Education*, *00*(00), 1–23. https://doi.org/10.1080/13603124.2019.1623919

Pounder, J. S. (2009). *Transformational classroom leadership : a basis for academic staff development*. 28(4), 317–325. https://doi.org/10.1108/02621710910947353

Poutiatine, M. I. (2009). *What is Transformation ?: Nine Principles Toward an Understanding Transformational Process for Transformational Leadership*. https://doi.org/10.1177/1541344610385249

Sá, M. J., & Serpa, S. (2020). The covid-19 pandemic as an opportunity to foster the sustainable development of teaching in higher education. *Sustainability (Switzerland)*,

12(20), 1–16. https://doi.org/10.3390/su12208525

Santamaría, L. J., & Jean-Marie, G. (2014). Cross-cultural dimensions of applied, critical, and transformational leadership: women principals advancing social justice and educational equity. *Cambridge Journal of Education*, Vol. 44, pp. 333–360. https://doi.org/10.1080/0305764X.2014.904276

Savitri, E., & Sudarsyah, A. (2021). Transformational Leadership for Improving Teacher ' s Performance During the Covid-19 Pandemic. *Proceedings of the 4th International Conference on Research of Educational Administration and Management*, *526*(Icream 2020), 308–312. Atlantis Press.

Sucozhañay, D., Siguenza-guzman, L., Zhimnay, C., Cattrysse, D., Wyseure, G., Witte, K. De, & Euwema, M. (2014). Transformational Leadership and Stakeholder Management in Library Change. *Liber Quaarterly*, *24*(2), 55–83.

Sweetman, M. M. (2018). A Qualitative Exploration of Transformative Learning within an Online Leadership Course. *Journal of Occupational Therapy Education*, *2*(2). https://doi.org/10.26681/jote.2018.020206

Umiarso;, & Muhith, A. (2019). Construction organizational culture in gender pesantren through kiai's transformational leadership. *Akademika*, *24*(1), 68–94.

Wenjun, C., Ziwei, F., Guoqiang, H., Mei, H., Xinrong, X., Jiaxin, D., & Jianzhong, Z. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, *287*(March 20, 2020), 1–5. Retrieved from http://www.embase.com/search/results?subaction=viewrecord&from=export&id=L2005 406993%0Ahttp://dx.doi.org/10.1016/j.psychres.2020.112934

Wilson, D. E. (2020). Moving toward democratic-transformational leadership in academic libraries. *Library Management*, *41*(8), 731–744. https://doi.org/10.1108/LM-03-2020-0044

Wong, L. P., & Alias, H. (2021). Temporal changes in psychobehavioural responses during the early phase of the COVID-19 pandemic in Malaysia. *Journal of Behavioral Medicine*, *44*(1), 18–28. https://doi.org/10.1007/s10865-020-00172-z

Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly*. https://doi.org/10.1016/S1048-9843(99)00013-2

Yukl, G. A. (2013). Leadership in Organizations Global Edition - Contents. In *Pearson Education Limited*.

Zacharo, K. (2018). Connection of Teachers ' Organizational Commitment and Transformational Leadership . A Case Study from Greece. *International Journal of Learning, Teaching and Educational Research*, *17*(8), 89–106.

About the Author:

Chief Researcher
Suryadi
Universitas Negeri Jakarta, Indonesia

Researcher Member
Neti Karnati
Universitas Negeri Jakarta, Indonesia
Fransiskus Sawan
Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia
Santi Anugrahsari
Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia