

TRANSFORMATION OF PRINCIPAL LEADERSHIP IN THE 5.0 ERA

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Abstract: *The leadership of school principals plays a crucial role in the success of educational organizations, especially in facing the Society 5.0 era that integrates technological advancements with human values. Leadership transformation in this era demands school principals to become adaptive, visionary, and innovative change agents, capable of leveraging digital technology and developing an inclusive and collaborative school culture. This literature review identifies four main trends in the transformation of school leadership, namely the strengthening of digital leadership, the development of collaborative leadership, the integration of spiritual values, and the need for a contextual adaptive leadership model. The study results affirm that continuous professional development and policy support are key to the success of school principals in leading sustainable and relevant educational transformations in response to contemporary challenges. This transformation is not just an administrative change, but rather a holistic and humanistic paradigm shift in creating an adaptive and competitive education system.*

Keywords: *Transformation; Leadership; School Principal; Society 5.0 Era.*

Introduction

The leadership of a principal is one of the most important aspects in an educational organization, as the principal acts as the captain who determines the direction, policies, and success of the school they lead. It cannot be denied that the success of an organization is greatly determined by its leader (Gistituati, 2021). In the current era, school principals are required to adapt to increasingly sophisticated and dynamic changes of the times. The 5.0 era, also known as Society 5.0, has brought significant changes in various aspects of life, especially in the field of education. The transformation of school leadership in the 5.0 era demands a high level of adaptability to innovative and flexible changes, as the role of the principal not only impacts managerial processes but also serves as a source of inspiration for teachers, staff, students, and the entire school community. School principals in this era need to possess skills in optimally utilizing digital technology and various resources to create a learning environment that supports the holistic development of students—academically, socially, and emotionally (Riski et al., 2021). Therefore, the concept of Society 5.0 emphasizes the importance of integrating technological advancements with humanitarian values and character education. In the context of leadership transformation, school principals are not only expected to act as administrative managers but also to think in a visionary, strategic, and progressive manner. They must be able to design educational directions and policies that are relevant to the needs of the times, as well as encourage sustainable positive changes within the school environment. Transformative leadership is the key to creating educational institutions that are adaptive, inclusive, and future-oriented.

Transformation is a combination of adaptive leadership styles and the utilization of digital technology to achieve comprehensive digital transformation (Tulungen et al., 2022). A leader in the digital era is required to possess characteristics, competencies, and leadership behaviors that can drive the achievement of digital transformation goals, both in managerial aspects, learning, and organizational culture development. Digital leaders must be visionary, open to innovation, responsive to change, and capable of integrating technology with human values to create a collaborative, effective, and future-oriented work environment. The leadership transformation referred to here pertains to the change and shift in paradigm from a conventional and less vision-oriented leadership style to a more visionary, inspirational, and transformative leadership (Arif, 2024). In this context, leaders not only perform administrative functions but also act as change agents who can mobilize, empower, and inspire all members of the organization to achieve common goals more effectively and sustainably (Aprillia, 2022). The rapid development of technology in the Society 5.0 era marks a significant shift in all aspects of life, including the field of education. This era demands the integration of artificial intelligence (AI), big data, and digital technology

into daily educational practices. Schools are no longer sufficient just by performing conventional teaching functions; they must become centers of innovation, collaboration, and lifelong learning (Harris & Etiyasningsih, 2023). In this context, the principal plays a crucial role as an agent of change. They are expected not only to perform administrative tasks but also to lead the transformation of the school's organizational culture, nurture teachers to be digitally literate, and ensure that the teaching and learning process meets the challenges of the times.

However, amidst these ideal demands, the reality on the ground shows a significant gap between the vision of leadership transformation in the Society 5.0 era and the actual capacity of school principals in Indonesia. Data from Kemendikbudristek (2023) shows that only 37% of school principals actively utilize digital platforms such as Rapor Pendidikan, the Merdeka Mengajar Platform (PMM), or other data-based management systems in the decision-making and school evaluation processes. On the other hand, the school digitization program through the Digital School and Madrasah Reform policies has not been running optimally, especially in the 3T areas (Underdeveloped, Frontier, and Outermost) which face serious obstacles in terms of infrastructure and digital literacy. The problem becomes even more complex because the leadership training available for school principals is still predominantly administrative and has not fully addressed the aspects of transformational leadership based on technology and innovation. However, in the field, the phenomenon actually shows a gap between the ideal demands of 5.0 era leadership and the current reality of school leadership. Many school principals have not fully understood the concept of Society 5.0, have not been able to maximize the use of technology in decision-making, and are struggling to move all elements of the school towards sustainable digital transformation. Many school principals are still oriented towards routine management, making them less responsive to the dynamic changes occurring in the current education ecosystem. The lack of internal school regulatory support and the still weak culture of innovation are also major obstacles. As a result, the expected transformation in leadership, which was supposed to be the driving force behind educational change, is actually stagnating in many educational institutions. This phenomenon shows that leadership transformation in the 5.0 era is not just about adapting to technology, but also demands a paradigm shift in how to lead, make decisions, and build a collaborative, creative, and data-driven school ecosystem. Therefore, it is important to delve deeper into how school leadership is currently transforming within the framework of Society 5.0, as well as how policies and practices at the educational unit level can be adjusted to support this transformation in a more concrete and contextual manner.

Method

This research uses a literature review approach as the main method for data collection and analysis. This approach was chosen because it is relevant for examining theoretical concepts, policies, and best practices related to the transformation of school leadership in the 5.0 era. This method also allows the author to identify research gaps and provide a comprehensive synthesis of thoughts from various relevant scientific sources (Waruwu, 2022). This method also emphasizes the strength in interpreting ideas and concepts, rather than merely collecting descriptive data. Therefore, the main focus of this research is on the construction of critical understanding of existing literature, so as to produce a synthesis of thought that contributes conceptually to the discourse on education and sustainable development. Thus, the literature review method in this research not only serves as a tool for gathering information but also as a reflective approach to re-examine the evolving narratives about the relationship between school leadership transformation and the 5.0 era.

Findings and Discussion

Findings

The transformation of school principal leadership is an important aspect in addressing the ever-evolving challenges of the times, especially in the era of Society 5.0. In this era, technological advancements have become integrated into daily life and are inseparable from the educational process (Rozi & Badriyah, 2024). The principal, as the main actor in educational management, is required to bring innovation and creativity into their role. Leadership transformation is not just about changing leadership styles, but rather a systemic push towards school advancement through the utilization of digital technology and a more humanistic approach (Prastiwi & Widodo, 2023). Leadership transformation in this era encompasses a shift from administrative orientation to transformational leadership that is more strategic and adaptive. This arises not only from the personal need for self-actualization but also from a collective awareness to give the best for the growth of the school organization. This perspective aligns with the view that humans, performance, and organizations are interrelated elements (Kuswaeri, 2023). Changes in societal lifestyles due to technological advancements also affect the dynamics of education, requiring school principals to be leaders who are responsive to the times (Haryanti & Purbojo, 2024). In the context of Society 5.0, school principals no longer serve merely as administrative managers, but also as

transformational leaders capable of directing, inspiring, and shaping an adaptive and innovative school culture (Fauziana et al., 2024). This demands visionary leadership capable of reading global change directions and formulating long-term strategies for school development (Windryani et al., 2022). From the results of the literature review, it was found that the transformation of school principal leadership in the Society 5.0 era encompasses four main trends, namely: strengthening digital leadership, developing collaborative leadership, integrating spiritual values, and the need for leadership models that are adaptive to the complexities of the times.

1. Strengthening Digital Leadership

Literature shows that digital competence has become a central element in school leadership in the Society 5.0 era. Principals are required to be able to design, implement, and evaluate technology-based policies and programs, such as the use of Learning Management Systems (LMS), digital platforms, and educational social media (Wibowo, 2017). The role of the principal as a digital leader is crucial in creating a digital culture in schools and ensuring that technological transformation runs comprehensively and sustainably. However, there is still a gap between policy expectations and the actual conditions in schools, especially in underdeveloped areas with minimal infrastructure and human resource support (Setiasih et al., 2024).

2. Collaborative Leadership

As the complexity of educational challenges increases, there is a growing need to implement collaborative leadership. Principals can no longer rely on a single leadership style; instead, they must be able to build solid work networks with various parties, both internal and external. This includes strategic partnerships with teachers, parents, the community, the business world, and government institutions (Ulfa et al., 2022). Collaborative leadership is considered effective in increasing school community participation, strengthening public trust, and promoting sustainable innovation (Randy et al., 2019). The concepts of distributed leadership and shared decision-making are increasingly recommended approaches in the 5.0 era leadership literature.

3. Integration of Spiritual Values

In the context of Indonesian education, which is rich in religious values and local culture, the transformation of school principal leadership must also accommodate the spiritual dimension. Several studies on madrasahs and Islamic-based schools show that leadership based on spiritual values can create a school culture that is humanistic, ethical, and character-oriented (Musthofa et al., 2023). The principal, as a spiritual leader, is expected to be a role model in honesty, integrity, and responsibility. The integration of these spiritual aspects is important to balance digital orientation with human values in the educational process.

4. The Need for an Adaptive and Contextual Leadership Model

Although various literature has reviewed the characteristics of school principal leadership in the digital era, such as visionary, innovative, and collaborative, there is still a gap in the form of a comprehensive and contextual conceptual model for the Society 5.0 era. Most articles only mention the characteristics without systematically linking them to the local challenges faced by schools in Indonesia (R. Dewi et al., 2025). This condition indicates an urgent need to formulate an integrative, contextual, and field-reality-based leadership framework.

This model is expected to guide training, professional development, as well as recruitment and evaluation policies for school principals more effectively. Thus, the study results indicate that the transformation of school leadership in the Society 5.0 era is not merely a technological demand, but rather a comprehensive paradigm shift in the perspective and practices of educational leadership. Principals are required to lead with a holistic approach that combines digital innovation, the strengthening of collaborative and spiritual values, and sensitivity to the ever-changing social dynamics. The four main dimensions – digital, collaborative, spiritual, and adaptive – identified through the literature review, serve as the initial conceptual foundation for formulating a new leadership model that is relevant to the current challenges and needs of Indonesian education. However, these results also indicate a gap in context-based leadership models in Indonesia that can be widely adopted. Therefore, further studies based on field research are essential to test, deepen, and develop this conceptual model in various types of schools, both public and private, as well as at different educational levels. Empirical research that includes primary data, such as case studies, interviews, or direct observations, is crucial to fill this gap and ensure that the developed leadership concepts are not only normative but also applicable and relevant to the realities on the ground.

Discussion

The results of the literature review indicate that the transformation of school leadership in the era of Society 5.0 involves complex paradigm shifts. Not only does it demand mastery of digital technology, but it also requires a comprehensive adjustment in leadership approaches. This discussion emphasizes four main complementary trends that form an important foundation for realizing effective and relevant leadership in this era, namely: digital leadership, collaborative leadership, integration of spiritual values, and the need for an adaptive leadership model.

1. First, strengthening digital leadership has become crucial considering that the digitalization of education has now become a basic necessity. Principals with digital competencies are able to strategically manage technological resources to support the learning process and school administration. However, the implementation of digital leadership still faces significant challenges, especially in areas with limited infrastructure and adequate human resources. This condition indicates that, in addition to developing the capacity of school principals, policy interventions are also needed to promote equitable access to technology so that digital transformation can run optimally across all layers of education.
2. Second, collaborative leadership emerges as a response to the increasingly diverse and multidimensional complexities of educational challenges. The principal no longer serves as the sole authority but rather as a facilitator who empowers various parties within the school community to actively participate in decision-making and innovation. This approach aligns with the concept of distributed leadership, which is widely recommended in recent literature, as it can enhance participation and a sense of ownership among school members regarding the changes and development of the school.
3. Third, the integration of spiritual values becomes an important dimension that distinguishes leadership transformation in the Indonesian context. The integration of spiritual and religious values in leadership practices not only strengthens moral and ethical aspects but also creates a school culture that is humanistic and oriented towards character development for students. This serves as a counterbalance to the dominance of technology in education, allowing school principals to lead with a holistic approach that considers the emotional and social well-being of the school community.
4. Fourth, the need for adaptive and contextual leadership models indicates that the development of school principal leadership theories and practices must be tailored to the local realities and specific challenges faced by schools in Indonesia. Many literatures are still normative and do not accommodate the diversity of conditions in the field. Therefore, the development of a more integrative and applicable leadership model is highly necessary. This model must integrate digital, collaborative, spiritual elements, as well as the ability to adapt to socio-economic dynamics and local culture in order to be effectively implemented.

Overall, the transformation of school leadership in the Society 5.0 era is not merely the application of new technology, but a comprehensive change in the paradigm and practices of leadership. This transformation demands a balance between digital innovation, collaboration, humanitarian values, and contextual sensitivity. Therefore, further research using empirical methods is greatly needed to develop and test leadership models that align with the needs and characteristics of schools in Indonesia. With this approach, school principals can become effective agents of change in creating quality and sustainable education in the era of Society 5.0.

A. The Strategic Role of the Principal as an Agent of Change

Every educational institution will always face demands and pressures, both from internal and external factors, to make changes. School changes are not something that can be avoided, but rather a necessity to meet the challenges of the times and fulfill the ever-evolving needs of students. Especially in the era of Society 5.0, where technology and human life are fully integrated, the education sector is required to continuously innovate to remain relevant and capable of producing generations that are adaptive, creative, and globally competitive. Effective change cannot be achieved merely through the implementation of temporary programs that stop once short-term goals are met. On the contrary, meaningful change must be sustainable, well-planned, executed with high commitment, and systematically evaluated. True change must be internalized in the mindset, attitudes, and actions of all school members, and institutionalized in the culture and daily governance. The principal must have a forward-looking vision to create an educational ecosystem that is adaptive to technological developments while still emphasizing the values of character, empathy, and collaboration. Humanistic leadership becomes important in facing the challenges of the times (Mawaddah et al., 2024).

B. Digital Leadership and Technology Literacy

Amid the rapid advancement of technology, it is crucial for school principals to possess strong digital and technological literacy skills. Digital literacy is not just the technical ability to operate devices, but also includes the ability to understand, evaluate, and manage information and technology to support the effective and adaptive management of schools. Many school principals realize that their technological literacy skills need to be continuously improved (AS & Anisah, 2020). As strategic leaders in educational institutions, principals are responsible for directing policies, learning processes, and school culture. Therefore, professionalism and leadership competence must be continuously developed to meet the challenges of the digital education world (Usman & Widyastuti, 2025). In the era of Society 5.0, which emphasizes the collaboration between humans and technology to create a better life, digital leadership becomes the main foundation of school transformation. Principals not only need to be tech-savvy but also become change agents by integrating technology into every

aspect of management and learning (Mayasari et al., 2023). The role of the principal in digital leadership includes:

- a. Becoming the driving force behind the school's digitalization with a clear vision and strategy in ICT development.
- b. Providing training spaces to continuously improve educators' digital literacy.
- c. Integrating a digital-based school management system for administration, monitoring, and data-driven decision-making.
- d. Building a digital culture that supports collaboration, innovation, and student-centered learning.
- e. Becoming a real example in the use of technology, both in management and daily interactions.
- f. Building networks and digital collaborations with the industrial world, universities, and technology communities to expand support for school development.

Thus, school principals must combine visionary leadership and technological mastery to create an adaptive, innovative school environment ready to face global challenges. Technological literacy becomes an important foundation for sustainable change oriented towards improving the quality of education.

C. An Inclusive and Innovative School Culture

Educational leadership in the era of Society 5.0 is becoming increasingly complex, and the social aspect is becoming very strategic. The school principal is not just an institutional manager, but also a social mover who builds strong, open, and meaningful relationships with the entire school community, including teachers, students, parents, the community, and external partners. Effective, empathetic, and participatory communication skills are crucial for creating a harmonious and comfortable school climate. The principal acts as a bridge connecting various interests and also as a mediator in resolving conflicts. On the other hand, the principal also serves as an active facilitator in building strategic partnerships with non-governmental organizations, the business world, and government/non-government institutions to support inclusive and sustainable education (Hanan et al., 2025). However, the implementation of an inclusive culture faces challenges such as the low understanding of educators regarding inclusive education, limited training, resources, and experts. In facing this, school principals need to lead creatively, solution-oriented, and innovatively through:

- a. Developing partnerships with external organizations and local communities to expand access to training, funding, and facilities.
- b. Optimizing the potential of internal resources, including the use of digital technology for inclusive and adaptive learning.
- c. Encouraging a collaborative culture that upholds the values of mutual respect, openness, and equality.

With inclusive, collaborative, and innovative leadership, school principals can create a friendly and adaptive educational ecosystem, ready to embrace the future in the transformation of education in the Society 5.0 era.

D. The Need for Continuous Professional Development

In the era of Society 5.0, which integrates digital technology and human life, the role of the school principal has changed significantly. Principals are not only required to perform administrative functions but also to become transformational leaders who drive change, create long-term visions, and build a school culture that is adaptive to global challenges. Therefore, continuous professional development becomes an absolute necessity for school principals to have adequate capacity to lead this transformation (A. P. Dewi & Rusdinal, 2020). Professional development is not just a one-time training, but a continuous learning process that enables the enhancement of competencies, the updating of insights, and the adjustment of leadership strategies in accordance with the times. The principal must be an inspiring leader capable of transforming learning, not just an institutional manager. In the digital-humanist era, school principals need space to learn, share, and collaborate. Thematic, practical, and needs-based training is very important and must be conducted continuously. Collaborative forums between schools become strategic platforms for sharing best practices, exchanging experiences, and strengthening local and national leadership solidarity.

However, sustainable professional development cannot proceed individually. Strong institutional support from the government, education departments, and educational institutions is essential. For example, the Ministry of Education and Culture has committed to supporting educational transformation through the provision of digital infrastructure, online training, and the strengthening of learning platforms that can be accessed by school principals and other educators (Nashrullah et al., 2025). Overall, the transformation of school leadership in the Society 5.0 era demands a holistic and visionary paradigm, where digital technology, human values, collaboration, and adaptability become the main pillars. Principals are not just administrators but also change agents capable of integrating technological innovations with a human touch to build an inclusive and sustainable school culture.

Sustainable professional development and appropriate policy support are essential for school principals to address the complexities of contemporary challenges and create education that meets the needs of future generations. Thus, this leadership transformation not only brings changes to the school system but also serves as an important foundation in realizing an adaptive, innovative, and competitive education system in the Society 5.0 era.

Conclusion

The transformation of school leadership in the Society 5.0 era is no longer optional, but a necessity. Principals are required to play a role beyond mere administrative managers, but as visionary leaders capable of directing change and creating an inclusive, innovative, and responsive school environment to digital challenges. Digital literacy and mastery of information technology are the main foundations in leading the learning process and school management that are integrated with the progress of the times. However, to ensure that this transformation proceeds consistently and sustainably, school principals need support in the form of ongoing professional training and inter-school collaboration forums as spaces for sharing best practices and strengthening leadership capacity. Additionally, the challenge of creating an inclusive school culture can be addressed through adaptive leadership strategies and openness to cross-sector collaboration. In this case, school principals must set an example in implementing lifelong learning and strengthening networks to support educational innovation. Thus, the quality of education in the Society 5.0 era heavily relies on the transformation of school leadership that is technology-based, collaborative, and oriented towards sustainable progress.

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