
**THE ROLE OF TRANSFORMATIONAL LEADERSHIP AND
PSYCHOLOGICAL CAPITAL TOWARDS KNOWLEDGE SHARING IN
CIREBON CITY STATE HIGH SCHOOL EDUCATIONAL INSTITUTIONS**

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Abstract

This study discusses the role of transformational leadership and psychological capital in knowledge sharing in educational institutions. This research focuses on leadership processes, especially in the education sector, and shows the influence of leadership and knowledge sharing in fostering innovative behavior. The research method involves quantitative analysis with a focus on high schools in Cirebon, Indonesia. Results show a strong correlation between transformational leadership, psychological capital, and knowledge sharing in stimulating innovative behavior.

Keywords: Leadership, Psychological, Knowledge, Education

INTRODUCTION

In this rapidly evolving age of knowledge, the practice of sharing knowledge in educational institutions, including high schools, is increasingly recognized as essential to achieving continuing education goals. Organizational leadership and the individual psychological capital of organizational members are considered very important components in fostering knowledge-sharing practices. Numerous studies have identified a range of factors that influence knowledge sharing, with research increasingly highlighting the important role of leadership in facilitating the process (Bryant, 2003; Connelly & Kevin Kelloway, 2003).

Transformational leadership, which refers to the ability to influence, motivate, and inspire others, has been shown to significantly improve organizational performance and engagement. This leadership style incorporates behaviors that affect both groups and individuals. Therefore, the complexity of the way transformational leadership affects knowledge sharing is more than a direct influence at the individual level (Li et al., 2014). However, transactional leadership is about how leaders and followers work together to meet each other's needs. It also helps maintain performance by meeting the needs of their followers (Purwanto et al., 2020). However, organizations achieve optimal performance when the leader and his subordinates work synergistically, a concept emphasized by the transformational leadership style. This leadership style emphasizes the development of teamwork, motivation, and cooperation at all levels of the organization to achieve the desired change (Bass & Riggio, 2006). With it being so important to create an environment that allows distributed knowledge to be created, organized, and integrated, the organization will gain a significant advantage. Research on knowledge management shows that when knowledge is shared, its value will always increase (Agistiawati et al., 2020). This can only be realized if educators are open to sharing what they have learned with their peers and if the corporate world is adept at knowledge management (Asbari, 2020; Asbari, Novitasari, Silitonga, et al., 2020; Yuwono et al., 2020; Asbari, Novitasari, Taruli Pebrina, et al., 2020). It is important to identify and understand the elements that encourage or inhibit educators' tendency to participate in knowledge-sharing activities (Asbari & Novitasari, 2021). And the psychological capital component is also predicted to increase knowledge-sharing

behavior. *Psychological capital* A person is a key factor in motivating them to share what they know.

An important step in improving individual learning, which in turn improves organizational performance, is to share what they know with each other with employees (M. T. Hansen, 2002; Müller, 2014; (Etezadi & Katzen, 2013). The positive psychological development in a person with the aim of developing his potential is known as his psychological wealth. Successful people exhibit a number of psychological traits, such as being able to get things done, having faith in one's ability to succeed both now and in the future, being stubborn and determined to succeed, being resilient, and being able to overcome obstacles (Peterson S. & Luthans F., 2003). Avey et al. (2010) Positivity in a person's cognitive resources is known as psychological capital. Every worker or employee who aspires to achieve professional achievement is part of a society that strives to preserve and maintain these assets (Avey et al., 2010).

Based on the above definition, it is reasonable to say that psychological capital is a state of mind in which people prioritize and work on improving their positive attributes and skills, such as optimism, confidence, self-efficacy, resilience, and ability. The ability to overcome obstacles. That is why the exchange of information and psychological capital go hand in hand. Workers who are emotionally and mentally well-beingd are more likely to maintain a happy attitude while working. A better concept of collectivity will in turn increase the desire to share knowledge (Chiu et al., 2018). However, employees with low psychological capital are usually exclusive and tend to be individualistic. This is especially true because they don't trust their co-workers, so they aren't willing to share knowledge (Mura et al., 2021). Therefore, there is strong evidence that there is a link between high psychological capital and more active knowledge-sharing behavior.

Based on the above background, the purpose of this study is to gain an understanding of the relationship between transformational leadership, psychological capital, and knowledge sharing behavior in high school teachers in Cirebon City. This study not only provides insight into the impact of transformational leadership and psychological capital on knowledge sharing behavior but also provides valuable insights into the development of strategies and policies to support the exchange of knowledge that More effective educational

institutions and better and enduring education management practices are our goals, and we believe this research will help us achieve those goals. Furthermore, the results of this study are expected to serve as a basis for further research in the fields of leadership, psychological capital, and knowledge sharing.

Relevant research on this topic includes a study by Lin (2007), which demonstrates that transformational leadership can enhance organizational knowledge through increased motivation and commitment of its members. Additionally, a study by Li et al. (2014) concluded that transformational leadership enhances knowledge sharing by creating an environment that supports collaboration and communication among organizational members. In the psychological context, research by Avey et al. (2010) indicates that psychological capital, including optimism, self-efficacy, and resilience, significantly contributes to knowledge-sharing behavior in the workplace. These findings are supported by the study of Mura et al. (2021), which shows that employees with high psychological capital are more likely to share knowledge compared to those with low psychological capital.

By summarizing this previous research, it is hoped that this study can make a broader contribution to understanding how transformational leadership and psychological capital influence knowledge-sharing behavior in educational settings. This study also aims to identify effective strategies for enhancing the culture of knowledge sharing in secondary schools in Cirebon City.

REVIEW OF LITERATURE

Transformational Leadership

Leadership in a transformational style is characterized by an emphasis on practical things, such as common goals, principles, and goals (Tucker & Russell, 2004). Each employee finds more purpose and strong relationships fostered by this leadership approach. Transformational leadership behavior consists of four parts, namely (Bass & Riggio, 2006): 1) Ideal influence is described as a type of leader who demonstrates confidence and trustworthiness and is respected and praised by followers; 2) Inspirational motivation concentrates on the way subordinates are encouraged and inspired to solve difficult tasks. As expected, the impact can boost group morale; 3) Intellectual motivation emphasizes leaders who seek to encourage their team members to be innovative, creative, or find new ways; 4)

Individual considerations emphasize the type of leader who attaches importance to the development and achievements of subordinates.

Because it is so influential on organizational progress, transformational leadership theory is very popular. The ability to inspire followers to put organizational goals first is a hallmark of transformational leaders (Hansen & Pihl-Thingvad, 2019).

The concept of transformational leadership is frequently linked to establishing goals and policies for corporate reorganization, employee competency development, and improving connections and networking with outside parties. This ownership approach, which is indicative of transformative leadership, is an efficient way to maximize digital innovation. Employee motivation can be essentially triggered by formulating a vision and establishing rules and directives. (Puni et al., 2018). When bringing about change in a company, transformational leadership is a powerful and effective leadership approach. Additionally, Basu notes that the ability of transformational leadership to shift workers' perspectives can hasten organizational change (Islam et al., 2021)

Psychological Capital

Capital is a concept in psychology that originated in positive psychology and is centered on the idea of "who you are" (Luthans et al., 2007). To be more specific, psychological capital is a human resource management approach that emphasizes individual positive attributes and strengths to drive innovation (Luthans et al., 2007). According to (Luthans et al., 2007), the positive psychological resources of the first order are psychological capital: optimism, hope, self-efficacy, resilience, and (iv) resilience. As a state of motivation that reveals the extent to which a person is able to face difficulties, hope is one component of psychological capital. Self-efficacy, or one's own ability, is defined as "the ability to complete a task effectively." People who are resilient or have endurance are people who are able to bounce back from setbacks, persevere even when the going gets tough, and in the end succeed. Hope for a better tomorrow is at the core of optimism.

According to study, having psychological capital makes people more enthusiastic and industrious at work, which improves their performance. A psychological capital can help one perform better at work, according to the study (Baig et al., 2021). Because it enables people to exert control over their environment and perform well, psychological capital is important

in some job environments. Psychological capital also functions as a controllable attitude that can increase a person's efficacy, hope, and optimism—particularly while they are working toward their objectives (Baig et al., 2021).

Knowledge Sharing

When employees create and share personal knowledge with other employees in an organizational context, knowledge is shaped and retained. According to (Wang and Ahmed, 2003), there are several ideal contexts that can be used to shape and disseminate organizational knowledge. The first context is related to the nature of the relationship or the environment of the organization. Trust, empathy, openness to knowledge sharing, and accessibility to help are traits that encourage knowledge sharing (Hsu, 2012). Management policies and actions fall into the second context. Employees will engage in this behavior if there are policies that support the creation and sharing of knowledge.

Knowledge is an important asset of organizations that is rarely realized. However, there are additional mechanisms needed to increase the benefits of knowledge for organizations. One of the important actions to maintain and acquire knowledge means sharing knowledge. Knowledge sharing is defined as social interaction in which people share experiences, knowledge, and skills with each other across organizations or departments (Lin, 2007). Knowledge sharing, according to this definition, is the methodical process of disseminating and transferring knowledge via a range of channels and media from one person to another who needs it (Liana & Rijanti, 2016), Knowledge sharing is a knowledge management approach or step that allows members of a group, organization, agency, or firm to exchange ideas, experiences, and scientific knowledge with other members of the group (Nurcahyo & Wikaningrum, 2020).

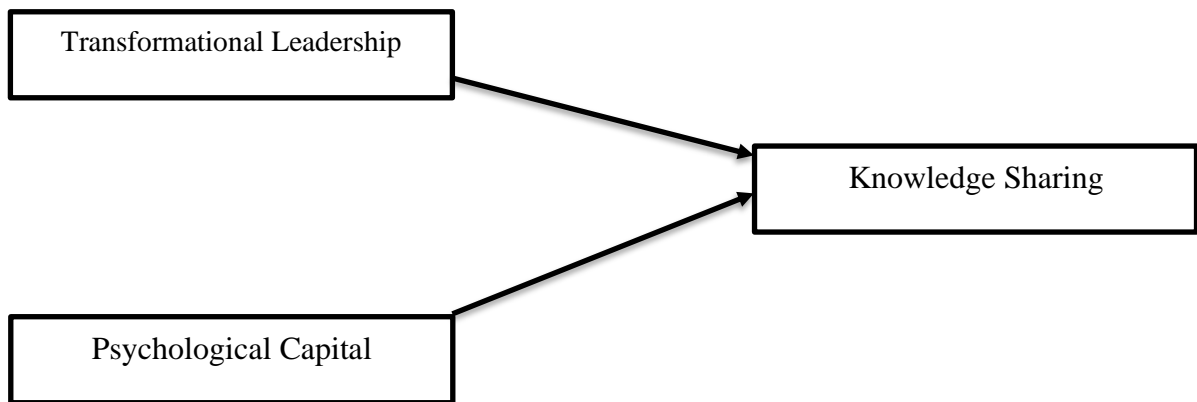
RESEARCH METHOD

Research is conducted in a naturalistic setting, which is why quantitative research methods are widely used in this field (Sugiyono, 2013). A quantitative research model was used in this study. This study aimed to know, through statistical evidence, the impact of transformational leadership and psychological capital characteristics on knowledge sharing.

Therefore, quantitative research methods are used. In the city of Cirebon, West Java, Indonesia, high school teachers were the subject of this study.

With a total of 9 high schools that we processed, 1 of them refused (did not give research permission), and 1 high school has not processed our questionnaire by the deadline for distributing it. The total questionnaire we received had 193 respondents' answers from 7 high schools in Cirebon City that granted research permits. The technique that the author uses is non-probability sampling.

However, referring to the book Hair Jr. et al. (2019), the minimum number of samples is 20 times the number of variables, or, as it can be said in this study, 60. The number of samples in this study was 193 (exceeding 60) (Hair Jr. et al., 2019). In addition, for data processing purposes, researchers usually use a sample size of more than 100 respondents. A questionnaire with a Likert scale was used to collect data. This study used multiple regression for its data analysis. Testing validity and reliability is the first step in data analysis.



RESULTS AND DISCUSSION

The following is a table of respondent characteristics obtained from the results of data processing:

Table 1
Characteristics of Respondents

Category	Description	Sum	Percent (%)
Gender	Man	63	32,6
	Woman	130	67,4
Age	< 25 Years	6	3,1
	20-29 Years	12	6,2

	30-39 Years	57	29,5
	40-50 Years	68	35,2
	> 50 Years	50	25,9
Education	S1	154	79,8
	S2	38	19,7
	S3	1	5
Employment Status	Honor	33	17,1
	PPPK	54	28,0
	PNS	106	54,9
Period of Service	<1 Year	6	3,1
	1-9 Years	67	34,7
	10-29 Years	106	54,9
	30-40 Years	14	7,3

Source: Data Processing Results, 2024

The table of respondents' characteristics clearly shows that women made up the majority of the study participants. Among the 193 educators surveyed, 130 were women (67.4%) and 63 were men (32.6%). The majority of respondents, comprising 68 educators, or 35.2% of the total respondents, were in the age group of 40–50 years. On the other hand, 154 educators (or 79.8% of the total) belonged to the "Strata 1" group of respondents who had a bachelor's degree or higher. With 106 respondents, which is 54.9% of the total respondents, civil servants are the most surveyed respondents. The general term of office for this position is 10-29 years.

Validity Test Results

Previous validity tests have shown that the instruments of knowledge sharing, psychological capital, and transformational leadership are reliable and valid. This is supported by the fact that the calculated r values for those variables exceed the r values of the relevant table (r table = 0.141 and $N = 193$ at a significance level of 0.05). So, it can be said that the research instruments used here measure the variables quite well.

Table 2
Instrument Validity Test Results

Knowledge Sharing		Psychological Capital		Transformational Leadership	
NO	R Calculate	NO	R Calculate	NO	R Calculate
1	0,701	1	0,657	1	0,733
2	0,748	2	0,735	2	0,835

3	0,671	3	0,667	3	0,888
4	0,601	4	0,639	4	0,865
5	0,665	5	0,523	5	0,851
6	0,733	6	0,528	6	0,855
7	0,651	7	0,650	7	0,862
8	0,682	8	0,694	8	0,894
				9	0,868
				10	0,841
				11	0,835
				12	0,843
				13	0,834
				14	0,857
				15	0,845
				16	0,813
				17	0,645
				18	0,808
				19	0,741
				20	0,610

Source: Data Processing Results, 2024

Reliability Test Results

From reliability tests, all research variables can be trusted. For example, the knowledge-sharing variable has Cronbach's alpha of 0.901, the psychological capital variable is 0.876, and the transformational leadership variable is 0.972. Cronbach's alpha > 0.6 indicates good reliability. It can be concluded that the measurement instruments used in this study can be relied upon to make precise measurements.

Table 3
Reliability Test

Variable	Cronbach's Alpha	N of Items
Knowledge Sharing	0,901	8

Psychological Capital	0,876	8
Transformational Leadership	0,972	20

Source: Data Processing Results, 2024

Model Summary Test Results

Based on the summary model table, the relationship between independent and dependent variables has a correlation value of 0.625. This shows that the relationship between the two falls into the strong category. In addition, the variables of transformational leadership and psychological capital have a coefficient of determination (R-squared) value of 0.391 against the knowledge sharing variable. This shows that the influence of transformational leadership variables and psychological capital on knowledge sharing is 39.1%, or can be rounded to 39 percent.

Tabel 4
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	,625a	,391	,384	3,15099	,391	60,944

a. Predictors: (Constant), Transformational Leadership, Psychological Capital

b. Dependent Variable: Knowledge Sharing

Source: Data Processing Results, 2024

Coefficient Test Results

The coefficient table shows that transformational leadership variables have a significant influence on knowledge sharing because the significance value (sig) < 0.05 (0.00). In addition, psychological capital variables also have significance values (sig) of 0.00 < 0.05. So, psychological capital has a significant effect on knowledge sharing.

Table 5
Coefficient Test
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,155	2,210		4,143	,000
	Psychological Capital	,396	,068	,372	5,818	,000

Transformational Leadership	,137	,024	,358	5,606	,000
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a. Dependent Variable: Knowledge Sharing

Source: Data Processing Results, 2024

Anova Test Results

The effect of transformational leadership and psychological capital on knowledge sharing was found to have significant values of $0.00 < 0.05$ when observed together. It is reasonable to accept Anova's hypothesis that knowledge sharing is adequately explained by the independent variables of transformational leadership and psychological capital.

Tabel 6
Model Anova
ANOVAb

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1210,203	2	605,101	60,944	,000a
	Residual	1886,461	190	9,929		
	Total	3096,663	192			

a. Predictors: (Constant), Transformational Leadership, Psychological Capital

b. Dependent Variable: Knowledge Sharing

Source: Data Processing Results, 2024

Discussion

The study found that in high schools in Cirebon, Indonesia, transformational leadership, psychological capital, and knowledge exchange have a positive relationship with each other. The results fit with the theory that information exchange can be influenced by transformational leadership and psychological wealth. Plus, the study supports the findings of previous studies showing that these variables are interconnected and contribute to increased knowledge exchange in educational institutions.

But this study found something new. This study emphasizes the importance of transformational leadership and psychological wealth in improving knowledge exchange in high schools, especially in Cirebon City. In addition, by integrating these two factors into one conceptual framework, this research makes a new contribution in the context of knowledge exchange in educational institutions. Because it helps explain the factors that influence knowledge sharing in educational contexts, it is an asset to existing research.

Therefore, this study not only confirms existing theories but also provides a new understanding of the role of transformational leadership and mental richness in improving information exchange in educational institutions. Better policies and initiatives to enhance collaboration and exchange can be developed based on the results achieved.

The Influence of Transformational Leadership on Knowledge Sharing

The results showed that transformational leadership variables significantly influenced innovative behavior. This shows how important implementing transformational leadership is to encourage better information exchange.

The research found that previous research on transformational leadership corresponded and was increasingly strengthened. (Günzel-Jensen et al., 2018); (J. A. Hansen & Pihl-Thingvad, 2019b); (Weng et al., 2015). Intellectual stimulation is an aspect of transformational leadership that is strongly associated with increased knowledge sharing. Leaders who have broad insight can encourage their subordinates to think creatively and challenge them to do broad development.

In building an organization, the nature of a leader is very important, which is where extensive knowledge increases. According to this study, psychological capital is more influential than transformative leadership. Thanks to moderation variables, these interesting conclusions can be further investigated to strengthen the relationship between transformative leadership and improved information sharing.

Emotional and mental autonomy are potential moderating factors. Active orientation toward work is a psychological trait associated with psychological empowerment. Research findings Pieterse et al. (Gottman et al., 1998). Transformational leadership has a significant impact when mediated by psychological capital factors.

The Influence of Psychological Capital on Knowledge Sharing

Psychological capital has a positive and significant impact on knowledge sharing. The conclusion of this study shows that the more psychological capital intensity increases, the more knowledge sharing behavior increases.

The study's conclusions on the importance of psychological capital in encouraging information exchange are consistent with and lend credence to previous research (Kang & Lee, 2017); (Etikariena, 2020) There are several reasons why psychological capital has a

major impact, namely: 1) With psychological capital, members of the organization have higher self-confidence because they can understand the situation of others according to their nature; 2) Through psychological capital, members of the organization obtain a large amount of important information provided by colleagues, which is useful to know the personalities of others; 3) Through psychological capital, it gives members of the organization more courage to implement their innovative ideas because they have partners to apply the knowledge they gain from the psychological capital process.

Psychological capital seems like an easy thing, but it is difficult to do because not all ordinary employees understand each other. Organizations must support the implementation of psychological capital through the provision of space, even if it is necessary to reward those who provide knowledge. Companies will greatly benefit from this in terms of human resource development due to the reduced costs associated with acquiring knowledge.

One of the main conclusions of the study is the psychological benefits of encouraging knowledge sharing among employees. This is interesting because providing motivation to employees to have broad knowledge can be done not only by leaders from top to bottom but also by members of the organization from the bottom up. The organization must recruit employees who are potential and have a lot of knowledge.

In addition, leaders must be able to encourage their staff members to want to learn from their colleagues. Again, the fact that all members of the organization, and not just one person, have access to the knowledge that exists within the organization increases its value, known as psychological capital.

CONCLUSION

The research found that psychological capital and transformational leadership play a major role in encouraging more people to share their knowledge in the classroom, especially in Indonesian high schools in Cirebon. These results are consistent with hypotheses that highlight the importance of these two factors in encouraging more information exchange. This study emphasizes, from a managerial point of view, the importance of organizational support in building psychological capital to improve human resource performance. It is important to be careful when extrapolating from the findings of this study because of its

limitations, such as the small sample size of high school educators in Cirebon City. To get a more complete picture of what drives knowledge sharing in schools, it would be wise for researchers to expand their sample size and consider including different variables in their future studies. Therefore, this study adds substantially to our knowledge of how transformational leadership and psychological capital can improve information exchange in the classroom. If we want to see more cooperation and knowledge sharing in the classroom, we can use the theoretical implications as a springboard to make better policies and plans.

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