



Deconstructing Transformational Leadership Anomalies and Integrating Sasak Local Wisdom in Realizing Sustainable School Performance

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Abstract

Background: Transformational leadership styles and digital innovations are widely conceptualized as linear, positive predictors of institutional efficiency. However, the unidirectional enforcement of a change vision frequently bypasses the boundaries of an organization's structural capacity.

Objective: This study aims to deconstruct the structural relationships between Transformational School Leadership (TSL), Digital Innovation Capability (DIC), and Indigenous Culture Approach (ICA) toward Sustainable School Performance (SSP), positioning Teacher Development (TD), School Management (SM), and School Culture (SC) as mediating variables.

Methods: The research design employs a quantitative causal approach utilizing variance-based Structural Equation Modeling (PLS-SEM). Data were collected using standardized questionnaires from an institutional saturation sample of 370 respondents across West Nusa Tenggara Province.

Results: The structural model successfully demonstrates superior predictive capacity ($R^2 = 0.712$). The testing results reveal a unexpected negative relationship: TSL exerts a significant direct yet negative impact on SSP ($\beta = -0.800$; $t = -2.066$). Conversely, specific indirect pathways confirm that TD fails to bridge the contributions of TSL ($Z = 1.440$) and DIC ($Z = 1.775$) toward sustainable performance. In stark contrast, the indigenous governance mechanism of the Sasak tribe, codified through the philosophical trilogy of "*Tioq, Tata, Tunaq*," establishes significant mediation effect via the formal School Management corridor ($Z = 5.989$).

Conclusion: This study concludes that radical, top-down transformations risk triggering daily operational disruptions. Long-term school resilience absolutely requires a structural safety valve in the form of robust bureaucratic management governance alongside organizational compliance aligned with local cultural identity.

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INTRODUCTION

In the era *Society 5.0*, educational institutions are forced to continue to carry out radical modernization to ensure the existence of institutions and the Performance of Continuous Schools (KSB). So far, the mainstream of education management literature tends to romanticize the Principal Transformational Leadership (KTKS) and Digital Innovation Capability (KID) movements as linear drivers that without gaps always have a positive impact on organizational change (Purwanto et al., 2021). However, this assumption of absolute linearity creates a critical theoretical blind spot, because it ignores how the intervention of the aggressive leader's vision interacts with the organization's internal latent capacity and the local socio-cultural reality.

This article is here to dissect two research gaps at the same time. First, challenging the

2235 | INKUBIS: Jurnal Ekonomi dan Bisnis

linear paradigm of KTKS by testing its capacity to trigger structural imbalances termed as the 'dark side of transformation' when the vision is forced directly into the daily operational level without the presence of managerial safety valves. Second, investigating the phenomenon of disconnection (decoupling phenomenon) in human resource investment, where massive Teacher Development (PG) programs paradoxically fail to transform individual skills into long-term institutional outputs.

To bridge this gap, this study offers a strong theoretical novelty by integrating the Local Cultural Approach (PBL), especially those anchored in the trilogy of life philosophies of the indigenous people of the Sasak Tribe (Lombok), namely "*Tioq*" (cultivating upstream potential), "*Tata*" (structural regularity and formal SOPs), and "*Tunaq*" (maintenance of a work climate based on mutualistic affectation) as a balancing system (Sugiharti et al., 2024). We argue that school sustainability is not the result of a single personal charisma or directionless digitalization, but rather a product of institutional convergence in which the demands of global modernization are codified by the formal management system of schools and legitimized through the local cultural adherence of school citizens.

The construction of a model of school organizational success in complex dynamics requires the integration of an essential understanding of management and leadership. Although often used interchangeably, they have different but complementary theoretical foundations and practical applications. Management serves as the backbone of organizational stability in daily life, while leadership is a catalyst for innovation and adaptation (Daft, 2021). Clarity in this division of roles is crucial for the development of appropriate human resource competencies (Armstrong & Taylor, 2020). Excessive emphasis on management without leadership risks creating rigid bureaucracy, while leadership without effective management will eliminate operational direction and efficiency (Robbins & Judge, 2022). Therefore, the synthesis of these two concepts is necessary to form superior organizational performance through a flexible approach that is human-oriented (Pratama & Lestari, 2024).

Theoretically, this research is built on the foundation of the Grand Theory in the form of Resource-Based View (RBV) Barney (1991) and Dynamic Capabilities View (DCV) (Teece et al., 1997). This theory states that competitive advantage (continuous school performance) comes from unique resources as well as an organization's ability to adapt, a framework applied in the context of digital innovation by (Li et al., 2022; Moolenaar & Slegers, 2023). The RBV framework Barney (1991) argues that sustainable competitive advantage comes from internals that are Valuable, Rare, Inimitable, and Non-substitutable (VRIN), which in education includes principal's leadership, local cultural values, and school organizational culture.

Transformational leadership acts as human capital to drive change, while the values of *Tioq*, *Tata*, *Tunaq* as Lombok's local wisdom become unique resources that are difficult for schools outside the cultural context to imitate, supported by collaborative school culture as an institutional identity former. To address the static nature of RBVs in the face of rapid technological and curriculum changes, the Dynamic Capability (DC) paradigm of Teece (1997) is used to integrate, build, and reconfigure organizational competencies. DC works through three core processes, namely sensing, seizing, and reconfiguring, which are operationalized through mediation variables.

The Collective Innovation Discourse represents the sensing process (a space for teacher-principal dialogue in detecting problems and formulating solutions); Teacher Professional Development represents the process of seizing (investment in teacher capacity building); while School-Based Management represents the process of reconfiguring (rearrangement of structure and authority) (Teece et al., 1997). Logically, the leadership and values of *Tioq*, *Tata*, *Tunaq* (RBV) create a collaborative school culture, which is the foundation for the discourse of collective innovation, followed up through Teacher Professional Development and supported by School-Based Management (DCV) to achieve School Success.

Middle-Range Theory: Transformational Leadership and the Effectiveness of Education

At the level of Middle-Range Theory, this research adopts Transformational Leadership Theory Bass (1985) and Educational Effectiveness Scheerens (1997), which link direct leadership to long-term school processes and performance. Bass (1985) transformational leadership theory,

which has its roots in Burns (1978), influences followers through four dimensions:

- a. Idealized Influence: Leaders act as ethical role models of the organization.
- b. Inspirational Motivation: Communicating a compelling vision and motivating the achievement of common goals.
- c. Intellectual Stimulation: Encourages creativity, innovation, and critical thinking in daily life.
- d. Individualized Consideration: Provide personalized support and guidance.

In schools, this model is particularly effective because it inspires teachers and staff to transcend personal interests for the collective goal of sustainable improvement of school performance (Nugroho & Setiawan, 2025).

Applied Theory: Socio-Cultural Theory, Organizational Culture, and Cultural Responsiveness

At the Applied Theory level, this research applies Socio-Cultural Theory in Education Lave (1991) and Vygotsky (1978) to emphasize the importance of local cultural contexts (*Tioq, Tata, Tunaq*) influencing organizational culture. Schein's (1985) organizational cultural framework dissects the formation of norms through three levels: artifacts, values adhered to, and basic assumptions. This collaborative and trusting culture creates conditions conducive to the effectiveness of schools.

This synthesis is reinforced by the theory of cultural responsiveness Ladson-Billings (1995) which asserts that effective instruction occurs when it is aligned with the values, knowledge, and communication of the student's culture (Lestari & Rahman, 2024). Key elements include cultural competence, cultural relevance, and cultural validation to create an inclusive learning environment. Finally, this framework is integrated with Bandura's (1986) social cognitive theory to understand the development of individuals through social interactions, which emphasizes the role of modeling, self-efficacy, and reciprocal determinism (the mutual interaction of individuals, behaviors, and environments).

Theoretical Deconstruction of Management and Leadership Paradigms

In the macrodynamics of contemporary organizations, the structuring of institutional governance can no longer be solved through a single, linear mechanical approach. The epistemological foundation of management is based on rigidity of stability, procedural compliance, structural control, and internal functional optimization (Daft, 2021; Robbins & Judge, 2022). Instead, leadership constructs act as a catalyst generator, driving vision transformation, dynamic adaptation, and innovation in response to external environmental turbulence (Kouzes & Posner, 2023).

Historically, this dichotomy has undergone a paradigm shift from a rigid bureaucratic-industrial pattern to an adaptive-humanist pattern that prioritizes social capital and human resource competence. Functional accuracy of management is oriented to the parameters of daily operational efficiency (how to execute efficiently), while leadership locks in the strategic direction and essence of institutional existence (what to achieve and why).

In transitional conditions, this integration of role duality triggers fierce conceptual debates. Referring to the framework of a bidimensional perspective, a healthy organization does not place management and leadership as two polar polarities, but rather as simultaneous dimensions that must be present in a balanced manner in policy makers. Hypertrophy of management without leadership gives birth to rigid bureaucratic inertia, while leadership without management orthodoxy triggers operational anarchy and systemic disorganization. In the digital era, the convergence of these two constructs is accelerated into new capabilities such as e-leadership, which requires leaders to integrate formal information technology management skills with daily social persuasion capacity to mobilize work teams (Akhtar et al., 2025).

School Management and the Ambidexterity of Education Governance

The implementation of governance innovation policies in Indonesia is formally bound by the doctrine of School Management (MS) based on School-Based Management (SBM). School management shifts centralistic control towards local autonomy, flexibility in resource allocation, and strengthening institutional initiatives through upstream stakeholder involvement. In the MBS landscape, school principals are required to have an ambidextrous organizational capacity to act

as a formal manager who controls the stability of operational administration through School Management instruments as well as as a transformational leader who encourages the diffusion of technology and teaching innovation.

The acceleration of technological disruption in the Society 5.0 era requires educational institutions to adopt more structured school management instruments. School management is not just a mechanical logistics process, but a functional architecture that includes Standard Operating Procedures (SOPs), administrative order, internal quality assurance, and school budget governance (Bush, 2020). Based on the Dynamic Capabilities View (DCV), the resilience of daily schools is determined by the strength of the school management function in absorbing digital innovations and assimilating local values into institutional SOPs. This structural managerial harmonization acts as a transformative mediating variable to convert digital innovation pressures and transformational leadership anomalies into collective moral compliance that is essential for the achievement of Sustainable School Performance (KSB) or sustainable school performance (Pratama & Gunawan, 2025).

Hypothesis development

Direct Effect Hypothesis

Based on the Grand Theory of Transformational Leadership Theory Bass (1985), who states that transformational leaders move their followers beyond self-interest. At the applied level, the theory of Sustainable Educational Leadership Hargreaves (2006) emphasizes that the vision and adaptability of leaders directly ensure the resilience and sustainability of the quality of the institution in the long term. The hypotheses proposed in this study:

H1: Transformational Leadership of School Principals (KTKS) has a positive effect on Sustainable School Performance (KSB).

It is rooted in the Grand Theory of Sociocultural Theory Vygotsky (1978) which emphasizes that cognitive and social development cannot be separated from the cultural context. At the Middle-Range level, the theory of Culturally Responsive School Leadership Khalifa (2018) proves that the implementation of local wisdom (*Tioq* = grow, *Tata* = manage, *Tunaq* = care) directly creates institutional harmony and sociocultural support of the community which is crucial for school sustainability. The hypotheses proposed in this study:

H2: Local Cultural Approach: *Tioq*, *Tata*, *Tunaq* (PBL) has a positive effect on KSB.

Based on Grand Theory Dynamic Capabilities Theory Teece et al. (1997) which describes the ability of organizations to integrate and reconfigure competencies to cope with a rapidly changing environment. Practically, schools with high KID are able to respond to technological disruption (Digital Education Transformation), which directly maintains the relevance and efficiency of services in a sustainable manner (Sugiharti et al., 2026). The hypotheses proposed in this study:

H3: Digital Innovation Capability (KID) has a positive effect on KSB.

Referring to the Grand Theory of Human Capital Theory (Becker, 1964) and Adult Learning Theory/Andragogy (1984), investment in individual capacity will increase the output of the organization. Practically, improving the professional competence of educators maintains the quality of instruction in the classroom which is the foundation of sustainable school performance (Knowles et al., 2020). The hypotheses proposed in this study:

H4: Teacher Development (PG) has a positive effect on KSB.

Based on the Grand Theory of Administrative Theory (Fayol, 1916) related to the function of POAC (Planning, Organizing, Actuating, Controlling). At the applied level, the Total Quality Management in Education approach Sallis (2014) proves that measurable and accountable governance ensures that the execution of school programs remains stable. The hypotheses proposed in this study:

H5: School Management (MS) has a positive effect on KSB.

Relying on the Grand Theory of Organizational Culture Theory (Schein, 2017). The basic assumption is that a positive work climate and collective values act as an organization's identity and "immune system" that ensures school performance remains superior despite leadership changes (Lestari, 2023; Schein 2017). The hypotheses proposed in this study:

H6: School Culture (BS) has a positive effect on KSB.

Mediation Effects Hypothesis

The transformational vision Bass (1985) works effectively through the creation of Professional Learning Communities (Middle Theory). KTKS realizes KSB by inspiring and providing intellectual stimulation for the improvement of the teacher profession (PG) as the main actor (Leithwood et al., 2020). The hypotheses proposed in this study:

H7: PG mediates the influence of KTKS on KSB.

Transformation cannot rely solely on charisma. According to Strategic Management Theory, transformative ideas (KTKS) achieve sustainability (KSB) because they are institutionalized into an established school administrative and bureaucratic governance system (MS). The hypotheses proposed in this study:

H8: MS mediated the influence of KTKS on KSB.

Schein (1985) emphasized that the main function of leadership is to create and manage culture. KTKS guarantees KSB through the cultivation of exemplary values which then take root into the school's collective culture (BS) (Hidayat & Setiawan, 2024; Schein & Schein, 2024). The hypotheses proposed in this study:

H9: BS mediates the influence of KTKS on KSB.

In accordance with the principles of Culturally Responsive Pedagogy (Middle Theory), the philosophy of *Tioq* and *Tunaq* facilitates a supportive environment to encourage teachers to develop themselves (PG). Teachers who develop in local wisdom are the ones who produce KSB (Gay, 2018; Mahfud et al., 2025). The hypotheses proposed in this study:

H10: PG mediates the influence of PBL on KSB.

Based on Ethnomanagement Theory, the value of *Tata* (order) directs the practice of school management (MS) to be more humanistic. Governance that is in line with local socio-cultural ensures the stability of schools in the community (KSB) (Ibrahim & Wati, 2024). The hypotheses proposed in this study:

H11: MS mediates the influence of PBL on KSB.

Referring to Institutional Theory (DiMaggio & Powell, 1983), the practice of local wisdom (*Tioq*, *Tata*, *Tunaq*) that is habituated will be institutionalized into the norm and organizational climate (BS). It is this locality-based collective culture that nurtures the existence of institutions (KSB) (Deal & Peterson, 2023; Widodo & Haryono, 2026). The hypotheses proposed in this study:

H12: BS mediates the influence of PBL on KSB.

It is based on the TPACK (Technological Pedagogical Content Knowledge) framework. The existence of KID forces organizations to revitalize training for educators (PG). Teachers with qualified digital literacy are the ones who maintain KSB in the era of Society 5.0 (Rahman, 2025). The hypotheses proposed in this study:

H13: PG mediated the influence of KID on KSB.

Through the lens of Digital Governance Theory, the digital capabilities of organizations (KID) trigger data-based administration (MS) efficiency. This electronic management (e-management) guarantees the speed and accuracy of decision-making to maintain the KSB (Gomes et al., 2024). The hypotheses proposed in this study:

H14: MS mediates the influence of KID on KSB.

Based on the Diffusion of Innovations Theory Rogers (1962), the massive adoption of technology (KID) will transform the conventional mindset into an agile and open organizational

culture (BS), which is an absolute requirement to achieve KSB in the future. The hypotheses proposed in this study:

H15: BS mediates the influence of KID on KSB.

METHOD

This study employed an explanatory causal design using variance-based Structural Equation Modeling (PLS-SEM) to unravel the complexity of a path model involving multiple mediating variables simultaneously. The target population comprised all education stakeholders (principals, vice principals, teachers, and administrative staff) in the secondary school network in West Nusa Tenggara Province. The sample size was set at $N = 370$ respondents, selected through stratified random sampling, which provided greater statistical power and helped minimize the asymptotic error rate of the data.

Primary data were collected using standardized questionnaire instruments employing a five-point Likert scale ranging from 1 to 5. All instruments underwent rigorous psychometric testing and met the criteria for convergent validity (Average Variance Extracted [AVE] > 0.50), demonstrated adequate discriminant validity (Heterotrait-Monotrait Ratio [HTMT] < 0.85), and exhibited high internal consistency (Cronbach's alpha and Composite Reliability > 0.70). The significance of the path coefficients and indirect effects was tested using a nonparametric bootstrapping procedure with 5,000 resamples to obtain the t-statistic (with a critical value of > 1.96 for a two-tailed test), as well as the Z-score from the Sobel test.

RESULTS AND DISCUSSION

Results

Evaluation of Structural Model Quality (Goodness of Fit)

An R^2 of 0.712 indicates that 71.2% of the variation in sustainable school performance can be explained by the predictor variables in the model. The remaining 28.8% represents unexplained variance attributable to other factors not included in the current study.

Direct Path Coefficients and Hypothesis Testing

The parameter estimation for the direct relationship between constructs through the bootstrapping process is summarized as follows:

1. H_1 : (KTKS $\rightarrow$ KSB): $\beta = -0.800$; $t = -2.066^*$ $\rightarrow$ Significant, Negative
2. H_2 : (KID $\rightarrow$ KSB): $\beta = 0.215$; $t = 4.977^{***}$ $\rightarrow$ Very Significant, Positive
3. H_3 : (PBL $\rightarrow$ KSB): $\beta = 0.121$; $t = 2.046^*$ $\rightarrow$ Significant, Positive
4. H_4 : (PG $\rightarrow$ KSB): $\beta = 0.094$; $t = 2.648^*$ $\rightarrow$ Significant, Positive
5. H_5 : (MS $\rightarrow$ KSB): $\beta = 0.389$; $t = 7.033^{***}$ $\rightarrow$ Very Significant, Most Dominant
6. H_6 : (BS $\rightarrow$ KSB): $\beta = 0.209$; $t = 4.025^{***}$ $\rightarrow$ Very Significant, Positive

Description: * $p < 0.05$ ($|t| > 1.96$); $p < 0.001$ ($|t| > 3.29$)

Indirect Effects Analysis (Sobel Test)

Testing the functionality of the mediation mechanism using the mathematical formula of the Sobel test yielded the following parameters:

1. H_7 : KTKS $\rightarrow$ PG $\rightarrow$ KSB: $Z = 1.440$ (Non-Significant / Mediation Failed)
2. H_8 : KTKS $\rightarrow$ MS $\rightarrow$ KSB: $Z = 3.103^{***}$ (Significant / Full Mediation)
3. H_9 : KTKS $\rightarrow$ BS $\rightarrow$ KSB: $Z = 2.406^*$ (Significant / Full Mediation)
4. H_{10} : KID $\rightarrow$ PG $\rightarrow$ KSB: $Z = 1.775$ (Non-Significant / Mediation Failed)
5. H_{11} : KID $\rightarrow$ MS $\rightarrow$ KSB: $Z = 2.837^{**}$ (Significant / Partial Mediation)
6. H_{12} : KID $\rightarrow$ BS $\rightarrow$ KSB: $Z = 0.786$ (Non-Significant/Mediation Failed)
7. H_{13} : PBL $\rightarrow$ MS $\rightarrow$ KSB: $Z = 5.989^{***}$ (Very Significant / significant mediation effect)
8. H_{14} : PBL $\rightarrow$ PG $\rightarrow$ KSB: $Z = 2.351^{**}$ (Significant / Partial Mediation)
9. H_{15} : PBL $\rightarrow$ BS $\rightarrow$ KSB: $Z = 3.824^{**}$ (Significant / Partial Mediation)

Discussion

Deconstructing Anomalies of Negative Relationships of Transformational Leadership

The most provocative empirical finding in this structural model is the emergence of a

significant but massive negative direct influence of KTKS on KSB $\beta = -0.800$; $t = -2.066$). This result breaks down the dogma of classical transformational leadership linearity and reinforces the validity of modern theories about "The Dark Side of Change" (Lynch et al., 2023). When school principals impose a vision of change in unison, drastically disrupt achievement targets, and demand the adoption of innovation repeatedly without pause, these actions trigger role overload and psychological burnout on a macro scale among teachers.

However, the mystery of this negative value was fully solved by the partial mediation with significant direct effect role of School Management ($Z = 3,103$) and School Culture ($Z = 2,406$). This pattern provides scientific affirmation that the transformational vision of the leadership will lead to damage if it is forced top-down. On the contrary, the vision will transform into extraordinary positive energy if channeled first to reform internal quality documents (MS) and condition a conducive daily work climate (BS). Bureaucratic governance and a healthy school culture climate function as an organizational shock absorber that filters leadership pressure into productive normative motivation (Lynch et al., 2023).

The Phenomenon of Decoupling in the Teacher Development Pathway

Another important finding is the systemic failure of the Teacher Development (PG) variable in mediating the relationship between KTKS ($Z = 1,440$) and KID ($Z = 1,775$) towards sustainable school performance. This phenomenon indicates a decoupling in the field, where the escalation of individual teacher capacity does not correlate with the accumulation of institutional capabilities. In accordance with the thinking of Teece (2007), the competence of new teacher training results is an individual latent asset (ordinary resource). Without the transformation/reconfiguring steps of School Management to institutionalize the teacher's competencies into formal work rules/SOPs, the ability fails to change into a dynamic organizational capability, so that it does not make a real contribution to Sustainable School Performance (Akhtar et al., 2025).

Based on the Dynamic Capabilities View (DCV), Akhtar et al. (2025) said that the technical knowledge and pedagogic competence of post-training teachers are only individual capital that is still hidden. If school institutions neglect to institutionalize, meaning that the results of teacher training are not codified into formal classroom administration SOPs or are not associated with the school operational performance assessment system (MS), then the investment in human resources will partially evaporate in their respective classrooms without ever providing structural impetus for KSB.

Supremacy of Governance Based on the Philosophy of Sasak *Tioq, Tata, Tunaq*

In contrast to the failure of the path of increasing individual skills, the Local Culture (PBL) approach based on the trilogy of cultural philosophies of the Sasak *Tioq, Tata, Tunaq* the tribe proved to be the largest indirect effect pathway in this model, culminating in the PBL -> MS -> KSB route with the highest Sobel value of $Z = 5,989$ ($p < 0.001$).

This phenomenon provides a fundamental scientific contribution (*novelty*) to the development of Indigenous Organizational Management Theory in Indonesia. The adoption of *Tioq* values (growing human resource potential organically), *Tata* (enforcing administrative and regulatory order), and *Tunaq* (building closeness of mutualism) into the formal governance structure of schools has proven to be able to give birth to a mechanism of collective cultural compliance (indigenous organizational compliance).

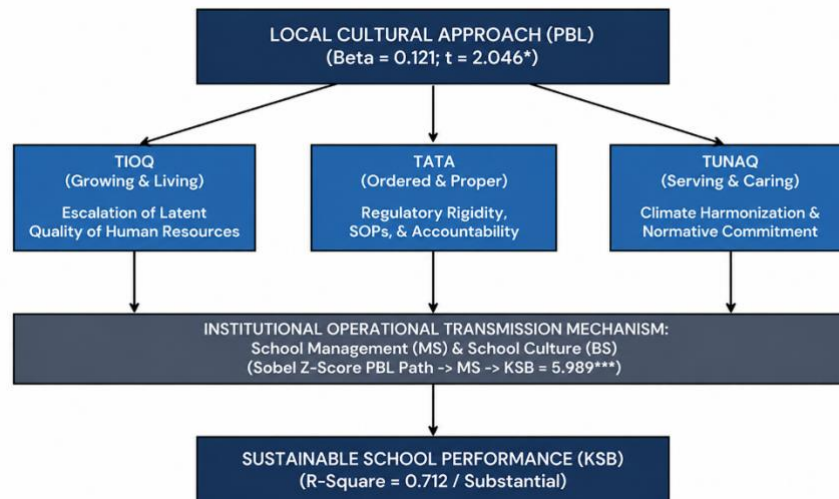


Figure 1. The Logical Flow of the Contribution of the Sasak Philosophy "*Tioq, Tata, Tunaq*" to KSB

Through this alignment, school residents comply with written rules and regulations not because they fear bureaucratic sanctions, but because they are driven by the deepest moral awareness, because the school's regulations reflect their cultural identity. Harmonization between local cultural values and formal organizational management structures is the most effective strategy to lock the effectiveness of quality assurance and realize absolute Sustainable School Performance.

CONCLUSION

This study reveals a complex and counterintuitive structural relationship within school leadership and organizational performance dynamics. The negative direct effect of Transformational School Leadership on Sustainable School Performance ($\beta = -0.800$, $t = -2.066$) suggests that excessive focus on radical transformational initiatives without adequate organizational management infrastructure can disrupt daily operations and institutional stability. Conversely, the indigenous governance mechanism exemplified by the Sasak cultural framework (*Tioq, Tata, Tunaq*) demonstrates a significant mediation effect through formal School Management structures ($Z = 5.989$), establishing that sustainable school performance fundamentally requires the integration of top-down transformational vision with robust bureaucratic management governance and organizational practices aligned with local cultural contexts. These findings highlight the critical importance of organizational balance: transformational leadership must be tempered by stable institutional management structures and culturally responsive governance mechanisms to achieve sustained organizational success in educational settings. Future research should investigate the temporal dynamics of leadership transitions and organizational change management to better understand the mechanisms underlying these relationships.

Importantly, the conclusion is not an abstract and must not duplicate it; rather, it should serve as the final take-home message for readers, highlighting the main contribution, novelty, and broader significance of the study. The conclusion should be concise and avoid redundancy with other sections, written in a coherent narrative paragraph, not in bullet points or lists. Ideally, this section should comprise approximately 10% of the total manuscript length and should be structured in a way that ties together the entire article into a cohesive and academically robust whole.

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AUTHOR CONTRIBUTION STATEMENT

Katman: Conceptualization, methodology, investigation, data collection, formal analysis, and writing—original draft. John Tampil Purba: Conceptualization, methodology, supervision, validation, and interpretation of results. Margaretha Pink Berlianto: Methodology, validation, formal analysis, and manuscript preparation. All authors contributed to the development of the research and approved the final version of the manuscript.

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