



Transformational Leadership and Organizational Culture in Developing Capacity for Digital Learning: A Systematic Literature Review

Husnita Rahmani^{1*}, Hamam Nasrudin², Nur Khamilah³, Dhimyati⁴, A'izzatul Widad⁵, Ari Riwayanto⁶, Ngurah Ayu Nyoman Murniati⁷
^{1,2,3,4,5,6,7} Universitas PGRI Semarang, Semarang, Indonesia
*Email: rahma260789@gmail.com

Submitted: 2026-06-25

DOI: 10.53088/eej.v6i1.3438

Accepted: 2026-07-30

Published: 2026-08-31

Keywords:	Abstract
Transformational Leadership	<i>The rapid development of information and communication technology has transformed learning into a more flexible, interactive, and technology-based process, requiring capacity development among individuals and organizations. This study aims to analyze the role of transformational leadership and organizational culture in developing capacity for digital learning. A systematic literature review (SLR) approach was employed using the PRISMA protocol to identify, screen, and select relevant studies. A total of 30 articles from reputable international journals (Q1–Q2) and national journals indexed in SINTA 1–2 were analyzed. The results indicate that transformational leadership plays a significant role in enhancing competence, independence, adaptability, and engagement by creating a supportive and empowering learning environment. Organizational culture also contributes by shaping values, norms, and practices that promote collaboration, innovation, and continuous learning. Furthermore, the findings reveal a strong synergy between transformational leadership and organizational culture, which together support sustainable capacity development in digital learning. Despite these contributions, previous studies tend to examine these variables separately, highlighting the need for more integrated research. This study provides theoretical contributions by emphasizing the importance of linking leadership and culture within a capacity development framework and offers practical implications for educational leaders in designing effective strategies to support digital learning transformation.</i>
Organizational Culture	
Capacity Development	
Digital Learning	
Systematic Literature Review	

INTRODUCTION

The rapid development of information and communication technology has significantly transformed various sectors of life, including education. Digital transformation has shifted the learning paradigm from teacher-centered approaches to more flexible,

interactive, and technology-based learning. Digital learning has emerged as an innovative approach that enables learning processes to occur without limitations of time and space, while also providing broader access to diverse learning resources. The integration of technology in education offers opportunities to improve learning quality through more adaptive and student-centered approaches. However, this transformation also requires the development of capacity (empowerment) among all educational stakeholders to effectively utilize technology in the learning process (Marzuki et al., 2025). Such readiness involves not only technical skills but also the enhancement of competence, independence, and adaptability to change (Wahyudi & Retnowati, 2014).

The implementation of digital learning is not solely related to technological aspects but also depends on an organization's ability to manage change systematically and sustainably. The success of digital learning is strongly influenced by leadership that can guide, empower, and develop the capacity of organizational members to adapt to ongoing changes. Transformational leadership is considered a relevant approach in this context, as it promotes innovation, creativity, and active engagement among members (Efendi et al., 2023). Effective leadership is not only oriented toward achieving organizational goals but also toward empowering human resources through the development of competence and independence (Yusuf, 2017). Furthermore, leadership plays a crucial role in creating a supportive environment for capacity development in technology-based learning (Nurdin & Usman, 2013).

Empirical studies indicate that transformational leadership is closely related to increased motivation, commitment, and engagement of organizational members in responding to change. Leaders who inspire and motivate their members can encourage them to actively develop their capacity, particularly in adapting to digital learning demands. Transformational leadership contributes to increased work motivation, which enhances individuals' readiness to develop digital competencies (Wijayanto et al., 2021). In addition, leadership fosters organizational commitment through strong interpersonal relationships between leaders and members (Efendi et al., 2023). It is also associated with the improvement of professionalism, which is an essential component of organizational capacity development (Purwoko, 2018).

Organizational culture is another important factor influencing the success of capacity development in digital learning. It reflects the values, norms, and practices within an organization that guide members' behavior. A strong and adaptive organizational culture creates a conducive environment for empowerment and continuous capacity development in utilizing technology. Organizational culture influences how members respond to change and supports the development of sustainable learning practices (Zulkarnaen et al., 2020). Moreover, a positive organizational culture can enhance learning quality by reinforcing values that encourage innovation (Mahbubi et al., 2025).

The relationship between transformational leadership and organizational culture plays a critical role in supporting capacity development in digital learning. Effective leadership helps shape an adaptive organizational culture, while a strong culture reinforces the implementation of capacity development strategies. Transformational leadership contributes to the formation of a culture that supports change (Efendi et al., 2023), whereas organizational culture strengthens capacity development through shared values and norms

(Purwoko, 2018). The synergy between leadership and culture creates a learning environment that is not only innovative but also empowering for organizational members.

Although numerous studies have examined transformational leadership and organizational culture in education, most have addressed these variables separately. Research on transformational leadership tends to focus on performance and motivation, while studies on organizational culture emphasize values and norms. Limited studies have integrated both concepts within the perspective of capacity development (empowerment) in digital learning. This indicates a research gap that requires further investigation through a systematic and comprehensive approach.

A systematic literature review is therefore employed as an appropriate method to analyze existing studies related to transformational leadership and organizational culture in developing capacity for digital learning. This method allows for the identification, evaluation, and synthesis of research findings in a structured manner, providing a comprehensive understanding of the topic.

Based on this background, the research questions are: (1) how transformational leadership contributes to capacity development in digital learning; (2) how organizational culture supports capacity development in digital learning; and (3) how the relationship between transformational leadership and organizational culture influences capacity development in digital learning. This study aims to analyze and synthesize previous research findings related to these variables and to identify research patterns, trends, and gaps in the literature.

This study is expected to contribute both theoretically and practically. Theoretically, it enriches the literature on transformational leadership and organizational culture within the context of capacity development in digital learning. Practically, it provides insights for educational leaders in designing effective strategies to empower and develop human resource capacity to support adaptive and innovative digital learning.

METHOD

This study employs a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize relevant research findings in a structured and systematic manner. The SLR method aims to integrate previous research comprehensively to produce evidence-based conclusions (Kitchenham, 2004). This approach also ensures transparency, systematic procedures, and replicability in reviewing the literature (Tranfield et al., 2003). The use of SLR in this study is intended to provide an in-depth understanding of transformational leadership and organizational culture in developing capacity for digital learning.

The review process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol as a guideline for article selection. PRISMA is widely used to enhance transparency and reporting quality in systematic reviews (Page et al., 2021). It also provides a structured flow of article selection from identification to inclusion stages (Moher et al., 2009). The PRISMA flow diagram illustrating the article selection process is presented in Figure 1.

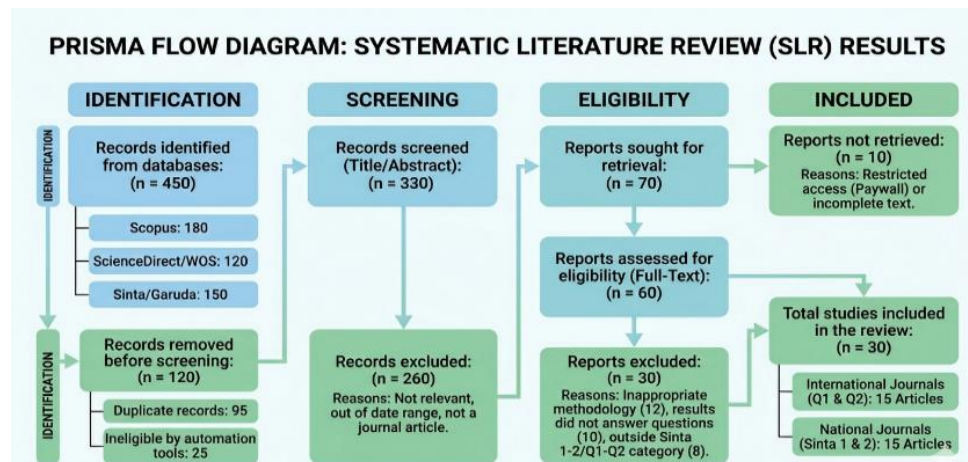


Figure 1. PRISMA Flow Diagram of Article Selection Process

The identification stage was conducted by searching scientific articles from various databases, including international indexed journals such as Scopus, ScienceDirect, and Web of Science, as well as national indexed journals such as SINTA and Garuda. The search used relevant keywords, including “transformational leadership,” “organizational culture,” and “digital learning.” This stage resulted in 80 initial articles collected from multiple sources.

The next step involved data cleaning by removing duplicate and irrelevant articles. A total of 10 articles were excluded at this stage due to duplication or failure to meet the initial criteria. Subsequently, the screening process was conducted by reviewing titles and abstracts to assess relevance to the research topic. During this stage, 30 articles were excluded based on topic relevance, publication year, and document type.

The eligibility stage involved full-text analysis to evaluate methodological quality, relevance, and alignment with the research variables. At this stage, 40 articles were deemed eligible, and further assessment resulted in 36 articles meeting the criteria. Six articles were excluded due to methodological limitations, lack of relevance, or failure to meet journal quality standards.

Finally, the inclusion stage resulted in 30 selected articles used in this study, consisting of 15 international reputable journals (Q1 and Q2) and 15 national journals indexed in SINTA 1 and SINTA 2. This selection ensures that the data sources are of high quality and relevant to the research focus.

Data collection was conducted through a documentation study by collecting and reviewing relevant scientific articles. The selected articles were then classified based on the research variables, namely transformational leadership, organizational culture, and digital learning.

Data analysis was carried out using thematic analysis and narrative synthesis. Thematic analysis was used to categorize articles based on key themes related to the variables, while narrative synthesis was applied to compare and integrate findings across studies (Popay et al., 2006). This process aims to identify patterns, trends, relationships, and research gaps related to transformational leadership, organizational culture, and capacity development in digital learning.

RESULT

Transformational Leadership in Capacity Development for Digital Learning

The PRISMA-based analysis included 30 selected articles that met the inclusion criteria, consisting of international and national reputable journals. The findings show that transformational leadership consistently appears as a key factor in supporting capacity development for digital learning across various research contexts. Leadership is frequently positioned as a driving force that enhances individuals' readiness to engage with digital transformation in educational settings.

Transformational leadership contributes significantly to the development of individual competence in digital learning environments. The reviewed studies indicate that leadership practices emphasizing vision, inspiration, and continuous support enable individuals to strengthen their digital skills and improve their ability to use technology effectively. These findings reflect the importance of leadership in facilitating continuous learning and promoting professional growth in digital contexts.

Individual independence also emerges as an important outcome associated with transformational leadership. The synthesis of the selected articles shows that individuals under this leadership approach tend to take greater initiative in their learning processes. Active engagement in exploring digital tools, seeking new knowledge, and participating in learning activities reflects a shift toward more self-directed learning, which is a critical component of capacity development.

Adaptability is another key aspect identified in the analysis. The findings demonstrate that individuals are better able to respond to technological changes when leadership provides clear direction and sustained encouragement. The ability to adjust learning strategies, adopt new technologies, and remain flexible in dynamic environments reflects the role of leadership in strengthening adaptive capacity in digital learning.

Engagement and commitment are also strengthened through transformational leadership. The reviewed studies indicate that individuals show higher levels of participation in digital learning when leadership fosters trust, recognition, and support. Increased engagement contributes to both individual and organizational capacity development, particularly in responding to the demands of digital transformation.

Collaborative learning environments are further supported by transformational leadership practices. The analysis shows that leaders who encourage communication and teamwork create opportunities for knowledge sharing and collective learning. This collaborative approach enhances not only individual capacity but also organizational capacity in adapting to digital learning challenges.

The overall findings derived from the PRISMA analysis demonstrate that transformational leadership plays a central role in developing capacity for digital learning. Its influence is reflected in multiple dimensions, including competence, independence, adaptability, engagement, and collaboration, which together support the successful implementation of digital learning in educational contexts.

Organizational Culture in Capacity Development for Digital Learning

The PRISMA-based analysis of 30 selected articles shows that organizational culture plays a crucial and consistent role in supporting capacity development for digital learning across various contexts. The findings indicate that organizational culture functions as a



foundational element that shapes how individuals perceive, accept, and respond to digital transformation within educational environments. Cultural values and shared norms influence not only behavior but also the willingness of individuals to engage in continuous learning and adapt to technological advancements.

Organizational culture contributes significantly to the development of competence in digital learning settings. The synthesis of the reviewed studies reveals that individuals tend to improve their digital skills more effectively when they are part of an environment that promotes openness, learning orientation, and innovation. A culture that encourages experimentation allows individuals to try new digital tools, explore different instructional approaches, and refine their skills through practice. This process supports the gradual development of competence and strengthens individuals' confidence in using technology in learning activities.

Participation emerges as a key dimension influenced by organizational culture. The analysis shows that a culture emphasizing collaboration, communication, and shared responsibility leads to higher levels of engagement in digital learning activities. Individuals become more active in discussions, group work, and collaborative problem-solving when they feel supported by their organizational environment. Increased participation not only enhances individual learning experiences but also contributes to the collective development of knowledge within the organization.

Adaptability is another important outcome associated with organizational culture. The findings demonstrate that individuals are more capable of adjusting to technological changes when they operate within a culture that values flexibility and responsiveness. A supportive culture reduces resistance to change and encourages individuals to embrace new technologies as part of their learning processes. This adaptability is reflected in the ability to modify learning strategies, integrate digital tools into daily practices, and respond effectively to evolving educational demands.

Motivation and engagement are also strongly influenced by organizational culture. The reviewed studies indicate that individuals are more motivated to participate in digital learning when they are in an environment that acknowledges effort, supports professional growth, and provides opportunities for development. A positive organizational culture fosters a sense of belonging and purpose, which encourages individuals to remain actively involved in learning activities. This sustained engagement plays a critical role in long-term capacity development.

Organizational culture further supports the development of independence among individuals. The analysis reveals that environments that promote trust and autonomy enable individuals to take greater responsibility for their own learning. Individuals become more proactive in seeking information, experimenting with digital tools, and managing their learning processes independently. This development of independence reflects an important aspect of capacity development, where individuals transition from guided learning toward self-directed learning.

Collaborative learning is another aspect reinforced by organizational culture. The findings show that cultures emphasizing teamwork and knowledge sharing create opportunities for individuals to learn from one another. Interaction among members allows for the exchange of ideas, experiences, and best practices related to digital learning. This collaborative dynamic strengthens both individual and organizational capacity by facilitating collective learning and mutual support.

Consistency and sustainability in capacity development are also influenced by organizational culture. The analysis indicates that a stable and supportive culture ensures that capacity development efforts are not temporary but continue over time. Cultural

reinforcement through shared values and practices helps maintain the effectiveness of digital learning initiatives and supports continuous improvement within the organization.

The overall findings derived from the PRISMA analysis demonstrate that organizational culture plays a central and multidimensional role in developing capacity for digital learning. Its influence extends across competence development, participation, adaptability, motivation, independence, collaboration, and sustainability. These interconnected aspects highlight that organizational culture is not merely a supporting factor but a critical foundation for successful digital learning implementation.

The Relationship between Transformational Leadership and Organizational Culture in Capacity Development for Digital Learning

The PRISMA-based analysis of 30 selected articles reveals a strong and consistent relationship between transformational leadership and organizational culture in supporting capacity development for digital learning across different educational contexts. The findings indicate that these two elements are not independent factors but are closely interconnected and mutually reinforcing. Transformational leadership shapes the direction and values within an organization, while organizational culture provides the environment in which those values are practiced and sustained.

Transformational leadership contributes significantly to the formation of an organizational culture that supports digital learning. The reviewed studies show that leadership practices emphasizing vision, inspiration, and empowerment influence the development of shared values such as collaboration, openness, and innovation. These values gradually become embedded within organizational routines and guide individual behavior in learning activities. The alignment between leadership vision and cultural values creates a strong foundation for capacity development.

Organizational culture, in turn, strengthens the effectiveness of transformational leadership. The findings demonstrate that leadership initiatives are more sustainable when supported by a culture that promotes trust, cooperation, and continuous learning. Cultural reinforcement ensures that leadership-driven changes are internalized by organizational members and reflected in their daily practices. This process allows capacity development to occur not only at the individual level but also at the organizational level.

The interaction between transformational leadership and organizational culture enhances multiple dimensions of capacity development. Competence development is strengthened when leadership promotes learning and culture supports knowledge exchange. Independence increases when leadership provides autonomy and culture fosters responsibility and trust. Adaptability improves when leadership encourages change and culture supports flexibility and openness to new ideas. Participation becomes more active when leadership promotes collaboration and culture encourages collective engagement. These interconnected dimensions highlight that capacity development is a multidimensional process influenced by the dynamic relationship between leadership and culture.

The findings also indicate that the alignment between leadership and culture contributes to the creation of a supportive learning environment. Organizations that demonstrate consistency between leadership practices and cultural values are more capable of implementing digital learning effectively. Individuals within such environments experience greater clarity, support, and motivation, which enhances their ability to develop competencies and adapt to technological changes. This alignment reduces resistance to change and promotes a more positive attitude toward digital learning.

Synergy between transformational leadership and organizational culture also supports collaborative capacity development. The analysis shows that leadership encourages interaction and teamwork, while culture provides the norms and values that sustain collaboration. This interaction creates opportunities for knowledge sharing, peer learning, and collective problem-solving. As a result, capacity development is not limited to individual growth but extends to the development of the organization as a whole.

Sustainability emerges as another important outcome of the relationship between leadership and culture. The findings indicate that leadership provides the initial momentum for change and development, while organizational culture ensures continuity and long-term impact. Capacity development becomes more sustainable when leadership initiatives are reinforced by cultural practices that consistently support learning and innovation. This sustainability is essential in maintaining the effectiveness of digital learning in dynamic and evolving environments.

The analysis further reveals that the integration of transformational leadership and organizational culture leads to a more holistic approach to capacity development. Rather than functioning as separate components, leadership and culture operate as an interconnected system that supports both individual and organizational growth. This integrated system enables organizations to respond more effectively to the complexities of digital transformation and to continuously develop their capacities in a structured and sustainable manner.

The overall findings derived from the PRISMA analysis demonstrate that the relationship between transformational leadership and organizational culture plays a central and multidimensional role in capacity development for digital learning. The interaction between these two factors creates a strong and sustainable foundation that supports competence, independence, adaptability, participation, collaboration, and long-term development. This relationship highlights the importance of alignment and synergy in achieving effective capacity development within digital learning environments.

DISCUSSION

Transformational leadership plays a significant role in fostering innovation and encouraging individuals to actively engage in organizational change processes. According to Efendi et al. (2023) transformational leadership contributes to the development of an environment that supports participation and continuous learning. The findings of this study reinforce this perspective by demonstrating that leadership functions not only as a directive force but also as a facilitator of capacity development. Leaders contribute to the creation of a learning-oriented environment that enhances individuals' readiness to adapt to digital transformation. This indicates that leadership has both structural and psychological influences in strengthening individual capacity.

Organizational culture also emerges as a critical factor shaping how individuals respond to change and participate in digital learning. As stated by Zulkarnaen et al. (2020) organizational culture influences attitudes and behaviors toward innovation and transformation within organizations. The present findings support this argument by showing that an adaptive culture promotes engagement and encourages individuals to develop their competencies. A culture that supports collaboration and openness creates opportunities for continuous learning and active participation in digital environments (Zulkarnaen et al., 2020).

The relationship between transformational leadership and organizational culture reflects a strong synergy that enhances capacity development. In line with Purwoko (2018) leadership plays a key role in shaping organizational culture that supports professionalism

and development. The findings of this study indicate that leadership values become embedded in organizational practices, forming a cultural foundation that sustains capacity development over time. This synergy allows leadership initiatives to be reinforced and maintained within daily organizational activities.

Adaptability is identified as a key dimension of capacity development in digital learning contexts. The findings show that individuals in environments characterized by supportive leadership and flexible culture are better able to respond to technological changes. This is consistent with previous studies showing that adaptation to change depends on organizational support and individual readiness (Nurdin & Usman, 2013). Furthermore, adaptability is closely related to the development of digital competencies, which are essential in technology-based learning environments (Yusuf, 2017).

Motivation and engagement are also strengthened through the interaction between leadership and culture. Transformational leadership enhances motivation by inspiring individuals and recognizing their contributions, while organizational culture sustains engagement through shared values and supportive practices. High levels of engagement are associated with improved learning quality and continuous capacity development (Mahbubi et al., 2025). These findings suggest that both leadership and culture are essential in maintaining individuals' active participation in digital learning processes.

Several limitations in previous studies are also identified in this research. Many studies examine transformational leadership and organizational culture separately rather than integrating them within a capacity development framework. In addition, research tends to focus more on performance and motivation outcomes rather than explicitly addressing capacity development. This finding is supported by Wijayanto et al. (2021) who indicate that leadership studies are often outcome-oriented rather than process-oriented.

The implications of this study highlight the need for a more integrated approach to capacity development in digital learning. Leadership should not only focus on achieving organizational goals but also on empowering individuals by enhancing competence, independence, and adaptability. At the same time, organizational culture should be developed as a supportive environment that fosters continuous learning, innovation, and collaboration. Such an integrated approach enables organizations to not only adapt to digital transformation but also sustain long-term development in increasingly complex learning environments.

Transformational leadership plays a significant role in fostering innovation and encouraging individuals to actively engage in organizational change processes. According to Efendi et al. (2023) transformational leadership contributes to the creation of an environment that supports participation, innovation, and continuous learning. The findings of this study reinforce this perspective by demonstrating that leadership functions not only as a directive mechanism but also as a facilitator of capacity development. Leaders who provide vision and inspiration enable individuals to strengthen their competencies and adapt more effectively to digital learning environments. This finding is also supported by Yusuf (2017) who emphasizes that leadership plays a key role in enhancing professional capacity through continuous learning opportunities.

Organizational culture also emerges as a critical factor shaping how individuals respond to change and participate in digital learning. As stated by Zulkarnaen et al. (2020) organizational culture influences individuals' attitudes toward innovation and determines how change is accepted within an organization. The present findings indicate that an adaptive and supportive culture fosters engagement and encourages individuals to develop their competencies. A culture that promotes collaboration and openness creates

opportunities for knowledge sharing and continuous improvement (Zulkarnaen et al., 2020). In addition, a positive organizational culture strengthens learning quality by reinforcing values that support innovation and adaptability (Mahbubi et al., 2025).

The relationship between transformational leadership and organizational culture reflects a strong synergy that enhances capacity development. In line with Purwoko (2018) leadership has a strategic role in shaping organizational culture that supports professionalism and sustainable development. The findings of this study indicate that leadership values are internalized within organizational practices and become part of the cultural system that guides individual behavior. This synergy ensures that leadership initiatives are reinforced and maintained over time, allowing capacity development to occur continuously. Similar findings suggest that the interaction between leadership and culture is essential in creating a stable and supportive learning environment (Zulkarnaen et al., 2020).

Adaptability is identified as a key dimension of capacity development in digital learning contexts. The findings show that individuals in environments characterized by supportive leadership and flexible organizational culture are better able to respond to technological changes. This is consistent with previous research indicating that adaptation to change is influenced by both organizational support and individual readiness (Nurdin & Usman, 2013). Furthermore, adaptability is closely linked to the development of digital competencies, which are essential for effective participation in technology-based learning environments (Yusuf, 2017). These findings highlight that adaptability is not only an individual trait but also a result of organizational conditions that support learning and innovation.

Motivation and engagement are also strengthened through the interaction between leadership and culture. Transformational leadership enhances motivation by inspiring individuals and recognizing their contributions, while organizational culture sustains engagement through shared values and supportive practices. High levels of engagement are associated with improved learning outcomes and continuous capacity development (Mahbubi et al., 2025). In addition, motivated individuals tend to participate more actively in digital learning and demonstrate a stronger commitment to professional growth (Wijayanto et al., 2021). This indicates that motivation and engagement are critical elements in sustaining capacity development over time.

Several limitations in previous studies are also identified in this research. Many studies examine transformational leadership and organizational culture independently rather than integrating them within a capacity development framework. In addition, research tends to focus more on performance and motivation outcomes rather than explicitly addressing capacity development as a core concept. This finding is supported by Wijayanto et al. (2021) who argue that leadership studies are often outcome-oriented rather than process-oriented. Similarly, Efendi et al. (2023) highlight that the role of leadership in capacity development is still underexplored, particularly in the context of digital learning.

The implications of this study highlight the need for a more integrated approach to capacity development in digital learning. Leadership should not only focus on achieving organizational goals but also on empowering individuals by enhancing competence, independence, and adaptability. At the same time, organizational culture should be developed as a supportive environment that fosters continuous learning, innovation, and collaboration. Such an approach is essential for creating sustainable capacity development in digital learning environments. The integration of leadership and culture provides a comprehensive framework that enables organizations to adapt to digital transformation while maintaining long-term development.

CONCLUSION

This study concludes that transformational leadership and organizational culture play a crucial and interconnected role in developing capacity for digital learning. Transformational leadership contributes to enhancing individual competence, independence, adaptability, and engagement by creating a supportive and empowering learning environment. At the same time, organizational culture reinforces these processes by establishing values, norms, and practices that promote continuous learning, collaboration, and innovation. The integration of leadership and culture creates a strong foundation that enables individuals and organizations to respond effectively to the challenges of digital transformation.

The findings also highlight that capacity development in digital learning is not solely determined by individual abilities but is significantly influenced by organizational factors. The synergy between transformational leadership and organizational culture supports sustainable capacity development by fostering motivation, participation, and adaptability. However, previous studies tend to examine these variables separately, indicating a need for more integrated research in this area. This study contributes to the literature by providing a comprehensive understanding of how leadership and culture interact in supporting capacity development for digital learning. Practically, the findings suggest that educational leaders should adopt an integrated approach that emphasizes both empowerment and cultural support to enhance the effectiveness of digital learning implementation.

REFERENCES

- Efendi, F., Sunaryo, H., & Harijanto, D. (2023). Efektivitas Kepemimpinan Transformasional Kepala Sekolah melalui Komitmen Kerja terhadap Kinerja Guru Merdeka Belajar. *Jurnal Akuntabilitas Manajemen Pendidikan*, 11(2), 19–32. <https://doi.org/10.21831/jamp.v11i2.60605>
- Kitchenham, B. (2004). Procedures for Performing Systematic Reviews. *Keele University Technical Report*.
- Mahbubi, M., Ahmad, A. B., & Faiz, F. (2025). Bridging Tradition and Innovation; Navigating Digital-Based Character Education in Islamic Junior High Schools. *PEDAGOGIK: Jurnal Pendidikan*, 12(1), 58–73. <https://doi.org/10.33650/pjp.v12i1.10808>
- Marzuki, M., Zulkhairi, T., Suriana, S., Fikri, M., & Hayati, H. (2025). The Culture of Islamic Education in Dayah: A Holistic-Integrative Perspective. *Jurnal Pendidikan Islam*, 11(2), 390–402. <https://doi.org/10.15575/jpi.v11i2.49267>
- Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Medicine*, 6(7).
- Nurdin, M., & Usman, H. (2013). Kepemimpinan Kepala Sekolah Dasar Negeri 1 Taliwan Kabupaten Sumbawa Barat. *Jurnal Akuntabilitas Manajemen Pendidikan*, 1(2), 203–218. <https://doi.org/10.21831/amp.v1i2.2395>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., & Brennan, S. E. (2021). The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews. *BMJ*, 372.
- Popay, J., Roberts, H., Sowden, A., Petticrew, M., Arai, L., Rodgers, M., Britten, N., Roen, K., & Duffy, S. (2006). Guidance on the Conduct of Narrative Synthesis in Systematic Reviews. *ESRC Methods Programme*.
- Purwoko, S. (2018). Pengaruh Kepemimpinan Kepala Sekolah, Komitmen Guru, Disiplin Kerja Guru, dan Budaya Sekolah terhadap Kinerja Guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 150.
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a Methodology for Developing



- Evidence-Informed Management Knowledge by Means of Systematic Review. *British Journal of Management*, 14(3), 207–222.
- Wahyudi, & Retnowati, H. (2014). Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Pelaksanaan MBS, dan Pelaksanaan TU terhadap Kualitas Pendidikan SD/MI Depok Sleman. *Akuntabilitas Manajemen Pendidikan*, 2(2), 250–264.
- Wijayanto, S., Abdullah, G., & Wuryandini, E. (2021). Pengaruh lingkungan kerja terhadap kinerja guru sekolah dasar. *Jurnal Manajemen Pendidikan*, 9(2), 55–64.
- Yusuf, Y. (2017). Pengaruh kepemimpinan kepala sekolah dan pelayanan terhadap kepuasan siswa di SMA Negeri Kabupaten Berau. *Jurnal Akuntabilitas Manajemen Pendidikan*, 5(2), 240. <https://doi.org/10.21831/amp.v5i2.15329>
- Zulkarnaen, Supriyati, Y., & Sudiarditha, I. K. R. (2020). Pengaruh budaya sekolah, gaya kepemimpinan transformasional, dan motivasi kerja terhadap kinerja guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8, No.2 (1(2), 175–185.