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An Integrative Analysis of Transformational, Transactional and Situational Leadership Models in Educational Management

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Abstract. This study aims to integratively examine transformational, transactional, and situational leadership in educational management and to develop a conceptual framework based on a synthesis of previous research. The study employed a qualitative approach using a Systematic Literature Review (SLR) design and thematic-narrative synthesis. The literature was searched through Scopus, Google Scholar, ERIC, and SINTA, with emphasis on recent publications and relevant theoretical sources. Literature selection was conducted based on predefined inclusion and exclusion criteria following the principles of PRISMA 2020. Data were extracted according to leadership characteristics, implementation contexts, research methods, major findings, and study limitations, and were subsequently compared across the three leadership approaches. The synthesis indicates that transformational leadership primarily emphasizes vision, change, inspiration, and member development; transactional leadership focuses on structure, targets, performance, monitoring, and accountability; while situational leadership emphasizes the adjustment of leadership behavior according to organizational conditions and member readiness. Based on these patterns, the study proposes an Integrative Educational Leadership Framework that positions the three approaches as complementary leadership functions: direction, structure, and adaptation. The framework is not proposed as a new leadership theory or as an empirically validated model, but as a conceptual framework derived from the synthesis of existing literature for understanding the complementary functions of the three approaches in educational management. These findings provide a conceptual perspective for advancing educational leadership research and offer a basis for future empirical investigation.

Keywords: Transformational Leadership; Transactional Leadership; Situational Leadership; Educational Management.

Abstrak. *Penelitian ini bertujuan menganalisis secara integratif model kepemimpinan transformasional, transaksional, dan situasional dalam konteks manajemen pendidikan serta merumuskan kerangka konseptual berdasarkan sintesis penelitian terdahulu. Penelitian menggunakan pendekatan kualitatif dengan desain Systematic Literature Review (SLR) dan sintesis tematik-naratif. Literatur ditelusuri melalui Scopus, Google Scholar, ERIC, dan SINTA dengan fokus pada publikasi mutakhir serta sumber teoritis yang relevan. Seleksi literatur dilakukan berdasarkan kriteria inklusi dan eksklusi dengan mengacu pada prinsip PRISMA 2020. Data diekstraksi berdasarkan karakteristik model kepemimpinan, konteks penerapan, metode penelitian, temuan utama, serta keterbatasan penelitian, kemudian dibandingkan secara lintas pendekatan. Hasil sintesis menunjukkan bahwa kepemimpinan transformasional terutama berorientasi pada visi, perubahan, inspirasi, dan pengembangan anggota; kepemimpinan transaksional menekankan struktur, target, kinerja, monitoring, dan akuntabilitas; sedangkan kepemimpinan situasional menekankan penyesuaian perilaku kepemimpinan berdasarkan kondisi organisasi dan kesiapan anggota. Berdasarkan pola*

tersebut, penelitian merumuskan Integrative Educational Leadership Framework yang memposisikan ketiga pendekatan sebagai fungsi direction, structure, dan adaptation. Kerangka ini tidak dimaksudkan sebagai teori kepemimpinan baru, melainkan sebagai kerangka konseptual hasil sintesis literatur untuk memahami fungsi komplementer ketiga pendekatan dalam manajemen pendidikan. Temuan ini memberikan perspektif konseptual bagi pengembangan kajian kepemimpinan pendidikan dan menjadi dasar bagi penelitian empiris selanjutnya.

Kata Kunci: *Kepemimpinan Transformasional; Kepemimpinan Transaksional; Kepemimpinan Situasional; Manajemen Pendidikan.*

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INTRODUCTION

Leadership plays a strategic role in educational management, as it is focused not only on achieving organisational objectives, but also on the management of human resources, change, organisational culture and the improvement of educational quality (Arini dkk., 2025; Fazira dkk., 2026). This complexity becomes even more apparent when dealing with policy changes, innovations in learning, technological developments and the professional development of teachers. The implementation of the Merdeka Curriculum, for example, requires headteachers not only to carry out administrative duties, but also to guide adaptation and change through vision-building, collaboration and the professional development of teachers (Agustian dkk., 2024; Rismawati & Nugraha, 2025; Zaini dkk., 2026). Therefore, educational leadership must be understood not only in terms of the ability to steer an organisation, but also in terms of the ability to select an approach that is appropriate to the organisation's objectives, members and circumstances.

In the development of leadership theory, transformational, transactional and situational approaches offer different perspectives. The transformational approach emphasises vision, inspiration, intellectual stimulation and individual development (Bass & Riggio, 2006; Li & Karanxha, 2024; Makmuriana, 2021). Transactional leadership, on the other hand, focuses on objectives, exchange relationships, rewards, supervision and performance (Aniebonam, 2023; Hieng dkk., 2024). Situational leadership emphasises the need for a leader's behaviour to be appropriate to the circumstances of their followers and the situation (Khoironi & Hamid, 2020). These three represent different orientations, namely change and development, structure and performance, and adaptation to circumstances. Studies in school settings have also shown a link between transformational leadership and staff motivation, school climate, culture, learning and innovation (Toprak dkk., 2023; Wilson Heenan dkk., 2023), which indicates a shift in the study of educational leadership towards a more contextual and complex understanding.

In the context of changes in the educational environment, research into transformational leadership is growing. Research (Agustian dkk., 2024) demonstrates its relevance to the implementation of the Merdeka Curriculum through motivation, capacity building and the involvement of the school community; another study by (Mestry & Govindasamy, 2021; Solechan & Ma'rifah, 2023) positions the headteacher as the pedagogical leader in adapting to curriculum changes. Meanwhile,(Fitryansyah dkk., 2026; Putri dkk., 2025) It also examines patterns of transformational leadership during the transition to the Merdeka Curriculum. The study highlights

the significant focus on transformational leadership in educational change and innovation, whilst also providing an opportunity to examine its relationship with transactional and situational approaches, which have different orientations.

Transactional and situational leadership complement this perspective. In educational institutions, transactional leadership relates to clarity of tasks, performance standards, rewards, supervision and accountability (Hieng dkk., 2024; Young dkk., 2021). This approach emphasises the reciprocal relationship between leaders and members, whilst taking into account the characteristics and values of the educational institution (Mubarok & Sunarto, 2025). Meanwhile, situational leadership emphasises adapting one's approach according to teachers' abilities, needs and circumstances, including through behaviours such as directing, guiding, participating and delegating (Awan & Nudra, 2023; Haq & Roesminingsih, 2024). This indicates that leadership practices need to take into account differences in members' competencies, experience, motivation and needs; consequently, the dimension of adaptability is crucial in educational management.

Although research into these three approaches continues to develop, most studies still analyse the models separately or compare two approaches. Research (Jani, 2023), For example, comparing transformational and transactional leadership in education, whilst studies in Indonesia have largely focused on transformational leadership in the implementation of the Merdeka Curriculum and the role of headteachers. At an international level, systematic reviews have mapped transformational leadership in relation to attitudes, behaviour, psychological resources, learning, innovation, school climate and culture (Toprak dkk., 2023; Wilson Heenan dkk., 2023). However, research that integrates the characteristics, functions, limitations and potential for complementarity of transformational, transactional and situational leadership in educational management remains limited. Consequently, there is a need for a synthesis that moves beyond a mere description of each model towards a contextual understanding of the relationship between the three in educational management.

In light of this gap, this study aims to conduct an integrative analysis of transformational, transactional and situational leadership in educational management by identifying their characteristics, similarities, differences and potential complementary functions. The contribution of this research lies in the development of a conceptual framework that positions transformational leadership as 'direction', transactional leadership as 'structure', and situational leadership as 'adaptation'. This framework is expected to enrich the study of educational management and serve as a basis for empirical testing across various educational institutions.

METHODS

This study employs a qualitative approach, utilising a Systematic Literature Review (SLR) design and narrative synthesis to analyse transformational, transactional and situational leadership in educational management (Sarin dkk., 2025). The study focuses on the characteristics, orientation, context, strengths and limitations of the three approaches, and is designed to answer three questions: (1) what are their characteristics and orientation; (2) what are their similarities, differences, strengths and limitations; and (3) what conceptual framework can be synthesised to explain leadership in educational management.

A literature review was conducted using Scopus, Google Scholar, ERIC and SINTA, using keywords related to transformational, transactional, situational and educational leadership in both English and Indonesian. Priority was given to publications from 2020 to 2026, whilst older theoretical sources were used to a limited extent as a conceptual foundation. Literature was selected

based on its relevance to educational leadership and management, as well as the credibility of the source, whilst non-educational publications that were irrelevant, duplicates, inadequate, or non-academic were excluded.

The literature identification and selection process followed the PRISMA 2020 principles through the stages of identification, screening, eligibility, and inclusion. Search results were compiled, duplicates removed, and then titles and abstracts were selected according to the research focus. Articles that passed this stage were reviewed in full against the inclusion and exclusion criteria, with each stage documented and the number of articles presented in a PRISMA diagram to ensure transparency and traceability of the selection process.

Data from the selected literature were extracted using a matrix covering authors, year, context, educational institution, leadership approach, design, focus, findings, and research limitations. The data were then analysed thematically and narratively through three stages: grouping articles according to transformational, transactional and situational leadership; comparing patterns relating to orientation, implementation, context, strengths and limitations; and conducting cross-group comparisons to identify similarities, differences and complementary functions. Conceptual categories were developed based on patterns that emerged during the synthesis, rather than being predetermined.

The final stage involved an integrative synthesis to formulate a conceptual framework. Transformational leadership is understood to be oriented towards vision, change, inspiration and development; transactional leadership towards structure, targets, monitoring and accountability; whilst situational leadership towards diagnosing conditions, members' readiness and behavioural adaptation. These patterns were synthesised into three functions: direction, structure and adaptation. This framework is the result of a synthesis of the literature, rather than a new theory or an empirically tested model; consequently, the relationships between the functions remain propositions that require testing through further research.

RESEARCH FINDINGS AND DISCUSSION

Results

Characteristics of the Literature Reviewed

The results of the literature review indicate that research into transformational, transactional and situational leadership in educational management is developing with a variety of focuses, at both school and higher education levels. The analysed literature comprises empirical research and literature reviews set in different contexts, including teacher development, school culture, innovation, organisational change, performance, and leadership adaptation. Of these three approaches, transformational leadership has the relatively broadest scope of study. The studies conducted (Toprak dkk., 2023), For example, a systematic review of 37 studies on transformational school leadership identified three main thematic groups: perceptions, attitudes and behaviour; psychological resources, learning and innovation; and school climate and culture.

Study (Wilson Heenan dkk., 2023) shows that transformational leadership is linked to staff motivation and a positive school culture. In Indonesia, research on leadership has largely focused on the role of headteachers in organisational change, teacher development and quality improvement. Situational leadership emphasises adapting behaviour to the circumstances and readiness of team members, as demonstrated (Karyani dkk., 2025) based on a synthesis of 23 articles published between 2020 and 2024. Meanwhile, research into transactional leadership is relatively more limited and generally focuses on performance, expectations, rewards and control.

Transformational Leadership in Educational Management

Transformational leadership in educational management is primarily focused on vision, change, inspiration, innovation and the development of organisational members. Transformational leaders not only guide members to complete assigned tasks, but also build a shared vision and drive change at both the individual and organisational levels. In the school context, this orientation is reflected through the provision of inspiration, intellectual stimulation, individual attention, the development of teachers' capacities, and the creation of an environment that supports change. Findings (Toprak dkk., 2023) shows that transformational research has moved beyond the characteristics of leaders and has increasingly begun to link it to learning, innovation, psychological resources, the school climate and culture.

Study (Wilson Heenan dkk., 2023) reinforces this pattern by demonstrating that transformational leadership is linked to motivation, commitment, collaboration, empowerment, job satisfaction and the development of school culture. However, the findings of this study also indicate that the impact of transformational leadership emerges through various organisational mechanisms and is not merely a direct consequence of the leader's behaviour. Thus, in the synthesis of this research, transformational leadership is positioned primarily as a 'direction' function, namely providing direction through vision, inspiration, change, innovation and the capacity development of organisational members. This positioning does not imply that transformational leadership is always the most effective approach, but it does indicate that this approach is highly relevant when educational organisations face the need for change and development.

Transactional Leadership in Educational Management

In contrast to the transformational approach, the literature on transactional leadership places a stronger emphasis on structure, clarity of expectations, targets, rewards, supervision and accountability. In the context of education, this approach is used to clarify the relationship between the responsibilities of organisational members and the expected outcomes. Studies (Hieng dkk., 2024), Through a systematic literature review on transactional leadership in higher education, this paper describes this approach in terms of structured performance management, clear expectations, and the use of reward and consequence systems.

The findings of the synthesis indicate that transactional leadership is relevant when educational organisations require clarity regarding standards, task control, targets and accountability. However, its focus on exchange relationships has limitations when dealing with change that requires creativity, innovation and intrinsic commitment. Therefore, within the framework of this research, transactional leadership is positioned as a structural function, complementing the change orientation of transformational leadership, rather than as the primary model for all educational situations.

Situational Leadership in Educational Management

Situational leadership takes a different approach, as it considers the followers' circumstances, task characteristics and organisational context as the basis for determining leadership behaviour. The findings of the synthesis indicate that this approach does not assume the existence of a single leadership style suitable for all circumstances. Instead, leaders are required to adjust the level of direction and support based on the readiness, competence, experience and needs of the organisation's members. In an educational setting, the differing characteristics of teachers make the ability to assess and adapt an essential part of leadership practice.

Research (Karyani dkk., 2025) A review of 23 articles published between 2020 and 2024 indicates that situational leadership has been used to explain the various practices employed by

headteachers in adapting their leadership style to the conditions of the school and its members. Patterns emerging from the literature also reveal the use of a range of behaviours, such as directing, coaching/selling, participating and delegating. Based on this synthesis, situational leadership in this study is positioned as a function of adaptation, namely the ability to adapt leadership actions to the actual conditions of the organisation, its tasks, and its members. The main strength of this approach lies in its flexibility, whilst its limitation is the need for leaders to accurately diagnose the situation before determining their leadership response.

A Comparison of the Three Leadership Models

A cross-literature comparison shows that transformational, transactional and situational leadership have different orientations, but these differences need not be understood as mutually exclusive. Transformational leadership is primarily oriented towards direction and change; transactional leadership towards structure and performance achievement; whilst situational leadership is oriented towards adaptation to the conditions of the organisation and its members. These differences can be summarised as follows:

Table 1. Differences between Leadership Models

Dimensions	Transformational	Transactional	Situational
Main focus	Vision and change	Structure and performance	Adaptation and context
A leader's focus	To inspire and develop	Managing expectations and performance	Adjusting behaviour
Key mechanisms	Vision, inspiration, intellectual stimulation, individual attention	Targets, standards, awards, monitoring	*Directing, coaching/selling, participating,* and *delegating*
Focus on members	Commitment and development	Achievement of targets and standards	Readiness and requirements
Notable context	Change and innovation	Transparency and accountability	A heterogeneous an dynamic situation
Synthesis function	Direction	Structure	Adaptation

The table shows that the three approaches describe different leadership functions. Transformational leadership addresses the need for direction in change; transactional leadership explains the structural mechanisms for maintaining performance; whilst situational leadership explains how leadership is adapted to actual conditions. These findings also provide a reason not to view the three models as mutually exclusive alternatives. Rather, they can be understood as different perspectives from which to interpret leadership needs within educational organisations.

An Integrative Synthesis of Leadership in Educational Management

Based on the literature as a whole, this study formulates an Integrative Conceptual Framework for Educational Leadership comprising three functions: direction, structure and adaptation. The direction function is represented by transformational leadership through the development of vision, inspiration, innovation, change and the development of organisational members. The structure function is represented by transactional leadership through the setting of

objectives, performance standards, monitoring, rewards and accountability. Meanwhile, the adaptation function is represented by situational leadership through the adjustment of the leader's behaviour based on organisational conditions, task characteristics and the readiness of members. This framework can be conceptually formulated as follows:

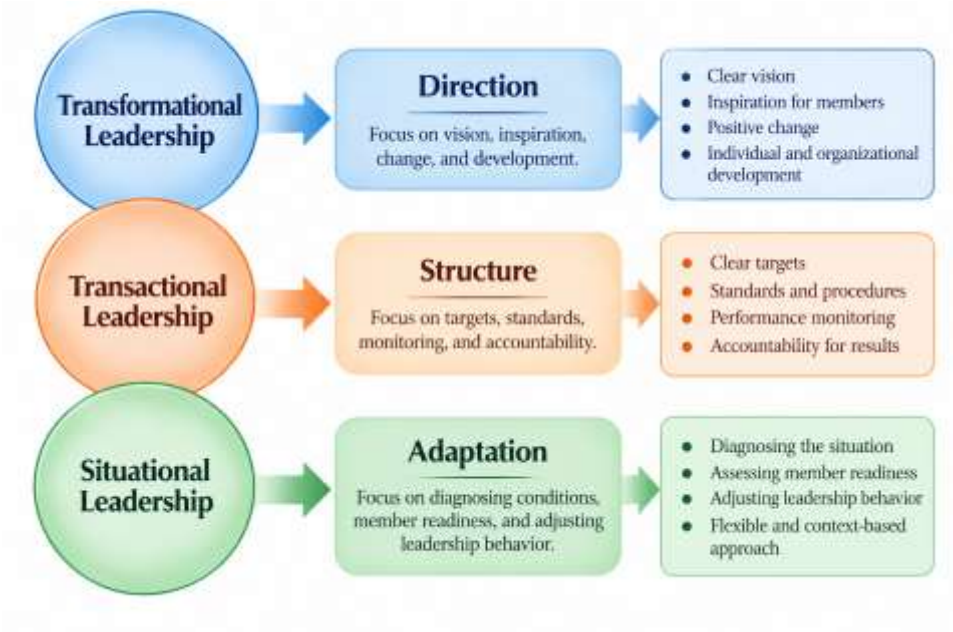


Figure 1. Infographic: Three Leadership Styles

These three functions are not viewed as linear stages, but as contextual and mutually complementary functions. Leaders can employ a transformational orientation to address change, a transactional orientation to ensure targets and accountability, and a situational orientation to adapt their leadership to the organisation's circumstances and the readiness of its members. Thus, the direction-structure-adaptation framework offers a perspective for understanding the complexities of educational management through distinct yet complementary leadership functions.

Discussion

Transformational Leadership as the 'Direction' Function in Educational Management

Transformational leadership primarily serves to provide direction, that is, to guide change through vision, inspiration, innovation and the development of organisational members. These findings reinforce the results of the systematic review (Toprak dkk., 2023) which shows that research on transformational school leadership has evolved from a focus on leaders' perceptions and behaviours to issues such as psychological resources, learning, innovation, school climate and culture. The review, which analysed 37 studies, indicates that transformational leadership is not only related to the leader's character, but also to the processes of change and development within the school organisation. These findings are consistent with the systematic review (Wilson Heenan dkk., 2023), which found that transformational leadership is associated with increased staff motivation and the creation of a more positive school culture.

In this context, the role of leadership is becoming increasingly relevant as schools grapple with policy changes, demands for innovation in teaching and learning, and the need to develop teachers' competences. Research (Agustian dkk., 2024; Hasan dkk., 2024), For example, it demonstrates that the headteacher's transformational leadership is employed in the context of implementing the Merdeka Curriculum and is linked to efforts to steer change at school level. Thus, the findings of this study do not merely confirm that transformational leadership is important, but

clarify its specific function within an integrative framework, namely to provide direction and the impetus for change within educational organisations. This perspective also explains why transformational leadership has become a relatively dominant approach in contemporary educational literature: organisational change requires more than mere task management; it demands a vision and the ability to mobilise members towards a shared goal.

However, these findings do not support the conclusion that transformational leadership automatically leads to better educational performance. The literature reviewed indicates that this relationship may be influenced by mediating mechanisms, such as school culture, organisational climate, motivation and staff engagement. Therefore, the 'direction' function should be understood as the ability to provide a direction for change, rather than as a guarantee that all organisational outcomes will be achieved. This understanding is important so that transformational leadership is not positioned normatively as the 'best model', but rather as an approach that is highly relevant when an organisation requires vision, change and capacity development.

Transactional Leadership as a Structural Function

Research findings position transactional leadership as a structural function, namely the provision of a performance framework through clarity of objectives, standards, monitoring, rewards and accountability. This perspective offers a more balanced interpretation of transactional leadership. In educational literature, this approach often receives less attention than transformational leadership, as the contemporary educational leadership paradigm places greater emphasis on change, inspiration, collaboration and empowerment. However, educational organisations still require mechanisms to ensure that their vision and programmes are translated into targets, responsibilities and performance that can be monitored.

These findings are consistent with (Hieng dkk., 2024; Purwanto dkk., 2020), A systematic literature review on transactional leadership in higher education has identified the importance of structured performance management, clear expectations, and systems of rewards and consequences. Thus, transactional leadership fulfils a managerial function that differs from that of transformational leadership. Whilst transformational leadership provides an answer to the question 'where should the organisation be heading?', transactional leadership helps to answer 'how should the achievement of these objectives be organised and accounted for?'.

These findings expand our understanding that transformational and transactional leadership need not be viewed as an 'either-or' choice. A focus on change requires structure so that a vision can be translated into measurable performance, whilst structure without a vision risks producing an organisation that is orderly but lacks adaptability. Consequently, transactional leadership is positioned as a structural function that complements transformational leadership, whilst remaining mindful of the limitations of relying excessively on rewards, punishments and supervision, which can stifle creativity and intrinsic motivation. Thus, the transactional function is best understood as a performance management mechanism, rather than the entirety of educational leadership practice.

Situational Leadership as a Function of Adaptation

The third finding indicates that situational leadership primarily fulfils an adaptive function, namely adapting leadership behaviour to the characteristics of members, tasks and organisational conditions. This finding is consistent with the study (Karyani dkk., 2025), which analysed 23 articles on the application of situational leadership in schools and demonstrated that this approach is used to explain variations in headteachers' leadership styles according to the circumstances they face. The study also identified four patterns telling, selling, participating and delegating as the primary forms of adaptation in leadership behaviour.

In the context of educational management, the function of adaptation is crucial because school organisations are not composed of a homogeneous group of members. Teachers differ in terms of experience, competence, motivation, autonomy and support needs. Consequently, consistently applying a single leadership style to all members may elicit different responses (Munir & Afif, 2023; Sahdat dkk., 2025). From this perspective, the situational approach does not primarily provide direction, as the transformational approach does, nor does it provide a structure, as the transactional approach does; rather, it explains how leadership behaviour is applied in specific circumstances.

These findings have important implications for the integrative framework. The adaptation function suggests that the application of transformational vision and transactional structures does not take place in a uniform manner. Leaders may share the same vision for change, but the ways in which they communicate, delegate, supervise or support team members may differ depending on the team members' readiness and circumstances. Consequently, situational leadership can be understood as a contextual dimension that helps explain variations in leadership practice, rather than merely a third model standing apart from the other two approaches.

The Integration of Direction, Structure and Adaptation in Educational Management

The contribution of this research lies in the synthesis of these three approaches as three distinct yet potentially complementary leadership functions, namely direction, structure and adaptation. This synthesis differs from approaches that merely compare the definitions or characteristics of the three models. The findings indicate that each model addresses different managerial needs. Transformational leadership provides direction through vision and change; transactional leadership provides structure through targets, standards and accountability; whilst situational leadership provides adaptation through the adjustment of leadership behaviour to the context (Agyabeng, 2025).

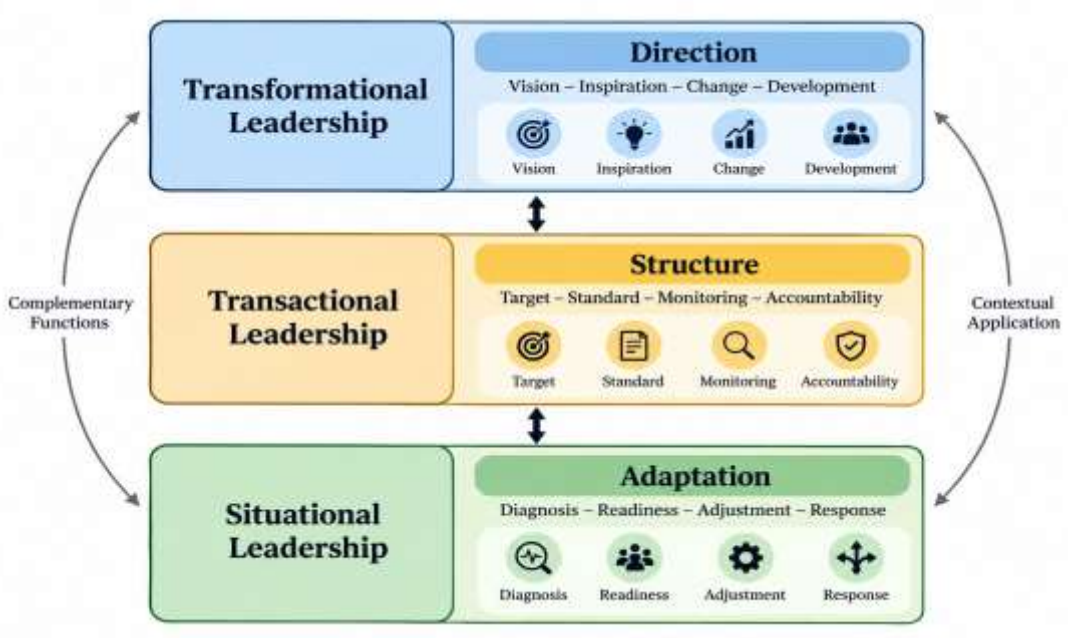


Figure 2. An Integrative Model of Educational Leadership

This relationship is not intended to be a linear progression. An educational leader does not necessarily have to adopt a transformational style first, followed by a transactional style, and finally a situational style. Rather, the three functions can interact with one another according to the organisation's needs. When a school faces policy changes, for example, the 'direction' function may

become more dominant in order to establish a vision and foster commitment. Once the objectives of the change have been set, the 'structure' function is required to translate these objectives into targets, responsibilities and evaluation mechanisms. Furthermore, the 'adaptation' function is required because members of the organisation may have different levels of readiness and support needs.

The Integrative Educational Leadership Framework produced by this study is not intended as a new theory to replace previous leadership theories. This framework is a conceptual synthesis that organises three perspectives based on their leadership functions within educational management. This position is important to maintain the proportionality of the study's claims. Based on the literature review design, this study cannot yet conclude that the simultaneous use of all three functions results in higher organisational performance. The resulting framework is best understood as a conceptual proposition that provides a basis for further empirical research.

Implications for the Understanding of Educational Leadership

The research findings suggest that the complexity of educational management is difficult to explain adequately through a single leadership model alone. The need to steer change, maintain consistent performance, and respond to differences in members' circumstances emerge as distinct requirements within educational organisations. Therefore, the debate over which leadership model is most effective needs to be reconsidered, taking into account the functions and context of leadership. The results of this study do not indicate that transformational, transactional, or situational leadership, taken individually, is the most superior model. Rather, all three can be used as distinct lenses through which to understand leadership needs in different organisational contexts.

Theoretically, the direction-structure-adaptation framework broadens our understanding of these three approaches by shifting the focus from the question 'which style is best?' to 'what leadership functions are required in specific circumstances?'. This shift is significant in an educational context because schools are organisations that simultaneously require change, stability, accountability and the ability to respond to the diversity of their members. In practical terms, this framework can assist headteachers and educational institution managers in diagnosing organisational needs before determining which leadership approach to adopt. However, these practical implications remain conceptual in nature and need to be tested through empirical research across various levels and characteristics of educational institutions.

CONCLUSION

The findings of the study indicate that transformational, transactional and situational leadership fulfil different yet complementary functions. Transformational leadership is oriented towards direction through vision, inspiration, change and development; transactional leadership towards structure through targets, standards, monitoring and accountability; whilst situational leadership is oriented towards adaptation through the adjustment of leadership to the conditions and readiness of members.

The contribution of this research is an Integrative Framework for Educational Leadership based on direction-structure-adaptation. This framework is a conceptual synthesis that positions transformational leadership as the direction of change, transactional leadership as structure and accountability, and situational leadership as a mechanism for adaptation; it is not intended as a new theory or model of leadership.

This study is limited by the imbalance in the literature and the predominance of research in school contexts. Furthermore, the framework has not yet been empirically tested; therefore, future

research should test it across various levels and types of educational institutions, as well as examine its relationship with quality, performance, innovation, readiness for change, and the effectiveness of educational management.

Statement on the Use of Artificial Intelligence (AI)

During manuscript preparation, the authors consulted AI-based tools to identify grammatical issues, improve wording, and support a coherent presentation of the text. The authors assessed the suggested changes before incorporating them into the manuscript. Responsibility for the research procedures, scholarly arguments, findings, and conclusions rests entirely with the authors.

Author Contribution Statement

Uswatun Hasanah formulated the research focus, collected and analysed the research materials, and prepared the initial manuscript. Eneng Muslihah provided methodological input, critically examined the findings, and contributed to substantive revisions. Machdum Bachtiar strengthened the theoretical framework, reviewed the discussion, and refined the manuscript's scholarly arguments. All authors approved the final version and agreed to be accountable for the integrity of the work.

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Conflict of Interest Statement

The authors have no competing financial or non-financial relationships to disclose that could reasonably be perceived as affecting the work reported in this article.

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