

# Transformational Leadership and Organizational Health: Building Quality Management and Accreditation Excellence in Private Universities

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## ABSTRACT

This study explores the influence of transformational leadership on organizational health and its implications for institutional accreditation quality management in private universities (PTS). In the context of global competition and the Fourth Industrial Revolution, leadership and organizational quality are crucial for higher education sustainability. A mixed-methods approach was employed, integrating quantitative data from structured questionnaires with qualitative insights through interviews. Respondents included lecturers and academic staff from private universities in West Java and Banten. Data analysis was conducted using Structural Equation Modeling (SEM) via SmartPLS to evaluate the relationships among variables. The findings demonstrate that transformational leadership significantly and positively influences both organizational health and the quality management of institutional accreditation. Key leadership dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—are instrumental in shaping a healthy academic environment. Moreover, organizational health acts as a mediating variable, enhancing the impact of leadership on accreditation outcomes through improved internal alignment, strategy execution, and organizational renewal. This study highlights the strategic role of transformational leadership in strengthening institutional quality frameworks. The integration of leadership and organizational health offers a practical paradigm for accreditation excellence. The findings are particularly relevant for resource-constrained private universities seeking competitive positioning in a globalized education landscape. Transformational leadership, supported by a healthy organizational environment, plays a critical role in advancing accreditation quality management in private universities. These insights offer theoretical and practical contributions to higher education leadership and quality assurance.

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## 1. INTRODUCTION

Private universities play an important role in creating high-caliber human resources in the midst of increasingly fierce international competition. As one of the mainstays of higher education, private universities must strive to remain competitive and relevant in the face of rapid changes occurring in the education and business sectors. Effective leadership is one of the main elements that influence how well higher education institutions perform. In this regard, transformational leadership has gained much attention due to its ability to inspire, encourage, and influence organizational members to achieve a single goal (Huangal-Scheineder et al., 2024). Similar studies in other countries also confirm the importance of transformational leadership in the context of higher education. The focus of transformational leadership is not only on achieving institutional goals but also on developing a healthy organizational culture (Mulyadin et al., 2023). A positive work atmosphere, good communication, and the mental health of each employee are components of a strong corporate culture. Therefore, research on the relationship between organizational health and transformative leadership is essential, especially when considering private colleges. The beneficial effects of transformational leadership on organizational performance have been emphasized in previous research, but little is known about how this leadership style supports overall organizational health (D. Varalakshmi, 2024). In the context of private universities, this study intends to investigate the dynamics of transformative leadership and its impact on organizational health. This area of study is particularly important as private institutions often face budget constraints, difficulties managing personnel resources, and the need to enhance their academic reputation with limited resources.

Given that private institutions differ from public universities in several ways, this phenomenon is all the more interesting. Innovative leadership techniques are needed to address issues such as diverse student backgrounds, limited funding, and the need to recruit and retain talented faculty. The best way to address these issues is with transformational leadership that emphasizes long-term vision, teamwork, and individual empowerment. This research is expected to contribute both theoretically and practically. Theoretically, this study will contribute to the knowledge of the relationship between organizational health and transformative leadership. Practically, the findings of this study are expected to direct leaders in private universities in using leadership techniques that promote organizational health. Therefore, this study has important practical consequences for the advancement of higher education in Indonesia and around the world, in addition to being academically important.

In order for institutions to compete favorably with each other and achieve the highest rankings worldwide, these efforts aim to guarantee and improve the quality of higher education. In addition, higher education must complete an evaluation step known as accreditation to provide graduates with a minimum level of quality assurance that will enable them to be readily accepted into the workforce and eligible to pursue further studies. Public confidence in academic standards in higher education institutions will gradually erode, evaporate, and further impact on the lack of public interest if the quality of higher education is not significantly and consistently improved through the assurance of the assessment process through accreditation. This is why accreditation is considered essential for all higher education institutions. (Julian Du Plessis et al., 2024) says that accreditation is a method used by an independent organization or body outside of higher education to analyze (evaluate) the eligibility and quality of higher education institutions or study programs. Furthermore, many universities may fail to develop or may cease operations if they cannot guarantee that the quality of their education meets international standards.

Higher education is an important part of the national education system and plays an important role in the education of society and the advancement of science and technology, according to Law No. 12/2012 on Higher Education (Nooij et al., 2024). The future of higher education in Indonesia will be shaped by the innovation capacity that emerges from the imagination of the academic community. This is in line with what is said by (Chaurasia, 2016) that the knowledge-based society and information and communication technology are causing a paradigm shift in how higher education is organized. Higher education must adapt to the possibilities and challenges of the fourth industrial revolution according to

its features (Paik, 2018) . According to (Pooja Walia & Manju, 2021) all universities must modify their governance in order to keep up with technological advances and avoid falling behind other education sectors.

The higher education regulations mentioned above show how governments react to changes in society and an increasingly globalized job market (Marginson, 2010) . Whether at the macro level (for a country) or at the micro level (for an educational institution), leadership decision models or styles produce appropriate responses. Decisions made by leaders will influence the type of policy actions and outcomes (Nieman & Allamong, 2023) . According to (Berkowitz & Krause, 2020) leadership decisions are always based on current trends and future issues. For example, recent research predicts that a number of jobs will be lost in the future as a result of artificial intelligence replacing them. Automation, the internet of things, nanotechnology, quantum computing, biotechnology, and three-dimensional printing are hallmarks of the 4.0 industrial revolution period.

Through the implementation of the tri dharma of higher education, research, and community service, higher education is one of the subsystems of national education, according to (Glatter, 2015) . Its existence in the life of the nation and state is very important. It is generally explained that higher education has responsibilities and functions because of its commitment to: first, mastering, using, disseminating, updating, and advancing art, science, and technology. Second, to study, develop, and preserve cultural traditions; third, to improve people's lives; and fourth, to put this dedication into practice or theory (science and technology). To ensure and improve its quality continuously through various academic and extracurricular activities and by providing satisfactory services to the community, the college must be able to manage itself effectively (Nirupma, 2023) .

Because of accreditation, all universities recognize the need for continuous internal self-evaluation to maintain academic quality standards that can compete on a world scale. Higher education accreditation is beneficial because, first, accreditation guarantees that accredited universities meet BAN-PT quality standards, thus protecting the public from institutions with lower quality (Hakim & Suharto, 2019) . Second, accreditation requires academic institutions to adhere to strict standards for continued growth and excellence. Third, accreditation results can be the basis for financing and support, acceptance from other institutions or organizations, and credit transfer between institutions.

Transformational leadership qualities, including (1) idealized leadership, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration, were adopted from (Sabariah et al., 2024) . Researchers tried to rebuild some of these theoretical derivatives to be consistent with the characteristics of higher education in the institutional accreditation process, although these theories have similarities with previous research.

The ability to coordinate the energy capacity of each element of the organizational system to get closer to its goals is referred to as the theory and idea of organizational health. (Safaruddin et al., 2023) The theoretical reconstruction of higher education organizational health in this study is based on several factors, including 1) positive leadership, 2) organizational virtues, 3) positive relationships, and 4) resource support (Safaruddin et al., 2023). In terms of institutional certification, this conceptual reconstruction is aligned with the characteristics of private institutions. The research focus on institutional accreditation of private universities (PTS) allows the development of hypotheses related to the variables studied. To close the existing theoretical gaps, a number of indicators of each variable under study can be used. The empirical gaps in this study are explained after the research and theoretical gaps are identified. Particularly in private universities in Banten and West Java, previous research findings on the impact of organizational health, transformational leadership, and quality management on the implications of university accreditation are relatively rare. This study, which has been modified to fit the conditions and characteristics of these HEIs, can thus close the empirical gaps in a number of previous studies.

## 2. METHODS

Mixed methods research was used in this study. The inquiry method is one of the concepts on which the mixed methods research design is based. This approach assumes that a combination of quantitative and qualitative approaches should be used at different phases in the research process, and data collection and analysis should be directed or taught. According to (Adhikari & Timsina, 2024) mixed methods research focuses on data collection and analysis while integrating quantitative and qualitative data. According to (Chasokela, 2024) , qualitative research is a method that produces descriptive data from spoken or written language and observed human behavior. Direct data collection, natural data collection, and the creation of a dialogical situation as a scientific setting to obtain new meanings in the form of answer categories are the three main components of qualitative research. (Haki et al., 2024) . In contrast, quantitative research tests specific hypotheses by looking at correlations between variables (Hall & Liebenberg, 2024) . Numbers that can provide data from responses to surveys are given greater weight in quantitative research. It is expected that by using this method, respondents will provide more accurate information regarding the extent to which transformational leadership style affects the higher education quality management accreditation process.

According to Love et al. (2023), blended approaches are superior to single approach strategies in three ways, among others:

1. Research problems that cannot be addressed by other methodologies can be addressed by mixed methods research;
2. Mixed methods research provides a more accurate conclusion process.
3. You can provide a more comprehensive viewpoint by using hybrid techniques.

The following categories apply to the variables in this study: Quality Management of Institutional Accreditation (Y) in West Java Private Universities is the dependent variable, while Transformational Leadership (X1) and Organizational Health Variables (X2) are independent variables.

### 2.1 Sources of information

In this study, private universities in West Java were used as the unit of analysis. Meanwhile, lecturers and teaching staff of PTS filled out the research questionnaire and became the unit of observation (respondents) in this study. Grouping based on credentials and characteristics of academics with tenure and functional positions in targeted HEIs was used to select lecturers who became respondents in this study. In addition to obtaining data based on the respondents' capabilities as lecturers participating in the implementation of institutional accreditation, this aims to achieve uniformity in the findings of the distributed questionnaires.

**Table 1.** Criteria for Research Respondents: Functional Position Length of Service

Functional Position	Length of Service
Expert Assistant	1 - 10 years
Lecturer	11 - 20 years
Head Lector	21 - 30 years
Professor	31 - 40 years

### 2.2 Population and Research Sample

The original data used in this study was collected from reliable sources that were representative of the research sample. To solve the research problem, the data is also converted into information. The research population consists of 445 private colleges in Banten and West Java. Of the 445 colleges, 109 are universities, 22 are institutes, 183 are high schools, 75 are academies, 47 are polytechnics, 5 are community colleges, and 4 are not yet available.

**Table 2:** Distribution of private universities in West Java

No.	Zone	Total Population
1	Cirebon City	18
2	Cirebon Regency	14
3	Majalengka Regency	5
4	Kuningan Regency	6
5	Indramayu Regency	9
Total		52

### 2.3 Research Tools

The majority of the research instruments used in this study focused on the main research instruments, namely the professors at private institutions in West Java who were the subjects of the study whose data were collected directly through questionnaires. Following the collection of responses, the researcher used a multiple rank list scale. This scale, which consists of one to five points, was used to rate each respondent's alternative answer. (Adhikari & Timsina, 2024) The pre-made research instrument was given to many respondents to evaluate its validity and reliability. The item is changed or withdrawn from circulation if the answers from respondents indicate that a statement or question is incorrect. If any statement was found to be unreliable, then the research tool/questionnaire items were also modified. Each respondent received a copy of the modified questionnaire after the results of the pilot test and modification procedures were deemed valid and reliable.

Reliability and validity tests are required for association hypotheses that establish relationships between research variables. The extent to which an instrument accurately assesses the quality of an idea is known as its validity (Meivinia et al., 2023) In addition, reliability is defined as the ability of an instrument to consistently evaluate the quality of an idea or construct (Ansari & Khan, 2023) . Test-retest, parallel or alternate formats, split-half, Kuder Richardson, and Cronbach's alpha are some of the testing methods used in reliability testing.

### 2.4 Types and Methods of Information Collection

This research uses the following types of data

#### a. Primary Data

The results of a survey administered to respondents representing the population, namely lecturers who fit the requirements as study participants, were used to collect primary data. The scores obtained from respondents' answers to questions about organizational health, transformational leadership, and quality management of institutional accreditation were then used as the main data.

#### b. Secondary Information

Secondary data was obtained from other studies related to this research and findings from literature surveys on related materials.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Characteristics of Respondents by Gender

Characteristics of respondents based on gender can be seen in Table 3 below

**Table 3.** Characteristics of Respondents Based on Gender

Gender	Frequency	Percentage
Male	223	50.0
Female	223	50.0
Total	446	100

Based on the table above, it can be seen that the proportion of male and female respondents is balanced.

#### 3.2 Characteristics of Respondents based on Length of Service

The characteristics of respondents based on length of service can be seen in the following table.

**Table 4.** Characteristics of Respondents Based on Length of Service

Length of service	Frequency	Percentage
1-10 years	258	57.8
11-20 years	156	35.0
21-30 years old	27	6.1
31-40 years old	5	1.1
<b>Total</b>	<b>446</b>	<b>100</b>

Based on the data obtained in the table above, it is known that respondents who have worked for 1-10 years have the largest number, as many as 258 people, with a percentage of 57.8%. In addition, respondents who had worked between 11 and 20 years were 156 or 35.0% of the total respondents. Respondents who have worked between 21-30 years totaled 27 people or 6.1%, while lecturers who have worked 31-40 years are at the lowest percentage, namely 3.8% or 5 people from the total respondents.

#### 3.3 Characteristic Evaluation

The percentage score of respondents' answers for each variable is explained through descriptive analysis. The criteria for respondents' level of achievement (TCR) were divided into two categories: low (0%-49.99%) and high (>50%-100%). The variables studied-transformational leadership and organizational health-are described as follows.

#### 3.4. Leadership Through Transformation

Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration are four (4) manifest variables (dimensions) that form the latent variable of transformational leadership. There are measurable indications for each of these characteristics. This variable is measured using a total of twenty-two statement items.

**Table 5.** Respondents' Responses regarding Transformational Leadership Variables

No.	Manifest Variable (Dimension)	Answer					$\Sigma$	Criteria
		1	2	3	4	5		
1	High Tendency	1 0.06%	4 0.22%	134 7.51%	734 41.14%	911 51.07%	1784	Ideal Influence
2	Motivational Inspiration	33 1.06%	242 7.75%	494 15.82%	1251 40.07%	1102 35.30%	3122	High Tendency
3	Intellectual Simulation	32 1.03%	263 8.42%	684 21.91%	1202 38.50%	941 30.14%	3122	High Tendency
4	Individual Considerations	43 2.41%	168 9.42%	587 32.90%	640 35.87%	346 19.40%	1784	Ideal Influence
Transformational Leadership		27.36%		72,64%				High Tendency

Based on the indicator table for each dimension in the transformational leadership variable, the following presents the distribution of answers from lecturer respondents at PTS in the West Java region. The dimension of idealized influence on the transformational leadership latent variable can be measured by 4 indicators developed in 4 statement items. Respondents' responses to this dimension, based on the percentage of responses, can be presented as follows.

**Table 6.** Respondents' Responses regarding the Ideal Influence Dimension

No.	Ideal Influence	F	1	2	3	4	5	Total
			Never	Rare	Sometimes	Often	Always	
1	The Chairman/Rector/Director has self-confidence	F	0	2	14	156	274	446
		%	0.00	0.45	3.14	34.98	61.43	100.00
2	The Chairman/Rector/Director has a strong stance	F	1	0	30	223	192	446
		%	0.22	0.00	6.73	50.00	43.05	100.00
3	Chair/Rector/Director has competence in their field	F	0.00	2	17	199	228	446
		%	0.00	0.45	3.81	44.62	51.12	100.00
4	The Chairman/Rector/Director sets an example of good behavior to his subordinates	F	0	0	73	156	217	446
		%	0.00	0.00	16.37	34.98	48.65	100.00

From the calculation above, it is clear that, according to the percentage score,

1. PTS heads, rectors, or directors generally have a high level of trust, with a percentage of 96.3%. A minority of respondents still believe that directors, chairpersons or rectors lack confidence in their ability to make decisions that will improve the standard of education management in higher education. Lack of experience may be the reason.
2. With 93.05%, PTS Chairs, Rectors and Directors also tend to have strong opinions. According to a minority of respondents, PTS heads, rectors and directors still lack confidence in formulating policies aimed at improving standards of education management in higher education. The many factors and responsibilities of other higher education administrators, including the owners of foundations or organizing bodies, may be the cause.

3. At 95.74%, PTS chairpersons, rectors or directors often have a high level of domain competence. Only a minority of respondents said that the chairperson, rector or director lacked the leadership skills needed to oversee higher education, especially when it comes to raising the institution's accreditation standards. Lack of experience and inappropriate educational background may be the reason.
4. With a proportion of 83.63%, the chairman, rector or director of PTS often provides a high example of positive behavior to their subordinates. The lack of leadership participation in the organization of higher education may be the reason why a small proportion of respondents said that the chairperson, rector, or director did not set an adequate example for their subordinates.

### 3.4 Organizational Health

Internal alignment, strategy implementation, and self-renewal are the three (3) manifest variables (dimensions) that make up the latent variable of organizational health. There are measurable indications for each of these characteristics. This variable is measured using nine statement items in total. Based on this assessment, a summary of respondents' answers regarding organizational health and its aspects is shown below.

**Table 7.** Recapitulation of PTS Lecturer Responses

No.	Manifest Variable (Dimension)	Answer					Σ	Criteria
		1	2	3	4	5		
1	Internal Alignment	18	87	382	489	362	1338	High Tendency
		1.35	6.50	28.55	36.55	27.06		
2	Strategy Implementation	18	182	544	551	489	1784	High Tendency
		1.01	0.10	30.49	30.89	27.41		
3	Self-renewal	17	39	318	266	252	892	High Tendency
		1.91	4.37	35.65	29.82	28.25		
<b>Organizational Health</b>		<b>41.62%</b>			<b>58.38%</b>		<b>High</b>	

Based on the indicators for each dimension of the organizational health variable, the following presents the distribution of answers from lecturer respondents at PTS.

**Table 8.** PTS Lecturer Responses

No.	Internal Alignment						Total	
		1	2	3	4	5		
		Never	Rare	Sometimes	Often	Always		
1	The College communicates a clear and compelling vision so that lecturers are motivated and look for ways to realize it and know how valuable it is.	F	1	59	120	138	128	446
		%	0.22	13.23	26.91	30.94	28.70	100.00
2	The College's work culture and climate have clear and	F	17	24	124	180	101	446
		%	3.81	5.38	27.80	40.36	22.65	100.00

consistent values and work norms that support effective performance.

3	Lecturers understand what is expected by the College, have sufficient authority, and are accountable for delivering results.	F	0	4	138	171	133	446
		%	0.00	0.90	30.94	38.34	29.82	100.00

From the calculation results in the table above, it is clear that, based on the percentage score:

1. With 59.64%, PTS institutions often make considerable efforts to convey a compelling and differentiated vision to inspire faculty. This shows that HEIs strive to ensure that all academics in the higher education institution understand the significance and value of the goals and encourage engagement from all components of the HEI to achieve them.
2. With a proportion of 63.01%, the culture and work atmosphere of PTS that support performance effectiveness and have clear and consistent values tend to be high. This shows how important it is for a company, especially universities, to have a positive culture and work environment in order to encourage the improvement of service quality and foster performance effectiveness for each student.
3. With a proportion of 68.16%, professors generally have a good level of understanding of what is required of them by the institution, have sufficient power, and are responsible for achieving results. This suggests that lecturers have realized their responsibilities as an important component in managing higher education. In order to improve the organizational health of the institution, lecturers must be able to use their competencies to assist efforts to improve educational standards in accordance with the vision, purpose, and objectives of higher education.

### 3.5 Measurement Model Analysis

Survey data were analyzed using Smart-PLS along with structural equation modeling (SEM). Discriminant and convergent validity were assessed for the measurement model. The results of the SmartPLS output are as follows.

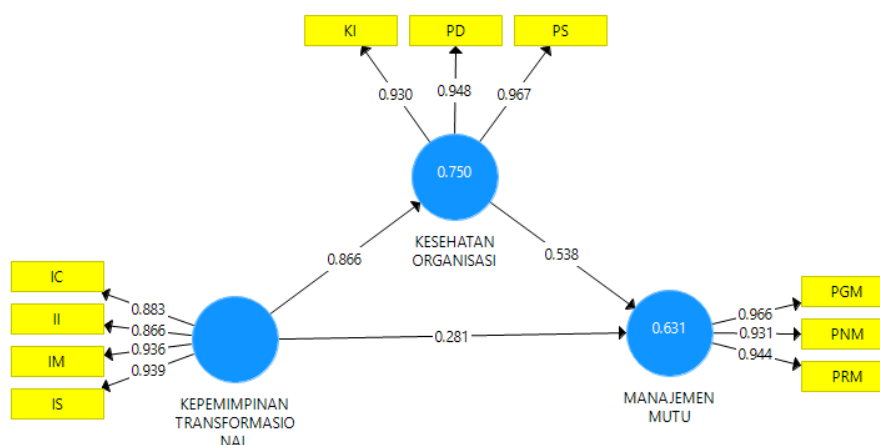


Figure 1. SmartPLS Output

### 3.5.1 Convergent validity

In the SEM-PLS convergent validity test that uses reflective indicators, indicators with a loading factor of 0.7 or more are considered significant indicators based on the construct assessment.

**Table 9.** Loading Factor

Variables	Indicator	Loading factor
Transformational Leadership	Idealized influence	0.866
	Inspirational Motivation	0.936
	Intellectual Simulation	0.939
	Individualized Considerations	0.883
Organizational Health	Internal Alignment strategy	0.930
		0.967
	Self-renewal	0.948

Based on the table above, the strategy implementation dimension has the largest loading factor value (0.967), while the idealized influence dimension has the smallest loading factor value (0.866). In addition, it can be said that all loading factors are more than 0.7, which indicates the validity of all aspects in the Transformational Leadership Organizational Health variable.

### 3.5.2 Average Extracted Variance

The average extracted variance score, which shows that, on average, one hidden variable can explain more than half of the indicator variance, indicates sufficient convergent validity.

**Table 10.** Average Extracted Variance

Variables	AVE	Crystallization point	Conclusion
Transformational Leadership	0.822	0.5	Very good
Organizational Health	0.900	0.5	Very good

The above-mentioned table shows that all constructs have AVE values of more than 0.5, which indicates excellent convergent validity for the Transformational Leadership and organizational health dimensions.

## Discussion

### Transformational Leadership

The research findings indicate a high level of transformational leadership among private university leaders in West Java. This suggests that these leaders exhibit key traits associated with transformational leadership, such as self-confidence, strong personal convictions, domain expertise, and exemplary behavior that serves as a model for subordinates. Among the dimensions of transformational leadership, idealized influence received the most positive responses, reflecting the perception that leaders act with integrity and earn the trust and respect of their teams.

In addition, the dimension of inspirational motivation was also prominent, as leaders were perceived to effectively foster team spirit, encourage innovation, and articulate a compelling vision. These leaders demonstrated a strong commitment to shared goals and were able to motivate others with optimism and a clear sense of purpose. These findings align with the broader literature, which highlights the central role of transformational leadership in driving organizational alignment and performance. As noted by Huangal-Scheineder et al. (2024), transformational leadership has attracted significant scholarly attention for its capacity to inspire, motivate, and guide organizational members toward achieving common objectives.

Comparable studies from other regions further support the relevance of transformational leadership in higher education. For instance, Gunawan et al. (2024) found that transformational leadership in U.S. universities enhances institutional performance and organizational commitment through individual motivation and empowerment. Similarly, research in Europe by Sabwami (2024) reported that transformational leadership positively shapes organizational culture and strengthens institutional competitiveness in the face of global accreditation standards. In China, Jia (2023) observed that transformational leadership enables university leaders to mobilize limited resources more effectively, leading to improved educational quality recognized at the international level.

Overall, these findings underscore the pivotal role of transformational leadership in the governance of higher education institutions. Leaders in private universities in West Java exemplify many characteristics of transformational leadership, which contributes significantly to quality management and institutional excellence. Such leadership fosters a shared commitment among staff to organizational goals and encourages continuous improvement.

Moreover, transformational leadership is closely aligned with the principles of Total Quality Management (TQM), particularly its emphasis on continuous enhancement and stakeholder engagement. By fostering a proactive and innovative work culture, transformational leaders empower individuals to take initiative and independently address quality-related challenges. Their engaging communication style and use of motivational incentives help build result-oriented teams focused on meeting and exceeding quality benchmarks. Consequently, transformational leadership emerges as a critical driver in promoting a sustainable culture of excellence within higher education institutions.

### **Analysis of Higher Education Leadership and Quality Management**

This study contributes to filling the literature gap in the field of higher education leadership and quality management through exploring the relationship between transformational leadership and organizational health in the context of accreditation of private higher education institutions (PTS). Although previous research has extensively discussed the importance of transformational leadership in improving organizational performance (Tsapnidou et al., 2024), this study highlights the less explored aspect of how transformational leadership can directly influence dimensions of organizational health and support the achievement of accreditation standards. The focus on private universities in Indonesia provides a new contribution as similar research is more often conducted on public institutions or in developed countries with different characteristics and challenges (Virgana & Fitriani, 2025). A gap in the literature is also found in the limited research linking transformational leadership with specific elements of quality management, such as organizational health. Most studies tend to focus on macro outcomes, such as improving overall institutional performance, without considering the internal dynamics of the organization, including the well-being of human resources that are an integral part of organizational health (Al-Twal et al., 2024). This study fills the gap by integrating concepts such as positive leadership, good interpersonal relationships and resource support as key dimensions of organizational health in the context of private universities.

In addition, this research offers a contextualized approach to the unique challenges faced by PTS in Indonesia, such as budget constraints, diverse student backgrounds, and the need to enhance academic reputation in a resource-constrained environment. In contrast to research in developed countries that have stronger financial support and resources, this study shows how transformational leadership can be a strategic tool to optimize these limitations. The findings are not only locally relevant, but also provide global insights for higher education institutions in developing countries facing similar challenges. Theoretically, this study expands the scope of the literature by introducing new relationships between leadership styles, organizational health, and accreditation of higher education institutions. Practically, this study provides guidance for HEI leaders to implement leadership strategies that support overall organizational quality management. Thus, this study successfully fills the literature gap in the field of higher education leadership and quality management, while making a significant contribution to practice and theory in this field.

## Organizational Health Analysis

The findings of this study indicate that respondents reported a high level of organizational health in private higher education institutions (Perguruan Tinggi Swasta, or PTS), as measured by three key dimensions. This suggests that PTS institutions are generally perceived as functioning effectively, with systems and processes in place that support institutional autonomy and integrity amidst various operational and environmental challenges. The data show particularly strong results in the internal alignment dimension, suggesting that these institutions have successfully cultivated a coherent organizational culture, a consistent operational environment, and a clearly communicated vision.

Similarly, the dimension of strategy implementation yielded high scores, indicating that PTS institutions are employing effective leadership strategies to enhance faculty performance. These strategies include appropriately aligning academic staff's competencies with institutional needs and fostering high levels of morale and loyalty among faculty and staff. Furthermore, the study found a positive representation in the self-renewal dimension, reflecting the institutions' capacity to manage educational activities adaptively, respond effectively to emerging challenges, and embrace innovation — including radical changes — in their pursuit of continuous improvement and long-term development.

Taken together, these findings highlight the critical importance of organizational health in the effective governance and quality management of higher education institutions. Organizational health refers to an institution's ability to function optimally, adapt to change, and sustain growth through the integration of people, processes, and culture. It encompasses elements such as efficient operations, motivated and productive personnel, a culture that supports quality, the capacity for continuous improvement, effective conflict resolution mechanisms, and high stakeholder satisfaction.

As such, organizational health is not merely a reflection of current institutional stability, but a strategic asset that significantly impacts the implementation and success of quality management systems in higher education. Prioritizing organizational health enables institutions to build resilience, maintain academic excellence, and navigate the evolving demands of the higher education sector. It should therefore be regarded as a foundational component in the strategic planning and quality assurance frameworks of higher education institutions.

## 4. CONCLUSIONS

This study concludes that transformational leadership and organizational health play a crucial and interrelated role in the quality management of institutional accreditation in private universities (PTS). Key leadership traits—such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—significantly contribute to enhancing accreditation processes by fostering a strong internal culture and organizational alignment. Additionally, organizational health serves not only as a critical component of quality management but also as a mediating variable that amplifies the impact of leadership on accreditation outcomes. However, the study is limited in its generalizability due to its geographic focus on private universities in West Java and Banten, as well as its reliance on self-reported data from lecturers, which may be subject to perception bias. Future research should expand the sample to include private institutions across diverse regions and institutional types, incorporate longitudinal data to assess the sustainability of leadership impacts over time, and explore additional moderating factors such as organizational culture or external regulatory environments. Such research would strengthen the theoretical framework and offer more comprehensive insights into how transformational leadership can strategically advance accreditation excellence in higher education.

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