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**Transformational Leadership Dynamics and its Effect on Organizational Health in Private Universities**Arip Amin<sup>1</sup>, Diding Nurdin<sup>2</sup>, Djam'an Satori<sup>3</sup>, Suryadi<sup>4</sup> Tyagita Ayuningtyas<sup>5</sup><sup>1</sup> Universitas Pendidikan Indonesia, Indonesia ; aripamin@upi.edu<sup>2</sup> Universitas Pendidikan Indonesia, Indonesia ; diding01nurdin@gmail.com<sup>3</sup> Universitas Pendidikan Indonesia, Indonesia ; suryadi@upi.edu<sup>4</sup> Universitas Pendidikan Indonesia, Indonesia ; tyagitaa@upi.edu**ARTICLE INFO****Keywords:**

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**ABSTRACT**

The purpose of this research is to investigate how transformational leadership affects organizational health and institutional accreditation quality management in private universities (PTS). This study use mixed methods research, combining quantitative and qualitative techniques to get a thorough understanding of quality management and leadership dynamics. Higher education is strategically positioned to enhance the quality of academic services and institutional administration in response to the demands of globalization and the Fourth Industrial Revolution, with certification serving as a crucial component of quality assurance. The findings demonstrated that organizational health and accreditation quality management were greatly impacted by transformational leadership. A healthy and high-quality organization is facilitated by leadership attributes including idealized influence, inspiring motivation, intellectual stimulation, and individual concern. Furthermore, organizational health functions as an intervening variable that fortifies the connection between transformational leadership and accreditation quality via internal alignment, strategy implementation, and self-renewal. The results provide a useful quality management paradigm based on transformational leadership to help colleges deal with global issues. It is anticipated that this study would strategically advance the creation of flexible, globally competitive higher education.

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## 1. INTRODUCTION

Private institutions are crucial in creating high-caliber human resources at a time of escalating international competitiveness. As one of the mainstays of higher education, private colleges must contend with the difficulty of staying competitive and relevant in the face of the rapid changes occurring in both the educational and business sectors. Effective leadership is one of the main elements that affects how well higher education institutions perform. In this regard, transformational leadership has gained a lot of attention because of its capacity to inspire, encourage, and influence organizational members toward a single objective (Huangal-Scheineder dkk., 2024).

The focus of transformational leadership is not just on reaching institutional goals but also on fostering healthy organizational culture (Mulyadin dkk., 2023). A positive work atmosphere, good communication, and the mental wellness of every employee are all components of a strong corporate culture. Therefore, research on the connection between organizational health and transformative leadership is crucial, particularly when considering private colleges. The beneficial effects of transformational leadership on organizational performance have been emphasized in earlier research, but little is known about how this leadership style supports overall organizational health (D. Varalakshmi, 2024). In the context of private colleges, this research intends to investigate the dynamics of transformative leadership and its impact on organizational health. This area of study is crucial as private institutions often deal with budgetary constraints, difficulties managing their personnel resources, and the need to enhance their academic standing while having little resources.

Given that private institutions differ from public universities in several ways, this phenomena is becoming more and more intriguing. Innovative leadership techniques are necessary to address issues such as varied student backgrounds, limited funds, and the need to recruit and maintain talented teaching personnel. The best way to deal with these issues is seen to be transformational leadership that emphasizes long-term vision, teamwork, and individual empowerment. It is anticipated that this study will contribute both theoretically and practically. Theoretically, this research will contribute to the body of knowledge about the connection between organizational health and transformative leadership. It is anticipated that, practically speaking, the findings of this research will direct leaders at private universities in the use of leadership techniques that promote organizational health. Therefore, this study has important practical ramifications for the advancement of higher education in Indonesia and throughout the world in addition to being academically noteworthy.

In order for institutions to properly compete with one another and achieve the highest worldwide rankings, this effort seeks to guarantee and enhance the quality of higher education. Additionally, higher education must complete an evaluation step known as accreditation in order to provide graduates with a minimal level of quality assurance that will enable them to be readily accepted into the workforce and be eligible to pursue further study. Public confidence in academic standards in higher education institutions will gradually erode, evaporate, and further impact 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 important for all higher education institutions. (Julian Du Plessis dkk., 2024) said that accreditation is a method used by independent

organizations or agencies outside of universities to analyze (evaluate) the viability and quality of higher education institutions or study programs. Furthermore, many colleges may fail to grow or maybe cease operations if they are unable to guarantee that the quality of their education satisfies international standards.

Higher education is a <sup>23</sup> crucial <sup>34</sup> part of the national education system and plays a significant role in public education as well as the advancement of science and technology, according to Law No. 12/2012 on Higher Education (Nooij dkk., 2024). The future of higher education in Indonesia will be shaped by the capacity for innovation that arises from the academic community's imagination. This is consistent with what was said by (Chaurasia, 2016) that a knowledge-based society and information and communication technology are causing a paradigm change in how higher education is organized. Higher education has to adapt to the possibilities and challenges of the fourth industrial revolution in line with its features (Paik, 2018). According to (Pooja Walia & Manju, 2021) all universities must modify its governance in order to keep up with technological advancements and avoid falling behind the rest of the education sector.

The aforementioned higher education regulations demonstrate how the government reacts to societal changes and the job market's growing globalization (Marginson, 2010). Both at the macro level (for a country) and at the micro level (for an educational institution), a leadership decision model or style produces the proper response. Decisions made by leaders will affect the kind of policy actions and results (Nieman & Allamong, 2023). According to (Berkowitz & Krause, 2020) leadership decisions are always based on current trends and future issues. For example, recent studies predict that a number of jobs will be lost in the future as a result of artificial intelligence replacing them (artificial intelligence). Automation, the internet of things, nanotechnology, quantum computing, biotechnology and three-dimensional printing are hallmarks of the industrial revolution 4.0 period.

<sup>15</sup> Through the application of the tri dharma of higher education, research, and community service universities are one of the subsystems of national education, according to (Glatter, 2015). Their presence in the life of the state and country is significant. It explains, in general, that universities have responsibilities and functions because of their commitment to: first, mastering, using, spreading, updating, and advancing art, science, and technology. Second, studying, developing, and preserving cultural traditions; third, enhancing the community's standard of living; and fourth, putting this dedication into practice or theoretically (science and technology). In order to guarantee and enhance their quality continuously via a variety of academic and extracurricular activities and by providing the community with satisfying services, universities must be able to manage themselves effectively (Nirupma, 2023).

Because of accreditation, all universities are aware of the need of ongoing internal self-evaluation to maintain academic quality standards that can compete on a worldwide scale. Higher education accreditation is beneficial because, in the first place, it guarantees that approved universities fulfill the BAN-PT quality standards, protecting the community from institutions of inferior caliber (Hakim & Suharto, 2019). Second, it calls on academic institutions to adhere to stringent standards for sustainable growth and excellence. Third, accreditation outcomes may serve as the foundation for financing and support, acceptance <sup>7</sup> from other agencies or organizations, and credit transfer across institutions.

The qualities of transformational leadership, including (1) idealized leadership, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration, are adopted from (Sabariah

dkk., 2024). The researcher attempts to rebuild some of these theoretical derivatives in order to make them consistent with the features of higher education in the institutional accreditation process, despite the fact that these theories have certain parallels with earlier research.

The ability to coordinate the energy capacity of every element of an organization's system in order to get closer to its objectives is referred to as organizational health theory and idea. This study's theoretical reconstruction of higher education organizational health was founded on a number of factors, including 1) positive leadership, 2) organizational virtue, 3) positive relationships, and 4) resource support (Safaruddin dkk., 2023). When it comes to institutional certification, this conceptual reconstruction aligns with the features of private institutions.

The research's focus on the institutional accreditation of private universities (PTS) enables the development of hypotheses pertaining to the variables under investigation. To close the current theoretical gap, a number of indicators of each variable under study might be used. The empirical gap in this study is explained after the research and theoretical gaps have been identified. Particularly at private universities in Banten and West Java, the findings of earlier research on the impact of organizational health, transformational leadership, and quality management on the implications for higher education institutions' accreditation are comparatively uncommon. This research, which has been modified to fit the circumstances and features of these PTS, may thus close the empirical gap in a number of earlier investigations.

## 2. METHODS

Mixed methods research is used in this study. The inquiry method is one of the concepts that form the foundation of the mixed methods research design. This approach assumes that a combination of quantitative and qualitative approaches should be used at different phases of the research process, as well as that data collecting and analysis should be directed or taught. According to (Adhikari & Timsina, 2024) mixed methods research focuses on data gathering and analysis while integrating quantitative and qualitative data. According to (Chasokela, 2024), qualitative research is a method that generates descriptive data from spoken or written language as well as observed human behavior. Direct data collection, naturally occurring data collection, and the creation of dialogical situations as a scientific setting to derive new meanings in the form of answer categories are the three primary components of qualitative research (Haki dkk., 2024). Comparatively, quantitative research tests specific hypotheses by looking at correlations between variables (Hall & Liebenberg, 2024). Numbers that may provide data from the responses to surveys are given greater weight in quantitative research. It is anticipated that by using this method, respondents would provide more accurate information on the degree to which the transformational leadership style affects the accreditation process for higher education quality management.

According to (Love et al., 2023), mixed approaches are superior than single approach strategies in three areas, including:

1. Research issues that cannot be handled by other methodologies may be addressed by mixed methods research;
2. Mixed methods research provides more accurate inference processes.
3. You may provide a more comprehensive viewpoint by using a hybrid technique.

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

### 2.1 Sumber information

In this research PTS in West Java was used as the analytical unit. In the meanwhile, PTS lecturers and teaching staff completed research questionnaires and served as observation units (respondents) in the study. Clusters based on the credentials and characteristics of academics with tenure and functional roles at the targeted PTS were used to choose the lecturers who served as questionnaires for this research. In addition to obtaining data based on the respondent's capability as a professor participating in the execution of institutional accreditation, this seeks to achieve uniformity in the findings of the questionnaire that was circulated.

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

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

### 2.2 Research Population and Sample

The original data utilized in this study was gathered from reliable sources and represents the research sample. To solve research issues, the data is also transformed into information. The research population consists of 445 private universities in Banten and West Java. Of the 445 universities in existence, 109 are universities, 22 are institutes, 183 are colleges, 75 are academies, 47 are polytechnics, 5 are community academies, 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

## 2.5 Research Tools

The majority of the research instruments used in this study focused on the primary research instrument, which was the professors at private institutions in West Java who served as research subjects and from whose data was directly gathered via questionnaires. Following the collection of responses, the researcher used a multiple rating list scale. This scale, which goes from one to five points, is used to score each respondent's alternate response. (Adhikari & Timsina, 2024) The previously produced research instrument was made available to many respondents in order to evaluate its validity and reliability. The item was altered or taken out of circulation if the replies from the respondents showed that a statement or question was untrue. If any assertions were found to be untrustworthy, the research tool/questionnaire items were likewise modified. Each responder received a copy of the updated questionnaire after the results of the pilot test and the modification procedure were deemed valid and reliable.

Reliability and validity tests are necessary for association hypotheses that establish the link between study variables. The degree to which an instrument accurately assesses an idea's qualities is known as its validity (Meivinia dkk., 2023) Additionally, dependability is defined as an instrument's ability to consistently evaluate the quality of a notion or construct (Ansari & Khan, 2023). Test-retest, parallel or alternate format, split-half, Kuder Richardson, and Cronbach's alpha are some of the testing methods used in reliability testing.

### 2.4 Types and Methods of Gathering Information

This research uses the following kinds of data

#### a. Primary Data

The findings of surveys given to respondents who are representative of the population that is, lecturers who fit the requirements for study participants are used to gather primary data. A score derived from respondents' answers to questions about organizational health, transformational leadership, and institutional accreditation quality management was then used as main data.

#### b. Secondary Information

Secondary data is derived from other research-related studies and the findings of a literature survey of pertinent materials.

## 3. FINDINGS AND DISCUSSION

### 3.1 Characteristics of Respondents based on Gender

The characteristics of respondents based on gender can be seen in table 3 below

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

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

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

### 20 3.2 Characteristics of Respondents based on Years of Service

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

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Table 4. Characteristics of Respondents Based on Length of Service

Period of work	Frequency	17 Percentage
1-10 years	258	57.8
11-20 years	156	35.0
21-30 years	27	6.1
31-40 years	5	1.1
Total	446	100

11  
25 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, namely 258 people with a percentage of 57.8%. In addition, respondents who worked between 11-20 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 in the lowest percentage, namely 3.8% or 5 people from the total respondents.

### 3.3 Characteristic Evaluation

The percentage score of respondents' answers for every variable is described via descriptive analysis. The responder accomplishment rate (TCR) criteria are divided into two categories: low (0%–49.99%) and high (>50%–100%). The variables under investigation—transformational leadership and organizational health are described as follows.

#### 3.3. Leadership Through Transformation

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

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

No.	Manifest Variable (Dimension)	Answer					Σ	Criteria
		1	2	3	4	5		
1	High Tendency	1	4	134	734	911	1784	Ideal Influence
		0,06%	0,22%	7,51%	41,14%	51,07%		
2	Motivation Inspiration	33	242	494	1251	1102	3122	High Tendency
		1,06%	7,75%	15,82%	40,07%	35,30%		
3	Intellectual Simulation	32	263	684	1202	941	3122	High Tendency
		1,03%	8,42%	21,91%	38,50%	30,14%		
4	Individual Consideration	43	168	587	640	346	1784	Ideal Influence
		2,41%	9,42%	32,90%	35,87%	19,40%		
Transformational Leadership		27,36%		72,64%		High Tendency		

Based on the indicator table for each dimension in the transformational leadership variable, the following is presented the distribution of responses from lecturer respondents at PTS in the West Java area. 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		1	2	3	4	5	Total
			Never	Rarely	Sometimes	Oftens	Always	
1	The Chairperson/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	Chairperson/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	Chairperson/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 Chairperson / 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

It is clear from the above computation results that, according to the percentage score,

1. The Chairperson, Rector, or Director of PTS typically has a high degree of confidence, with a percentage of 96.3%. A tiny percentage of respondents continue to believe that the director, chairperson, or chancellor lacks trust in their ability to make decisions that will improve the standard of education management in higher education. Insufficient experience may be the reason of this.
2. With a rate of 93.05%, the Chairperson, Rector, and Director of PTS also tend to have a strong opinion. According to a tiny percentage of respondents, the chairperson, rector, or director is still seen as having less confidence when it comes to formulating policies aimed at raising the standard of education management in higher education. The many factors and responsibilities of other higher education administrators, including the foundation owner or organizing body, may be to blame for this.
3. With a rate of 95.74%, the Head, Rector, or Director of PTS often has a high degree of area competency. Only a tiny percentage of respondents said that the chairperson, rector, or director lacked the leadership skills necessary to oversee higher education, particularly when it came to raising the standard of institutional accreditation. Insufficient experience and inappropriate educational background may be the reason of this.
4. With a proportion of 83.63%, the Chairperson, Rector, or Director of PTS often provides a high degree of modeling positive conduct for subordinates. The lack of leadership participation in higher education administration may be the reason why a tiny percentage of respondents said that the chairperson, chancellor, or director did not provide adequate examples for his subordinates.

### 3.4 Organizational Health

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

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

No.	Manifest Variable (Dimension)	Answer					$\Sigma$	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	

		1,91	4,37	35,65	29,82	28,25		High Tendency
<b>Organizational Health</b>		41,62%			58,38%			High Tendency

Based on the indicators for each dimension on the organizational health variable, the following is presented the distribution of responses of lecturer respondents at PTS.

**Table 8.** PTS Lecturer Responses

No.	Internal Alignment		1	2	3	4	5	Total
			Never	Rarely	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 consistent values, as well as work norms that support performance effectiveness.	F	17	24	124	180	101	446
		%	3,81	5,38	27,80	40,36	22,65	100,00
3	Lecturers understand what the College expects, have sufficient authority, and are responsible for delivering results.	F	0	4	138	171	133	446
		%	0,00	0,90	30,94	38,34	29,82	100,00

It is clear from the computation results in the above table that, according to the percentage score:

1. With a rate of 59.64%, PTS institutions often put out a considerable amount of effort to convey a compelling and distinct vision in order to inspire instructors. This demonstrates that the college works to ensure that all academics in the higher education institution understand the significance and worth of the goal and encourages involvement from all college components in order to achieve it.

2. With a proportion of 63.01%, the PTS work culture and atmosphere that supports performance effectiveness and has clear and consistent values tends to be high. This demonstrates how important it is for a company, particularly in higher education, to have a positive work culture and environment in order to promote the enhancement of service quality and foster performance effectiveness for every college student.
3. With a proportion of 68.16%, professors generally have a good degree of grasp of what is required of them by institutions, possess enough power, and are accountable for achieving outcomes. This demonstrates that lecturers are already aware of their responsibilities as a crucial component of managing higher education. In order to promote the institution's organizational health, lecturers should be able to use their competences to assist efforts to raise educational standards in accordance with higher education's vision, purpose, and objectives.

### 3.5 Measurement Model Analysis

The survey data was analyzed using Smart-PLS in conjunction with structural equation modeling (SEM). Both discriminant and convergent validity were assessed for the measurement model. The outcomes of the SmartPLS output are as follows.

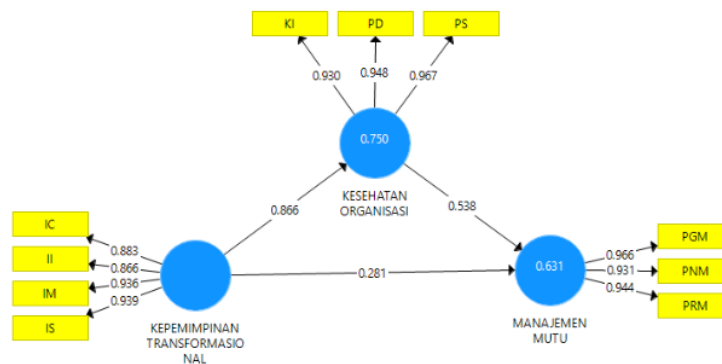


Figure 1. Output SmartPLS

#### 3.5.1 Convergent validity

In the SEM-PLS convergent validity test utilizing reflective indicators, indicators with a loading factor of 0.7 or above are considered significant indicators based on the construct's assessment.

**Table 9.** Loading Factor

Variable	Indicators	Loading factor
12 Transformational Leadership	Idealized influence	0.866
	Inspirational Motivation	0.936
	Intellectual Simulation	0.939
	Individualized Consideration	0.883
Organizational Health	Internal Alignment	0.930
	Strategy implementation	0.967
	Self-renewal	0.948

According to the above table, the strategy implementation dimension has the greatest loading factor value (0.967), while the idealized influence dimension has the lowest loading factor value (0.866). Aside from that, it can be said that all loading factors are more than 0.7, indicating the validity of all the aspects in the Organizational Health variable of Transformational Leadership.

### 3.5.2 Average Variance Extracted

The average variation extracted score, which shows that, on average, one hidden variable can explain more than half of the variance of the indicators, demonstrates adequate convergent validity.

**Table 10.** Average Variance Extracted

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

The aforementioned table indicates that all of the constructs have AVE values more than the 0.5 cutoff, indicating extremely excellent convergent validity for the Transformational Leadership and organizational health dimensions.

## 3.6 Discussion

### 3.6.1 Transformational Leadership

Overall transformative leadership is high, according to the study's findings. This indicates that the leaders of private universities in the West Java environment possess traits and skills in the areas of self-confidence, strong conviction, field competence, and behavior that sets a good example to their subordinates. The ideal influence dimension in transformational leadership received some of the highest positive responses. According to the study's findings, private university leaders are also seen to be able to exhibit qualities that boost team morale and promote drive and creativity in the area of inspiring motivation. able to demonstrate commitment to a single objective and shared vision while motivating others in the business with optimism and a bright future.

These circumstances generally show how crucial transformative leadership is to the administration of higher education. Some private university executives, particularly those at West Javan private institutions, exhibit traits of transformative leadership. This is undoubtedly an example of how transformational leadership significantly affects quality management at institutions of higher learning. Employees are inspired and motivated by transformational leaders to share the college organization's goal. They strengthen the dedication of every team member to reaching high quality standards by emphasizing the value of quality. Additionally, transformational leadership fosters innovation and creativity at work. The use of total quality management (TQM), which prioritizes continual improvement, is appropriate for this strategy. A proactive workplace culture fostered by transformational leadership encourages people to take charge and find independent solutions to quality issues. Transformational leaders inspire teams to be results-oriented, which includes continuously hitting quality objectives, by using an exciting communication style and offering incentives for accomplishment.

### 3.6.2 Organizational Health Analysis

According to the study's findings, respondents' answers tended to have a high presentation value when it came to PTS's organizational health as measured by three criteria. This demonstrates that PTS is thought to be able to develop into a healthy organization, meaning that all of its parts and procedures are functioning well, guaranteeing the institution's autonomy and integrity in the face of several challenges to its survival. According to the study findings, PTS companies are able to establish a clear and consistent culture and environment, as well as convey a clear vision, as seen by the generally high replies in the internal alignment dimension. Similarly, the strategy implementation dimension yielded research findings with presentations that tended to be high. This indicates that PTS uses an effective leadership style to enhance lecturer performance, is able to appropriately place lecturers' talents and abilities, and is able to foster employee and lecturer loyalty and enthusiasm. The results indicated a fairly high presentation of respondents for the self-renewal dimension, indicating that PTS can effectively manage education, take action when issues arise, and support and use new ideas, including radical innovations, to further improve in order to grow and develop.

In general, these circumstances may demonstrate how crucial organizational health is to the effective administration of higher education and to the promotion of higher education quality management. The ability of an organization to grow sustainably, adjust to change, and function at its best via harmonious interactions between its constituents including personnel, procedures, and organizational culture is referred to as organizational health. Increased process efficiency, employee

motivation and productivity, a quality-supporting work culture, the ability to continuously improve, effective conflict resolution, improved customer satisfaction, and the sustainability of quality system implementation are all examples of how organizational health affects quality management. Organizational health must therefore be given top priority by higher education institutions as a crucial component of their quality management plan.

## 1. CONCLUSION

According to this research, the quality management approach of institutional accreditation at private universities (PTS) heavily relies on transformational leadership and organizational health. The study's findings support the notion that transformational leadership significantly and favorably affects institutional accreditation's quality management. Particularly throughout the PTS institution accreditation process, transformational leadership traits like idealized influence, inspiring motivation, intellectual stimulation, and individualized attention serve as the cornerstone for controlling and guiding organizational excellence. Additionally, the quality management of institutional accreditation is positively and significantly impacted by organizational health. Internal alignment, strategy execution, and self-renewal are examples of organizational health dimensions that help staff members and lecturers share objectives, manage programs efficiently, and adjust to changing conditions.

Organizational health is positively and significantly impacted by transformational leadership. Goal alignment among members and the development of a robust, flexible organization are facilitated by leaders who can inspire and acknowledge their team members. In addition to having a direct impact on quality management, transformational leadership also has an indirect one via organizational health as a mediating factor. Transformational leaders have the ability to foster organizational well-being, which enhances institutional accreditation quality management. Therefore, it has been shown that the PTS institutional accreditation quality management approach, which is founded on organizational health and transformational leadership, is applicable and successful in raising the caliber of higher education institutions.

**Acknowledgments:** There are a number of suggestions that may be taken into consideration for more research based on the findings of the current study. One of them is that more research be conducted at all private colleges in order to provide more thorough research findings. In order for the study findings to provide a clearer picture, testing using a more advanced model is anticipated in future studies.

**Conflicts of Interest:** The authors declare no conflict of interest

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