

Educational Service Promotion and Enrollment Interest in Aceh's Islamic Higher Education

Zulfikar Ali Buto Siregar¹; Abdul Kadir²; Muhammad Anggung Manumanoso Prasetyo³;

Muhibuddin Muhibuddin⁴; Mohd Ridhuan Mohd Jamil⁵

^{1,2,3}Universitas Islam Negeri Sultanah Nahrasiyah Lhokseumawe, Indonesia

⁴Institut Agama Islam Negeri Langsa, Indonesia

⁵Universiti Pendidikan Sultan Idris, Malaysia

¹Correspondence Email: zulfikar@uinsuna.ac.id

Article Info

Received: June 3, 2024

Accepted: August 3, 2026

Published: September 30, 2026

Online First: September 30, 2026

Keywords

Transformational Leadership;
Personal Motivation;
Educational Service Promotion;
Students' Enrollment Interest;
Islamic Higher Education.

Abstract

This study examines the influence of transformational leadership, personal motivation, and educational service promotion on prospective students' enrollment interest in Islamic higher education institutions in Aceh, Indonesia. Using a quantitative approach, data were collected from 1,230 respondents selected through random sampling across five districts in Aceh Province. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to test direct and indirect relationships among the variables. The findings reveal that transformational leadership significantly influences personal motivation and educational service promotion, both of which positively affect students' enrollment interest. Educational service promotion was also found to mediate the relationship between transformational leadership and enrollment decisions significantly. Furthermore, the study demonstrates that local cultural values, religious commitment, and digital communication strategies contribute substantially to increasing the attractiveness of Islamic higher education institutions. The findings extend transformational leadership theory by emphasizing the integration of leadership practices, motivational factors, and culturally responsive promotional strategies within a distinctive socio-religious context. Practically, the study offers strategic insights for policymakers and institutional leaders seeking to strengthen institutional competitiveness through adaptive leadership, technology-based promotion, and community engagement.

A. Introduction

Education in Indonesia is caged in a scientific dichotomy between science and religion (Khozin & Umiarso, 2019; Sappe, 2020), non-Islamic Higher Education Institutions are under the Ministry of Education and Culture, while Islamic Higher Education Institutions operate under the Ministry of Religious Affairs. Structural anomalies impact the characteristics of higher education management (Anwar & Elfiah, 2019; Y. Mulyono et al., 2020). As a result, the output of Islamic Higher Education Institutions graduates is considered inferior to that of non-Islamic Higher Education Institutions graduates (Mutohar et al., 2020; Muslim et al., 2026). Islamic Higher Education Institutions graduates are considered to only have religious competencies compared to the scientific competencies required by the current job market (Li, 2020; Teixeira & Shin, 2020; Supriyanto, Waseso, et al., 2025).

The innovation to overcome this gap is the institutional transformation from an institute to a university to accommodate the opening of several science departments (Ali, 2020; Sumadiyah et al., 2026). The growth of Islamic Religious Universities in Indonesia has increased significantly. Currently, 644 institutions are recorded, including 59 State Islamic Higher Education Institutions and 589 private institutions (diktis.kemenag.go.id, 2024). This phenomenon indicates the Muslim community's high participation level in the country's higher education sector. Specifically, Aceh Province has 5 State Islamic Higher Education institutions, the second most after East Java (Ismail, 2023; Suyadi et al., 2022).

At the process stage, State Islamic Higher Education (SIHE) requires competent lecturers and adequate infrastructure. However, institutional transformation within SIHE remains minimal, despite the Islamic community's growing interest in enrolling in these institutions. This is evident from the new student registration trends observed over the last four years.

Table 1. Comparative Data for PTKIN New Student Admissions 2020 to 2023

Admission Year	Number of Institutions (UIN-IAIN-STAIN)	Registrants for SPAN-PTKIN	Enrolled
2020	58 Institutions	132.929	61.355
2021	58 Institutions	182.890	69.617
2022	59 Institutions	172.971	73.944
2023	59 Institutions	263.061	75.362

Source: PendisKemenag (Pendis Kemenag, 2023)

On a micro level, Aceh is one of the provinces with the most State Islamic Higher Education Institutions, namely UIN Ar-Raniry Banda Aceh, IAIN Lhokseumawe, IAIN Langsa, IAIN Takengon, and STAIN Meulaboh. However, SIHEs in Aceh are still less favored as destinations for people to continue their higher education. Therefore, there is a need for governance innovation to create constructive policies that positively impact enrollment interest in religious universities (Muhlisin et al., 2023).

Organizational management is inseparable from challenges that influence the implementation of the student admission system (Muhida et al., 2019). Existing arguments point to the dysfunctional role of SIHE graduates and internal and external management (Shaffer, 2019). From an internal perspective, this implementation faces several challenges, such as prospective students requiring greater motivation and satisfaction to pursue Islamic studies (Annisa & Puspita, 2022; Misbah et al., 2015).

Previous research has examined transformational leadership and personal motivation separately, but few studies have integrated these factors with Aceh-specific socio-religious characteristics within Islamic higher education. While general studies explore interest in higher education, understanding how transformational leadership rooted in Islamic values and *pesantren* culture mobilizes prospective students' motivation in Aceh remains limited. This study uniquely focuses on this integration, highlighting how digital promotion and social media strengthen the link between leadership and student enrollment interest (Laradi et al., 2023; Lukman & Yune, 2025; Srinita et al., 2023). By addressing Aceh's distinct cultural and religious dynamics, the research provides insight into the complex interplay shaping student choices in Islamic higher education institutions. Thus, this study integrates transformational leadership and digital promotion strategies to examine these dynamics within the context of Islamic higher education institutions.

Transformative leadership is defined as leadership that provides strong inspiration and stimulates followers to achieve highly satisfying results, as well as helps followers in developing leadership skills and talents (Vasilescu, 2019) (Alqatawenh, 2018). Individual motivation in this research context refers to a series of psychological processes that influence an individual's level, direction, satisfaction and behavioral tendencies (Acquah et al., 2021; Tesfaw, 2014) (Cebrián & Junyent, 2015). It also encompasses the extent to which individuals feel motivated, committed, and intrinsically hopeful about a particular goal (Pavin Ivanec & Defar, 2023; Pietsch et al., 2019).

The promotion of educational services refers to a series of outreach and communication strategies aimed at increasing prospective students' awareness, interest, and expectations regarding the educational services provided (Chand, 2022). Activities for promoting educational services may include education expos, targeted advertising strategies, and the utilization of social media (Dana et al., 2021; Harwood & Murray, 2019). Prospective student's interest in enrolling in higher education is understood as their inclination and desire to pursue studies at the tertiary level. Key indicators of this interest include preference for specific study programs, campus environment and facilities, and the institutional values held by the chosen college (Pavin Ivanec & Defar, 2023).

This research contributes novel insights by demonstrating how transformative leadership, deeply rooted in Islamic values and the distinct cultural characteristics of *pesantren*, effectively mobilizes the personal motivation of prospective students. This expands the scope of transformational leadership theory beyond commonly examined cultural contexts by emphasizing the integration of local Islamic educational traditions in Aceh. Furthermore, the study highlights how leadership, motivation, and educational promotion interact within this unique socio-religious environment to enhance enrollment interest in Islamic higher education institutions.

Therefore, this particular study aims to deepen the understanding of these relationships by considering relevant mediating factors. By integrating various perspectives, it is expected that the results of this study can make a substantial contribution to the development of educational policies and leadership practices in higher education institutions.

B. Method

The research design is quantitative, utilizing a survey research design with a cross-sectional approach. The rationale for employing a quantitative approach is to evaluate prospective students' interest in enrolling in religious higher education institutions. The sampling technique used is random sampling. A five-point Likert scale was selected due to its ease of interpretation and its capacity to elicit a varied range of responses without introducing excessive complexity.

The survey was administered to 1230 student respondents across five regencies and cities in Aceh Province, namely Bireuen City, Lhokseumawe City, Bener Meriah Regency, North Aceh Regency, and Central Aceh Regency. Informed consent was obtained from all participants prior to the study, as each participant expressed their

willingness to participate. Data analysis was conducted using PLS-SEM, which is capable of testing structural models for both direct and indirect effects.

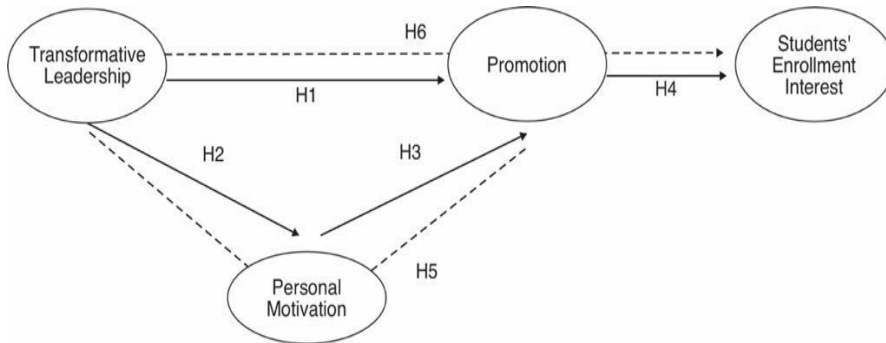


Figure 1. Conceptual Framework

Based on conceptual framework and the problem formulation, the research hypotheses are formulated as follows:

1. There is a significant effect of transformative leadership on the promotion of educational services.
2. There is a significant effect of transformative leadership on personal motivation.
3. There is a significant effect of personal motivation on the promotion of educational services.
4. There is a significant effect of the promotion of educational services on student's interest in enrolling in college.
5. There is a significant effect of transformative leadership on the promotion of educational services through personal motivation.
6. There is a significant effect of transformative leadership on student interest in enrolling in college through the promotion of educational services.

The research variables and indicators are explained in detail as follows: Transformational leadership is measured through four dimensions developed by Holcombe and Park (vision, inspirational communication, intellectual stimulation, and supportive leadership) (Holcombe et al., 2023; Park et al., 2018), operationalized into five questionnaire indicators. The promotion of educational services is measured using six factors developed by Murray and Schlesinger (user engagement, conversion, user retention, increased visits, feedback, and sustainability) (Harwood & Murray, 2019; Schlesinger et al., 2015), represented by seven initial indicators. Personal motivation is measured using four

dimensions developed by Handayani: learning motivation, ideals, will, and self-identification (Handayani et al., 2021). Interest in enrolling in college consists of three indicators: enthusiasm or interest in a particular major, campus environment and facilities, and organizational values.

C. Results and Discussion

This section presents the empirical findings derived from the structural equation modeling (PLS-SEM) analysis and discusses their theoretical and practical implications within the context of Islamic higher education institutions in Aceh. The analysis is organized into two main parts. The first part focuses on the assessment of the measurement and structural models, including validity, reliability, and hypothesis testing. The second part discusses the findings by relating them to existing theories and previous empirical studies while highlighting the distinctive socio-cultural and religious characteristics of Aceh. Particular attention is given to the roles of transformative leadership, personal motivation, and educational service promotion in shaping prospective students' enrollment interest.

1. Results

Construct validity was assessed through convergent and discriminant validity to ensure that the measurement model adequately represented the constructs examined in this study. Convergent validity was evaluated using the Average Variance Extracted (AVE), with values greater than 0.50 indicating that the construct explains more than half of the variance in its indicators. Discriminant validity was examined to determine whether each construct was empirically distinct from the other constructs in the model, including through comparison involving the square root of the AVE. In addition, the internal consistency of the measurement instruments was assessed using Cronbach's Alpha, with values above 0.70 considered to indicate an acceptable level of reliability.

This section presents the measurement and structural model assessments using Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis evaluates convergent validity, discriminant validity, reliability, multicollinearity, and direct and indirect effects among transformational leadership, personal motivation, educational service promotion, and students' interest in enrolling in Islamic higher education institutions in Aceh. Mediation effects were also examined to determine the role of educational service promotion in the proposed relationships. The initial measurement model is presented in Figure 2.

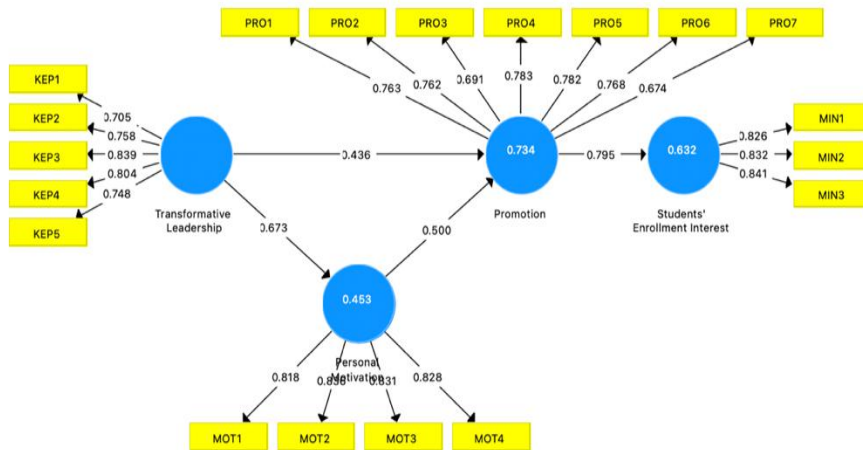


Figure 2. Outer Model Phase 1

Based on the initial model specification shown in Figure 2, the first-stage PLS Algorithm was executed, generating the following model output.

Table 2. Factor Loadings of Iteration 1 (Outer Loadings)

	Interest	Motivation	Promotion	Transformational Leadership	Information
KEP1				0,705	Valid
KEP2				0,758	Valid
KEP3				0,839	Valid
KEP4				0,804	Valid
KEP5				0,748	Valid
MIN1	0,826				Valid
MIN2	0,832				Valid
MIN3	0,841				Valid
MOT1		0,818			Valid
MOT2		0,836			Valid
MOT3		0,831			Valid
MOT4		0,828			Valid
PRO1			0,763		Valid
PRO2			0,762		Valid
PRO4			0,783		Valid
PRO5			0,782		Valid
PRO6			0,768		Valid

Table 2 presents the results of the outer loading analysis. Two indicators (PRO3 and PRO7) did not meet the minimum threshold value of 0.70 and were therefore removed from the model. After re-estimating the model, all remaining indicators demonstrated satisfactory loading values exceeding the recommended threshold (>

0.70). These findings indicate that the measurement model achieved adequate indicator reliability. Following this, convergent validity was evaluated using the Average Variance Extracted (AVE) values for each construct, where an AVE value above 0.5 was considered adequate (e.g., Motivation: 0.686, Promotion: 0.633, Student Interest: 0.694).

a. Reliability Test

Table 3. Reliability and Convergent Validity Results

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Decision
Motivation	0.848	0.897	0.686	Reliable
Promotion	0.872	0.892	0.633	Reliable
Student's interest in enrolling in college	0.779	0.872	0.694	Reliable
Transformative Leadership	0.830	0.880	0.596	Reliable

Source: SmartPLS Output

The results confirm satisfactory convergent validity, as all Average Variance Extracted (AVE) values exceeded the recommended threshold of 0.50. Similarly, all Composite Reliability and Cronbach's Alpha values were above 0.70, indicating strong internal consistency and reliability across all indicators. As detailed in Table 3, all variables fulfilled these criteria (e.g., Motivation: Cronbach's Alpha = 0.848, Composite Reliability = 0.897; Promotion: Cronbach's Alpha = 0.872, Composite Reliability = 0.892). Therefore, the measurement model can be established as both valid and reliable.

b. Inner Model (Structural Model) - Hypothesis Testing

The assessment of the structural model during hypothesis testing involves four stages: First, multicollinearity is assessed using the inner Variance Inflated Factor (VIF), where values below 5.0 indicate no critical multicollinearity. Second, hypothesis testing relies on the empirical *t*-statistic and *p*-value; a *t*-value greater than 1.95 (*t*-table) or a *p*-value less than 0.05 indicates a statistically significant effect between variables, evaluated alongside 95% confidence intervals for the path coefficients. Third, the *f*-square value assesses the partial effects of variables at the structural level, with criteria of low (0.02), medium (0.15), and high (0.35) *f*-square. The mediation effect (upsilon *v* statistic) is determined by squaring the mediation coefficient, categorized as low (0.01), medium (0.075), and high (0.175).

Table 4. R Square

	R-square	Q ²
Transformative Leadership		
Personal Motivation	0.454	0.454
Promotion	0.712	0.711
Student's interest in enrolling in college	0.598	0.598

Table 4 presents the coefficients of determination (R^2) for the endogenous variables. The R^2 value for personal motivation was 0.454, indicating that transformational leadership explained approximately 45.4% of its variance. Promotion obtained an R^2 value of 0.712, while students' interest in enrolling in college obtained an R^2 value of 0.598. These findings indicate that the structural model possesses substantial explanatory power.

Table 5: Specific Indirect Effects (Standard)

Pathcoefficient	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Transformational Leadership -> Motivation -> Promotion -> Student's interest in joining college	0.599	0.559	0.018	34.189	0.000

Table 5 presents the results of the specific standardized indirect effect for the path 'Transformational Leadership -> Motivation -> Promotion -> Student Interest in Enrolling in College'. The path coefficient for this indirect effect is 0.599, with a t -statistic of 34.189 and a p -value of 0.000. These results indicate that this sequential indirect path is statistically significant, confirming that personal motivation and educational promotion play a substantial sequential mediating role in translating transformative leadership into prospective students' enrollment interest.

Table 6. Spesific Indirect Effects (Confident Intervals)

Path coefficient	Original Sample (O)	Sample Mean (M)	2.50%	97.50%
Transformational Leadership -> Motivation -> Promotion -> Student's interest in joining college	0.237	0.237	0.201	0.276

The mediation analysis revealed that transformational leadership indirectly influenced prospective students' interest in enrolling in Islamic higher education institutions through personal motivation and educational service promotion. The indirect

path coefficient was 0.237, with a 95% bias-corrected confidence interval ranging from 0.201 to 0.276, confirming a statistically significant indirect effect.

Table 7. Variance Inflation Factors

	Personal Motivation	Promotion	Student's interest in joining college	Transformative Leadership
Personal Motivation		1,000		
Promotion			1,000	
Students' Interest in joining college				
Transformative Leadership	1,000	1,000		

As shown in Table 7, all inner Variance Inflation Factors (VIF) values were well below the critical threshold value of 5.00 (all equal to 1.000), confirming the complete absence of multicollinearity issues among the predictor constructs. Therefore, the structural model satisfies the collinearity requirements for further evaluation. These combined results confirm that leadership strategies that foster personal motivation, coupled with adaptive promotion, effectively increase prospective students' enrollment interest at Islamic higher education institutions in Aceh.

Table 8. Hypothesis testing results (direct effects)

		Path Coefficient	P values	95% confidence interval Path Coefficient		F square
				Lower limit	Upper limit	
H1	Transformative Leadership -> Promotion	0.468	0.000	0.413	0.522	0.414
H2	Transformative Leadership -> Personal Motivation	0.674	0.000	0.675	0.639	0.833
H3	Personal Motivation -> Promotion	0.454	0.000	0.395	0.512	0.390
H4	Promotion -> Students' Interest	0.773	0.000	0.745	0.803	1.489

The results of the direct-effect analysis demonstrate that all hypothesized relationships are statistically supported. Transformational leadership significantly influences promotion ($\beta = 0.468$, $p < 0.001$) and personal motivation ($\beta = 0.674$, $p < 0.001$). Likewise, personal motivation significantly affects promotion ($\beta = 0.454$, $p < 0.001$), whereas promotion strongly influences prospective students' interest in enrolling in higher education institutions ($\beta = 0.773$, $p < 0.001$). Furthermore, the effect size evaluation demonstrates large effects across all structural paths, with f-square values ranging from 0.390 to 1.489.

Table 9. Hypothesis testing results (indirect effect)

		Path Coefficient	P values	5% confidence interval Path Coefficient		F square
				Lower limit	Upper limit	
H5	Transformative Leadership -> Promotion	0.351	0.000	0.304	0.403	0.414
H6	Transformative Leadership -> Personal Motivation	0.599	0.000	0.564	0.631	0.833

Table 9 presents the results of the mediation analysis. The findings indicate that both personal motivation and educational service promotion significantly mediate the hypothesized structural relationships. Specifically, personal motivation significantly mediates the relationship between transformational leadership and educational service promotion ($\beta = 0.351$, $p < 0.001$), whereas educational service promotion significantly mediates the relationship between transformational leadership and prospective students' enrollment interest ($\beta = 0.599$, $p < 0.001$). Furthermore, the effect size analysis revealed that both mediating variables exerted moderate to substantial effects within the proposed structural model.

The mediation effect size analysis based on the upilon statistic (v) further confirmed the practical strength of these mediation pathways within the proposed model. Personal motivation exhibited a moderate mediation effect (upilon $v = 0.016$), whereas educational service promotion demonstrated a moderate-to-high mediation effect (upilon $v = 0.137$). These findings confirm that both mediating variables play essential roles in transmitting the influence of transformational leadership to prospective students' enrollment interest.

2. Discussion

Transformative leadership encourages members or followers to perform beyond established standards and produces high commitment and satisfaction from followers toward the group or organization. The intellectual stimulation transformative leaders provide shows a unique positive relationship with an affective and ongoing commitment to the organization. Perera et al. (2023) recommend social media as an effective tool for promotion. Universities must strengthen leadership aspects in their organizational structures to develop more effective education promotion strategies (M. Mulyono et al., 2018). The

promotion of educational services can also be carried out through the development of educational content while reviewing the profiles and achievements of Islamic Education in Aceh. The findings of this study are supported by the results of research that explain that leadership style is a significant factor determining organizational promotion and human resources development (Abdullah, 2017; Prasetyo et al., 2025).

Rectors of SIHE in Aceh also work as preachers in addition to being academics. Therefore, it is unsurprising that several students in Aceh are inspired by the figures of the lecturers, who, in this study, are seen through a transformative leadership style approach. In this research context, lecturers also act as community figures, apart from teaching, and indirectly promote higher education. The findings align with studies by Legault, Wentzel, and Zakiy, which elucidated the correlation between motivation and interest in pursuing higher education (Legault, 2020; Utami & Zakiy, 2020; Wentzel et al., 2016). Similarly, Welch and Aziz reveal several determinant factors that affect prospective students in selecting universities, including personal motivation, innovation, leadership, and promotion (Welch & Aziz, 2024).

Personal motivation significantly impacts the promotion of State Islamic Higher Education services in Aceh. Individuals with a strong personal motivation to obtain higher education tend to be more responsive to the promotion of educational services delivered by universities. Prasetyo and Al Shobaki's research results show that personal motivation significantly influences the promotion of higher education services in Aceh by emphasizing Islamic values and educational programs that suit the personal goals of prospective students (Al Shobaki et al., 2018; Prasetyo et al., 2023). Research by Mushketova et al., and Vetrova et al. provides empirical evidence supporting the hypothesized relationship between personal motivation and educational service promotion (Mushketova et al., 2018; Vetrova et al., 2019; Piliyanti & Alwiyah, 2025).

Personal motivation, particularly intrinsic motivation, is a vital factor influencing students' decisions to continue their education. This motivation arises from within the students themselves and is often related to their interests and hobbies (Caria & Maaysa, 2025; Prasetyo et al., 2025). Research by Bozgeyikli et al. specifically outlines the relationship between college students' interests and factors such as motivation, gender, economic status, and the availability of academic status (Bozgeyikli et al., 2023). The novelty of this research offers a new contribution by demonstrating how transformative leadership, when internalized within the Islamic ethos and the local characteristics of *pesantren*, can effectively mobilize

the personal motivation of prospective students, thereby expanding the understanding of transformative leadership theory beyond commonly studied cultural contexts.

The promotion of education has a significant impact on students' interest in joining SIHE. The educational programs' potential and advantages are introduced through promotion, building image and reputation, and reaching potential students. Several effective educational promotion strategies to attract prospective students to SIHE include emphasizing the superiority of Islamic programs, utilizing social media and technology, holding promotional events and open days, collaborating with communities and schools, and highlighting the success of alumni. The hypothesis testing results are consistent with Bogler et al. and Sudibjo et al., which indicated a relationship between promotional strategies and interest in entering college (Berkovich & Bogler, 2021; Soimah et al., 2024; Sudibjo et al., 2022)

The social implication of this research is that there is a need to change strategic policy to make it more inclusive and technology-based. Research by Coertjens et al., Knigge and Hannover, and Suhlman et al. provides empirical evidence supporting the hypothesized relationship between individual motivation and student's interest in joining college (Coertjens et al., 2017; Knigge & Hannover, 2011; Suhlmann et al., 2018).

In Aceh, student motivation is strongly influenced by religious commitment; the majority of *pesantren* graduates in Aceh choose universities that are in line with the Islamic values acquired in *pesantren*. The interest in attending Islamic state universities in Aceh is influenced by a combination of all three variables (leadership, motivation and promotion). Prospective students tend to choose institutions that not only offer quality education but are also in line with religious and cultural values. Guo and Sartika emphasized the importance of academic motivation in achieving a career goal (Sartika et al., 2022). In addition, personal motivation mediates between leadership and promotion, as revealed by Fatima et al., (2017). Educational service promotion itself, according to Juhaidi, is positively related to students' interest in continuing higher education (Juhaidi, 2024).

Transformative leadership, which emphasizes the development of a shared vision, empowerment, and sustainable change, significantly influences interest in entering college, with educational service promotion acting as a mediator. The significance of the relationship between variables is supported by the research of Alrowwad et al. (2020) and Carvalho et al., (2022), which found that promotion has a significant impact on interest in entering college.

The findings demonstrate that transformational leadership, personal motivation, and educational service promotion positively influence prospective students' interest in enrolling in Islamic higher education institutions in Aceh, with educational service promotion serving as an important mediator of the effects of leadership and personal motivation on enrollment decisions. Institutional attractiveness is shaped not only by academic quality but also by the interaction of organizational leadership, individual aspirations, sociocultural values, and communication strategies. Local Islamic values strengthen students' motivation, while culturally adaptive promotional strategies enhance educational communication. These findings reinforce transformational leadership theory, particularly its emphasis on empowerment, shared vision, and institutional commitment, while extending its application to the distinctive sociocultural setting of Aceh (Alrowwad et al., 2020; Berkovich & Bogler, 2021; Carvalho et al., 2022). Uniquely, this study integrates *pesantren* traditions, religious values, and digital communication strategies to provide a more comprehensive understanding of leadership and educational promotion in Islamic higher education institutions.

Beyond the context of Aceh, the present findings contribute to a broader understanding of how leadership, motivation, and institutional promotion interact within educational environments characterized by strong cultural and religious identities. Previous studies have consistently shown that leadership quality, individual motivation, institutional reputation, and effective communication strategies significantly influence students' educational decisions (Alrowwad et al., 2020; Berkovich & Bogler, 2021; Carvalho et al., 2022; Welch & Aziz, 2024). Similarly, research conducted by Legault, Wentzel, and Bozgeyikli emphasized the importance of motivation as a determining factor influencing students' educational aspirations and institutional preferences (Bozgeyikli et al., 2023; Legault, 2020; Wentzel et al., 2016).

Nevertheless, the present study expands this perspective by demonstrating that religious commitment and local cultural traditions function not merely as contextual variables but as fundamental factors shaping students' enrollment decisions (Fatima et al., 2017; Sartika et al., 2022; Juhaidi, 2024). Consequently, this study broadens the applicability of transformational leadership theory beyond conventional organizational settings while highlighting the importance of culturally responsive educational promotion strategies (Fatima et al., 2017; Juhaidi, 2024; Welch & Aziz, 2024).

A comparative analysis of promotional strategies implemented by Islamic higher education institutions in Indonesia (particularly in Aceh), Pakistan, Turkey, and Malaysia reveals considerable differences shaped by each country's social, religious, and technological environments. In Aceh, educational promotion relies heavily on *dayah* networks, community engagement, social media platforms, and the integration of local Islamic values. In Pakistan, promotional strategies are strongly influenced by *madrasah* networks and religious scholars who disseminate information through traditional communication channels (Perera et al., 2023; Sudibjo et al., 2022). Meanwhile, Turkey and Malaysia employ more internationally oriented approaches characterized by scholarship programs, institutional branding, international accreditation systems, dual-degree programs, and extensive international partnerships. These variations indicate that leadership and promotion strategies are closely associated with the social structures, historical experiences, and cultural values of each society (Abdullah, 2017; Berkovich & Bogler, 2021).

Studies conducted in Europe and North America have similarly highlighted the important role of marketing strategies, institutional image, and communication effectiveness in increasing student enrollment and institutional competitiveness. However, the present findings reveal that ethical values, religious commitment, social legitimacy, and cultural identity constitute additional dimensions that significantly influence educational choices (Fatima et al., 2017; Legault, 2020; Sartika et al., 2022). This finding complements previous studies emphasizing the relationship among motivation, institutional commitment, and educational aspirations (Coertjens et al., 2017; Knigge & Hannover, 2011; Suhlmann et al., 2018). Likewise, the increasing use of social media and digital communication platforms has further transformed the ways institutions establish relationships with prospective students and communicate institutional values (Perera et al., 2023).

These findings, therefore, contribute to international discussions concerning the role of cultural identity in educational leadership and higher education governance. While institutions in Europe and North America frequently emphasize institutional prestige, employability, academic excellence, and technological advancement, educational institutions operating in culturally and religiously oriented societies often incorporate ethical values, collective identity, and social legitimacy into their leadership and promotional practices (Coertjens et al., 2017; Knigge & Hannover, 2011; Perera et al., 2023; Suhlmann et al., 2018; Kaharuddin et al., 2025). In this regard, the experience of Aceh demonstrates that local traditions and technological innovation should not be viewed as contradictory elements,

but rather as complementary resources that strengthen institutional resilience, legitimacy, and competitiveness in an increasingly globalized educational environment (M. Mulyono et al., 2018; Perera et al., 2023; Prasetyo et al., 2025).

Furthermore, the findings indicate that the adaptive integration of transformational leadership, personal motivation, and educational promotion provides a valuable framework for higher education institutions operating in culturally diverse environments. The present study enriches the literature by demonstrating that local cultural values can strengthen institutional identity while simultaneously facilitating innovation and adaptation to global educational developments (Alrowwad et al., 2020; Carvalho et al., 2022; Welch & Aziz, 2024). Rather than representing an obstacle to modernization, religious and cultural traditions may serve as strategic resources that enhance institutional attractiveness and long-term sustainability. This perspective offers a meaningful contribution to the development of more inclusive and culturally sensitive models of educational leadership.

Ultimately, Islamic higher education institutions in Aceh have demonstrated that transformational leadership aligned with local values, combined with digital communication strategies and *pesantren*-based social networks, can effectively increase students' interest in pursuing higher education. The integration of cultural identity, leadership effectiveness, technological innovation, and educational promotion proposed in this study offers valuable insights for institutions operating in societies characterized by strong religious and cultural traditions (Perera et al., 2023; Prasetyo et al., 2025; Welch & Aziz, 2024; Fransiska Dewi Setiowati Sunaryo & I Ketut Ardhana, 2025). Consequently, the adaptive model developed in this study may provide a useful reference for educational institutions across Asia, Africa, and the Middle East that are attempting to preserve local identity while simultaneously responding to the challenges of globalization and international competition.

These practical implications highlight the influence of transformational leadership, emphasizing the need for institutions to invest in leadership training for faculty and staff in order to create a supportive learning environment for students. In addition, personal motivation enhancement programs, such as mentoring and extracurricular activities, could increase student engagement in the learning process. The use of educational technology is also important; institutions should utilize social media and digital platforms to increase their visibility and appeal, as well as establish international cooperation to bring students valuable global experiences.

This study, nevertheless, has several limitations that should be acknowledged. *First*, the study focused exclusively on Islamic higher education institutions in Aceh, thereby limiting the generalizability of the findings to other geographical and institutional contexts. *Second*, the study employed a cross-sectional design, which restricted the possibility of examining long-term changes in students' perceptions and enrollment preferences. *Third*, although leadership, motivation, and promotional strategies were found to be significant determinants of enrollment decisions, other potentially important factors, including family influence, socioeconomic conditions, institutional reputation, and government policies, were not incorporated into the analytical model. Finally, the exclusive reliance on quantitative methods limited the ability to gain more comprehensive insights into the cultural and psychological dimensions underlying students' educational choices.

D. Conclusion

This study demonstrates that transformational leadership significantly influences personal motivation and the promotion of educational services, both of which positively affect prospective students' interest in enrolling in Islamic higher education institutions in Aceh. The findings confirm that educational service promotion serves as a crucial mediating mechanism linking leadership practices and individual motivation to students' enrollment decisions. These results indicate that institutional attractiveness is determined not only by academic quality but also by the interaction among leadership effectiveness, motivational factors, communication strategies, and the sociocultural environment in which educational institutions operate.

The study further reveals that the distinctive cultural characteristics of Aceh, particularly the influence of *dayah*, *pesantren* traditions, religious commitment, and community networks, strengthen the effectiveness of transformational leadership and educational promotion. In this respect, the present research extends the applicability of transformational leadership theory by demonstrating that local cultural values and digital communication strategies can be integrated to enhance institutional competitiveness and sustainability. The findings also provide practical implications for policymakers and institutional leaders, emphasizing the importance of strengthening leadership capacity, expanding the use of digital technologies, developing culturally adaptive promotional strategies, and fostering stronger collaboration between higher education institutions and local communities.

Nevertheless, several limitations should be acknowledged. The study was conducted exclusively within Islamic higher education institutions in Aceh, employed a cross-sectional design, and focused primarily on leadership, motivation, and promotion variables. Future studies should therefore incorporate broader geographical settings, additional explanatory variables, and longitudinal or mixed method approaches to obtain a more comprehensive understanding of the factors influencing students' enrollment decisions across diverse cultural contexts.

Ultimately, this study demonstrates that the successful integration of transformational leadership, personal motivation, educational service promotion, and local cultural values provides an adaptive model for strengthening the attractiveness and resilience of Islamic higher education institutions in an increasingly competitive global educational environment. Local identity and global transformation should not be regarded as opposing forces but rather as complementary resources capable of strengthening educational quality, institutional legitimacy, and long-term sustainability.

Acknowledgments

We thank the anonymous reviewers whose insightful comments and suggestions have greatly improved this manuscript.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Declaration of Generative AI

During the preparation of this manuscript, the authors used [Copilot] to improve the clarity and readability of the text. Output generated by the tool were carefully reviewed and edited by the authors, who take full responsibility for the content of this article. All substantive intellectual contributions, including conceptualization, analysis, interpretation of data, and final decisions regarding content, arguments, and conclusions, were carried out solely by the authors. The authors take full responsibility for the integrity, originality, and academic quality of this article.

References

- Abdullah, M. (2017). Gender Bias in the Pesantren Literature (A case Study on Uqudulujain Text). *Advanced Science Letters*, 23(10), 9968–9971. <https://doi.org/10.1166/asl.2017.10356>
- Al Shobaki, M. J., Abu Naser, S. S., Salama, A. A. M., Alfetah, A., Alferjany, M., & Amuna, Y. M. A. (2018). The Role of Measuring and Evaluating Performance in Achieving Control Objectives-Case Study of "Islamic University." *International Journal of Engineering and Information Systems (IJEAIS)*, 2(1), 106–118. www.ijeais.org
- Ali, N. (2020). Integrating Science and Religion in the Curriculum of Indonesian Islamic Higher Education: A Case Study of UIN Malang. *International Journal of Innovation, Creativity and Change*, 13(9), 948–960.
- Alqatawenh, A. S. (2018). Transformational Leadership Style and its Relationship with Change Management. *Verslas: Teorija Ir Praktika*, 19(1), 17–24. <https://www.cceol.com/search/article-detail?id=772622>
- Alrowwad, A., Abualoush, S. H., & Masa'deh, R. (2020). Innovation and Intellectual Capital as Intermediary Variables among Transformational Leadership, Transactional Leadership, and Organizational Performance. *Journal of Management Development*, 39(2), 196–222. <https://doi.org/10.1108/JMD-02-2019-0062>
- Annisa, A. A., & Puspita, R. E. (2022). Shaping Curriculum in State Islamic Religious Universities (PTKIN) to Match the Job Market. *Muslim Education Review*, 1(2), 178–197. <https://doi.org/10.56529/mer.v1i2.76>
- Anwar, S., & Elfiah, R. (2019). Science and Religious Integration (Implications for the Development at UIN Raden Intan Lampung). *Journal of Physics: Conference Series*, 1155, 012095. <https://doi.org/10.1088/1742-6596/1155/1/012095>
- Acquah, A., Nsiah, T. K., Antie, E. N. A., & Otoo, B. (2021). Literature Review on Theories of Motivation. *EPRA International Journal of Economic and Business Review*, 9(5), 25–29. <https://doi.org/10.36713/epra6848>
- Berkovich, I., & Bogler, R. (2021). Conceptualising the Mediating Paths Linking Effective School Leadership to Teachers' Organisational Commitment. *Educational Management Administration & Leadership*, 49(3), 410–429. <https://doi.org/10.1177/1741143220907321>
- Bozgeyikli, H., Görgülü, Z., & Boğazlıyan, E. E. (2023). Is Motivation towards University Sufficient? The Three-Way Interaction among Gender, Socioeconomic Status, and Academic Motivation on Perceived Employability. *Higher Education Research & Development*, 42(4), 801–815. <https://doi.org/10.1080/07294360.2022.2128076>
- Caria, Y. B., & Maaysa, C. (2025). Contextual Pesantren Leadership Dynamics: A Comparative Study on the Adaptation of Innovative Psychological Profiles. *Development: Studies in Educational Management and Leadership*, 4(1), 1–20. <https://doi.org/10.47766/development.v4i1.3397>

- Carvalho, A., Alves, H., & Leitão, J. (2022). What Research Tells Us About Leadership Styles, Digital Transformation and Performance in State Higher Education? *International Journal of Educational Management*, 36(2), 218–232. <https://doi.org/10.1108/ijem-11-2020-0514>
- Cebrián, G., & Junyent, M. (2015). Competencies in Education for Sustainable Development: Exploring the Student Teachers' Views. *Sustainability*, 7(3), 2768–2786. <https://doi.org/10.3390/su7032768>
- Chand, V. S. (2022). Private Sector in Management Education. In *India Higher Education Report 2021* (pp. 82–104). Routledge India. <https://doi.org/10.4324/9781003298724-8>
- Coertjens, L., Brahm, T., Trautwein, C., & Lindblom-Ylänne, S. (2017). Students' Transition into Higher Education from an International Perspective. *Higher Education*, 73(3), 357–369. <https://doi.org/10.1007/s10734-016-0092-y>
- Dana, L.-P., Tajpour, M., Salamzadeh, A., Hosseini, E., & Zolfaghari, M. (2021). The Impact of Entrepreneurial Education on Technology-Based Enterprises Development: The Mediating Role of Motivation. *Administrative Sciences*, 11(4), 105. <https://doi.org/10.3390/admsci11040105>
- diktis.kemenag.go.id. (2024). *Sambutan Menteri Agama Republik Indonesia Pada Peresmian Transformasi Perguruan Tinggi Keagamaan*. Diktis.Kemenag.Go.Id. <https://diktis.kemenag.go.id>
- Fatima, S., Mehfooz, M., & Sharif, S. (2017). Role of Islamic Religiosity in Predicting Academic Motivation of University Students. *Psychology of Religion and Spirituality*, 9(4), 377–386. <https://doi.org/10.1037/rel0000097>
- Handayani, E., Astuti, H. J., Darmawan, A., & Cinintya Pratama, B. (2021). Emotional Branding Moderation on Marketing Mix Selection of College in the Covid-19 Pandemic Period. *International Journal of Research in Business and Social Science* (2147- 4478), 10(4), 375–382. <https://doi.org/10.20525/ijrbs.v10i4.1014>
- Harwood, V., & Murray, N. (2019). *The Promotion of Education*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-25300-4>
- Holcombe, E. M., Kezar, A. J., Elrod, S., & Ramaley, J. A. (2023). Shared Leadership in Higher Education: A Framework and Models for Responding to a Changing World. In *Shared Leadership in Higher Education: A Framework and Models for Responding to a Changing World*. Taylor and Francis. <https://doi.org/10.4324/9781003446965>
- Ismail, S. (2023). Dinamika Kehidupan Beragama pada PTKIN di Aceh: Perspektif Kultural dan Historis. *Jurnal Sejarah Indonesia*, 6(2), 150–167. <https://doi.org/10.62924/jsi.v6i2.32605>
- Juhaidi, A. (2024). Social Media Marketing of Islamic Higher Education Institution in Indonesia: A Marketing Mix Perspective. *Cogent Business & Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2374864>

- Kaharuddin, & Dirkareshza, R. (2025). Navigating Diversity: FKUB's Contribution to Religious Harmony in the Digital Age. *Ulumuna*, 29(2), 929–958. <https://doi.org/10.20414/ujs.v29i2.863>
- Khozin, K., & Umiarso, U. (2019). The Philosophy and Methodology of Islam-Science Integration: Unravelling the Transformation of Indonesian Islamic Higher Institutions. *Ulumuna*, 23(1), 135–162. <https://doi.org/10.20414/ujs.v23i1.359>
- Knigge, M., & Hannover, B. (2011). Collective School-Type Identity: Predicting Students' Motivation beyond Academic Self-Concept. *International Journal of Psychology*, 46(3), 191–205. <https://doi.org/10.1080/00207594.2010.529907>
- Laradi, S., Berber, N., Rehman, H. M., Hossain, M. B., Hiew, L.-C., & Illés, C. B. (2023). Unlocking the Power of Social Media Marketing: Investigating the Role of Posting, Interaction, and Monitoring Capabilities in Building Brand Equity. *Cogent Business & Management*, 10(3), 2273601. <https://doi.org/10.1080/23311975.2023.2273601>
- Legault, L. (2020). Intrinsic and Extrinsic Motivation. In *Encyclopedia of Personality and Individual Differences* (pp. 2416–2419). Springer International Publishing. https://doi.org/10.1007/978-3-319-24612-3_1139
- Li, L. (2020). Education Supply Chain in the Era of Industry 4.0. *Systems Research and Behavioral Science*, 37(4), 579–592. <https://doi.org/10.1002/sres.2702>
- Lukman, F., & Yune, E. K. (2025). Digital Leadership and Teacher Digital Competence as Keys to Successful Integration of Digital Culture in Education. *Development: Studies in Educational Management and Leadership*, 4(1), 21–36. <https://doi.org/10.47766/development.v4i1.3381>
- Misbah, Z., Gulikers, J., Maulana, R., & Mulder, M. (2015). Teacher Interpersonal Behaviour and Student Motivation in Competence-Based Vocational Education: Evidence from Indonesia. *Teaching and Teacher Education*, 50, 79–89. <https://doi.org/10.1016/j.tate.2015.04.007>
- Muhida, A., Burhanuddinb, A., Yapidd, B. M., & Putrie, S. A. K. (2019). A Comparison of Admission Systems, in Predicting Students' Academic Achievement in State Islamic Higher Education Institutions (PTKIN). *International Journal of Innovation, Creativity and Change*, 9(11), 28–41.
- Muhlisin, M., Kholis, N., & Rini, J. (2023). Navigating the Nexus: Government Policies in Cultivating Religious Moderation Within State Islamic Higher Education. *QIJIS (Qudus International Journal of Islamic Studies)*, 11(1), 207–236. <https://doi.org/10.21043/qijis.v11i1.12677>
- Mulyono, M. & Wekke, I. S. (2018). Academic and Culture Development Strategy Management for Islamic Higher Education In Indonesian. *IOP Conference Series: Earth and Environmental Science*, 175, 012163. <https://doi.org/10.1088/1755-1315/175/1/012163>

- Mulyono, Y., Nastiti, L. R., & Nasir, M. (2020). Reconstructing Distinction Pattern of Science Education Curriculum in Indonesian Islamic Universities: An Integrated Paradigm for Science and Religion. *Turkish Journal of Science Education*, 17(1), 11–21. <https://doi.org/10.36681/tused.2020.10>
- Mushketova, N., Bydanova, E., & Rouet, G. (2018). National Strategy for Promotion of Russian Universities in the World Market of Education Services. *International Journal of Educational Management*, 32(1), 46–56. <https://doi.org/10.1108/IJEM-10-2016-0207>
- Muslim, B., Jailani, Nurullah, Ninoersy, T., Muluk, S., Rida, M., & Tabrani ZA. (2026). Transforming the Role of LAMDIK in Quality Assurance of Islamic Higher Education in the Global Era. *Kharisma*, 5(1), 130–151. <https://doi.org/10.59373/kharisma.v5i1.147>
- Mutohar, P. M., Jani, J., & Trisnantari, H. E. (2020). Contribution of Visionary Leadership, Lecturer Performance, and Academic Culture to the Competitiveness of Islamic Higher Education in Indonesia. *Journal of Advances in Education and Philosophy*, 4(2), 29–45. <https://doi.org/10.36348/jaep.2020.v04i02.002>
- Park, S., Jeong, S., Jang, S., Yoon, S. W., & Lim, D. H. (2018). Critical Review of Global Leadership Literature: Toward an Integrative Global Leadership Framework. *Human Resource Development Review*, 17(1), 95–120. <https://doi.org/10.1177/1534484317749030>
- Pavin Ivanec, T., & Defar, A. (2023). Motivation for the Choice of the Teaching Profession: The Role of Prospective Teachers' Personality Traits, Emotional Competence, and Life-Satisfaction. *SAGE Open*, 13(2). <https://doi.org/10.1177/21582440231182594>
- Pendis Kemenag. (2023). *Jumlah Pendaftar SPAN PTKIN Tahun 2023 Meningkat*. <https://pendis.kemenag.go.id>.
- Perera, C. H., Nayak, R., & Nguyen, L. T. Van. (2023). The Impact of Social Media Marketing and Brand Credibility on Higher Education Institutes' Brand Equity in Emerging Countries. *Journal of Marketing Communications*, 29(8), 770–795. <https://doi.org/10.1080/13527266.2022.2086284>
- Pietsch, M., Tulowitzki, P., & Koch, T. (2019). On the Differential and Shared Effects of Leadership for Learning on Teachers' Organizational Commitment and Job Satisfaction: A Multilevel Perspective. *Educational Administration Quarterly*, 55(5), 705–741. <https://doi.org/10.1177/0013161X18806346>
- Prasetyo, M. A. M., Mank, M. A., Putra, A. B., & Luqman, F. (2023). Elevating Pedagogical Outcomes: A Study on the Efficacy of State Islamic Religious Universities Management in Aceh, Indonesia. *IJORER : International Journal of Recent Educational Research*, 4(5), 678–688. <https://doi.org/10.46245/ijorer.v4i5.409>

- Prasetyo, M. A. M., Rahman, F., Haekal, M., & Salabi, A. S. (2025). Strategic Human Resource Cadre Development in Pesantren: A Roadmap to Organizational Resilience. *Pertanika Journal of Social Sciences and Humanities*, 33(2). <https://doi.org/10.47836/pjssh.33.2.19>
- Sappe, S. (2020). Differences in Knowledge Science in Islamic Education Philosophy Perspective. *International Journal of Asian Education*, 1(1), 1–8. <https://doi.org/10.46966/ijae.v1i1.22>
- Sartika, D., Nengsi, A. R., & ... (2022). Work Readiness of Graduates Responding to User Needs for a “Ready to Work” Workforce from University Perspective. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 6(1), 37–50. <https://doi.org/10.47766/idadrah.v6i1.490>
- Schlesinger, W., Cervera, A., & Iniesta, M. Á. (2015). Key Elements in Building Relationships in the Higher Education Services Context. *Journal of Promotion Management*, 21(4), 475–491. <https://doi.org/10.1080/10496491.2015.1051403>
- Shaffer, M. L. (2019). Impacting Student Motivation: Reasons for Not Eliminating Extracurricular Activities. *Journal of Physical Education, Recreation & Dance*, 90(7), 8–14. <https://doi.org/10.1080/07303084.2019.1637308>
- Soimah, H., Al Baqi, S., & Daryono, R. W. (2024). The Impact of Education Quality and Self-Ability on Students’ Decisions to Choose an Islamic Education Program in Higher Education: Exploring the Mediating Role of Brand Image. *Improvement: Jurnal Ilmiah Untuk Peningkatan Mutu Manajemen Pendidikan*, 11(1), 117–131. <https://doi.org/10.21009/improvement.v11i1.44304>
- Srnita, S., Saputra, J., & ... (2023). Investigating the Resilience of Micro, Small and Medium Enterprises in Entering the Digital Market Us-Ing Social Media: Evidence from Aceh Province, Indonesia. *International Journal of Data and Network Science*, 7(4), 2041–2052. <https://doi.org/10.5267/j.ijdns.2023.8.018>
- Sudibjo, N., Aulia, S., & Harsanti, H. R. (2022). Empowering Personal Knowledge Management Among Teachers in Indonesia: A Multi-Faceted Approach using SEM. *SAGE Open*, 12(1), 215824402210850. <https://doi.org/10.1177/21582440221085001>
- Suhlmann, M., Sassenberg, K., Nagengast, B., & Trautwein, U. (2018). Belonging Mediates Effects of Student-University Fit on Well-Being, Motivation, and Dropout Intention. *Social Psychology*, 49(1), 16–28. <https://doi.org/10.1027/1864-9335/a000325>
- Sumadiyah, S., Maskuri, & Mistar, J. (2026). Institutional Practices of Multicultural Islamic Education in Fostering Conscious Character and Peacebuilding. *Kharisma*, 5(1), 187–202. <https://doi.org/10.59373/kharisma.v5i1.175>
- Sunaryo, F. D. S., & Ardhana, I. K. (2025). Becoming a Global Village: The History of Globalization in Bali. *Paramita*, 35(1), 59–66. <https://doi.org/10.15294/paramita.v35i1.23715>

- Piliyanti, I., & Alwiyah, N. (2025). Female Leadership of Islamic Philanthropic Institutions in Indonesia. *Ullumuna*, 29(2), 851–875. <https://doi.org/10.20414/ujis.v29i2.1293>
- Supriyanto, Waseso, H. P., Albar, M. H., Zain, M. F., & Husnayain, F. (2025). Ma'had Aly and the Future of Islamic Higher Education: Bridging Tradition and Modernity in Indonesia's Islamic Religious College System. *Kharisma*, 4(2), 145–156. <https://doi.org/10.59373/kharisma.v4i2.119>
- Suyadi, Nuryana, Z., Sutrisno, & Baidi. (2022). Academic Reform and Sustainability of Islamic Higher Education in Indonesia. *International Journal of Educational Development*, 89, 102534. <https://doi.org/10.1016/j.ijedudev.2021.102534>
- Teixeira, P. N., & Shin, J. C. (Eds.). (2020). Academic Market Internationalization. In *The International Encyclopedia of Higher Education Systems and Institutions* (pp. 40–40). Springer Netherlands. https://doi.org/10.1007/978-94-017-8905-9_300012
- Tesfaw, T. A. (2014). The Relationship Between Transformational Leadership and Job Satisfaction. *Educational Management Administration & Leadership*, 42(6), 903–918. <https://doi.org/10.1177/1741143214551948>
- Utami, V. P., & Zakiy, M. (2020). The Effect of Empowering Leadership on Intrinsic Motivation: The Role of Psychological Empowerment as A Mediation. *Journal of Leadership in Organizations*, 2(2), 121-137. <https://doi.org/10.22146/jlo.58032>
- Vasilescu, M. (2019). Leadership Styles and Theories in an Effective Management Activity. *Annals-Economy Series*, 4(1), 47-52.
- Vetrova, E. A., Kabanova, E. E., Medvedeva, N. V., & Jukova, E. E. (2019). Management of Educational Services Promotion in the Field of Higher Education (The Example of "Russian State Social University"). *European Journal of Contemporary Education*, 8(2), 370-377. <https://doi.org/10.13187/ejced.2019.2.370>
- Wentzel, K. R., Miele, D. B., & ... (Eds.). (2016). *Handbook of Motivation at School*. Routledge. <https://doi.org/10.4324/9781315773384>