

Altruist Leadership and Reframing the Organizational Culture of Educational Institutions

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Abstract

This study aims to determine how organisational reframing contributes to forming and maintaining academic institutions' corporate cultures. This study used the Systematic Literature Review (SLR) approach, utilising either the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) or an alternative on the official PRISMA website. The research results show. The reframing approach is a choice amid various strategies to increase the competitiveness and capabilities of educational institutions. For leaders, human resources should be a valuable asset, so their existence must be a concern to be developed and directed towards the goals of educational institutions. Reframing has the goal of being able to change someone for the better. The assumption underlying the reframing technique is that one's beliefs, thoughts, and perceptions can create false emotions. Self-reframing aims to help people see problematic situations from a different perspective so that they will be more open to solutions. Maintaining culture may be more complex than creating. The steps contained in the material can be applied to maintain the organisational culture created so that it is not simply forgotten, namely Staff Selection, Orientation, Job Mastery, Reward and Control System, Adherence to Values, Strengthening the institution's history, and Consistent Examples.

Keywords: Altruism; reframing; organisational culture.

Introduction

According to Maslow's hierarchy of needs theory, when an organisation fails to fulfil its self-actualisation and reward needs, tedium and saturation can result in severe repercussions, including diminished motivation and creativity.¹ Saturated and bored personnel lack the will to develop and discover novel solutions, leading to static organisational tactics. Personnel may experience frustration in accomplishing organisational goals due to saturation, boredom, and a lack of appreciation and developmental opportunities.

Boredom may manifest in individuals who engage in repetitive and unchallenging work, as defined by Herzberg's two-factor theory, where basic needs such as adequate compensation and suitable working conditions are not fulfilled.² The monotony intrinsic to routine can affect all aspects of an organisation, including corporations, educational institutions, and higher education establishments. This suggests that apathy and exhaustion are pervasive problems that can present themselves in diverse organisational contexts. The ultimate result of being saturated and bored is a decrease in individuals' efficiency in the organisation, leading to a lack of focus on duties, which lowers productivity and job quality.

Prior studies have emphasised the variety of organisational responses to change, which stems from the inherent human desire for a harmonious coexistence of stability and transformation.³ This response occasionally shows reluctance to accept change as humans seek stability.⁴ Organisations, especially educational institutions, must adjust to the swiftly evolving circumstances, encompassing technological advancement and external environmental obstacles.

The conduct and demeanour of members within a given organisation significantly influence its overall effectiveness. The company culture has a significant impact on these

¹ Abraham Maslow and K J Lewis, "Maslow's Hierarchy of Needs," *Salenger Incorporated* 14, no. 17 (1987): 987–990.

² Mohammed Alshmemri, Lina Shahwan-Akl, and Phillip Maude, "Herzberg's Two-Factor Theory," *Life Science Journal* 14, no. 5 (2017): 12–16.

³ Ye Tian et al., "Topographic Organization of the Human Subcortex Unveiled with Functional Connectivity Gradients," *Nature neuroscience* 23, no. 11 (2020): 1421–1432.

⁴ Claudia Gonzalez-Arcos et al., "'How Do I Carry All This Now?' Understanding Consumer Resistance to Sustainability Interventions," *Journal of Marketing* 85, no. 3 (2021): 44–61.

attitudes and behaviours.⁵ Utilising progressive methodologies to establish a productive and inventive work atmosphere is crucial. The strategies include valuing novel ideas, providing ongoing training, rewarding creative accomplishments, and cultivating a positive work atmosphere.⁶

The significance of human resource development (HRD) in attaining optimal performance and competitiveness has been underscored in prior studies.⁷ Educational institutions can significantly improve their ability to adapt to changes and surmount obstacles with philanthropic leadership, emphasising humility, patience, and compassion towards subordinates. The reframing approach focuses on expanding HR thinking through developing relevant skills and knowledge.⁸

Through the integration of reframing strategies and philanthropic leadership, academic institutions have the potential to significantly augment their competitive edge and ability to overcome a wide range of challenges. Leaders who demonstrate generosity via humility, patience, understanding, compassion, and kindness towards their subordinates create an environment that encourages transformation and enables a positive climate for learning.⁹ Educational institutions can accomplish numerous objectives by incorporating reframing strategies and altruistic leadership practices. It promotes a good and supportive organisational culture, boosts stakeholder motivation and commitment, creates new solutions to various difficulties, and enhances educational institution management's overall effectiveness and efficiency¹⁰. Combining reframing and altruistic leadership can significantly improve educational institutions' competitiveness and capability to address future challenges.

⁵ Giovanni Di Stefano, Fabrizio Scrima, and Emma Parry, "The Effect of Organizational Culture on Deviant Behaviors in the Workplace," *The International Journal of Human Resource Management* 30, no. 17 (2019): 2482–2503.

⁶ Samma Faiz Rasool et al., "How Toxic Workplace Environment Effects the Employee Engagement: The Mediating Role of Organizational Support and Employee Wellbeing," *International journal of environmental research and public health* 18, no. 5 (2021): 2294.

⁷ Didit Darmawan et al., "The Quality of Human Resources, Job Performance and Employee Loyalty," *International Journal of Psychosocial Rehabilitation* 24, no. 3 (2020): 2580–2592.

⁸ Muhammad Rasyid Abdillah, Weishen Wu, and Rizqa Anita, "Can Altruistic Leadership Prevent Knowledge-Hiding Behaviour? Testing Dual Mediation Mechanisms," *Knowledge Management Research & Practice* 20, no. 3 (2022): 352–366.

⁹ John J. Sosik, Dongil Jung, and Sandi L. Dinger, "Values in Authentic Action," *Group & Organization Management* 34, no. 4 (2009): 395–431.

¹⁰ Andina Halimsyah Rambe and Siti Aisyah, "Correlation of Auditory, Intellectually, Repetition (Air) Learning Models on Student Achievement," *Molang: Journal Of Islamic Education* 1, no. 01 (2023): 1–10.

By organisational objectives, this study aims to determine how organisational reframing and altruistic leadership can be utilised to establish and sustain a corporate culture in academic institutions, fostering innovation and enhancing performance quality to a high degree of competitiveness.

Method

The present study utilises a Systematic Literature Review (SLR) using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analysis) framework. The official website describes PRISMA as a basic set of evidence-based items for reporting in systematic reviews and meta-analyses.¹¹ PRISMA emphasises how researchers may guarantee clear and thorough reporting of this research.¹² This study's data was gathered from various reading materials pertinent to the subject matter. The research utilises literature sourced from references, books, proceedings, and journal articles on a national and worldwide level, obtained through database metadata from Scopus, Emerald, and Google Scholar.

This study employs a qualitative methodology, which Perry says is utilised to "meta-synthesise" (condense) qualitative research findings, integrating data to derive new theories and concepts or a more profound and comprehensive understanding. The search procedure is segmented into identification, screening, eligibility, and inclusion components. This stage follows the recommendations outlined in PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses).¹³ The PRISMA flowchart can be seen in Figure 1.

¹¹ Vivian Welch et al., "Extending the PRISMA Statement to Equity-Focused Systematic Reviews (PRISMA-E 2012): Explanation and Elaboration," *Journal of Clinical Epidemiology* 70 (2016): 68–89.

¹² Helen Sastypratiwi and Rudy Dwi Nyoto, "Analisis Data Artikel Sistem Pakar Menggunakan Metode Systematic Review," *Jurnal Edukasi dan Penelitian Informatika (JEPIN)* 6, no. 2 (2020): 250.

¹³ Ibid.

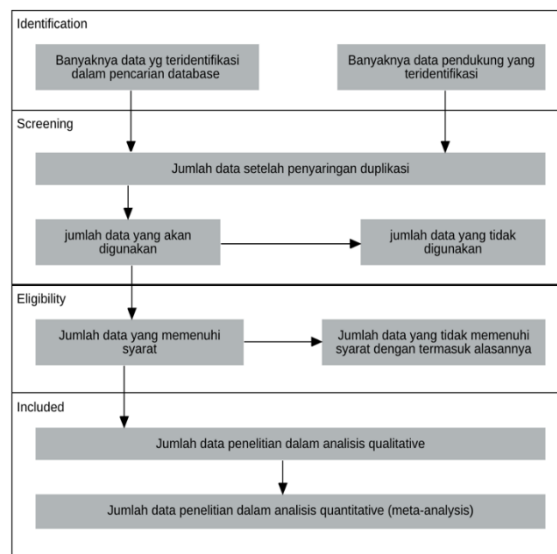


Figure 1. PRISMA flowchart¹⁴

While extracting data, use association, classification, clustering, outlier, prediction, and regression techniques.¹⁵

Results and Discussions

Organization Reframing

Reframing helps a person view a situation differently to generate the best response. It is a technique for reframing a problem in a more favourable light. This technique is in one's perception of changing negative emotions and behaviours.¹⁶

Reframing is an approach to understanding behaviour that aims to organise the content of reflected emotions and direct or organise them towards rational thinking so that we can appreciate different self-concept perspectives in different situations. Everyone's point of view will differ when responding to something, and how others see things may differ from ours.

This strategy works by reconstructing other people's perceptions of a problem. So, efforts to reframe an event can be carried out by changing the human perspective without having to change the actual incident; from here, reframing can change an individual's

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Gita Lovusa, "Sesederhana Re-Framing," *Kompasiana*.

competence in interpreting an event to be able to change the various meanings that have been understood. Reframing is intended to deepen a person's understanding of their world so they can appreciate conditions differently and more constructively.

A frame can refer to a belief and limit their perception of the world. They interpret events as they see them, but what often happens is that they see them through the lens of depression or low self-esteem. In this case, the leader can change the subordinate's perception of the event/situation by changing the perspective. Reframing aims to help subordinates/employees view the situation from a different perspective so that it seems less troubling and more every day; this way, it will be more likely to solve the problem. Reframing and metaphorically utilising authority to achieve momentum and change. In this scenario, improvement mainly operates on the premise that behavioural and emotional disorders stem from the perception of events rather than the events themselves. Issues occur when occurrences impede aims or block values, beliefs, or objectives.

In contemporary business environments, the ability to generate innovation is regarded as a critical capability. In this regard, organisational design is fundamental in facilitating practical innovation endeavours.¹⁷ Research on the organisation of innovation projects demonstrates that project flexibility is a frequent response to technological turbulence. Organisational innovation is viewed as enabling innovation capabilities to improve firm performance.¹⁸ Adaptable and consistent organisational tailoring outperforms alternatives, particularly in volatile and turbulent environments.¹⁹ According to Prajogo and Ahmed, the general practical implication is that businesses must first create behavioural and cultural contexts and practices for innovation to attain high performance. Prajogo and Ahmed suggest that companies might enhance their ability to develop innovative solutions and improve performance by operating in a supportive atmosphere.²⁰ However, how this can be simultaneously linked to the practical

¹⁷ Joaquín Alegre and Ricardo Chiva, "Assessing the Impact of Organizational Learning Capability on Product Innovation Performance: An Empirical Test," *Technovation* 28, no. 6 (2008): 315–326.

¹⁸ John Bessant, *High-Involvement Innovation: Building and Sustaining Competitive Advantage Through Continuous Change*, John Wiley. (Chichester, 2003).

¹⁹ R. Ellonen, K. Blomqvist, and K. Puumalainen, "The Role of Trust in Organisational Innovativeness.," *European Journal of Innovation Management* 11, no. 2 (2008).

²⁰ K. Blomqvist, *Partnering in the Dynamic Environment: The Role of Trust in Asymmetric Technology Partnership Formation. Doctoral Dissertation, Acta Universitatis Lappeenrantaensis* (Lappeenranta.: Lappeenranta University of Technology, 2022).

development of innovation processes and adaptive organisations that are constantly changing in the future remains to be further studied.

Changes in perspective (reframing) often occur in an individual's daily life, usually called positive thinking: seeing the positive side, reaping the benefits, and learning lessons from it.²¹ So, reframing here is more about finding new meaning from something with a specific meaning.²² Reframing derives from the word reframe, where re denotes repetition and frame signifies a frame. Reframing is altering the perception of an event without changing the event itself.²³ Fundamentally, reframing posits that emotional and behavioural difficulties arise from how an entity or occurrence is perceived; thus, reframing is convincing to define reframing as the process of attributing a fresh significance to an object or situation that previously possessed a particular meaning.

Organisational Culture Dimensions: Value Foundations in Shaping Identity and Performance

Kennedy identifies four aspects or dimensions of organisational culture: values, the dimension of heroism, the dimension of rituals and rituals, and the dimension of communication networks. These four dimensions play a crucial role in creating an organisational culture.

1. Dimension of Values

In what manner do values exert an influence on human behaviour? Values are principles or beliefs that influence the conduct of individuals inside an organisation. There are two categories of values: terminal and instrumental. Terminal values are the ultimate goals that members of the organisation aim to accomplish. Schools typically embrace the terminal ideals of quality, greatness, and achievement. Instrumental values are selected patterns of behaviour. Most schools promote a behavioural model that emphasises diligence, high-quality instruction, appreciation of student differences, creativity, collaboration, and upholding rigorous standards.

Therefore, organisational culture comprises the desired outcomes (terminal values) and the organisation's driving behavioural modes (instrumental values). Instrumental values ideally assist the company in achieving its ultimate ideals. Schools

²¹ Mochammad Nursalim, *Strategi Dan Intervensi Konseling* (Jakarta: Indeks, 2013).

²² R.H. Wiwiho, *Reframing Kunci Hidup Bahagia 24 Jam Sehari* (Jakarta: Gramedia Pustaka Utama, 2004).

²³ Bradley Eksport, *40 Teknik Yang Harus dikuasai Konselor*, (Yogyakarta: Pustaka Pelajar, 2017).

and school districts prioritising high accomplishment as a core value can promote instrumental virtues, such as hard work, to ensure success for all children. The amalgamation of terminal and instrumental values contributes to achieving success in schools and districts.

Schools can only succeed when community members share the same values. Typical values can establish a solid organisational identity, enhance group dedication, maintain the social structure, and diminish the necessity for bureaucratic oversight. Recommended guidelines for achieving common values: (a) a standard comprehension of school objectives, typically expressed in slogans; (b) personal attention to regulations, policies, procedures, and adherence to job duties; (c) a clear awareness of regulations and unwritten expectations to ensure that team members and administrators know what is required of them; Belief in the importance of group members and managers' actions, sharing information and ideas, recognising heroes who embody the organisation's values, and valuing rituals to foster a shared identity.

2. Dimensions of Heroism

Organisations that achieve the most tremendous success have their champions. Heroes can be either naturally born or intentionally produced. Heroes exemplify the organisation's core principles, offer direction, represent the organisation to others, and establish performance benchmarks that inspire participant success. Local heroes and heroines in many schools exemplify fundamental values, offering models for all to aspire to. The dedicated staff members consistently arrive early, are eager to interact with pupils, and continuously enhance their skills.

3. Rituals and rituals

The organisation's peculiar everydayness is crucial in achieving organisational culture. Highly successful organisations believe that all rituals and symbolic actions should be effectively controlled. Rituals and awards acknowledge the accomplishments of dedicated instructors and school successes. New school supervisors are appointed with various ceremonial procedures, such as news releases, announcements, banquets, meetings, and speeches.

Specific organisations have even incorporated their rituals into awards. Under the guidance of a principal who establishes several traditions, rituals strengthen students' academic knowledge and foster a robust professional environment that

promotes student achievement. Faculty and staff meetings are forums for professional interaction and discussions on practices and research findings.

4. Communication Network

Stories or myths of heroes are transmitted through a network of communication. Various employees who play a part in realising organisational culture create this communication network. Each institution has a "spokesperson" who interprets all events. Interpretations of this information influence the perceptions of others. Everyone will always have a turn to listen and provide alternative problem-solving solutions.

The Role of Communication in Building Organizational Culture

Communication is essential in building and nurturing heroism. Recounting heroes' past achievements and exaggerating recent accomplishments is commonplace. It keeps everyone accurately informed about what is happening in the organisation. Each person will be vital in building and maintaining the organisational culture. This emphasises the importance of communication networks in creating the corporate culture of an institution.

How does a strong culture emerge? School principals, including deputy principals, teachers, and often parents and community members, can develop and maintain positive values and a shared vision.

School leaders at all levels play an essential role in creating school culture. The principal communicates the core values in their school building. Teachers reinforce the values in their words and behaviour. Parents raise their spirits when they visit the school, participate in management, and celebrate successes. The most potent school cultures are those where many people assume leadership roles.

Leader Altruism in Building and Maintaining Organizational Culture

Leaders with the nature of altruism provide a pretty good space for developing organisational culture. Not only at the level of corporate culture innovation but also maintaining the organisation requires more attention to the basic needs of teachers and employees. Although it has been said that creating is more straightforward than maintaining, altruist leaders can balance the two with various provisions of their best personality conditions. Once the organisational culture is established, several

mechanisms help solidify acceptance of the values and ensure that the culture is maintained or reinforced through organisational socialisation. These mechanisms involve several steps, namely:

Initially, the personnel selection process. The procedure commences with meticulous staff selection. Recruiters are instructed in standard operating processes and prioritise the values significant to the culture. Candidates whose personal values do not align with the organisation's core values are given sufficient chances to opt-out. The generous leader is a commendable role model for the just-hired staff. Values that define the relationship and offer solace to teachers and employees.

Afterwards, Orientation. Training is provided to the selected applicant upon hiring to ensure comprehension of the culture and promote implementation. They are promoting humiliating events to help staff maintain their existing values and make new employees more open to the values of the new culture. An organisation's error is to burden a new employee with an excessive workload and give tasks that are either overqualified or irrelevant to their skills. For instance, a recent university lecturer is assigned tasks outside his expertise, such as teaching introductory courses, off-campus responsibilities, serving on multiple committees, providing extensive guidance, engaging in demanding fieldwork, and participating in an uneven distribution of committee assignments, which senior lecturers avoid. Newcomers are advised to "pay their dues."

The third is task mastery. This stage aims to enhance employees' technology expertise, unlike the prior step, which focused on promoting cultural learning. Organisations evaluate employees' performance and work ethic as they strive to achieve career expectations, assigning more duties accordingly. Organisations frequently create a systematic method for developing these career goals. The career progression for teachers includes the stages of first teacher, young teacher, middle teacher, and master teacher. The progression of a lecturer's career is: (1) assistant expert, (2) lector, (3) chief lector, and (4) professor.

Furthermore, the reward and control system significantly emphasises evaluating operational outcomes and providing incentives for exemplary employee conduct. The thorough and uniform incentive system emphasises organisational aspects linked to achievement and cultural beliefs. For instance, a school will identify the essential components for success. Operational metrics are utilised to evaluate success criteria, and

teacher and staff performance evaluations are connected to the attainment of these variables. Achievement in each essential aspect influences promotions and merit-based salary increases. School administrators who breach the culture are typically reassigned to less impactful staff positions in the central office. These administrators are currently deviating from their career trajectory, which could impede their advancement inside the business. This common practice is utilised in large educational institutions as a substitute for firing administrators.

Observance of values is the fifth principle. Personnel's behaviour aligns with the organisation's cultural values as they continue to work for the organisation. Understanding core principles enables teachers and employees to prioritise the organisation's interests over their desires. Personnel strive to embrace the organisation's ideals and trust it to prevent causing harm. School administrators work extended hours on several fragmented jobs, occasionally with minimal acknowledgement from supervisors, subordinates, and the community. They sometimes tolerate the behaviours of inefficient school staff and supervisors and unwelcome and unpleasant job responsibilities. Administrators explain personal sacrifices by aligning with the organisation's intended ideals.

The sixth step is to reinforce the institution's history. The group involves its members in rites, rituals, stories, history, and heroics to define and strengthen the culture. For instance, an administrator was terminated at a particular educational institution due to his severe treatment of subordinates. He mistakenly thought that being authoritarian with his subordinates would enhance his standing with his superiors due to a myth about toughness. The business believed that such behaviour did not align with its objective of promoting positive interpersonal interactions and high levels of job satisfaction among its employees.

Consistent role models are the seventh—the established individuals within the group act as exemplars for new members. The organisation uses this identification as a symbol of success to motivate others to perform effectively. A continual presence of role models in the institution promotes ongoing staff development for all organisation members.

Altruist Leaders in Changing Organizational Culture

An organisation sometimes determines that there needs to be a cultural change for the better in achieving goals and is distinctive or superior. In this case, leaders will be instrumental in changing the organisation's culture. There is no change without a policy from the leader. Rejection of innovation will continue, along with mental blocks that occur in some or even all teachers and employees. Mental blocks will undermine beliefs, assumptions, and any updates in an organisation. Given this, altruist leaders are required to be able to pay more attention to the "sufferers" of mental blocks so that innovation and organisational culture changes run smoothly and as expected. In this case, a cycle needs to be passed, while the change cycle has typical components.

External enabling conditions are vital in facilitating cultural change in an organisation. For example, factors such as the number of students, environmental stability, and resource allocation are critical indicators in a school environment. This interplay between internal and external conditions directly affects the threat level to essential aspects of the organisation, including information, people, and materials.

The importance of internal licensing conditions should not be overlooked in the context of increasing the likelihood of organisational culture change. Four internal licensing conditions must be considered, including the availability of adequate change resources, the system's readiness to deal with uncertainty, the coordination and integration of system components, and the presence of forward-looking leadership to anticipate alternative futures for the organisation.

As a driving factor, precipitation pressure is crucial in triggering organisational culture change. This can be reflected in exceptional work results, stakeholder demands, organisational performance changes, and emergencies associated with environmental uncertainty. Trigger events, as stimulants, influence an organisation's cultural change direction. Examples include natural disasters, administrative crises, and external or internal organisational changes.

Creating a new cultural vision is essential in designing organisational culture change. A leader is responsible for evaluating and predicting the organisation's future and forming a clear picture for all members. Implementing new strategies is critical to achieving the desired new culture in the organisation. This involves the process of transforming the existing culture into the desired culture.

A culture change action plan requires concrete steps to communicate, administer, and stabilise the change. This requires strong motivation and structured planning. Interventions in culture change implementation are based on the specific characteristics of the organisational ecosystem and the change agent's ability to implement them effectively.

Cultural reformulation becomes necessary when the intervention plan is implemented to produce a culture that matches the organisation's new vision. Any organisational change program must be able to change the organisation's culture in the desired direction.

Discussion

This discussion provides a comprehensive overview of organisational culture dimensions and the role of communication and leadership in shaping and maintaining it. However, it's essential to acknowledge that the effectiveness of implementing these strategies may vary depending on the specific context of an organisation. Cultural change is often a complex and gradual process, and not all organisations may experience immediate or significant results from these interventions.

The discussion emphasises the causal relationship between organisational values, heroism, rituals, communication networks, and corporate culture development. It argues that organisations can cultivate a solid and cohesive culture that aligns with their goals and objectives by fostering shared values, recognising heroes, engaging in meaningful rituals, and maintaining effective communication networks.

While the discussion provides practical guidance on implementing cultural change, it also speculates on the potential challenges and obstacles organisations may face during this process. It suggests that resistance to change, inadequate resources, and external pressures could hinder the successful implementation of cultural change initiatives.

Drawing on existing literature and theoretical frameworks, the discussion presents deductive arguments about the critical components of organisational culture and the strategies for fostering cultural change. It synthesises empirical evidence and theoretical insights to support the proposed interventions and their potential impact on organisational outcomes.

The discussion reframes the concept of organisational culture as a dynamic and multifaceted phenomenon influenced by values, heroism, rituals, and communication networks. It highlights the importance of leadership in shaping culture and emphasises the need for strategic communication and cultural interventions to achieve desired outcomes.

Overall, the discussion provides valuable insights into the complexities of organisational culture and offers practical recommendations for leaders and managers seeking to cultivate a positive and impactful corporate culture. However, it's essential to recognise the limitations and challenges inherent in cultural change efforts and to approach them with careful planning and consideration of the organisational context.

Conclusion

The reframing approach is a choice amid various strategies to improve the competitiveness and capabilities of educational institutions. For leaders, human resources should be valuable assets, so their existence should be a concern to be developed and directed towards the goals of educational institutions. The purpose of reframing is to change a person for the better. The assumption behind the reframing technique is that a person's beliefs, thoughts, and perceptions can lead to the wrong emotions. Self-regulation aims to help people see problems from a different perspective, making them more open to solutions.

The educational institution is an organisational unit in which several elements cannot be separated, especially the human element, which consists of human resources and students. In implementing learning and management in schools, it is undeniable that human resources and learners carry out some habits. These habits then become a good culture in the form of goodness and badness. A good or positive culture will support HR performance, while a negative culture will hurt HR performance. Maintaining a culture may be more complicated than creating one. The steps in the material can be applied to maintain the organisational culture created so that it is not forgotten, namely staff selection, orientation, job mastery, reward and control systems, adherence to values, strengthening the institution's history, and consistent examples. The leader's altruism is expected to positively impact reframing the rigid organisational culture to be more dynamic and readily accepted by each individual. Altruist leaders ought to be likeable and able to set a good example for others.

While this discussion offers valuable insights into organisational culture and leadership, further research is needed to explore several areas. Firstly, more empirical studies are required to understand the nuances of reframing in organisational contexts and its impact on employee attitudes and behaviour. Additionally, research focusing on the effectiveness of different leadership styles in facilitating cultural change and fostering employee engagement would be beneficial. Furthermore, investigating the role of organisational communication strategies in shaping cultural norms and values could provide valuable insights for practitioners. Future research efforts should aim to deepen our understanding of the complexities of corporate culture and leadership dynamics in diverse contexts.

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