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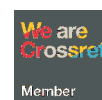
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# Transformational leadership and innovation management: the mediating role of knowledge sharing

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## ABSTRACT

Indonesian universities are under increasing pressure to innovate in response to global competition, evolving educational demands, and the need for high-quality applied research. Transformational leadership plays a critical role in driving institutional adaptability, course delivery enhancement, and problem-solving capacity. However, limited empirical research has examined how transformational leadership fosters innovation management, particularly through the mediating role of knowledge sharing. This study investigates the effect of transformational leadership on innovation management, mediated by knowledge sharing, at XXX University in Bandung. Using a causal descriptive design with a quantitative approach, data were analyzed through Structural Equation Modeling (SEM) using Smart PLS 4.1. The study involved 100 lecturers selected through proportionate stratified random sampling. Findings reveal that transformational leadership significantly influences knowledge sharing ( $\beta = 0.6031$ ,  $T = 5.7661$ ,  $p < 0.0001$ ) and directly affects innovation management ( $\beta = 0.614$ ,  $T = 7.9821$ ,  $p < 0.0001$ ). Knowledge sharing also significantly contributes to innovation management ( $\beta = 0.364$ ,  $T = 3.9125$ ,  $p < 0.0001$ ), and mediates the relationship between leadership and innovation ( $\beta = 0.2999$ ,  $T = 3.7169$ ,  $p = 0.0002$ ). The study highlights the importance of leadership practices that promote knowledge exchange to strengthen institutional innovation. Future research should consider additional factors such as organizational culture and technological infrastructure.

## Keywords:

Innovation management  
Knowledge sharing  
Leadership  
Higher education  
Policy  
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## Introduction

Rapid technological developments encourage innovation in various sectors, including higher education. Universities (HEIs) have a strategic role in creating innovations that contribute to national competitiveness through the development of research, learning, and community service (Gupta, 2020). However, the process of fostering innovation within academic institutions is not without challenges. Several key obstacles hinder the effective implementation of innovation, including the absence of strong transformational leadership that can drive change, a weak culture of knowledge sharing that limits collaboration and idea exchange among faculty members, and structural and policy-related barriers that prevent the seamless adoption of innovative practices (Nawaz et al., 2020). Additionally, resource constraints, bureaucratic rigidity, and limited interdisciplinary collaboration further exacerbate these challenges, making it difficult for HEIs to achieve their full potential in fostering innovation and enhancing their global standing (Benavides et al., 2020); (Al-Husseini et al., 2021).

Indonesia continues to lag behind other ASEAN countries in terms of innovation, highlighting the need for significant improvements in its academic and research landscape. According to the Global Innovation Index (GII) 2023, Indonesia ranks sixth from the bottom among ASEAN nations, with an overall score of 29.8 significantly lower than Singapore (61.5), Malaysia (40.9), and Vietnam (36.0) (Global Inovation Index, 2023). This considerable gap indicates that Indonesia still faces substantial structural barriers that hinder the production and dissemination of knowledge within higher education institutions (Kusumanegara & Rachmawati, 2023). One of the most pressing challenges is the relatively low number of internationally indexed academic publications and the limited engagement of lecturers in high-impact research (Farrukh et al., 2020). Despite efforts to boost research productivity, many scholars encounter obstacles such as inadequate research funding, lack of institutional support, and bureaucratic hurdles that slow down the innovation process (Pellegrini et al., 2020). Additionally, government policies such as Permenristekdikti No. 20/2017, which mandates lecturers to publish in accredited journals often create unintended consequences (Gui et al., 2022; Sudibjo & Prameswari, 2021). Instead of fostering organic and collaborative knowledge-sharing practices, these regulations place an additional burden on faculty members, forcing them to prioritize publication quantity over meaningful interdisciplinary research and innovation-driven initiatives (Herdiansyah, 2021). These challenges indicate a broader issue within Indonesia's academic ecosystem, where the emphasis on output-driven research metrics may not necessarily translate into genuine knowledge advancement. Without addressing these structural and cultural barriers, Indonesia risks falling further behind in global and regional innovation rankings, making it imperative to explore leadership strategies and institutional frameworks that can enhance knowledge sharing, support research collaborations, and drive sustainable innovation in higher education.

Knowledge sharing is a key element in managing organizational innovation, as it facilitates the transfer and application of expertise, enabling institutions to develop and implement new ideas effectively (Muhammed & Zaim, 2020). According to Sunaengsih et al. (2021) and Lei et al. (2021), knowledge sharing encompasses the exchange of information, experiences, and best practices that not only enhance individual capabilities but also foster the creation of new skills and competencies. In the higher education, the success of innovation management largely depends on how effectively institutions promote and institutionalize knowledge-sharing activities among faculty members, researchers, and students (Castellani et al., 2021).

Transformational leadership plays a crucial role in fostering a culture of innovation by inspiring and motivating individuals to challenge existing norms and pursue creative solutions (Muhammed & Zaim, 2020). Leaders with a transformational approach encourage openness, collaboration, and continuous learning, which are essential for driving innovative initiatives. However, the direct influence of transformational leadership on innovation is often contingent upon the extent to which knowledge is shared within an organization. In this regard, knowledge sharing acts as a mediating factor that bridges transformational leadership and innovation management. When transformational leaders create an environment that values and rewards knowledge exchange, faculty members and researchers are more likely to engage in interdisciplinary collaborations, share research findings, and integrate diverse perspectives into their work, ultimately leading to greater institutional innovation.

Despite its potential benefits, knowledge sharing in Indonesian higher education institutions faces significant barriers. The prevailing individualistic academic culture, coupled with high administrative burdens and competitive research performance assessments, often discourages open collaboration. Faculty members may hesitate to share valuable insights due to concerns about intellectual property, academic recognition, or the pressure to meet rigid publication targets. These challenges hinder the natural flow of knowledge that is essential for sustaining a dynamic and innovative academic environment.

By examining the role of knowledge sharing as a mediator between transformational leadership and innovation management, this study seeks to provide valuable insights into how Indonesian universities can cultivate a more collaborative and knowledge-driven culture. Strengthening

knowledge-sharing mechanisms such as interdisciplinary research networks, mentorship programs, and institutional policies that reward collaborative efforts could enhance the impact of transformational leadership in driving innovation. Understanding these dynamics is critical for developing effective strategies to improve the overall quality and competitiveness of higher education in Indonesia.

Previous studies have shown that transformational leadership plays an important role in driving innovation through creating an environment conducive to knowledge sharing (Al-Husseini et al., 2021). However, there is still a gap in the understanding of how the knowledge sharing process can serve as a mediating variable in the relationship between transformational leadership and innovation management in academic environments. In addition, there are still few studies that specifically explore the relationship between transformational leadership, knowledge sharing, and innovation in the context of higher education in Indonesia. Most previous studies focus more on the corporate sector or higher education in developed (Purwanto et al., 2021) (Putra et al., 2020). This gap suggests the need for deeper studies to understand how transformational leadership can strengthen innovation through knowledge sharing in the Indonesian academic environment, particularly in developing universities.

This research was conducted at XXX University, one of the higher education institutions in Bandung that is trying to improve its academic competitiveness and institutional innovation. The university has more than 500 faculty members spread across various study programs, with the main challenges being increasing the number and quality of scientific publications, as well as strengthening the culture of innovation among academics. In recent years, the university has implemented various policies to encourage innovation, such as publication incentives and international research cooperation, but still faces obstacles in creating an effective knowledge sharing ecosystem.

This study aims to analyze the effect of transformational leadership on innovation management with knowledge sharing as a mediating variable. Specifically, this study will: Measure the extent to which transformational leadership influences knowledge sharing in the academic environment. Analyze the relationship between knowledge sharing and institutional innovation. Identify how knowledge sharing mediates the relationship between transformational leadership and innovation. Using a quantitative method with a survey approach of lecturers at XXX University, as well as conducting regression analysis to test the relationship between variables.

The main contribution of this research is to provide a deeper understanding of the role of transformational leadership in enhancing innovation through knowledge sharing in Indonesian academic settings. It also offers insights for university leaders and policymakers in designing more effective leadership strategies and policies to foster a culture of innovation. In addition, this study fills a gap in the literature by exploring aspects that have not been studied in depth in the context of academic leadership in Indonesia, as well as offering an empirical approach to understanding the dynamics of innovation in higher education. As such, this research is expected to contribute to higher education policy development, as well as assist universities in developing more innovative and collaboration-based leadership strategies.

## Methods

This research employs a quantitative approach to examine the relationship between transformational leadership (independent variable) and innovation management (dependent variable), with knowledge sharing acting as a mediating variable. The quantitative method was chosen as it allows for statistical testing of predefined hypotheses and provides generalizable findings that contribute to the broader academic discourse on innovation in higher education (Balaka, 2022).

### Sample Selection

The study was conducted at XXX University in Bandung, a higher education institution known for its commitment to academic research and innovation. This university was selected due to its diverse

faculty composition, active research culture, and ongoing efforts to enhance innovation management, making it a suitable representation of the broader academic landscape in Indonesia. The selection of this institution enables the study to derive insights that may be applicable to other universities facing similar challenges in innovation and leadership.

The study population comprises 123 lecturers, as recorded in internal institutional data. Given the relatively small and well-defined population, a simple random sampling technique was applied to ensure every lecturer had an equal probability of selection, thereby minimizing selection bias. The randomization process was conducted using a computerized random number generator, which assigned unique identifiers to all faculty members before drawing the sample. This approach enhances the reliability and validity of the study by reducing potential biases in participant selection.

### **Sample Size Determination**

To determine an optimal sample size, an analysis of statistical power was conducted using G\*Power software. The analysis aimed to achieve a statistical power of 0.80 with an alpha level of 0.05 and an effect size of 0.15, which is commonly used in social science research. Based on this analysis, the required sample size was minimum 98 respondents to ensure sufficient power for detecting meaningful relationships among the variables. Applying Slovin's formula with a 10% confidence level, the study targeted 100 lecturers as respondents, providing a robust sample for analysis.

### **Data Collection**

Data collection was carried out through an online questionnaire created using Google Forms. The questionnaire link was distributed via widely used messaging applications such as LINE and WhatsApp to ensure broad participation and ease of access. Google Forms was selected due to its ability to facilitate automated data collection, minimize errors, and streamline the data processing workflow.

The survey instrument was adapted from validated scales in previous studies to ensure content validity and reliability. The indicators for transformational leadership, knowledge sharing, and innovation management were sourced from widely cited academic literature, including (1) Transformational leadership; (2) Knowledge sharing; (3) Innovation management.

A pre-test was conducted with 15 lecturers from a different institution to refine the questionnaire. A Cronbach's alpha test was performed to assess internal consistency, with a threshold of 0.70 indicating satisfactory reliability. Furthermore, a pilot study was conducted to evaluate construct validity using Exploratory Factor Analysis (EFA) before proceeding with the main study.

To mitigate response bias and ensure data validity, the study implemented several strategies, including anonymity assurance, where respondents were informed that their answers would remain anonymous to encourage honest participation. Additionally, attention-check questions were embedded within the questionnaire to identify inattentive respondents and filter out unreliable responses. Furthermore, screening questions were included to verify that participants were indeed lecturers before they could proceed with the survey, ensuring that the collected data accurately represented the target population.

### **Data Analysis**

The collected data was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with Smart PLS 4.1 software. PLS-SEM was chosen due to its flexibility in handling small to medium sample sizes, its ability to work with non-normal data distributions, and its capacity to assess both formative and reflective measurement models. Additionally, PLS-SEM is effective in analyzing complex models with multiple mediating relationships, making it suitable for this study.

The analysis procedure consisted of three main stages. First, the measurement model evaluation (outer model testing) was conducted to assess construct reliability and validity using Cronbach's alpha, composite reliability, and average variance extracted. Second, the structural model evaluation (inner model testing) examined path coefficients,  $R^2$  values, and effect sizes to determine the relationships between variables. Finally, mediation analysis was performed to test the indirect effect



of knowledge sharing on the relationship between transformational leadership and innovation management using bootstrapping techniques.

## Results and Discussion

### Evaluation of The Measurement Model (Outer model)

#### Validity

If the average variance extracted (AVE) is greater than 0.5, the convergence is valid. A construct is said to be unique if the discrimination's validity is strong, and to evaluate the discriminant's validity, the square root of the AVE in each construct must exceed 0.5 (Cheung et al., 2024).

**Table1.** Average Variance Extracted

Variable	Average Variance Extracted (AVE)	Conclusion
Transformation Leadership	0,658	Valid
Knowledge Sharing	0,633	Valid
Innovation Management	0,642	Valid

*Source:* Data Processed, 2024

Based on the data presented in Table 1, the Average Variance Extracted (AVE) values for all three variables Transformational Leadership (0.658), Knowledge Sharing (0.633), and Innovation Management (0.642) exceed the recommended threshold of 0.50. This indicates that each construct exhibits sufficient convergent validity, meaning that the indicators associated with each variable are well-correlated and effectively measure the intended construct. Additionally, the high AVE values suggest that the observed variables contribute significantly to explaining the underlying latent constructs, reducing the likelihood of measurement error. The fact that all AVE values surpass 0.50 further reinforces the robustness of the measurement model, confirming that the constructs used in this study provide a reliable basis for subsequent structural analysis. Consequently, the findings validate the appropriateness of the selected measurement items in capturing the key dimensions of Transformational Leadership, Knowledge Sharing, and Innovation Management, ensuring the reliability and accuracy of the research model.

#### Reliability

According to (Tentama & Anindita, 2020), Cronbach's Alpha and Composite Reliability values are used to calculate reliability. Cronbach's Alpha should be greater than 0.70 for confirmatory research and greater than 0.60 for exploratory research. In terms of Composite Reliability, should be greater than 0.70 for confirmatory research and between 0.60-0.70 for exploratory research.

**Table 2.** Cronbach's Alpha

	Cronbach's Alpha	Composite Reliability
Innovation Management	0,994	0,946
Knowledge Sharing	0,936	0,938
Transformation Leadership	0,984	0,985

*Source:* Data Processed, 2024

Based on the data presented in Table 2, the Cronbach's Alpha values for all three variables Innovation Management (0.994), Knowledge Sharing (0.936), and Transformational Leadership (0.984) exceed the recommended threshold of 0.70, indicating strong internal consistency and reliability of the measurement constructs. Similarly, the Composite Reliability values for Innovation Management (0.946), Knowledge Sharing (0.938), and Transformational Leadership (0.985) also surpass the minimum requirement of 0.70 for confirmatory research, further reinforcing the reliability of the constructs. These high reliability coefficients suggest that the questionnaire items used to measure each construct are highly consistent in capturing the intended latent variables, reducing the likelihood of random errors. Additionally, the consistency of high values across both

Cronbach's Alpha and Composite Reliability metrics confirms that the constructs demonstrate stability and dependability in measuring Innovation Management, Knowledge Sharing, and Transformational Leadership. This ensures that the research instrument is robust and suitable for further hypothesis testing, providing confidence that the findings derived from the study are based on reliable measurement scales.

### Evaluation of structural models (inner models)

The goal of structural model or inner model evaluation is to predict relationships between latent variables. To evaluate a structural model with PLS, the first thing to consider is the value of R-Squares for each endogenous variable as the structural model's predictive force. The predictive sample reuse or  $Q^2$  predictive relevance values can be used to evaluate PLS (Gotthardt & Mezhyuev, 2022). The inner model employs predictive relevance, with a note if the  $Q^2 > 0$ , indicating predictive relevance and providing evidence that the variables used in the model related to other variables. The result for the R-square value is 0.25; 0.50; and 0.75 indicates that each of these models is "weak", "medium", and "strong".

Table 3. R-Square

	R-square	Conclusion
Innovation Management	0,614	Medium
Knowledge Sharing	0,364	Weak

Source: Data Processed, 2024

Based on Table 3, the R-Square ( $R^2$ ) value for the Innovation Management variable is 0.614, which falls within the "moderate" category based on Gotthardt & Mezhyuev's (2022) classification. This indicates that 61.4% of the variance in Innovation Management can be explained by the Knowledge Sharing and Transformational Leadership variables, while the remaining 38.6% is influenced by other unobserved factors not included in the model. This suggests that while the model provides a reasonably strong explanation of the factors influencing Innovation Management, additional variables such as institutional support, research funding, or organizational culture may play a role in further enhancing innovation outcomes.

Meanwhile, the  $R^2$  value for Knowledge Sharing is 0.364, which is categorized as "weak," meaning that 36.4% of the variance in Knowledge Sharing is explained by the Innovation Management and Transformational Leadership variables, with 63.6% being affected by other variables. This relatively low  $R^2$  suggests that additional influencing factors, such as the organizational climate for collaboration, individual motivation, or institutional policies on academic knowledge exchange, may significantly contribute to variations in Knowledge Sharing behavior. The lower  $R^2$  value for Knowledge Sharing compared to Innovation Management implies that while Transformational Leadership and Innovation Management play a role in facilitating knowledge exchange, other contextual or structural factors may have a more substantial impact.

Table 4.  $Q^2$  Predictive

Variable	$Q^2 (=1-SSE/SSO)$
Innovation Management	0,3821
Knowledge Sharing	0,2125

Source: Data Processed, 2024

Based on Table 4, the  $Q^2$  predictive relevance values for Innovation Management and Knowledge Sharing are 0.3821 and 0.2125, respectively, both of which are greater than 0. This indicates that the research model has predictive relevance and is capable of explaining a significant portion of the variance in these variables. The  $Q^2$  value of 0.3821 for Innovation Management suggests that 38.21% of its variability can be predicted by the model, while the remaining 61.79% is influenced by external factors not included in this study. This relatively high  $Q^2$  value reinforces the moderate  $R^2$  value of 0.614, demonstrating that the predictors in the model (Transformational Leadership and Knowledge Sharing) contribute meaningfully to explaining Innovation Management.

On the other hand, the  $Q^2$  value of 0.2125 for Knowledge Sharing indicates that 21.25% of its variability is explained by the research model, with 78.75% being influenced by other variables not accounted for in this study. The lower predictive relevance for Knowledge Sharing compared to Innovation Management suggests that additional determinants, such as organizational support structures, faculty collaboration norms, or digital knowledge-sharing platforms, might have a substantial role in shaping knowledge exchange behaviors among lecturers.

Although both  $Q^2$  values confirm that the model has predictive relevance, the findings imply that the model's explanatory power is stronger for Innovation Management than for Knowledge Sharing. This suggests that while Transformational Leadership influences Knowledge Sharing, its impact alone may not be sufficient to drive substantial improvements in knowledge-sharing behaviors. Future studies could incorporate additional mediators or moderators, such as intrinsic motivation, incentives for academic collaboration, or institutional policies, to improve the model's ability to predict Knowledge Sharing more effectively.

### Hypothesis Test

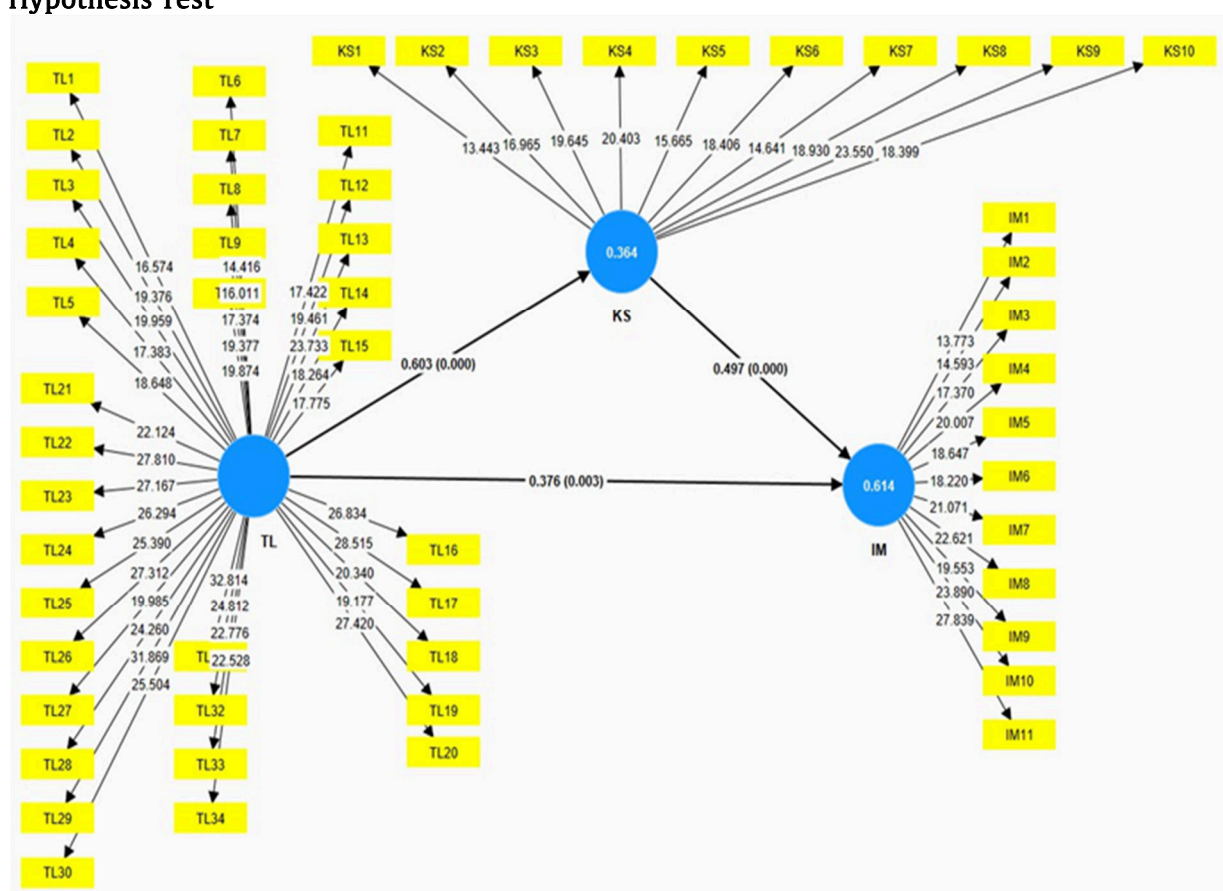


Figure 3. Outer Model (*Source:* Data Processed, 2024).

Table 5. Hypothesis Testing

Variable	Original sample (O)	Sample Mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
TL → KS	0,6031	0,6076	0,1046	5,7661	0,0000
TL → IM	0,3757	0,3785	0,1248	3,0101	0,0026
KS → IM	0,4972	0,4973	0,1055	4,7141	0,0000
TL → KS → IM	0,2999	0,3009	0,0807	3,7169	0,0002

*Source:* Data Processed, 2024



The criteria for accepting the hypothesis is if the T-Statistic is more than 1.96 and the P-Value is less than 0.05, then  $H_a$  is accepted and  $H_o$  is rejected, and vice versa, while the hypothesis is proposed as follows:

***First Hypothesis Test Research Results:***

Transformation Leadership variables have a positive effect on Knowledge Sharing Variables. It can be seen from the regression coefficient value of 0.6031. and from the results of data management there is a T-Statistic value of 5.7661 greater than the T-Table value of 1.96 with a P-value of 0.0000 smaller than 0.05, therefore the Transformation Leadership Variable has a Positive and Significant Effect on the Knowledge Sharing Variable.

***Second Hypothesis Test Research Results:***

The Transformation Leadership variable has a positive effect on the Innovation Management variable. Seen from the regression coefficient value of 0.3757. and from the results of data management there is a T-Statistic value of 3.0101 greater than the T-Table value of 1.96 with a P-Value of 0.0026 smaller than 0.05, therefore the Transformation Leadership Variable has a Positive and Significant Effect on the Innovation Management Variable.

***Third Hypothesis Testing Research Results:***

Knowledge Sharing variable has a positive effect on Innovation Management variable. Seen from the regression coefficient value of 0.4972. and from the results of data management there is a T-Statistic value of 4.7141 greater than the T-Table value of 1.96 with a P-value of 0.0000 smaller than 0.05, therefore the Knowledge Sharing Variable has a Positive and Significant Effect on the Innovation Management Variable.

***Fourth Hypothesis Testing Research Results:***

Transformation Leadership Variables have a positive effect on Innovation Management Variables through Knowledge Sharing Variables as Mediating Variables. Seen from the regression coefficient value of 0.2999. and from the results of data management there is a T-Statistic value of 3.7169 greater than the T-Table value of 1.96 with a P-Value of 0.0002 smaller than 0.05, therefore the Transformation Leadership Variable has a Positive and Significant Effect on Innovation Management Variables through Knowledge Sharing Variables as Mediating Variables.

***Influence Transformation Leadership on Knowledge Sharing***

It can be seen from the regression coefficient value of 0.6031. and from the results of data management there is a T-Statistic value of 5.7661 greater than the T-Table value of 1.96 with a P-value of 0.0000 smaller than 0.05, therefore the Transformation Leadership has a positive and significant effect on the Knowledge Sharing. The findings of this study align with those of (Mayastinasari & Suseno, 2023) and (Al-Husseini et al., 2021), which consistently highlight the significant positive impact of transformational leadership on knowledge sharing. However, while these studies support the notion that transformational leadership fosters an environment conducive to knowledge exchange, variations in findings across different contexts suggest that additional factors may influence this relationship. For instance, Al-Husseini et al. (2021) emphasize the role of organizational culture in moderating the impact of transformational leadership on knowledge management, whereas Mayastinasari & Suseno (2023) focus on leadership behaviors that directly facilitate knowledge sharing. These differences may stem from contextual factors such as industry type, organizational structure, and employee engagement levels. In rigid, hierarchical organizations, the influence of transformational leadership on knowledge sharing may be constrained by bureaucratic barriers and resistance to change, whereas in more flexible, innovation-driven environments, its impact could be stronger.

The findings of this study indicate that transformational leadership has a positive and significant effect on knowledge sharing among lecturers at the XXX University in Bandung. This suggests that leaders who exhibit transformational characteristics, such as inspiring vision, intellectual stimulation, and individualized support play a crucial role in fostering a knowledge-sharing culture within academic institutions. When leaders encourage open communication, provide motivation, and

create an environment that values innovation, lecturers are more likely to engage in knowledge-sharing activities.

Furthermore, the significant effect of transformational leadership on knowledge sharing highlights the importance of leadership styles in academic settings. Leaders who act as role models and promote a collaborative work culture can strengthen the flow of knowledge among faculty members. This process not only benefits individual lecturers in enhancing their teaching and research capabilities but also contributes to the institution's overall academic excellence. The findings suggest that universities should focus on leadership development programs that cultivate transformational leadership qualities, as this can further enhance knowledge-sharing practices and drive continuous improvement in educational institutions.

### **Influence Transformation Leadership on Innovation Management**

It can be seen from the regression coefficient value of 0.3757, and from the results of data management there is a T-Statistic value of 3.0101 greater than the T-Table value of 1.96 with a P-Value of 0.0026 smaller than 0.05, therefore the Transformation Leadership has a positive and significant effect on the Innovation Management. In accordance with the statement from (Al-Husseini et al., 2021), that Transformational leadership has been found to have an important influence on innovation management, leading to increased goal-directed behaviour on the part of followers, promoting organizational change, and a spirit of trust, and helping followers to exceed their performance expectations. This claim is supported by several studies: (Gui et al., 2024) demonstrated Transformational leadership impacts a firm's innovation both directly and indirectly through the mediating role of knowledge management capability. The findings emphasize that the effect of knowledge management capability on various aspects of innovation capability varies, depending on the extent to which an organization fosters an innovative climate. While (Afsar & Umrani, 2020) revealed that transformational leadership positively influenced employees' innovative work behavior and their motivation to learn, with motivation acting as a mediator in the relationship between transformational leadership and innovative work behavior. Finally, (Alrowwad et al., 2020) confirmed a positive and significant link between transformational leadership and an organization's overall tendency to innovate.

The findings of this study reveal that transformational leadership has a positive and significant effect on innovation management at the XXX University in Bandung. This indicates that leaders who demonstrate transformational qualities, such as inspiring a shared vision, encouraging creativity, and providing intellectual stimulation play a critical role in fostering an innovative environment. When leaders empower their team members, promote risk-taking in problem-solving, and support the implementation of new ideas, innovation management becomes more effective.

Moreover, the significant influence of transformational leadership on innovation management underscores the necessity for academic institutions to invest in leadership development. Leaders who inspire and motivate faculty members contribute to a culture that embraces change and innovation, which is essential for maintaining competitiveness in higher education. By fostering a dynamic and forward-thinking environment, transformational leaders ensure that innovation is not only encouraged but also systematically managed to achieve institutional goals. This finding suggests that universities should integrate transformational leadership principles into their management frameworks to enhance innovation-driven decision-making and long-term institutional growth.

### **Influence Knowledge Sharing on Innovation Management**

Based on the regression coefficient value of 0.4972, and from the results of data management there is a T-Statistic value of 4.7141 greater than the T-Table value of 1.96 with a P-value of 0.0000 smaller than 0.05, therefore the Knowledge Sharing has a positive and significant Effect on the Innovation Management. In accordance with the statement from (Azeem et al., 2021) and (Wang & Hu, 2020), knowledge sharing has significant positive effect on innovation management. Previous research on innovation management supports the relationship between effective knowledge management and innovation management (Arsawan et al., 2022; Lam et al., 2021; Singh et al., 2021).

The findings of this study indicate that knowledge sharing has a positive and significant effect on innovation management at the XXX University in Bandung. This suggests that when lecturers and academic staff actively exchange knowledge, ideas, and experiences, it enhances the institution's capacity to manage and implement innovation effectively. Knowledge sharing facilitates the dissemination of best practices, fosters collaborative problem-solving, and encourages the development of new teaching methods, research initiatives, and administrative improvements.

Furthermore, the strong relationship between knowledge sharing and innovation management underscores the importance of creating a supportive environment that encourages open communication and information exchange. Institutions that invest in platforms, policies, and leadership approaches that promote knowledge-sharing behaviors are more likely to experience successful innovation outcomes. This finding suggests that universities should implement strategies such as mentorship programs, collaborative research initiatives, and digital knowledge-sharing platforms to facilitate a more dynamic and interconnected academic environment. By doing so, they can strengthen their innovation management processes and ensure sustainable institutional development in an increasingly competitive educational landscape.

### **Influence Transformational Leadership on Innovation Management through Knowledge Sharing as Mediating Variable**

Based on the regression coefficient value of 0.2999. and from the results of data management there is a T-Statistic value of 3.7169 greater than the T-Table value of 1.96 with a P-Value of 0.0002 smaller than 0.05, therefore the Transformation Leadership variable has a positive and significant effect on Innovation Management through Knowledge Sharing as Mediating Variable. This analysis confirms the mediating role of knowledge sharing. This aligns with Saad Alessa (2021) model, suggesting that the positive impact of transformational leadership on innovation primarily occurs through the increased flow of knowledge among faculty members.

The findings of this study reveal that the transformational leadership variable has a positive and significant effect on innovation management through knowledge sharing as a mediating variable. This suggests that transformational leadership not only directly influences innovation management but also enhances it indirectly by fostering a culture of knowledge sharing. Leaders who inspire, motivate, and intellectually stimulate their team members create an environment where individuals feel encouraged to exchange ideas, insights, and expertise. This active knowledge-sharing process, in turn, strengthens the institution's ability to manage and implement innovation effectively.

Furthermore, the significant mediating role of knowledge sharing highlights its importance as a bridge between leadership and innovation management. Transformational leaders who cultivate trust, open communication, and collaboration among faculty members create a strong foundation for knowledge dissemination, ultimately leading to more innovative decision-making and problem-solving. Higher education institutions can implement transformational leadership training programs that equip faculty members with inspirational communication, team empowerment, and change management skills to drive innovation. Additionally, universities can provide incentives for faculty who actively engage in knowledge sharing through collaborative research, seminars, or joint publications and develop digital platforms to facilitate more effective knowledge exchange. Formal policies that support an innovation-driven culture, such as regulations allowing experimentation in teaching methods and collaborative faculty forums, should also be established to strengthen academic networks. Regular evaluations of these policies' effectiveness can be conducted through surveys and impact assessments on institutional innovation.

### **Limitations**

This study has several limitations that should be acknowledged. First, the research was conducted within a single university, which may limit the generalizability of the findings to other higher education institutions with different organizational cultures and structures. Second, the use of self-reported questionnaires may introduce response bias, as participants might provide socially desirable answers rather than their actual perceptions. Third, the study employed a cross-sectional design, which captures relationships at a single point in time but does not allow for an analysis of long-term

effects. Future research could address these limitations by conducting longitudinal studies, incorporating multiple universities for broader applicability, and using mixed-method approaches to gain deeper insights into the mechanisms underlying transformational leadership, knowledge sharing, and innovation management.

## Conclusion

This study concludes that transformational leadership has a positive and significant effect on innovation management, both directly and indirectly, through knowledge sharing as a mediating variable. The findings indicate that transformational leaders, who inspire, motivate, and intellectually stimulate faculty members, create an environment that fosters open communication and collaboration. This, in turn, enhances knowledge-sharing practices, which play a crucial role in strengthening innovation management within the XXX University in Bandung. The study confirms that a strong knowledge-sharing culture acts as a bridge, further amplifying the positive impact of transformational leadership on institutional innovation.

Moreover, these findings highlight the importance of developing leadership strategies that encourage knowledge exchange to drive continuous innovation in higher education. Universities should focus on implementing leadership development programs and institutional policies that promote knowledge-sharing behaviors among faculty members. By fostering a transformational leadership approach and encouraging collaborative learning, academic institutions can enhance their innovation management processes, ensuring long-term sustainability and competitiveness in the education sector. However, this study has limitations, including its focus on a single university, which may limit generalizability, and its reliance on self-reported data, which could introduce bias. Additionally, other factors such as technological resources and institutional policies were not examined, suggesting the need for further research in more diverse academic settings.

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