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## SOCIAL LEADERSHIP IN INDONESIAN EDUCATION

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### ABSTRACT

Being a social leader is, first of all, acknowledging that there is a team of people responsible for the creation and implementation of all decisions and ideas. Speaking as a leader in terms of “I” needs to be replaced with “We”. But being a social leader is more than just knowing there is a team, it is knowing how to cultivate trust, care, and respect within the team. These values within the team will allow all the members to share ideas and collaborate, creating a more open atmosphere from which everyone has more of stake in leading the company through an ever-changing economic climate. Social leadership is a basic need in the world of institutions. The existence of a leader in social institutions is crucial in the planning, development and implementation and progress of a social institution. The existence of a leader as a figure greatly determines the success of an institution. There are many examples that can be used as benchmarks for the success of social leadership. Leadership cannot be separated from the educational background that someone has taken. A dreamer must have basic skills as a minimum requirement. From here it will form a different typology of social leadership.

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### Introduction

Leadership, according to Baron and Greenberg, is a process by which an individual influences other groups to achieve organizational goals. Meanwhile, according to Newell, leadership is a process through individuals or groups that deliberately influence others in the development and achievement of organizational group goals. Another case with Gatesood defines leadership as the process of influencing individual or group activities to achieve a goal.

From the opinion of several experts above, it can be understood that leadership is the process and activity of a group of one's abilities, to be used as a

means of convincing those they lead so that they are willing and able to carry out the tasks assigned to them. Or if it is related to decision making, leadership is defined as the ability and skills of a person who is in charge of a work unit to influence the behavior of others, especially their subordinates, to think and act in such a way that through positive behavior. It makes a real contribution in achieving organizational goals. In connection with the definition above, the leader of an educational institution has the authority to promote or improve the quality of his subordinates. In this case it is a matter of quality of Islamic education. These differences of opinion certainly

arise as a result of differences in standards, differences in criteria in assessing our education system. What measures should we use to determine the level of quality of education? It should be remembered in this connection, that in the world of education, including Islamic education is not only a measure of goodness. For every educational situation there is always more than one kind of goodness.

## Literature Review

### Education as Individual Capital

Education is an effort or process that is done consciously by someone so that they can reach maturity. In a simple and general sense, the meaning of education is a human effort to grow and develop the innate potentials both physically and spiritually in accordance with the values the values that exist in society and culture.<sup>4</sup> There are several concepts of education as a capital for the development of individual identity as put forward by experts.

Definition of education as:

- a) Human activities and efforts to improve their personality by fostering their personal potentials, namely spiritual (thought, intention, taste, creativity and conscience) and physical (five senses and skills).
- b) The institution responsible for determining the ideals (goals) of education, content, educational systems and organizations. These institutions include: family, school and community (state).
- c) The results or achievements achieved by human development and the efforts of these institutions to achieve their goals.

d) Furthermore, as quoted by Djumberansyah Indar in his book Freeman Butt entitled Cultural History of Western Education, that:

- a) Education is the activity of receiving and imparting knowledge so that culture can be passed on from generation to generation.
- b) Education is a process. Through this process individuals are taught loyalty and willingness to follow rules. In this way the human mind is trained and developed.
- c) Education is a process of growth. In this process individuals are assisted in the development of their strengths, talents, abilities and interests.
- d) Education is the reconstruction and reorganization of experiences that add meaning and that increase the ability to provide direction for further experiences.
- e) Education is a process. Through this process a person adapts to the elements of his experience which become a modern personality prepare for successful adult life.

Based on some of the definitions of education, there are several common characteristics or elements in education as individual capital which can be concluded as follows:

- a. Education contains goals to be achieved, namely

- individuals whose abilities develop so that they are useful for the interests of their lives as individuals, as well as as citizens or citizens of society.
- b. To achieve this goal, education needs to make a deliberate and planned effort to select appropriate content (material), activity strategies, and assessment techniques.
  - c. These activities can be provided within the family, school and community in the form of school path education (formal), and out-of-school education (informal and non-formal). Therefore it cannot be justified that the responsibility for an action or an effort that is based on the basis of which reasons are sought for the benefit of oneself or group.

### **Education As Individual Principle Capital**

The basic education as an individual principle capital can be viewed from several aspects, at least it has several basic supports which include:

- a. The basis from a juridical or legal perspective is the basis for the implementation of religion that comes from statutory regulations, either directly or indirectly, which can be used as guidance in the implementation of education in both formal and non-formal

institutions.

- b. Religious basis is the basis based on the teachings of the Islamic religion as stated in the verses of the Koran and Al-Hadith according to Islamic teachings that the implementation of education is mandatory.

The basis of social psychology, namely humans need a handle of life, namely religion, and in reality religion is an inseparable part of the life of the Indonesian nation. And in essence, people will feel safe, calm, and at ease if they can get closer to their God. 7

Furthermore, the main motivation towards the ideal individual educational process as quoted by M. Ngalim Purwanto in his book *Langeveld* entitled *Beknopte Theoretische Paedagogiek*, states the various educational goals as follows: Education, in terms of human cultural life is none other than one of the tools civilizing human society itself. As an educational tool, it can be used to direct the development and growth of human life. As a personal being and also a social being to the optimal point of being able to obtain welfare in the world and the hereafter. For this reason, education must truly have quality for humans.

### **Social Leadership**

The term social leadership in relation to education contains at least two meanings. Where the word "education" explains in what field and where the leadership takes place, and at the same time also explains what traits or characteristics that leadership should have or possess.

The notion of "leadership" is universal, applies and exists in various fields of human life. Therefore, before discussing

the notion of leadership that leads to education, it is necessary to first understand the notion of social and universal leadership. In this case there are many experts who try to provide a definition of leadership, including:

- 1) According to Dirawat, Busro Lamberi, Soekarto Indra Fachrudi in his book "Introduction to Educational Leadership" that: leadership is the ability and readiness possessed by a person to be able to influence, encourage, invite, guide, mobilize and if necessary force others, so that he or she receives that influence and then does something that can help achieve certain goals or objectives.
- 2) According to Hadari Nawawi in his book "Educational Administration", that: leadership means the ability to motivate and influence people to be willing to take actions directed at achieving goals through the courage to make decisions about what activities to do.
- 3) According to Burhanuddin in his book "Management Administration Analysis and Educational Leadership", that: leadership is an effort made by someone with all their abilities to influence, encourage, direct and mobilize individuals so that they want to work with enthusiasm and trust in achieve organizational goals.

From the three definitions above, it can be concluded that leadership is the process of a person's activities that have the ability to influence, encourage, direct, and mobilize individuals so that cooperation occurs regularly in an effort to achieve the goals that have been set together. Meanwhile, the definition of education itself, as stated by Burhanuddin in his book "Analysis of Educational

Management and Leadership", that:

If the notion of leadership is combined with the notion of education, then the notion of social leadership will emerge in a phenomenological way, which has a very strong relationship closely related to educational background as an ability and process of influencing, coordinating, and mobilizing other people who are related to the development of education and the implementation of education and teaching, so that activities carried out sociologically can be more efficient and effective in achieving goals education and teaching for others in a systemic and sustainable manner.

From the above understanding, at least some of the main elements can be seen, including: (1) leadership objectives, (2) individuals who influence groups / organizations / institutions, (3) individuals who are influenced, coordinated, driven, (4) the process of interaction between leaders and being led in order to influence. Coordinating and mobilizing, and the situation under which the leadership takes place.

### **Minimum Requirements for Social Leadership Personality**

As a leader, of course it is expected to have advantages over the people they lead. Therefore; social leaders, at least in the future, always face other people in a social context, so they must have certain personality requirements. These requirements include those stated by Hadari Nawawi below:

- a) Have good intelligence or intelligence. The right decision in realizing the workload of the organization. In addition, social leaders must be able to help group members overcome difficulties that

- arise, so that the group is always needed when they face problems.
- b) Confident and membership. A leader must always believe that with the abilities he has, every workload will be realized. The belief in one's abilities does not mean that a leader must work alone. However, leaders must be able to collaborate with people others in the group. Convincing group members about their decisions is the best thing to do, adhering to the principle of putting the interests of the group first and based on truth.
  - c) Sociable and warm-hearted. Leaders who have the ability to get along will also be able to live and understand the attitudes, behavior, needs, disappointments that arise, the hopes and demands of their group members. Which must be fostered through a friendly and respectful attitude towards group members even though he is just a messenger.
  - d) Creative, full of initiative and have the desire / willingness to move forward and develop for the better. A leader must be able to initiate an activity creatively. Always driven to come up with new initiatives in order to realize the workload, as a reflection of his willingness to work effectively.
  - e) An influential and authoritative organizer. A leader must be able to manage the cooperation of a group of people as an organization, in the division of a work and personal placement appropriately and efficiently and have the ability to influence others in human relationships that are beset by a situation of authority.
  - f) Have expertise or skills in the field. Leaders who have sufficient knowledge and experience in their field will be able to look forward to improving the development of the organization / institution they lead.
  - g) Helpful, giving directions can punish consequently and wisely. A leader must always try to help the people he leads when facing difficulties, both in the work and personal fields. In addition, the leader must be firm and consistent in overcoming errors, mistakes and abuse of authority among its members. Has emotional balance / stability and is sabra. A leader must be able to control his emotions and always use rational and logical thinking in dealing with

- problems and in making decisions, for that a leader must be patient, thorough and careful in deciding the actions to be carried out.
- h) Have a high spirit of devotion and loyalty. A good leader is one who is always loyal to the ideals of the organization he leads. Devotion takes precedence over personal interests, so it appears willingness to sacrifice in their behavior for the benefit of the organization.
  - i) Dare to make decisions and be responsible. A leader must be brave in making decisions so that activities are not delayed and each person can make it happen in the right way and time. In addition, leaders are required to be responsible for all the consequences of the decisions they have made.
  - j) Honest, humble, simple and trustworthy. Honesty, humility, simplicity and trustworthiness must animate and be reflected in every reasonable movement and behavior.
  - k) Be wise and always act fairly. A leader must be wise and fair in dividing work and in solving problems relating to individuals or small groups in the organization. In other words, a leader must be able to make decisions fairly and correctly even though they differ from one another.
  - l) Discipline, a leader must make serious efforts in upholding work discipline, time discipline and in obeying the rules that have been set in the organization he leads.
  - m) Knowledgeable and insightful. A leader must always follow the development and progress of his field of work in order to be able to meet the demands of society and technological advances. Besides that, a leader too
  - n) must be able to see the relationship between the field of work and other fields that influence it. Thus his knowledge will expand.
  - o) Physically and mentally healthy. Physical and spiritual health has a huge influence on the realization of effective leadership. Which allows a leader to follow, develop and supervise various activities of the organization and the people they lead appropriately, quickly and wisely.
- Meanwhile, according to Burhanuddin, the personality requirements that must be possessed by a leader are:
- a. Personality, where through these personality traits, a person can get recognition from others as well as being a determinant for his leadership.
  - b. Purposes, namely a Madrasah Principal must

- really clearly understand the objectives of education itself.
- c. Knowledge, namely a group will put trust in the leader, if they realize that their leadership authority is equipped with a broad scope of knowledge and is able to make solid decisions.
  - d. Professional skills, namely the Principal of Madrasahs must have effective professional skills in educational administration functions.

If all the prerequisites for personality as mentioned above are owned by a leader, then he will be able to carry out his leadership well. Therefore, every educational leader should try to have these personality traits.

## Result and Discussion

One of the number one factors in becoming a social leader is focus. Focus is needed to be able to be in tune with the role and the work. With focus comes engagement. Engagement with the work and all aspects of the work allows people to use their social skills to see how others are feeling, express empathy, and collaborate on a solution. Focus on the work and the people can be a proactive way to address dissatisfaction, low morale, and burnout. When a leader senses these things, they are able to act quickly and take control of a situation, by reaching out to people and addressing the situation through relationships and communication. Sometimes people just need to be listened to and to feel like they

are understood. This creates an atmosphere of value and worth. A social leader is able to listen and understand so that others are able to move through the problem faster and easier. Leaders do not need to agree with employees and they do not have to have all the answers, but they can listen and offer advice. Research has found that most people say that it is more important to work for a supportive boss than it is to make a lot of money. Leaders that care about their employees boost productivity. Focusing on the work and the people while also learning to listen and respond empathically are two ways to not only become a better leader, but to boost the productivity of the team.

Based on their 5 years of research on company CEOs such as Arianna Huffington, Richard Branson, and Pete Cashmore, Ted Coin and Mark Babbitt state there are 7 things a social leader should have.

1. Broad Curiosity - A true social leader will have a deep curiosity about the overall development of the company, especially factors outside the company. They are very interested in knowing about the condition of the company, public opinion, and the company's needs. They can find out the latest market information through social surveillance and involving their social media account followers.

2. Independent Mindset (Do It Yourself) - Social leaders or social leaders will prefer to search for information through Google rather than hear filtered customer opinions from their subordinates. Compared to hearing a summary report on employee morale or customer satisfaction, they were more likely to see comments on social media directly.

3. Bias for Action - Social leaders or social leaders live with a "Ready" mentality. Fire. Aim. "Which means" Ready. Shoot. On target. "They are required to always be ready to act. Whenever an undesirable situation occurs, the social leader will be ready to step in and "dirty" their hands. A social leader is often online, alive in the moment, and ready to respond and serve.

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4. Giving Endlessly - Social leaders have a strong sense of caring. Not only in private business, but also on social issues that do occur in society. Social leaders do not hesitate to guide those who are willing to learn, share knowledge, and build relationships with others without expecting anything in return.

5. Strengthen Connections - Social leaders really understand the function of social media as a tool for connecting with other people. For them, building relationships with the community is the main thing. Because of this, the social leader can promote his business while interacting with other people. They can also answer any worries an interested parties rather than just presenting what is pleasant to hear.

6. The company's main brand ambassador - Personal branding of the leader will determine the company's image in the eyes of society. A study conducted by Weber Shandwick proved that 2/3 customers' perceptions of the company are influenced by their perceptions of the CEO or its leader. Good social leaders will realize that whenever they activate social media, the company's life and death

depend on their status updates.

7. Leading with an Open Mindset (OPEN) - OPEN, apart from meaning 'open', is also an acronym for 'Ordinary People, Extraordinary Network'. A social leader is aware that the help of others (experts in their fields) is very beneficial for the development of his business. Whenever he or she faces a crisis or finds an opportunity, the social leader is sure to bring together a network of his team, especially experts, both near and far, to find the best solution to the problem or devise the best strategy. The extent to which a leader involves other people will determine the level of openness and cooperation.

### Typology of the Social Leader

In carrying out its duties as a leader, namely moving or motivating others to take actions that are always directed at achieving organizational goals, various ways can be done by a leader. It reflects the attitude and the leader's view of the people they lead. Which also provides an overview of the form (type) of leadership it carries out.

There are three main types of social leadership, namely autocratic, laissez faire, and democratic.<sup>13</sup> Meanwhile, according to Hendyat Soetopo and Wasty Soemanto, educational leadership can be classified into 4 types of leadership, namely: (1) Authoritarian / Autocratic Type; (2) Type Laissez faire; (3) Democratic Type; and (4) Pseudo Democratic Type.

For more details, the author will describe each of these types of leadership.

#### 1) Autocratic Type

Autocratic comes from the word *oto* which means itself, and *kratos* which means government. So autocratic means

having a governing and self-determining character

The characteristics of autocratic leaders include:

- a. Regard the organization as a private owner.
- b. Identifying personal goals with organizational goals.
- c. Consider subordinates as mere tools.
- d. Do not want to accept criticism, suggestions and opinions.
- e. Too dependent on formal power.
- f. In the act of moving it often uses an approach that contains elements of coercion and punitive (punitive).

As a result of his leadership, teachers become obedient people who are unable to take initiative and are afraid to make decisions, teachers and students are forced to work hard with the fear of punishment, and schools will become static.

## 2) Laissez faire type

Laissez faire if translated can be interpreted as "just let it go" or "don't be ignored", so it contains an attitude of "ignorance".<sup>16</sup> This form of leadership is the opposite of authoritarian leadership. This leadership basically does not carry out activities in any way. The leader serves as a symbol and never gives control and correction to the work of its members. The division of tasks and cooperation is left to group members without guidance or suggestions from the leader, so that power and responsibility are confusing and undirected. Leadership like this is basically inappropriate if it is carried out purely within an educational institution. Because in this case each

member of the group moves independently so that all aspects of administrative management cannot be realized and developed.

## 3). Democratic Type

Democratic leadership is active, dynamic, and directed leadership that seeks to take advantage of everyone for the benefit of organizational progress and development. Suggestions, opinions and criticisms of each member are channeled as well as possible and are made to use them for the growth and progress of the organization as a manifestation of shared responsibility.

This shows that in musawarah disagreements are always open. Especially if the people involved consist of many people. Therefore we are advised to be calm and careful, namely by paying attention to every opinion, then clarifying an opinion with another opinion which is more beneficial and useful for the common interest of all existing capabilities.

## 4). Pseudo Democratic Type

Pseudo means fake, pretend. This kind of leader tries to give his appearance as if he is democratic, while the point is autocracy exerts his desires subtly.<sup>17</sup> So, pseudo-democratic leaders are actually autocratic people, but are good at covering up their character with an appearance that gives the impression as if they are democratic.

Meanwhile, according to Sondang P. Siagian, the type of leader can be classified into five, namely: (1) Autocratic Type, (2) Militaristic Type, which is happy with excessive formality, demands high and rigid discipline from subordinates and is difficult to accept criticism, (3) Paternalistic type, namely the leader is too protective, rarely gives the opportunity to subordinates to take the

initiative and make decisions as well as being omniscient; (4) Charismatic Type, namely a leader who is accepted because of his influential and trusted personality so that his opinions and decisions are followed; and (5) Democratic Type, it is implicitly illustrated that to be a democratic type leader is not an easy thing to achieve. However, because such a leader is the most ideal, it would be nice if all leaders try to become a democratic leader.

### **Several Factors Affecting Social Leadership**

In carrying out his leadership duties, someone who occupies the profession as a social leader is at least influenced by the factors that color his leadership pattern. This is as stated by Hendyat Soetopo and Wasty Soemanto, as follows: (1) legal factors that had an effect on past individual education; (2) socio-economic conditions and past educational concepts as an influence in leadership; (3) The nature and / or characteristics of the school as a leadership influence; (4) Leader's personality and training as factors that influence leadership; (5) The changes that occur in personal development as a factor that influences leadership.<sup>19</sup> In addition, M. Ngalim Purwanto also pointed out that there are factors that are generally very dominant in influencing the behavior of a leader, including: (1) The expertise and ability of a leader to carry out his leadership ; (2) The type of work or institution where the leader carries out his / her duties; (3) Leader's personality traits; (4) Personality traits of followers or groups they lead; and (5) the sanctions that are in the hands of the leader. <sup>20</sup>

For more details, the authors will describe one by one the factors that influence leadership, as follows:

1. Skills and knowledge possessed by leaders to carry out leadership. Included in this is the educational background or diploma held, whether it is in accordance with the leadership tasks that are their responsibility; work experience as a leader, has it encouraged him to try to improve and develop his skills and leadership skills. An ideal leader will not be satisfied just by relying on his educational background and experience, without always trying to develop himself by increasing knowledge.

2. The type of work or institution where the leader carries out his duties. Every different organization or institution has different goals and demands different ways of achieving that goal. A person who is leading a crew in a sinking ship will not be the same as the behavior and attitude of a teacher who is leading a discussion in class. Therefore, each type of institution require different leadership behaviors and attitudes.

3. Leader's personality traits. Psychologically, humans have different characteristics, dispositions and personalities. Some can always be tough and assertive, but some are weak and lack courage. With the differences that each leader has, even though some of them have the same educational background and are in charge of leading similar institutions, but because of differences in personality between them, different behaviors and attitudes will also arise in carrying out their leadership. .

4. Personality traits of followers or groups they lead. Differences in individual characteristics and group characteristics as subordinates or followers of a leader will affect how the leader's behavior and attitude should be in carrying out his leadership. Regarding the characteristics

of participation, M. Ngalim Purwanto said there are five kinds of participation, namely:

- a. Adherence to instinct and lust.
- b. Participation due to traditions and customs.
- c. Participation because of religion and conscience.
- d. Participation due to legal regulations.

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So that group members can obey and obey orders and carry out their duties sincerely and patiently and do not feel pressured, it is very important for a leader in carrying out his leadership to know and learn the nature or type of participation in his group members.

5. Sanctions that are in the hands of the leader. The forces behind the leader determine their attitudes and behavior. The attitude or reaction of group members from a leader who has full authority will be different when compared to a leader who is less or not in authority. A new teacherformed as an official Madrasah leadership will act and behave differently with a Madrasah Head who has been officially appointed by a decree from the superior. It can be said that the level of power and / or statutory instruments determines the level of power or sanctions of a leader who is appointed by the ruler or based on these laws.

There are many [characteristics](#) that natural social leaders have.

**Intuition** – They are able to feel a situation and make decisions on instinct rather than reasoning.

**Caring** – They care about others and their wellbeing.

**Collaboration** – They see that decisions are made as a team and support communication and respect.

**Vulnerability** – They are able to be open and authentic with others around them.

**Empathy** – They are able to see how decisions impact other people and use another person’s viewpoint to understand events.

**Self-awareness** – They are able to look at themselves and evaluate their own strengths, weaknesses, feelings, and values.

**Resilience** – They remain balanced in the face of stress.

**People and relationship-oriented** – They know that people and relationships are vital to an organization’s health, and work hard to strengthen the social aspect of the company.

**Courage** – They are able to do what is right, even though it may not be easy.

Social leaders believe in and submit to a Higher Power, by whatever name and through whichever means they choose. They find inspiration, guidance, and stability from a source higher than themselves. Submission is the source of motivation and vision and ensures humility. Social leaders feel an abiding sense of unity between themselves and nature, other individuals, institutions, and the universe at large. They knew their thoughts, habits, and actions directly result in societal consequences. They know they are cells within a larger body.

To be a social leader is to know with certainty that you were born for something great, unique, and specific. Furthermore, it is to know that if you don’t live up to your mission, the world suffers. The calling of a social leader is the thing that he or she can’t *not* do because of the inner voice that compels and drives them. It permeates their thoughts, emotions, actions, and habits. Integral means entire; complete; whole. Integral education, therefore, is education that leads to whole truth and complete “beingness.” It extends far

beyond technical knowledge and specialized expertise. It explores human nature and seeks to answer such questions as, "Who are we? Why are we here? What is the purpose of life? What should our ideals be and how can we achieve them?" Not only is such an education whole in scope and methodology, but also its core purpose is to develop whole individuals. Social leaders bridge the gap between what *is* and what *should be*. While others are confused, despondent, and waiting, social leaders are confident, optimistic, and acting. They know that profound thinking must lead to appropriate and energetic action. Social leaders are intimately aware of the art, science, and process of government. They understand its nature and proper role. They do all in their power to secure and preserve freedom for all races, genders, and cultures.

### Conclusion

From the description above, it can be concluded that the educational background of a person is very influential in carrying out his leadership patterns, including the factors that influence the development of interaction patterns and their inherent characteristics. Social leadership is a basic need in the world of institutions. The existence of a leader in social institutions is crucial in the planning, development and implementation and progress of a social institution. The existence of a leader as a figure greatly determines the success of an institution. There are many examples that can be used as benchmarks for the success of social leadership. Leadership cannot be separated from the educational background that someone has taken. A dreamer must have basic skills as a minimum requirement. From here it will form a different typology of social

leadership.

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