

Transformational Leadership of Principals: Driving Excellence in Education Quality

Muhammad Yakob¹, Tengku Muhammad Sahudra², Sukirno³

¹ Universitas Samudra, Aceh, Indonesia; myakob@unsam.ac.id

² Universitas Samudra, Aceh, Indonesia; tengkusahudra@unsam.ac.id

³ Universitas Samudra, Aceh, Indonesia; Sukirno@unsam.ac.id

ARTICLE INFO

Keywords:

leadership,
principal,
quality of education
transformational

Article history:

Received 2025-01-11

Revised 2025-03-13

Accepted 2025-03-28

ABSTRACT

Transformational leadership, characterized by vision-driven motivation and innovation, plays a pivotal role in fostering educational improvement. In the school context, principals who apply this leadership style can promote systemic change, enhance teacher engagement, and drive the overall quality of education. This study employed a literature review methodology, analyzing 20 peer-reviewed articles published between 2014 and 2021. Data were gathered using keyword-based searches, applying strict inclusion criteria, and synthesized through thematic content analysis. The data were categorized based on key research questions and interpreted through a multi-step content analysis process. The findings indicate that principals who embody transformational leadership fulfill multiple roles, including educator, manager, administrator, supervisor, innovator, and motivator. Such leaders foster collaboration among schools, communities, and parents, and create inclusive environments that enhance school-community relationships. Their adaptive and participatory leadership style contributes to a strong sense of ownership and belonging among stakeholders. Transformational leadership significantly influences teacher motivation, professional growth, and the creation of a positive work culture. Principals who practice this leadership style inspire staff, provide professional development opportunities, and cultivate a supportive educational climate. Future studies should focus on developing targeted in-service training to strengthen transformational leadership competencies, aiming to enhance educational outcomes at scale.

Corresponding Author:

Muhammad Yakob

Universitas Samudra, Aceh, Indonesia; myakob@unsam.ac.id

1. INTRODUCTION

Quality education is closely linked to effective leadership, particularly the role of school principals in guiding and empowering teachers to deliver impactful learning experiences. Various leadership styles can influence school improvement, but transformational leadership stands out for its emphasis on motivation, innovation, and personal development. As Suparman (2019) noted, a principal's leadership style reflects their personality and significantly shapes school outcomes. Transformational

leadership, in particular, enables principals to drive meaningful change by redefining strategies, instructional methods, and problem-solving approaches to foster better educational results.

Theoretically, transformational leadership emphasizes inspiring and mentoring subordinates to become proactive problem solvers, develop leadership capacities, and align with shared institutional goals. It fosters a sense of ownership and emotional connection between leaders and teachers, empowering them to perform their roles with greater commitment and responsibility. Research by Hardono, Haryono, and Yusuf (2017) has shown that transformational leadership is commonly adopted in schools that demonstrate high educational quality. This leadership style promotes innovation, professional growth, collaboration, and a positive school culture—key elements in driving educational excellence (Hartiwi, Kozlova, & Masitoh, 2020).

Despite its theoretical strengths, the practical implementation of transformational leadership in diverse school contexts—particularly in resource-limited or underperforming institutions—remains underexplored. Most existing studies focus on schools with established quality benchmarks, leaving a gap in understanding how transformational leadership operates in varied environments. This study addresses that gap by analyzing the strategic role of principals' transformational leadership in improving educational quality across different school settings, thereby offering a fresh perspective and practical insights into leadership-driven school transformation.

Transformational leadership can be particularly relevant to the unique challenges faced by the education system in Indonesia, particularly in terms of limited resources and management capacity. Transformational leadership focuses on empowerment, inspiration, and profound change within an organization or system. Here are some ways transformational leadership can help address these challenges: Transformational leaders are able to create and communicate a clear and inspiring vision. In the context of education in Indonesia, leaders with a strong vision can help guide change towards a better education system, even with limited resources. They can encourage all stakeholders, such as teachers, students, and parents, to have a shared purpose that is greater than simply meeting administrative demands. Transformational leadership can encourage creativity in utilizing limited resources (Iqbal, 2021). Leaders can help create innovative solutions to maximize existing resources. For example, by optimally utilizing technology, involving the community to participate in financing or building facilities, and training teachers to be more effective in managing classes with limited resources.

Addressing the lack of focus on community participation as an essential element of transformational leadership in Indonesia can be done through several strategic approaches. Transformational leadership emphasizes positive change in society by actively involving the community in decision-making. Some steps can be taken: Raising Awareness and Understanding of Transformational Leadership. Education and Training: Organizing training and education programs for leaders and the community on the importance of transformational leadership and the active role of the community in this process. Socialization of Transformational Leadership Ideas: Using mass media, seminars, and discussion forums to disseminate the concept of transformational leadership, so that the community can better understand their role in change (Hartiwi, Kozlova, & Masitoh, 2020).

The national education system in Indonesia has undergone various changes since independence to the reform era. However, these changes have not had a significant impact on improving the quality of education as a whole. There are still various major challenges faced, including the quality of education, equal access, and the effectiveness of education management. The quality of education in Indonesia is influenced by various factors, such as an irrelevant curriculum, a less-than-optimal learning process, non-standardized evaluation, and limited facilities and infrastructure (Syakir, & Pardjono, 2015). On the other hand, equal education is also a serious problem, marked by the large number of school-age children who have not yet had access to formal education.

Effective education management plays an important role in overcoming these problems. One approach that has been implemented is School-Based Management (SBM), which provides autonomy to educational institutions to manage resources independently. This approach has the potential to improve the quality and equity of education, but its implementation still faces various obstacles. Some

of these obstacles include limited management capacity of school principals, less than optimal implementation of the main functions of management (planning, organizing, implementing, and supervising), and minimal community involvement in supporting schools (Tambingon, 2018).

The assignment of teachers as principals includes the main tasks in the managerial field, entrepreneurship development, and supervision of teachers and education personnel. However, in reality there are still many principals who cannot be categorized as professional managers. This is because the appointment of principals is often not based on managerial abilities and skills in the field of education, but rather on other considerations that are less relevant to the demands of the profession. In fact, the principal is the "key" to success in improving the quality of education, with the main responsibility to manage and empower the potential of the community and parents in supporting educational goals (Nengsih, Gusfira, & Pratama, 2020).

In this context, the principal holds a strategic position as a transformational leader capable of inspiring, empowering, and fostering meaningful collaboration within the school community. Unlike leadership styles that focus solely on administrative functions, transformational leadership emphasizes vision, innovation, and the capacity to drive sustainable, positive change in educational quality. However, one often overlooked yet critical component is community involvement. Strong partnerships between schools and communities can significantly enhance a school's ability to achieve its educational goals, yet this potential remains underutilized in many settings.

The urgency to strengthen school leadership is further emphasized by the implementation of recent policy reforms, such as Permendikbud Ristek No. 40 of 2021, which allows Teacher Leaders to be appointed as principals. While this policy opens pathways for leadership innovation, it also raises important concerns regarding the managerial preparedness and transformational competencies of newly appointed leaders. As such, the development of principals' competencies—particularly in transformational leadership—has become increasingly essential.

This research aims to explore and analyze how principals' transformational leadership strategies can enhance community participation to address educational inequities and improve the quality of education in Indonesia. Given this background, this study's central question is: How can principals' transformational leadership strategies foster community participation to address educational inequities and improve the quality of education in Indonesia?

2. METHOD

This study employs a qualitative research approach using a systematic literature review as the primary method. The objective of this method is to synthesize relevant knowledge on transformational leadership in educational settings and to analyze its role in improving educational quality and fostering community participation. Literature was collected through a structured and rigorous review of scholarly articles, guided by a transparent and replicable protocol to ensure validity, reliability, and credibility of findings (Triandini, Jayanatha, Indrawan, Putra, & Iswara, 2019).

The first step involved defining inclusion and exclusion criteria to identify literature relevant to the research focus. Criteria included the relevance of the article to educational leadership—specifically transformational leadership—and its connection to school quality and community involvement. A total of 20 peer-reviewed journal articles published between 2014 and 2021 were selected for analysis. These articles were sourced using the Publish or Perish (PoP) tool, applying carefully selected keywords such as leadership, principal, transformational leadership, and quality of education. The search covered two major databases: Google Scholar, for its broad coverage of local and regional studies, and Scopus, to ensure international quality and rigor.

Data collection involved comprehensive text review and extraction of key themes, arguments, and findings from the selected literature. The data analysis followed three main steps: (1) categorizing data based on the research questions; (2) conducting content analysis to identify patterns, relationships, and

gaps; and (3) drawing conclusions and formulating suggestions. This process was informed by the principles of thematic synthesis, allowing for a deeper understanding of recurring concepts.

As emphasized by Sugiyono (2019), a literature study does not require fieldwork but instead relies on existing published and unpublished academic sources. This method enables researchers to gather relevant insights, critically examine prior studies, and construct new knowledge frameworks without direct field observation. The systematic review approach adopted in this study strengthens the methodological rigor and contributes to a more comprehensive analysis of transformational leadership practices in educational institutions.

3. FINDINGS AND DISCUSSION

3.1 *Principal Leadership and Teacher Performance*

A growing body of research consistently affirms that principal leadership has a direct and substantial impact on teacher performance. Transformational leadership, in particular, has been identified as a key driver of improved outcomes. According to Juniarti et al. (2020), principals who adopt transformational leadership styles contribute significantly to enhancing teacher performance, job satisfaction, and organizational commitment. When teachers feel supported, valued, and aligned with the school's vision, their motivation and productivity increase accordingly.

Kosim (2017) reinforces this by highlighting that effective principal leadership improves the overall quality of teaching and learning. Similarly, Josanov and Pavlovic (2014) emphasize the importance of leadership style in fostering job satisfaction among teachers, which in turn strengthens their professional relationships and performance.

Leadership effectiveness also depends on the principal's ability to manage and mobilize human resources. Tambingon (2018) stresses that principals must possess both the readiness and the competence to organize and direct their teaching staff toward achieving educational goals. A principal's capacity to cultivate persistent, skilled, and creative educators is crucial to the delivery of quality instruction. Their policies and leadership practices serve as a reference point for teachers in fulfilling their roles.

Fitria et al. (2017) and Septiana et al. (2013) further underline the importance of school organizational structures shaped by leadership. These structures enable team collaboration and goal-oriented planning. When teachers are placed within well-defined teams with clear responsibilities, their motivation and performance tend to improve. Principals play a critical role in understanding teacher competencies and designing teams that align with their strengths.

Moreover, Iskandar (2010) points out that teacher performance improves when there is strong loyalty and commitment, cultivated through effective leadership. Handayani and Rasyid (2015) also demonstrate that leadership style, combined with a positive school culture and teacher motivation, significantly influences teacher effectiveness. They note that principals who display supportive attitudes and fair performance assessments foster a work environment that encourages continuous improvement.

In summary, the leadership of school principals—particularly when grounded in transformational practices—plays a vital role in shaping teacher performance. Through vision, motivation, strategic team-building, and the cultivation of a supportive organizational culture, principals create the conditions necessary for teachers to thrive professionally.

3.2 *Organizational Culture and Leadership Style*

Organizational culture plays a pivotal role in shaping teacher performance. A school environment grounded in positive cultural values encourages teachers to continuously improve their performance, often driven by intrinsic motivation and a desire to meet collective expectations. When teachers

perceive their working environment as supportive and inclusive, they are more likely to engage actively and collaborate with colleagues, thus enhancing overall school effectiveness.

Principals are central to cultivating this kind of culture. As Baptiste (2019) notes, a school leader must understand the implications of their leadership style on organizational outcomes. The leadership approach adopted should not only align with institutional goals but also foster teacher satisfaction by providing constructive feedback, recognition, and fair evaluations. When teachers feel appreciated and assessed justly, their commitment and morale are significantly enhanced.

Supporting this, Syakir and Pardjono (2015) found that a combination of principal leadership style, school culture, and intrinsic teacher motivation substantially impacts teacher performance. A positive and cohesive organizational culture contributes to a healthy school climate, where all members—teachers, staff, and administrators—feel a sense of belonging and shared purpose. This collective mindset fosters cooperation, innovation, and continuous development.

Sholeh (2016) adds that effective teachers thrive in cultures that value cooperation, professionalism, and ongoing skill development. Teachers who display collaborative attitudes, mastery of pedagogy, and responsible behavior serve as role models for students and colleagues alike. Such traits are often cultivated in schools led by principals who prioritize character development and capacity-building within their staff.

Furthermore, Werang (2014) emphasizes that principal managerial competence, teacher morale, and job satisfaction are interrelated factors that significantly affect teacher performance. When transformational leadership is practiced effectively, it not only provides direction but also nurtures an environment where teachers are motivated to grow. This sense of fulfillment leads to improved morale and a greater sense of responsibility in delivering quality education.

In essence, the integration of strong leadership and a positive organizational culture forms the backbone of effective school management. Principals who adopt transformational leadership styles and actively shape school culture can drive lasting improvements in teacher performance and, by extension, student learning outcomes.

3.3 Transformational Leadership and Educational Quality

Transformational leadership plays a crucial role in shaping educational quality by influencing both teacher performance and institutional development. As Setiyati (2014) emphasizes, principal leadership and school culture are inseparable elements that directly impact teacher job satisfaction and, consequently, performance. A principal's leadership style—reflected through attitude, strategic approach, and communication—creates the foundation for a supportive work environment that enhances teacher effectiveness.

Hartiwi et al. (2020) found that a strong relationship exists between certified teachers and effective principal leadership. Certified teachers, with their advanced training and deeper pedagogical knowledge, can collaborate more effectively with transformational leaders to design and implement school policies that improve instructional quality. In this dynamic, principals are not only leaders but also facilitators who help teachers translate their training into classroom practice.

However, leadership effectiveness is not perceived uniformly. Munir and Khalil (2016) note that teachers have varying responses to leadership styles based on personal expectations and experiences. This diversity necessitates the development of tailored professional development programs that align with both teacher needs and leadership goals. Principals must be strategic when designing these programs, ensuring they are impactful, relevant, and beneficial to both individual educators and the school as a whole.

Lee and Li (2015) further emphasize that teachers who demonstrate achievement and initiative can support school innovation efforts. Their contributions allow principals to plan and implement new programs more effectively, fostering a culture of continuous improvement. Similarly, Arman et al. (2016) assert that a principal's competence can significantly influence teacher motivation. Principals

who demonstrate professionalism, clear planning, and constructive attitudes can indirectly raise teacher performance through increased morale and engagement.

Agustina et al. (2020) reinforce the idea that leadership style, combined with a positive school climate, greatly enhances teacher productivity. The behavioral norms within a school—shaped by leadership and peer interactions—affect not only how teachers perform but also the collective spirit of the organization. A collaborative and respectful atmosphere leads to higher levels of motivation and commitment among teachers.

In support of this, Eni et al. (2020) show that expanding teachers' knowledge capacity contributes to improved performance. Teachers who continually pursue professional growth beyond their comfort zones become more adaptive and effective, especially when encouraged by a principal who values learning and development.

Finally, research by Hardono et al. (2017) and Rahmawati & Karwanto highlights the impact of ongoing academic supervision, led by transformational principals, in enhancing teacher motivation and performance. Regular supervision allows principals to monitor progress, offer guidance, and maintain high performance standards. This form of leadership not only promotes individual teacher growth but also fosters a culture of accountability and excellence throughout the school.

In summary, transformational leadership—through vision, competence, supervision, and an inclusive approach—serves as a catalyst for improving educational quality. Principals who lead with clarity, empathy, and innovation are better positioned to elevate teacher performance and foster sustainable school improvement.

3.4 Managerial Competence and Strategic Decision-Making

In the realm of educational leadership, the principal's managerial competence is a key determinant of school success. As a manager, the principal must optimize both human and material resources to effectively realize the institution's vision and mission. This role requires more than administrative capacity—it demands strategic thinking, analytical problem-solving, and collaborative leadership. According to Duryat (2021), effective principals lead through teamwork, communicate a clear direction, motivate staff, delegate tasks responsibly, and make thoughtful decisions that reflect the interests of all stakeholders.

A principal's leadership style must also be adaptive. Mulyasa (2017) categorizes principal leadership into three types—democratic, authoritarian, and laissez-faire—each applicable depending on the context. For example, quick decisions may require an authoritarian approach, while team-building efforts benefit from a democratic style. Meanwhile, the laissez-faire model may suit highly competent staff capable of self-direction. The ability to shift between these styles reflects a principal's strategic agility and contributes to more effective decision-making and school governance.

Beyond internal operations, principals must also build strong partnerships with the community. Schools do not function in isolation, and community involvement is critical to program success. By engaging parents and local stakeholders through school committees or educational councils, principals can ensure that planning and execution of educational programs align with broader community values and expectations. These participatory strategies foster mutual accountability, transparency, and support for educational goals.

Transformational leadership further elevates managerial competence by emphasizing collaborative decision-making and organizational innovation. As Faridli et al. (2024) explain, effective principals create inclusive environments where all staff contribute to problem-solving and strategic planning. This participatory approach not only improves decision quality but also enhances the efficiency and effectiveness of educational management. Iqbal (2021) adds that visionary leaders must be receptive to input from teachers, students, and the community to ensure decisions are data-informed and future-oriented.

In line with this, the implementation of school-based management and decentralized education policies in Indonesia places greater responsibility on principals to act as autonomous leaders. Rusmanto, Anief, and Waston (2023) highlight that modern principals must possess the capacity to plan, implement, and monitor school programs in a structured, sustainable way. This includes managing curriculum delivery, optimizing school resources, and aligning educational practices with national and regional standards.

Nahsir and Awaluddin (2021) further expand the scope of principal leadership, stating that principals must simultaneously fulfill the roles of educator, administrator, supervisor, leader, innovator, and motivator—while embodying an entrepreneurial mindset. Principals who demonstrate these multifaceted competencies can foster synergy between school personnel and the wider community. This integrative leadership leads to shared ownership of school programs, greater community trust, and measurable improvements in educational quality.

In summary, managerial competence and strategic decision-making are at the core of effective school leadership. Principals who combine transformational leadership principles with practical managerial skills are better positioned to guide schools toward continuous improvement, innovation, and collaborative success.

Discussion

Based on the findings presented, it is evident that the principal's leadership style plays a critical role in improving the quality of education. Leadership, in this context, refers not only to a position of authority but to the capacity to guide, influence, and inspire others toward achieving shared goals within an educational institution. As Hemphill and Coon, cited in Triyono (2019), define it, leadership is the behavior displayed by an individual in guiding group activities to accomplish common objectives. The studies reviewed consistently demonstrate that one of the strongest predictors of teacher performance is the leadership style exhibited by the principal.

A principal who demonstrates strong leadership qualities fosters higher levels of teacher motivation and job satisfaction, which directly impact their performance. Arman et al. (2016) emphasized that the competence of a principal is a significant factor influencing teacher motivation and effectiveness. Competent principals inspire confidence through clear planning, supportive attitudes, and the ability to adapt to dynamic school needs. This, in turn, shapes a positive organizational culture aimed at excellence in both teacher performance and overall school quality.

Effective principals are not merely administrative figures; they serve as guides, mentors, and role models within the school community. Their leadership provides direction for both individuals and the institution as a whole, aligning efforts to achieve educational goals. Maccoby, as cited in Triyono (2019), describes a leader as someone responsible for fostering growth and motivation in others. Kartini, also in Triyono (2019), reinforces this idea by characterizing a leader as someone who possesses specific expertise and uses it to influence others toward collective action. This underscores the necessity of transformational leadership in education.

Transformational leadership is a leadership model in which the principal seeks to enact meaningful change—whether through culture, strategies, or systems—to create a better, more effective educational environment. This approach is centered on inspiration, trust, and motivation. Teachers working under transformational leaders often feel empowered, valued, and committed to exceeding expectations. Iqbal (2021) explains that transformational principals often act as reformers, introducing new approaches and acting as role models who motivate their staff through shared vision and active support.

Moreover, transformational leaders consistently seek to improve their own capabilities to better solve complex problems and support teacher growth. According to Nengsih, Gusfira, and Pratama (2020), such principals lead by example, demonstrating the behaviors they expect from their teams. By fostering a work environment rooted in trust and encouragement, they stimulate internal motivation

among teachers. This intrinsic motivation, sparked by the principal's positive reinforcement, drives teachers to enhance their performance and maintain high standards in their teaching practice.

In summary, the principal's transformational leadership style contributes significantly to teacher motivation, performance, and the overall quality of education. Through visionary thinking, active support, and strategic guidance, transformational leaders foster a culture of continuous improvement. Their ability to influence, inspire, and mobilize others not only enhances school effectiveness but also promotes sustainable educational development.

4. CONCLUSION

This study concludes that transformational leadership has a significant and positive impact on teacher participation, professional growth, and overall school effectiveness. Principals who adopt this leadership style are able to inspire and motivate teachers, foster a supportive and collaborative work environment, and offer opportunities for continuous professional development. The research findings show that transformational leadership leads to improved teacher motivation, increased engagement in school activities, enhanced instructional quality, and better student learning outcomes. Motivated teachers are more enthusiastic, innovative in lesson planning, and committed to ongoing self-improvement—contributing directly to the educational success of their institutions.

Despite these valuable insights, the study has several limitations. First, it is based on a literature review, which limits the ability to observe leadership practices in real-time or measure their direct impact using primary data. The scope of the reviewed literature was confined to 20 studies published between 2014 and 2021, potentially overlooking more recent developments or context-specific findings from diverse educational systems. Additionally, most sources examined general patterns of leadership without delving deeply into variations across school types, regions, or socio-economic contexts.

Future research should address these limitations by conducting empirical studies—including case studies, interviews, or surveys—to provide deeper insights into how transformational leadership is implemented in different school environments. It is also recommended that future studies explore the relationship between leadership style and community engagement in greater detail, especially in under-resourced or rural schools. Furthermore, researchers should investigate the long-term impact of transformational leadership on student achievement and institutional performance. Finally, leadership training programs should be evaluated to determine their effectiveness in equipping principals with the competencies required for transformational leadership, including vision-setting, collaborative decision-making, and change management.

Acknowledgements: The author expresses gratitude to the lecturers and colleagues who have contributed to shaping and developing their thoughts and ideas.

Conflicts of Interest: The authors report no conflicts of interest.

REFERENCES

- Agustina, M., Kristiawan, M., & Tobari. (2020). The Influence of Principal's Leadership and School's Climate on The Work Productivity of Vocational Pharmacy Teachers In Indonesia. *International Journal of Educational Review*, 3(1), 38– 52.
- Arman, Thalib, S. B., & Manda, D. (2016). The Effect Of School Supervisors Competence And School Principals Competence On Work Motivation And Performance of Junior High School Teachers in Maros Regency, Indonesia. *International Journal of Environmental & Science Education*, 11(15), 7309–7317.
- Baptiste, M. (2019). No Teacher Left Behind: The Impact of Principal Leadership Styles On Teacher Job Satisfaction and Student Success. *Journal of International Education and Leadership*, 9(1).

- Duryat, M. (2021). *Kepemimpinan Pendidikan: Meneguhkan Legitimasi Dalam Berkontestasi Di Bidang Pendidikan*. Alfabeta, Bandung.
- Eni S. N., Arafat, Y., & Mulyadi. (2020). The Effect of Capacity Building and School Principal's Leadership towards Teacher's Performance. *International Journal of Educational Review*, 2(2), 130–142.
- Fitria, H., Mukhtar, M., & Akbar, M. (2017). The Effect Of Organizational Structure And Leadership Style On Teacher Performance In Private Secondary School. *International Journal of Human Capital Management*, 1(2), 101–112.
- Handayani, T., & Rasyid, A. A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, dan Budaya Organisasi Terhadap Kinerja Guru SMA Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2).
- Hardono, Haryono, & Yusuf, A. (2017). Kepemimpinan Kepala Sekolah , Supervisi Akademik, dan Motivasi Kerja dalam Meningkatkan Kinerja Guru. *Educational Management Journal*, 6(1), 26–33.
- Hartiwi, H., Kozlova, A. Y., & Masitoh, F. (2020). The Effect of Certified Teacher and Principal Leadership Toward Teachers' Performance. *International Journal of Educational Review*, 2(1), 70–88.
- Iskandar, U. (2010). Kepemimpinan Kepala Sekolah Dalam Peningkatan Kinerja Guru. *Jurnal Visi Ilmu Pendidikan*, 10(1), 1018–1027.
- Iqbal, M. (2021). Kepemimpinan Transformasional Dalam Upaya Pengembangan Sekolah/Madrasah. *Pionir: Jurnal Pendidikan*, 10(3), 119–129.
- Josanov-V, I., & Pavlovic, N. (2014). Relationship Between The School Principal Leadership Style and Teachers' Job Satisfaction In Serbia. *Montenegrin Journal of Economics*, 10(1), 43–57.
- Juniarti, E., Ahyani, N., & Ardiansyah, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Disiplin Guru Terhadap Kinerja Guru. *Journal of Education Research*, 1(3), 193–199.
- Kosim, M. (2017). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Untuk Mewujudkan Mutu Pembelajaran. *Khazanah Akademia*, 1(1), 30–38.
- Lee, H. H., & Li, M-N. F. (2015). Principal Leadership and Its Link to the Development of A School's Teacher Culture and Teaching Effectiveness: A Case Study of an Award-Winning Teaching Team at an Elementary School. *International Journal of Education Policy & Leadership*, 10(4).
- Mulyasa E. (2017). *Menjadi Kepala Sekolah Profesional*. Bandung: PT Remaja Rosdakarya.
- Munir, F., & Khalil, U. (2016). Secondary School Teachers' Perceptions of their Principals' Leadership Behaviors and their Academic Performance at Secondary School Level. *Bulletin of Education and Research*, 38(1), 41–55.
- Nahsir, J., & Awaluddin, A. (2021). Kepemimpinan Progresif atasi Kemunduran Pendidikan Islam Tradisional. *Arfannur*, 2(2), 119–132.
- Nengsih, S., Gusfira, R., & Pratama, R. (2020). Kepemimpinan Transformatif di Lembaga Pendidikan Islam. *Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam*, 2(1).
- Octavia, S. A. (2019). *Sikap dan Kinerja Guru Profesional* (1st ed.). Yogyakarta: Deepublish. Sagala, S. (2018). *Pendekatan dan Model Kepemimpinan* (1st ed.). Jakarta: Prenadamedia Group.
- Rusmanto, Anief, S., & Waston. (2023). Dampak kepemimpinan progresif kepala sekolah penggerak terhadap merdeka belajar di SD Muhammadiyah 1 dan SMA Muhammadiyah 1 Surakarta. *Pendidikan Islam*, 5(001), 356–361.
- Satori, D., Kartadinata, S., & Yusuf L. N. S., & Makmun, A. S. (2007). *Profesi Keguruan* (3rd ed.). Jakarta: Universitas Terbuka.
- Septiana, R., Ngadiman, & Ivada, E. (2013). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja Terhadap Kinerja Guru SMP Negeri Wonosari. *Jurnal Pendidikan Ekonomi*, 2(1), 107–118
- Sholeh, M. (2016). Keefektifan Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Jurnal Dinamika Manajemen Pendidikan*, 1(1), 41–54.
- Sugiyono. (2019). *Metodologi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Bandung: Alfabeta

- Suparman. (2019). *Kepemimpinan Kepala Sekolah & Guru (Sebuah Pengantar Teoritik)*. Ponorogo: Uwais Inspirasi Indonesia.
- Supriadi, D. (1998). *Mengangkat Citra dan Martabat guru (2nd ed.)*. Yogyakarta: Adicita Karya Nusantara.
- Susanto, A. (2016). *Konsep, Strategi, dan Implementasi Manajemen Peningkatan Kinerja Guru*. Jakarta: Prenadamedia Group.
- Syakir, M. J., & Pardjono. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Organisasi Terhadap Kompetensi Guru SMA. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 226–240.
- Tambingon, H. N. (2018). The Influence of Principal Leadership Style and Teacher Work Motivation on the Performance of Certified Teachers at SMA Negeri Kotamobagu, North Sulawesi, Indonesia. *Journal of Education and Learning*, 12(3), 357–365.
- Thoha (2015). *Kepemimpinan Dalam Manajemen*. Jakarta: Rajawali
- Triandini, E., Jayanatha, S., Indrawan, A., Putra, G. W., & Iswara, B. (2019). Metode Systematic Literature Review untuk Identifikasi Platform dan Metode Pengembangan Sistem Informasi di Indonesia. *Indonesian Journal of Information Systems*, 1(2), 63–77. <https://doi.org/10.24002/ijis.v1i2.1916>
- Triyono, U. (2019). *Kepemimpinan Transformasional Dalam Pendidikan (Formal, Non Formal, dan Informal)*. Yogyakarta: Deepublish.
- Umaedi, Hadiyanto, & Siswantara. (2008). *Manajemen Berbasis Sekolah (3rd ed.)*. Jakarta: Universitas Terbuka.
- Werang, B. R. (2014). Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Moral Kerja Guru, dan Kepuasan Kerja Terhadap Kinerja Guru SDN di Kota Merauke, *Cakrawala Pendidikan*, 33 (1), 128–137.
- Zaidatol Akmaliah lope pihie. (2003). *Asas Kepemimpinan Transformasional Dalam Pendidikan, Pengurusan & Kepemimpinan pendidikan: Satu Langkah ke Depan, serdang*: University Putra Malaysia.