


# The Influence of Transformational Leadership of School Principals on the Performance of Junior High School Teachers in North Panajem Paser Regency

 <https://doi.org/10.31004/jele.v11i2.2232>

\*Endang Sri Rahayu, Ainur Rifqi, Mohammad Syahidul Haq, Amrozi Khamidi 

<sup>1234</sup>Universitas Negeri Surabaya, Indonesia

Corresponding Author: [25010845068@mhs.unesa.ac.id](mailto:25010845068@mhs.unesa.ac.id)

## A B S T R A C T

Principal leadership is widely recognized as a crucial factor in determining the quality of teacher performance in schools. Numerous studies have examined the relationship between leadership styles and teacher performance; however, empirical evidence in developing regions and newly transforming areas remains limited. In particular, there is still a lack of empirical studies investigating transformational leadership in schools located in regions undergoing rapid socio-educational transformation, such as Penajam Paser Utara Regency in East Kalimantan, which serves as a buffer area for Indonesia's new capital city (IKN). This study aims to examine the effect of transformational leadership of school principals on the performance of junior high school teachers in Penajam Paser Utara Regency. The research employed a quantitative approach with a causal ex post facto design. The sample consisted of 253 teachers selected through stratified cluster random sampling from a population of 520 teachers. Data were collected using a four-point Likert-scale questionnaire that had been tested for validity and reliability, and were analyzed using simple linear regression with SPSS version 22. The results indicate that transformational leadership has a positive and significant effect on teacher performance, with a significance value below 0.05. These findings suggest that the more effectively principals implement transformational leadership practices, the higher the level of teacher performance.

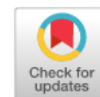
**Keywords:** *Transformational Leadership, Principal Leadership, Teacher Performance, Junior High School, Quantitative Study*

### Article History:

Received 02<sup>nd</sup> March 2026

Accepted 01<sup>st</sup> April 2026

Published 02<sup>nd</sup> April 2026



## INTRODUCTION

Education leadership in the 21st century faces increasingly complex challenges as global transformations in technology, organizational governance, and social dynamics (Destiana et al., 2025; Mesiono et al., 2024). Globally, the effectiveness of schools is no longer measured only by the availability of physical facilities, but by leadership capacity that is able to mobilize human resources in an adaptive and innovative manner (Ilhami & Fathoni, 2025; Musfirah & Mardhiah, n.d.; Nurhasanah et al., 2025). In this context, transformational leadership has become one of the most widely studied approaches in the modern management literature due to its ability to create change, based on vision, inspiration, and individual empowerment. The urgency of this issue is further strengthened when various international studies show that the quality of school leadership has a significant correlation with improving teacher performance and student learning outcomes.

In the national context, improving the quality of education is still a priority agenda for Indonesia's human resource development (Hakim, 2023; Pramono, 2026). Various policies such as Freedom of Learning (Maulana, 2021; Widyastuti, 2022), School Digital Transformation (Yaminah et al., 2023), and strengthening teacher competence continues to be rolled out (Holiah, 2022; Wati & Nurhasannah, 2024). However, the improvement of the quality of education has not fully shown even results, especially in education units in the regions. The 2024 Indonesian Education Report Report shows that the quality of the learning

process and classroom climate in a number of regions is still in the medium to low category. This condition indicates that managerial and school leadership factors are important determinants in optimizing teacher potential.

Theoretically, the concept of transformational leadership was first introduced by James MacGregor Burns and then operationally developed by Bernard M. Bass (Fahmi, 2022; Tanjung, 2024). This model emphasizes four main dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In educational practice, these dimensions have implications for the ability of school principals to build a common vision, provide intrinsic motivation, and encourage teachers' pedagogical innovation. Conceptually, transformational leadership is rooted in the grand theory of modern leadership that places leaders as agents of change, while within the framework of middle-range theory, this model describes the psychological and organizational mechanisms that mediate the improvement of individual performance.

Transformational leadership in the context of education has a strategic role in encouraging changes in school organizations towards improving the quality of learning. The concept of transformational leadership introduced by James MacGregor Burns emphasizes the relationship between leaders and followers that is able to increase motivation and a shared commitment to organizational goals. In its development, Bernard M. Bass operationalized the concept through four main dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In a school environment, principals who implement transformational leadership not only function as administrators, but also as agents of change who are able to inspire teachers, foster a culture of innovation, and encourage continuous professional development. Thus, transformational leadership plays an important role in creating a work environment that supports pedagogical creativity and teacher performance improvement.

The role of transformational leadership is becoming increasingly relevant in dealing with changes in education policy, especially the implementation of the Independent Curriculum in Indonesia. The Merdeka Curriculum requires teachers to be more adaptive in designing differentiation-based learning, utilizing digital technology, and developing 21st century competencies in students. This change in the learning paradigm requires teachers to not only master the teaching material, but also to be able to innovate in learning strategies and evaluation. In this situation, visionary and transformative leadership of school principals is needed to provide support, motivation, and strategic direction for teachers in facing various challenges of changing education policies. Principals who are able to implement transformational leadership principles are believed to be able to increase teachers' readiness to adapt to curriculum reform and strengthen their professional commitment to improving the quality of learning.

Teacher performance itself is a multidimensional construct that includes pedagogic, professional, social, and personality aspects. Darling-Hammond (2000) emphasized that teacher quality is the most influential factor in school achievement (Jam'an et al., 2025; Idin et al., 2024). School leadership support is positively correlated with teaching performance (Juliardin et al., 2024; Torimtubun et al., 2025). In the Indonesian context, improving teacher performance still faces various challenges, such as low integration of digital technology, variations in work motivation, and limitations in sustainable professional development.

Data from the 2023 National Assessment and the 2024 Education Report Card show that a number of junior high schools in North Penajam Paser Regency are still facing problems in terms of learning quality and classroom climate. The survey of the learning environment indicates a low level of two-way interaction between teachers and students as well as the limitations of digital-based learning innovations. This condition is strengthened by preliminary findings that show variations in the leadership style of school principals that have an impact on differences in work morale and teacher discipline. As a buffer area of the National Capital City (IKN), North Penajam Paser Regency has unique social and geographical characteristics that require specific contextual studies.

In the past five years, studies on transformational leadership of principals and teacher performance have shown mixed findings but tend to lead to a positive relationship between the two variables. Supandi's research (2023) found that the transformational leadership of school principals has a positive and significant effect on the performance of teachers and education staff at SMPN 1 Banyuglugur (Supandi, 2023). The results of the analysis show a strong strong relationship with linear directions, thus strengthening the assumption that transformational dimensions such as inspirational motivation and intellectual stimulation contribute to improving teachers' work performance.

Furthermore, Efendi et al. (2023) developed a more complex model by including intervening variables in the form of work commitments in the context of the implementation of Freedom of Learning. The results of the study show that transformational leadership not only has a direct effect on teacher performance, but also indirectly through increased work commitment (Efendi et al., 2023). These findings expand the understanding that teachers' psychological and affective mechanisms play a role as mediators in leadership and performance relationships. In contrast to these two studies, Suhada (2021) found that the transformational leadership of school principals did not have a significant effect on teacher performance at MI Islamiyah Wareng Butuh Purworejo (Suhada, 2021). In the study, it was school culture that was proven to have a significant influence on teacher performance, while transformational leadership and school environment did not show a significant contribution. These findings indicate that the effectiveness of transformational leadership can be influenced by the organizational context and characteristics of educational institutions.

The three studies have similarities in the focus of the study, which is to analyze the relationship between the transformational leadership of school principals and teacher performance using a quantitative approach. In addition, all studies used questionnaire instruments as data collection tools and regression analysis to test the relationships between variables. However, there are some fundamental differences. Supandi (2023) focuses on the direct influence of transformational leadership on teacher performance, while Efendi et al. (2023) include mediation variables in the form of work commitments in the context of the implementation of Freedom of Learning. On the other hand, Suhada (2021) added variables of school culture and school environment, and found different results related to the significance of the influence of transformational leadership. This difference shows that there is a variation in results influenced by the context of location, level of education, and the number of research samples.

Although they made important contributions, previous studies still had some limitations. First, most studies were conducted on certain educational units with limited regional coverage, so the generalization of findings became less robust. Second, the sample size in several studies is relatively small, such as the Suhada (2021) study which only involved 12 respondents, so it has the potential to affect the statistical strength of the research results (Suhada, 2021). Third, some research still focuses on the direct relationship between variables without considering different social and geographical contexts, especially in areas undergoing development transformation. Fourth, there has not been much research that specifically tests transformational leadership at the junior high school level in the buffer area of the National Capital City (IKN) with unique social characteristics. These limitations point to the need for more comprehensive, contextual follow-up research and using more representative sampling designs to obtain a more accurate empirical picture of the influence of transformational leadership on teacher performance.

The research gap of this research lies in the absence of an empirical study that specifically examines the influence of transformational leadership of school principals on the performance of junior high school teachers in North Panajem Paser Regency as a buffer area for IKN with a causal quantitative approach. Previous research has not provided a contextual picture of how the transformational leadership dimension works in a school environment that is under the pressure of social and digital transformation. Thus, systematic empirical testing is needed to ensure the validity of transformational leadership models in such contexts.

This research has theoretical urgency because it expands the testing of transformational leadership models in the context of junior secondary education in non-urban areas. Practically, the findings of this study are expected to be the basis for the formulation of quality improvement policies based on school leadership. The novelty of this research lies in the focus of the location in North Penajam Paser Regency as a buffer area for the IKN, the use of a causal quantitative approach, and the analysis of the contribution of transformational leadership to the variation in teacher performance at the junior high school level.

Based on this description, this study aims to analyze and empirically prove the influence of transformational leadership of school principals on the performance of junior high school teachers in North Penajam Paser Regency.

## METHOD

This study uses a quantitative approach with an ex post facto design that is causal (cause-and-effect) (Sarwono & Handayani, 2021; Syahroni, 2022). This design was chosen because the research aims to test the influence of transformational leadership of school principals on teacher performance without manipulating variables, but rather observing phenomena that have occurred naturally in the school environment. The independent variable in this study is the transformational leadership of the school principal, while the bound variable is the performance of junior high school teachers in North Penajam Paser Regency.

The research respondents were junior high school (SMP) teachers who actively taught in the 2025/2026 school year in North Penajam Paser Regency. The population is 520 teachers spread across 36 public and private junior high schools in four sub-districts, namely Penajam, Waru, Babulu, and Sepaku. The sample was determined using the Stratified Cluster Random Sampling technique with cluster units in the form of schools/sub-districts. Based on calculations using the Slovin formula with an error rate of 5%, 227 respondents were obtained, then 10% was added to anticipate the possibility of non-response so that the final sample number was 253 teachers. The distribution of samples in each school is carried out proportionally according to the number of teachers in each school.

The research instrument is in the form of a closed questionnaire which is prepared using a four-level Likert scale as follows:

Table 1. Skala likert

Yes	Answer Categories	Score
1	Strongly Disagree	1
2	Disagree	2
3	Agree	3
4	Strongly agree	4

The research instruments were compiled based on the theoretical indicators of each variable studied. The variables of **transformational leadership of school principals** are measured by referring to the transformational leadership model developed by Bernard M. Bass which includes four main dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The idealized influence dimension describes the ability of the principal to be a role model and build teacher trust through integrity and commitment to organizational values. The dimension of inspirational motivation is related to the ability of the principal to provide inspiration, motivation, and a clear vision to teachers to achieve educational goals. The dimension of intellectual stimulation reflects the ability of leaders to encourage teachers to think critically, creatively, and dare to develop learning innovations. Meanwhile, the individualized consideration dimension relates to the principal's attention to the individual needs of teachers through coaching, support, and professional development.

The variables of teacher performance are measured based on teacher performance indicators in the implementation of professional duties in schools. The indicators used include four main aspects, namely learning planning, learning implementation, learning evaluation, and teacher professionalism. The aspect of learning planning includes the ability of teachers

to prepare learning tools such as learning implementation plans (RPP) or teaching modules in accordance with the applicable curriculum. The aspect of learning implementation is related to the teacher's ability to manage the learning process effectively, including the use of methods, media, and interaction with students. The aspect of learning evaluation reflects the teacher's ability to assess student learning outcomes objectively and sustainably. Meanwhile, the professional aspects of teachers include a commitment to competency development, work discipline, and responsibility in carrying out their duties as educators.

Before use, the instrument is tested for validity through product moment correlation and reliability tests using Cronbach's Alpha coefficient to ensure the internal consistency of the item. Data collection began with the management of research permits to the North Penajam Paser Regency Education Office and related school principals. After obtaining approval, the researcher distributed the questionnaire to the respondents according to the predetermined sample allocation. Filling out the questionnaire is carried out directly with assistance as necessary to ensure the respondents' understanding of each statement. All collected questionnaires are then checked for completeness before the data processing process is carried out.

The data obtained was analyzed quantitatively using the help of statistical software. The initial stage of the analysis prerequisite test was carried out which included a normality test and a linearity test. Furthermore, to test the research hypothesis, a t-test was used to find out whether the principal's transformational leadership had an influence on teacher performance. The hypothesis decision is based on the significance value (p-value) with a significance level of 0.05.

## FINDINGS AND DISCUSSION

### Research Results

After all the data is collected through the distribution of questionnaires to respondents, the next stage is to process and analyze the data statistically. This analysis aims to test the research hypothesis and determine the influence of transformational leadership of school principals on the performance of junior high school teachers in North Penajam Paser Regency partially. Data processing was carried out with the help of the Statistical Package for the Social Sciences (SPSS) version 22 program through several stages, namely the validity and reliability test of the instrument, the classical assumption test, and the simple linear regression analysis. The results of the analysis are then presented systematically to provide an empirical picture of the relationship between the principal's transformational leadership and teacher performance as explained in the following section.

Table 2. Item-Total Statistics Validity Test and Validity X

No	Corrected Item-Total Correlation	R Table	Ket	Cronbach's Alpha if Item Deleted	Critical Value	Ket
1	0.615	0,05	Valid	0.836	0,70.	Reliabel
2	0.642	0,05	Valid	0.833	0,70.	Reliabel
3	0.691	0,05	Valid	0.827	0,70.	Reliabel
4	0.712	0,05	Valid	0.825	0,70.	Reliabel
5	0.631	0,05	Valid	0.834	0,70.	Reliabel
6	0.403	0,05	Valid	0.867	0,70.	Reliabel
7	0.640	0,05	Valid	0.834	0,70.	Reliabel
8	0.526	0,05	Valid	0.847	0,70.	Reliabel

Source: SPSS 22 data processing

Based on the table above, it can be seen that in variable X, Transformational leadership has valid and reliable data. In accordance with the decision making on the validity test that if  $r$  count / Corrected Item-Total Correlation is greater than  $r$  Table 0.05 then it is declared valid. In the reliability test, the data will be declared reliable if Cronbach's Alpha if Item Deleted is greater than the critical value of 0.70. In accordance with the basis for decision-making, the data of the variable X of Transformational leadership is declared valid and reliable. The following is a table of the validity and reliability test of Y Teacher Performance

Table 3. Item-Total Statistics Y Teacher Performance

No	Corrected	R Table	Ket	Cronbach's Alpha if		Ket
	Item-Total			Item Deleted	Critical Value	
1	0.591	0,05	Valid	0.902	0,70.	Reliabel
2	0.648	0,05	Valid	0.900	0,70.	Reliabel
3	0.363	0,05	Valid	0.918	0,70.	Reliabel
4	0.703	0,05	Valid	0.898	0,70.	Reliabel
5	0.726	0,05	Valid	0.897	0,70.	Reliabel
6	0.671	0,05	Valid	0.899	0,70.	Reliabel
7	0.659	0,05	Valid	0.900	0,70.	Reliabel
8	0.762	0,05	Valid	0.896	0,70.	Reliabel
9	0.596	0,05	Valid	0.902	0,70.	Reliabel
10	0.711	0,05	Valid	0.898	0,70.	Reliabel
11	0.653	0,05	Valid	0.900	0,70.	Reliabel
12	0.415	0,05	Valid	0.912	0,70.	Reliabel
13	0.710	0,05	Valid	0.898	0,70.	Reliabel
14	0.723	0,05	Valid	0.897	0,70.	Reliabel

Source: SPSS 22 data processing

Based on the table above, it can be seen that in variable Y, Teacher Performance has valid and reliable data. In accordance with the decision making on the validity test that if  $r$  count / Corrected Item-Total Correlation is greater than  $r$  Table 0.05 then it is declared valid. In the reliability test, the data will be declared reliable if Cronbach's Alpha if Item Deleted is greater than the critical value of 0.70. In accordance with the basis for decision-making, the data of the Teacher Performance variable Y is declared valid and reliable.

Table 4. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		253
Normal Parameters <sup>a,b</sup>	Mean	.0000000
Most Extreme Differences	Hours of deviation	3.57015856
	Absolute	.069
	Positive	.069
	Negative	-.055
Test Statistic		.069
Asymp. Sig. (2-tailed)		.600 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the SPSS output table, it is known that the significance value of Asymp. Sig. (2-tailed) of 0.600 is greater than 0.05. Therefore, in accordance with the basis of decision-making in the Kolmogorov-Smirnov normality test, it can be concluded that the residual data is normally distributed. Thus, the assumption of normality in the regression model has been fulfilled and the analysis can proceed to the next stage. The next stage of the classic assumption test / condition test is the linearity test as below: Linearity Test

Table 5. ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups (Combined)	4438.634	11	403.512	32.211	0.000
	Linearity	4245.636	1	4245.636	338.919	0.000
	Deviation from Linearity	192.998	10	19.300	1.541	0.126
	Within Groups	3019.003	241	12.527		
	Total	7457.636	252			

Based on the significance value (Sig.) in the output table above, the Deviation from Linearity value of 0.126 is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the X variable of transformational leadership and Y of Teacher Performance. Thus, the regression model meets the assumption of linearity and can be proceeded to the hypothesis test stage as follows:

Table 6. Hypothesis Test Stage

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.971	1.981		6.548	.000
	X	1.307	.072	.755	18.215	.000

a. Dependent Variable: Y

Based on the Coefficients table, it can be explained that the transformational leadership variable of the principal (X) has a positive and significant effect on teacher performance (Y). The Constant value of 12.971 indicates that if transformational leadership is considered to be zero, then the teacher's performance score is at 12.971. Meanwhile, the regression coefficient of variable X of 1.307 means that every one unit increase in the principal's transformational leadership will increase teacher performance by 1.307 units, assuming other variables are considered constant.

A calculated t-value of 18.215 with a significance of 0.000 ( $< 0.05$ ) indicates that the effect is statistically significant. Thus, the hypothesis that there is an influence of the transformational leadership of school principals on the performance of junior high school teachers in North Panajem Paser Regency is acceptable. In addition, a Standardized Coefficient (Beta) value of 0.755 indicates that transformational leadership has a strong influence on teacher performance. This indicates that the better the implementation of transformational leadership by the principal, the higher the performance of teachers.

**Discussion**

The results of the study show that the transformational leadership of school principals has a positive and significant effect on the performance of junior high school teachers in North Panajem Paser Regency. The regression coefficient of 1.307 indicates that any improvement in the quality of transformational leadership will be followed by a proportionate improvement in teacher performance. A calculated t-value of 18.215 with a significance of 0.000 ( $< 0.05$ ) confirms that the relationship is statistically significant, while a standardized Beta value of 0.755 indicates that the power of influence is in the strong category. These findings confirm that transformational leadership is an important determinant in improving teachers' professional performance.

Theoretically, these results are in line with the concept of transformational leadership put forward by James MacGregor Burns which emphasizes the process of transforming the values and motivation of followers through a moral and inspirational vision (Fahmi, 2022; Nasukah & Maunah, 2021; Tanjung, 2024). Further development by Bernard M. Bass confirms that transformational leaders influence subordinates through four main dimensions: idealized

influence, inspirational motivation, intellectual stimulation, and individualized consideration (Harsoyo, 2022; Munif, 2024). In the context of schools, these dimensions are reflected in the ability of the principal to be an example, provide motivation, encourage learning innovation, and give individual attention to the needs of teachers. Thus, the increase in transformational leadership scores logically has an impact on improving the quality of planning, implementation, and evaluation of learning by teachers.

The findings of this study also reinforce the results of previous studies that show that transformational leadership has a positive relationship with teacher performance. Supandi's research (2023) found that there was a significant influence with the strength of a strong relationship at the junior high school level (Supandi, 2023). Similarly, Efendi et al. (2023) emphasized that transformational leadership contributes to improving teacher performance, both directly and through the mediation of work commitments. The consistency of these findings suggests that transformational leadership models have empirical validity in a variety of educational contexts (Efendi et al., 2023).

In the context of North Penajam Paser Regency as a buffer area of the National Capital City (IKN), this result has strategic significance. Social transformation and accelerating development require schools to be adaptive to change, including in the integration of technology and improving the quality of learning. Principals who implement transformational leadership tend to be better able to build a collaborative work culture, increase teachers' intrinsic motivation, and encourage pedagogical innovation. This explains why the contribution of transformational leadership to teacher performance in this study is relatively strong.

Practically, the results of this study indicate that improving the quality of education at the junior high school level does not only depend on macro policies, but is also highly determined by the quality of leadership at the school level. School principals need to optimize their role as instructional leaders who not only carry out administrative functions, but also become agents of change who are able to inspire and empower teachers. Transformational leadership-based training and principal development programs are relevant to be strengthened as a strategy to improve teacher performance in a sustainable manner.

## CONCLUSIONS

Based on the results of data analysis and hypothesis testing, it can be concluded that the transformational leadership of school principals has a positive and significant effect on the performance of junior high school teachers in North Penajam Paser Regency. The results of the simple linear regression test showed that the significance value was less than 0.05, so the research hypothesis was accepted. The positive regression coefficient indicates that the better the implementation of transformational leadership by the principal, the better the performance of teachers in carrying out their professional duties. These findings confirm that transformational leadership dimensions such as motivation, exemplary, intellectual stimulation, and individual attention have an important role in encouraging teachers to work more effectively and responsibly. Thus, strengthening transformational leadership practices in the school environment is one of the relevant strategies in efforts to improve the quality of teacher performance and the quality of education in general. Implicitly, these findings have several practical and theoretical consequences. Practically, school principals need to strengthen the dimensions of transformational leadership such as providing inspiration and motivation, being role models, encouraging learning innovation, and giving individual attention to teachers. The Education Office can also use the results of this research as a basis for designing training programs and developing leadership competencies for school principals. Theoretically, this study enriches the study of education management, especially related to the relationship between transformational leadership and teacher performance in the context of junior high school. In addition, this study can be a reference for follow-up studies by expanding variables, locations, and analytical approaches to obtain a more comprehensive picture of the factors that affect teacher performance

**ACKNOWLEDGEMENTS**

With gratitude, the author expressed his gratitude to the Education Office of North Panajem Paser Regency for providing the opportunity and permission so that this research could be carried out smoothly. The author also thanked the heads of junior high schools in North Panajem Paser Regency for the openness and support provided during the data collection process. The author expresses his sincere gratitude to all teachers who have been willing to take their time and participate as respondents. Without willingness and honesty in filling out the questionnaire, this research certainly cannot be carried out properly. The author also appreciates the support, prayers, and various inputs from colleagues and other parties who helped, both directly and indirectly, in the completion of this article. Hopefully the results of this research can provide benefits for the development of school principals' leadership and improve teacher performance in the future.

**REFERENCES**

- Destiana, E. M., Sartika, D., Puspitasari, N., & Asiyah, A. (2025). Management Pendidikan Abad 21, Globalisasi, Teknologi. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 2(4), 130–147.
- Djam'an, N., Arsyad, N., & Rahmayani, R. (2025). Analisis Pedagogi Produktif Guru Matematika di SMA. *Proximal: Jurnal Penelitian Matematika Dan Pendidikan Matematika*, 8(2), 665–674.
- Efendi, F., Sunaryo, H., & Harijanto, D. (2023). Efektivitas kepemimpinan transformasional kepala sekolah melalui komitmen kerja terhadap kinerja guru merdeka belajar. *Jurnal Akuntabilitas Manajemen Pendidikan*, 11(2), 19–32.
- Fahmi, M. (2022). *Kepemimpinan transformasional di madrasah berbasis Al-Qur'an*. Institut PTIQ Jakarta.
- Hakim, L. (2023). Urgensi Kualitas Sumber Daya Manusia Dalam Meningkatkan Mutu Lembaga Pendidikan Islam. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 1(2), 10–17.
- Harsoyo, R. (2022). Teori kepemimpinan transformasional Bernard M. Bass dan aplikasinya dalam peningkatan mutu lembaga pendidikan Islam. *Southeast Asian Journal of Islamic Education Management*, 3(2), 247–262.
- Holiah, I. (2022). Penguatan Kompetensi Guru Melalui Pengembangan Keprofesian Berkelanjutan. *Eduvis*, 7(1), 84–96.
- Idin, A., Nurlaela, N., & Marwan, I. (2024). Disparitas Kualitas Guru dalam Pendidikan. *Cendekia: Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, 2(3), 193–201.
- Ilhami, A. H., & Fathoni, T. (2025). Kepemimpinan Visioner Kepala Sekolah Dalam Mewujudkan Pendidikan Berbasis Masa Depan. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)*, 5(2), 611–624.
- Juliardin, J., Jufrianis, J., & Hidayat, A. (2024). Hubungan Kepemimpinan Kepala Sekolah Dengan Kreativitas Dan Kinerja Guru Pada Sekolah Dasar Negeri 018 Kerumutan Kecamatan Kerumutan. *Jurnal Intelek Dan Cendikiawan Nusantara*, 1(5), 7481–7490.
- Maulana, R. (2021). *Merdeka Belajar*. Kemendikbudristek.
- Mesiono, M., Wasiyem, W., Zakiyah, N., Fahrezi, M., Nursakinah, I., & Azhari, M. T. (2024). Dinamika kepemimpinan perguruan tinggi: Tantangan dan strategi manajemen untuk menanggapi perubahan cepat di era globalisasi. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(3), 3146–3153.
- Munif, M. V. M. (2024). Sejarah Kepemimpinan Transformasional. *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, 11(2), 145–158.
- Musfirah, M., & Mardhiah, D. B. (n.d.). Efektivitas Manajemen Berbasis Sekolah Dalam Pengelolaan Sumber Daya Sekolah Di Mts Bani Rauf Kab. Gowa. *At-Taklim: Jurnal Pendidikan Multidisiplin*, 2, 216–228.
- Nasukah, B., & Maunah, B. (2021). Kepemimpinan transformasional dalam tinjauan sejarah dan perkembangan kajiannya pada bidang pendidikan. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 6(1), 38–48.

- Nurhasanah, L. R., Purnasari, M., & Nugraha, M. S. (2025). Peran Kepemimpinan Inovatif dalam Mendorong Transformasi Digital di Lembaga Pendidikan. *JMPI: Jurnal Manajemen Pendidikan Islam*, 1(1).
- Pramono, S. E. (2026). Peningkatan Mutu Pendidikan sebagai Pilar Utama Peningkatan Daya Saing Nasional Indonesia di Era Globalisasi. *Business and Investment Review*, 4(1).
- Sarwono, A. E., & Handayani, A. (2021). *Metode kuantitatif*. Unisri Press.
- Suhada, M. M. (2021). Pengaruh kepemimpinan transformasional kepala sekolah, budaya sekolah, dan lingkungan sekolah terhadap kinerja guru di MI Islamiyah Wareng, Butuh, Purworejo, Jawa Tengah. *IBTIDA-Jurnal Kajian Pendidikan Dasar*, 1(1), 67-89.
- Supandi, S. R. (2023). Pengaruh kepemimpinan transformasional kepala sekolah terhadap kinerja guru. *Jurnal Pendidikan Dan Kewirausahaan*, 11(1), 113-128.
- Syahroni, M. I. (2022). Prosedur penelitian kuantitatif. *Ejurnal Al Musthafa*, 2(3), 43-56.
- Tanjung, S. W. (2024). *Perbandingan Teori Kepemimpinan Transformasional dan Kepemimpinan Yesus serta Implikasinya*. Sekolah Tinggi Teologi SAAT Malang.
- Torimtubun, H., Melati, F. V., & Ha, T. C. (2025). Analisis Kepemimpinan Transformasional dan Dukungan Teknologi Terhadap Kinerja Guru melalui Learning Agility di Sekolah Dasar Daerah Perbatasan. *Jurnal Penelitian Pendidikan*, 25(3), 359-371.
- Wati, S., & Nurhasannah, N. (2024). Penguatan kompetensi guru dalam menghadapi era digital. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 10(2), 149-155.
- Widyastuti, A. (2022). *Merdeka Belajar dan Implementasinya: Merdeka GuruSiswa, Merdeka DosenMahasiswa, Semua Bahagia*. Elex Media Komputindo.
- Yaminah, D., Rukmana, A., Mariyam, L., Armila, N., Mujahidin, M., & Khaerul, K. (2023). Kepemimpinan kepala sekolah Islam di era transformasi digital. *Jurnal Syntax Admiration*, 4(1), 47-59.