Research Article

Transformational Leadership of School Principals in Developing Teacher and School Achievement

Naimatuz Zahriyah [1*], **Imam Fuadi** [2]

[1-2] Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Jawa Timur, Indonesia
* Corresponding Author: naimatuz60@gmail.com

Abstract: Leadership is the key to success in educational institutions, transformational leadership always emphasizes the vision, mission, and goals of the institution and motivates all school members to cooperate in advancing the institution. Transformational leadership implemented at SMAN 2 and MAN 2 Kediri City is able to bring positive changes and encourage better achievements. Educational institutions whose leaders implement transformational leadership tend to be more active and adaptive to change. This research model uses a qualitative approach with a multi-case study design. Data collection techniques use in-depth interviews, participant observation, and documentation. Data analysis techniques use condensation, data display, and drawing conclusions. The findings are that the principal drives teacher professionalism by encouraging followers to imitate his positive behavior, be flexible, and form a personal commitment to organizational transformation. The principal acts as an inspiring motivator by providing inspirational motivation, building effective communication, and consolidating the strength of followers to support transformation. Principals hone teachers' intellectual abilities by involving them in decision-making, preparing them for challenges, and providing coaching, feedback, and evaluation. Principals act as role models by providing personal feedback, rewarding them, and promoting the achievement of the institution's goals.

Keywords: Effective Communication; Inspirational Motivation; School; Teacher Achievement; Transformational Leadership.

1. Introduction

In this modern era, the development and change of information technology are growing rapidly. This technological advancement has created extraordinary competition in the world of education. Educational institutions are always striving to improve the quality and standard of their education. Human resources are crucial in improving the achievement and quality of institutions (Putri, A.R., 2023). Education is a planned and systematic system in which the educational process humanizes people so that their existence in society is maintained. Education also functions to build and prepare a superior generation, thus gaining acceptance by society. Education is a highly valued asset in modern society (Maunah, B., 2015).

According to Ki Hajar Dewantara, education is the process of guiding all the natural strengths of students so that they, as human beings and as members of society, can achieve the highest level of safety and happiness (Roqib, M 2019). Meanwhile, according to Crow and Crow, education is a process that includes various activities suitable for individuals in their social life and helps transmit customs, culture, and social institutions from generation to generation (Muhtarom, 2018). The purpose of education is inseparable from the desire to educate the nation. Educational institutions, both schools and madrasas, play a crucial role in the process of character formation of students. Through the education provided, it is hoped that students will have 2 abilities at once, namely knowledge or (IPTEK) but also personality and a strong commitment to their religion (IMTAQ), not only students, the role of a leader is also needed in improving the quality of educational institutions (Sulistyorini, 2012).

The quality of a leader is often considered the most important factor in the success or failure of an institution. Therefore, leaders are obliged to pay serious attention to fostering, mobilizing, directing, and encouraging all members to have the skills, expertise, and quality in carrying out teaching and learning activities. Terry argues that leaders are agents of change, the actions of others that influence others more than the actions of others influence them (Tambunan, S. T., 2015). Evelyn Clark said that leaders are the future of organizations, namely

to build and strengthen their organizations.

Transformational leadership is a particularly compelling and important topic for discussion. It's defined as a leadership style that motivates and engages followers to achieve predetermined goals and objectives. It can also inspire and support positive change to achieve desired goals. Burns defines transformational leadership as "the process of realizing goals through the integration of motives between leaders and followers, based on a desired direction of improvement and change (Pawar, S. B & K.Eastman, K, 1997)." Meanwhile, according to Peter G. Northhouse, transformational leadership is a leadership approach that prioritizes the relationship between a leader and their subordinates or followers. In this context, the leader acts as a motivator, directing, and inspiring subordinates to achieve shared goals (Purba, Z., 2019).

The transformation of Islamic educational leadership is a complex and dynamic process aimed at adapting Islamic values to a modern education system. Leadership in Islamic education encompasses not only Islamic values but also the management of Islamic nationalism, while instilling ethical and moral values so that they are well-received by society. Educational transformation also serves as a response to the increasingly rapid and evolving times, ensuring that educational quality remains current and maintained (Yahya, I., 2024).

The principal plays a crucial role in driving change. Transformational leadership is essential for advancing the quality of educational institutions. This has been implemented at SMAN 2 Kota Kediri, where the principal demonstrated his transformation through innovative initiatives, particularly those initiated by the principal. A similar approach was also implemented at MAN 2 Kota Kediri, where the principal of the madrasah (Islamic boarding school) highlighted changes that led to school achievement.

The leadership carried out by the Principal of MAN 2 Kediri City Madrasah is a democratic leadership, where the principal always prioritizes deliberation and also holds discussions on a scheduled and regular basis, thus teachers and educational staff are also very much needed in providing criticism and suggestions that can improve school performance, at MAN 2 Kediri City Madrasah, not only that, the principal is also happy to accept input and criticism from teachers and always considers input from teachers and educational staff of MAN 2 Kediri City. Thus, it will bring about harmony, openness, peace in the educational environment at MAN 2 Kediri City Madrasah. The principal of SMAN 2 Kota Kediri also always involves teachers in making policies, the principal before making policies or decisions that will be implemented in SMAN 2, has conducted observations first, not only that the principal of SMAN 2 Kota Kediri also invites his vice-principals, teachers, education staff and also the school committee to discuss problems that occur in the institution, the principal also wisely invites all those involved in the meeting room to provide criticism, suggestions or input to the principal of SMAN 2 Kota Kediri. Thus the principal will consider the input and then the principal will formulate and take policies so that the policies taken will be implemented well, because they include joint decisions.

The quality and performance demonstrated by the Principal of SMAN 2 Kediri City is truly remarkable, with numerous achievements achieved at both the city and provincial levels. Similarly, the Principal of Madrasah MAN 2 Kediri City has also achieved numerous accomplishments, inspiring many teachers to follow in his footsteps. These two principals not only demonstrate exceptional performance but also possess a strong sense of ownership for the institutions they lead, consistently delivering their best in every task they undertake. This fuels their enthusiasm for work.

Educational achievement at any institution is always maintained and strived for continuous improvement. This is also the case with the Principal of Madrasah MAN 2 Kediri City, who consistently maintains its quality to further enhance public trust. The Principal of Madrasah MAN 2 Kediri City also consistently encourages the entire school community to work together to continuously improve the quality of MAN 2 Kediri City. Quality is crucial for maintaining the quality of students and the quality of learning, ensuring that all students receive quality educational services, enabling them to compete both in the workplace and in higher education.

The principal of MAN 2 Kediri City consistently implements transformational leadership, clearly demonstrated through initiatives and innovations to improve teacher and school performance. One example is the implementation of congregational Dhuha prayer and group prayer before school begins. Furthermore, the principal provides daily guidance and spiritual guidance after the prayer and Dhuha prayer. The principal also consistently motivates

teachers and instills sincerity in teaching. He consistently reminds teachers to consider every teaching activity as an act of worship and to make MAN 2 Kediri City a field of rewards, the fruits of which will be reaped in Paradise.

2. Research Method

This research uses a qualitative approach. This research attempts to comprehensively reveal phenomena. The researcher uses relevant data. According to Lexy J. Moleong, research is used to observe or understand phenomena experienced by informants or research subjects. This research prioritizes natural phenomena and uses natural methods, so the research does not have to be real (Moloeng, L.J., 2012). Meanwhile, according to Kirk and Miller, qualitative research is a specific tradition within the social sciences that fundamentally relies on human observation, both in relation to oneself and others.

The primary data sources in this study are words and actions, with the remainder being supplementary data. This study draws data from people directly involved in the field to obtain accurate data. Data collection in this study was conducted using purposive sampling and snowball sampling. In applying purposive sampling, the researcher selected samples with certain considerations, namely, the researcher assumed that the initial informants were familiar with the programs and implementation of activities at the two schools.

The data collection techniques used by the researcher were in-depth interviews, where the researcher interviewed the principal, vice principal, teachers, parents, and students to ensure the validity of the data. Second, participant observation, where the researcher directly observed program planning, implementation, and evaluation. Third, documentation, where the researcher obtained documents from the principal and educational staff, which supported the research.

According to Miles and Huberman, there are three analytical activities: data condensation, data presentation, and conclusion drawing (Qomar, M., 2022). Data condensation involves selecting data obtained in the field. Data presentation is the second stage in data analysis. This stage systematically organizes the data so that the information received can be properly recorded. Finally, through conclusion gathering, the researcher finds evidence that supports the research questions so that the data received by the researcher is not discarded.

3. Research Result and Discussion

Transformational leadership is crucial in educational institutions, as a leader is a crucial figure in creating change. A leader must be able to set a good example, motivate, appreciate, and encourage subordinates to continuously progress and develop the educational institution. The principal of SMAN 2 and the principal of MAN 2 Kediri City consistently implement transformational leadership, clearly demonstrating innovative, creative initiatives that can improve teacher and school performance. Both principals are capable of fostering teacher professionalism, providing inspirational motivation, honing their intellectual abilities, and serving as role models for teachers.

The leadership of the principal of SMAN 2 and the principal of MAN 2 Kediri City in developing teacher and school performance is;

First, the principal drives teacher professionalism in various ways, namely encouraging followers to emulate his positive behavior, the principal makes himself someone who has an open mind where he has openness, freedom to teachers in expressing their ideas and ideas so that teachers have the responsibility to develop and improve the quality of their teaching in the classroom. The principal also has a very strong commitment to improving the quality of his institution and improving the quality of education he leads. The principal also has a visionary leadership style, this is what makes his subordinates always follow his leader. A visionary leadership style is a leadership style that can show the meaning of a job, a leader who can direct his subordinates to always be serious in working so that relationships between members of the organization can develop well so that the vision, mission and goals of the organization can develop well (Hotmarlina, E., 2020). In the context of education, visionary leadership is very important to develop a better character of students.

The principals of SMAN 2 and MAN 2 in Kediri City are happy to accept criticism and suggestions from teachers, educational staff, and the school community. A leader plays a crucial role in shaping and influencing his subordinates and directly engaging in fostering and instilling nationalistic values. The principals at both institutions employ strategies relevant to

teachers' needs, strategies that transform challenges into opportunities, are willing to take risks, and build networks to easily solve problems faced by teachers. They also frequently seek ideal solutions for the school community. Furthermore, the principals frequently provide clear, detailed, and structured direction to maximize the achievement of educational goals. The leadership at SMAN 2 and MAN 2 in Kediri City strives to improve the quality of education, enabling both institutions to serve as positive examples and role models for other institutions in their surrounding areas. This aligns with Bass's theory by Nur Effendi, which emphasizes leadership that always involves change within the organization (Efendi, N. 2017). A person who is appointed as a leader in an organization must have superior competence, have the ability to motivate and direct his followers, and be able to bring about significant changes for the development of the institution he leads.

Gary Yulk also added that transformational leadership is a leadership style that prioritizes moral values in its followers in striving or increasing their awareness of energy mobilization, ethical issues and maintaining resources to reform institutions, so that goals in the organization can be achieved well (Yukl, 2013). The principals at SMAN 2 and MAN 2 Kediri City also instill responsibility in their subordinates by providing real examples by arriving early and leaving late, creating a safe and comfortable environment, the principal also forms a personal commitment to organizational transformation. In addition, both institutions have a very transparent system in providing teaching to students, both institutions provide freedom to teachers and educational staff to teach according to the methods, media and techniques they use.

Second, the principal provides inspirational motivators to all teachers and educational staff, what the principal does is provide inspirational motivation directly by inviting teachers to discuss, calling during ceremonies and providing advice that can encourage teachers to work optimally, not only that the principals of SMAN 2 and MAN 2 Kediri City also often provide motivation indirectly through communication tools such as WhatsApp and also calling directly, these two things will make teachers and educational staff motivated, because they think that the principal always pays attention to their performance. According to Northouse, transformational leadership is an action or behavior of someone related to the organization, a leader who is able to provide direction, add motivation and encourage followers to achieve the desired goals of the organization (Datta, B., 2015). The principals of SMAN 2 and MAN 2 Kediri City often provide encouragement, provide direction, strengthen and motivate teachers to be more active, creative, innovative and dynamic, the principal also motivates teachers to always be sincere, sincere, consistent in teaching, and instill positive values for their subordinates, not only that, the principals in both institutions often provide real examples by involving themselves in activities held by the school or outside the school such as seminars, workshops and comparative studies to other schools and institutions, by providing these real examples, teachers and education staff are able to imitate, be inspired, develop and follow the actions of their principals so that the quality and achievements at SMAN 2 and MAN 2 Kediri City can increase rapidly.

The school principal becomes an important figure in the progress of the institution he leads by building effective communication regarding the vision, mission and goals of the institution so that there is no miscommunication between the principal and his subordinates, providing motivation to teachers and educational staff is very necessary and important to do, instilling an attitude of nationalism and reminding teachers to always maintain their trust is often carried out by school principals, because every student has the same rights in getting a decent and quality education, the government also strives for every Indonesian citizen to get an education, thus teachers have a big responsibility in improving the achievement of each participant his education. Bass also said that a leader must be able to motivate and inspire his subordinates to support the vision, mission and goals of the organization. (BASS).

The principal also consolidates the strength of followers to support the transformation desired by both institutions, at SMAN 2 and MAN 2 Kediri City the principal always combines human resources with the resources owned by the school, this combination is considered very efficient in improving teacher achievement and school achievement, the principal is very trying to give his best performance by providing direct coaching to teachers and education staff to always remember that the achievement and quality of an institution cannot be done by the principal alone but requires the cooperation of many parties, especially teachers and students, this is one of the principal's efforts to advance the institution, improve achievement and improve the quality of learning carried out by teachers, thus the achievement and quality at

SMAN 2 and MAN 2 Kediri City can develop well.

Third, the principal hones the intellectual abilities of teachers by involving teachers in making decisions or policies implemented in schools. The role of the principal in honing the intellectual abilities of teachers has a very important impact on SMAN 2 and MAN 2 Kediri City. A leader does not only act as an administrator but is also responsible for creating a conducive environment, forming a solid school team and collaborating with the school committee to always work hand in hand in advancing the institution. Every 6 months teachers are invited to discuss to determine activities or programs that will be carried out in both institutions, thus teachers have full responsibility for the quality of their teaching, teachers also have a commitment to convey knowledge consistently.

The principal also often provides opportunities for teachers to express problems they are facing, whether problems with students or problems with colleagues, intellectual stimulation according to Bernard M Bass, a leader is a leader who challenges his followers to have higher creativity and innovation, a leader who can invite his subordinates to have different perspectives in overcoming problems being faced, Peter G Northouse also emphasized that transformational leadership is a leader who is able to stimulate his subordinates to be more creative and innovative, this aims to change the paradigm of team members so that they do not just follow procedures but must be able to think critically and creatively (Arfandi, A., & Ihwan, M., 2020). The principals of SMAN 2 and MAN 2 Kediri City always prepare teachers to face challenges, face problems and help teachers in solving these problems so that the institution is more comfortable, safe and conducive.

Conflicts or problems arising from poor communication can create enormous problems. The problems that arise have many causes, both related to teaching methods, media in learning, interpersonal relationships, relationships between principals and subordinates, and poor performance. Therefore, a leader must be able to create a conducive environment, a comfortable and safe environment, have competent managerial and interpersonal skills, so as to be able to identify, manage, find existing solutions and have strategies in preventing these problems. According to Robbins, transformational leadership is a leader who can inspire his followers to always put aside their own interests for the good of the organization, giving full attention to the organization he leads. Transformational leadership encourages, helps, provides a perspective in overcoming different problems. This is what makes transformational leadership superior in leading his subordinates (Hafidz, Y. A. N., et all, 2019). Transformational leadership characterized basic principal of islam in the city of Banjarmasin Indonesia. *International Journal of Innovation, Creativity and Change* are many challenges faced by teachers in dealing with problems, teachers face a high workload, rapid curriculum changes, increasingly advanced technological developments. A leader must be able to read the situation and conditions related to the needs of his subordinates. The principal must also be able to foster creativity in overcoming problems. The principals at SMAN 2 and MAN 2 Kediri City also collaborate with external institutions, so that everyone can work optimally and study well.

Principals also provide coaching and feedback to teachers and educational staff. Coaching is an approach to human resource development that is now widely applied in various fields. Through the coaching process, individuals are guided and encouraged to recognize their potential, set goals, and develop strategies to achieve optimal performance. Coaching typically focuses not only on achieving final goals or targets, but also on self-reflection and continuous competency development. According to Gallawey, coaching is the art of creating an environment through numerous conversations and interpersonal relationships that facilitates and processes that enable individuals to move toward goals effectively. (Fauziatunisa, H., Nuryanti, B. L., & Masharyono, M., 2018). Noe also expressed a similar sentiment, stating that a principal can be assured of success if the leader is empathetic, supportive, practical, and confident, but does not demand perfection but provides information about the tasks to be assigned (Noe 2010).

While Feedback is a key element in the coaching and evaluation process, constructive feedback helps someone to understand and be more sensitive to themselves, providing clear directions in the improvement process, in this case feedback is given continuously and is two-way so that a good relationship is created, open communication. Feedback according to Apruebo is feedback is a reinforcement of activeness to be able to maintain and provide a response to a person's activities, so that their activities and performance can improve, (Dedi Wahyudi, 2016) Arikunto added that feedback is providing responses, providing information,

or comments from superiors on performance, work results and subordinate behavior with the aim of improving the quality of work, so that the goals of the institution can be achieved, the vision and mission can be carried out well, this is what can advance an institution. Providing effective and inspiring feedback can help someone improve understanding, motivate and build good relationships between superiors and followers (Yuliani, N., & Ilyas, Y, 2020).

Fourth, the principal as a role model by providing personal consideration, the principal has a very important task in supervising and also evaluating teachers and educational staff in carrying out their duties and responsibilities. Discipline character development has a significant impact on the development of an institution, where this development makes teachers and educational staff more disciplined in carrying out their duties and more responsible in accordance with the mandate they receive. According to Bernard M. Bass, transformational leaders try to position themselves as coaches or mentors and facilitators for their subordinates to explore the potential and abilities of their followers. Leaders provide opportunities, learning opportunities for their subordinates, leaders also consider subordinates as work partners, so there is no discrimination or favoritism towards subordinates, leaders will also delegate meetings with colleagues, leaders only need to supervise and provide a little direction if mistakes occur. Leaders also provide training, workshops and seminars that support the personal development of their subordinates, so that the knowledge gained by their subordinates can be transmitted to their colleagues, so that leaders do not always have to direct, thus educational achievements can be achieved.

The principals of SMAN 2 and MAN 2 Kediri City also provide opportunities for teachers to develop themselves by attending seminars, workshops, PGG and providing opportunities for teachers to continue their education to a higher level, either Masters or Doctoral. Transformational leadership is a method or strategy carried out by the principal to improve the quality of their teachers' teaching. Providing encouragement to teachers and educational staff to continue their education is very important to do and apply in any institution, in maintaining the quality of teaching, teachers need to make innovations and have an open attitude about the development of the times. This is where the task of a leader is very necessary in providing influence, Hoy and Miskel explain that leadership is an interpersonal influence carried out in a certain situation, which is directed through a communication process towards one or several specific goals, (Rika Ariyani 2017). Providing opportunities to develop and continue education is one of the principal's efforts to improve the quality of education of its human resources by increasing the quality of resources, it is hoped that teachers will be able to improve their achievements in both institutions.

Principals also provide rewards to teachers who demonstrate achievement. Achievement is one way to assess and determine whether quality has improved. Rewarding teachers is an important form of appreciation for increasing motivation, work enthusiasm, and internal values. These rewards come in various forms, including gifts, allowances, and praise. These rewards have a positive impact on the motivation of teachers and other educational staff, leading to improved quality and performance in teaching and other activities. Rewarding and motivating teachers can improve the quality of the entire school community. Principals employ innovative strategies that require the support of all school members. According to Arikunto, in the journal Education and Learning, reward can be defined as "a gift or something given to another person for behaving in a desired manner, namely following established rules and regulations at the school" (Ismail. I, 2020). Furthermore, according to Rafferty and Griffin, as developed by Avolio, transformational leadership requires an understanding of personal awareness (Personal Recognition). The term personal awareness is used to capture and explain aspects of contingent reward, which are conceptually related to Transformational Leadership. Personal awareness occurs when a leader indicates that they value individual efforts and rewards them for achieving performance consistent with the vision through praise and open recognition of their employees' efforts. He also defines personal awareness as giving rewards in the form of praise and open recognition for efforts made toward achieving specific goals (Mahfud. A.H, 2023).

The results of this study support Bernard M. Bass's theory on transformational leadership. Bass explains that there are four pillars of transformational leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The four pillars can be described as follows. (Harsoyo, R., 2022);

    a. Idealized Influence is a leader who is able to provide significant change, a leader as a role model, trusted and believed to be able to bring change, this leader is able to turn

risks into opportunities, dares to make decisions and policies quickly and precisely, upholds ethical and moral standards, and is able to communicate the vision and mission effectively and consistently. Idealized Influence is also called charismatic leadership, where this leadership has trust, deep confidence regarding his leadership, and his subordinates also feel proud and believe that his leader will overcome every problem (Maysaroh, M., Pasaribu, S. P. A., Sembiring, V., Sianturi, R., & Yus, A., 2025).

b. Inspirational Motivation is a leader who motivates his subordinates to always be responsible and inspires them to continually improve their performance. This motivation is essential for subordinates to ignite their inner passion. Motivation can also be used to encourage creativity and ideas in subordinates. This fosters collaborative ideas, thus fostering the growth of the organization (Komala, D. Y. P., 2023).

c. Intellectual Stimulation is a leader must be able to provide stimulation to his subordinates to have the ability to think critically, creatively, and be able to solve problems that exist in the institution, the principal must also be able to encourage his subordinates to have new ideas, have skills in creating challenges into opportunities and encourage his subordinates to take personal responsibility, this has an extraordinary positive impact such as increasing employee performance and also encouraging an active, professional and dynamic organizational culture (Julianto, P., Naim, M., & Fernanda, H., 2025).

d. Individualized Consideration is a leader who positions themselves as a coach, mentor, and facilitator for their subordinates, helping them explore their potential and abilities. Leaders provide opportunities and learning opportunities for their subordinates. They also consider them as work partners, preventing discrimination or favoritism. They also delegate meetings with colleagues, only supervising and providing minimal guidance if errors occur. Leaders also provide training, workshops, and seminars to support the personal development of their subordinates, allowing them to share their knowledge with others, eliminating the need for constant guidance (Maryati, S., 2025).

4. Conclusion

Based on field findings and research discussions, it can be concluded that transformational leadership practiced by principals drives teacher professionalism by encouraging followers to emulate their positive behavior, acting as flexible, exemplary principals, and fostering personal commitment to organizational transformation. Both institutions provide inspirational motivators for teachers by providing them with inspirational motivation, building effective communication regarding the vision and mission and communicating them clearly, consolidating the strengths of followers to support transformation, and encouraging teachers to be more creative and innovative. Principals hone teachers' intellectual abilities by involving them in policymaking, preparing them to face challenges and solve problems, and providing coaching, feedback, and evaluation. Principals serve as role models for teachers by providing personal consideration, providing opportunities for personal development, rewarding outstanding teachers, and implementing the institution's ultimate goals.

References

Arfandi, A., & Ihwan, M. (2020). Implementasi model kepemimpinan kontingensi dalam pengembangan lembaga pendidikan Islam. Jurnal Pendidikan Islam Indonesia, 5(1), 98-114. https://doi.org/10.35316/jpii.v5i1.255

Ariyani, R. (2017). Kepemimpinan kepala sekolah dalam pengembangan profesionalisme guru. Al-Afkar: Jurnal Keislaman & Peradaban, 5(1). https://doi.org/10.28944/afkar.v5i1.135

Datta, B. (2015). Assessing the effectiveness of authentic leadership. International Journal of Leadership Studies, 9(1), 62-75.

Efendi, N. (2017). Educational leadership: Praktik kepemimpinan di lembaga pendidikan Islam.

Fauziatunisa, H., Nuryanti, B. L., & Masharyono, M. (2018). Analisis kemampuan kerja, coaching dan kinerja karyawan: Studi kasus pada karyawan PT Sari Ater Hotel dan Resort Subang. Journal of Business Management Education (JBME), 3(3), 56-66. https://doi.org/10.17509/jbme.v3i3.14307

Hafidz, Y. A. N., Wiyono, B. B., Imron, A., & Suriansyah, A. (2019). Transformational leadership characterized basic principal of Islam in the city of Banjarmasin Indonesia. International Journal of Innovation, Creativity and Change, 5(4), 742-763.

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. https://doi.org/10.21154/sajiem.v3i2.112

Hotmarlina, E. (2020). Kepemimpinan visioner. Artikel Jurnal HITS, 1-18.

Ismail, I. (2020). Remuneration and performance. SHS Web of Conferences, 86, 01034. EDP Sciences. https://doi.org/10.1051/shsconf/20208601034

Julianto, P., Naim, M., & Fernanda, H. (2025). Strategi kepemimpinan transformasional dalam meningkatkan kualitas program doktor manajemen pendidikan Islam di UIN Sulthan Thaha Saifuddin Jambi. Al-Marsus: Jurnal Manajemen Pendidikan Islam, 3(2), 140-151.

Komala, D. Y. P. (2023). Gaya kepemimpinan transformasional untuk pengembangan pendidikan karakter. Jurnal Sosial Teknologi, 3(11), 905-910. https://doi.org/10.59188/jurnalsostech.v3i11.980

Mahfud, A. H. (2023). Pengaruh pelatihan kerja, gaya kepemimpinan transformasional dan motivasi kerja terhadap kinerja karyawan (Studi pada anggota Pokdarwis Kelurahan Temas Kota Batu) (Doctoral dissertation, STIE Malangkucecwara).

Maryati, S. (2025). Kepemimpinan transformasional kepala madrasah dalam meningkatkan mutu pendidikan Islam di era digital. IQRO: Journal of Islamic Education, 8(2), 910-920. https://doi.org/10.24256/iqro.v8i2.8384

Maunah, B. (2015). Stratifikasi sosial dan perjuangan kelas dalam perspektif sosiologi pendidikan. TA'ALUM, 03(01). https://doi.org/10.21274/taalum.2015.3.01.19-38

Maysaroh, M., Pasaribu, S. P. A., Sembiring, V., Sianturi, R., & Yus, A. (2025). Gaya kepemimpinan transformasional kepala sekolah dalam membangun kinerja guru SD. Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat, 5(2), 347-355. https://doi.org/10.56832/edu.v5i2.1143

Moloeng, L. J. (2012). Metodologi penelitian kualitatif (edisi revisi). Bandung: PT Remaja Rosdakarya.

Muhtarom. (2018). Isu-isu kontemporer. Kudus: Maktabah.

Purba, Z. (2019). Pengaruh kepemimpinan transformasional dan lingkungan kerja terhadap kualitas kerja guru sekolah menengah atas swasta zona 1 Jakarta Utara. Jurnal Manajemen Pendidikan, 10(1). https://doi.org/10.21009/jmp.v9i2.10809

Qomar, M. (2022). Metodologi penelitian kualitatif. Malang: Intelegensia Media.

Roqib, M. (2019). Ilmu pendidikan Islam. Yogyakarta: LkiS.

Sulistyorini. (2012). Manajemen madrasah. Ta'allum Jurnal Pendidikan Islam, 28(2).

Tambunan, T. S. (2015). Pemimpin dan kepemimpinan. Yogyakarta: Graha Ilmu.

Yahya, I., et al. (2024). Stratifikasi sosial dan perjuangan kelas dalam perspektif sosiologi pendidikan. Tadbīr: Jurnal Manajemen Pendidikan Islam, 12(2). https://doi.org/10.30983/al-marsus.v2i1.8578

Yukl, G. (2013). Leadership in organization (8th ed.). USA: Prentice Hall.

Yuliani, N., & Ilyas, Y. (2020). Pengaruh kepemimpinan transformasional dan motivasi kerja terhadap kinerja pegawai Desa Ciwangi Kabupaten Purwakarta Provinsi Jawa Barat. Jurismata, 2(2), 1-14.