

Analysis Of The Principal's Transformational Leadership In Improving Teacher Performance At State Elementary School 2 Tanjung, Tanjung District

Muhammad Muzakkir¹, Musafir², Rauhun Jannah³

^{1,3} Pendidikan Guru Sekolah Dasar (PGSD) STKIP Hamzar

² Pendidikan Anak Usia Dini (PAUD) STKIP Hamzar

Article Info

Article history:

Accepted: 13 August 2025

Publish: 08 October 2025

Keywords:

Transformational Leadership Style,
Principal,
Teacher Performance.

Abstrak

This study aims to describe the Analysis of Principal Transformational Leadership in Improving Teacher Performance at SD Negeri 2 Tanjung, Tanjung District. The main focus of this research, namely: (1) the transformational leadership style of the principal of SD Negeri 2 Tanjung in improving teacher performance. This research uses a qualitative approach with descriptive methods. Data collection techniques are done through observation, interviews, and documentation. Data analysis techniques using the Miles and Huberman Model. Transformational leadership style is characterized by the principal's ability to provide motivation, inspiration, individual attention, and encourage innovation in the school environment. The results of the study showed that the principal applied four main dimensions of transformational leadership, namely idealistic influence, inspirational motivation, intellectual stimulation, and individualized consideration. The application of this leadership style has a positive impact on improving teacher performance, which can be seen from the increase in discipline, responsibility, professionalism, and active participation in school activities. This study concludes that transformational leadership style is effective in creating a conducive work environment and encouraging improved teacher performance at SD Negeri 2 Tanjung.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Muhammad Muzakkir

STKIP Hamzar

1. INTRODUCTION

Education is a conscious effort that is not limited to activities carried out regularly without clear goals or objectives; rather, it is a vital aspect of community life that can be used to understand and improve the way of life pursued through education. If a nation possesses quality human resources, then its progress is undeniable. (Mustadi, et al., 2020:2)

Education is the most important thing in the process of advancing a nation's civilization. The exploration and empowerment of potential are maximized to help people become better and better people. In Roman, education is defined as the ability to teach something that has been taught, while in English, education is interpreted as the ability to teach something that is morally correct and intellectually stimulating. Education is the process of transforming students into human beings who are in accordance with the principles of education, namely beneficial to themselves, their peers, the universe, and in accordance with the rules of education. (Abdul, 2012:59).

According to the educational theory put forward by Aristotle, the initial level of quality in students is achieved through thorough learning. Education is one of the functions of the nation and is primarily organized for the nation's own purposes (Jonni, 2024:25).

Tanjung 2 Public Elementary School in Tanjung District is an educational institution that plays a crucial role in improving the quality of education in the region. As a frontline leader, the principal of Tanjung 2 Public Elementary School is expected to manage the school effectively and efficiently. Therefore, it is crucial to analyze the principal's transformational skills in leading and managing the changes necessary in the ever-evolving world of education.

A principal's transformational leadership is characterized by charisma, self-confidence, inspiration, an agent of change, and a strong vision. One transformational factor that influences performance is the need to make decisions, support each other in the decision-making process, and motivate each other to create something better. In other words, this can increase self-confidence in one's own work, which will impact one's ability to improve performance. (Faristin et al., 2017:13)

Transformational leadership is leadership that is able to change the work environment, learning motivation, work values and patterns perceived by subordinates to improve employee performance in the organization. According to Atika (Faristin., et al., 2017: 15-16) the better the transformational leadership, the higher the employee performance and teacher performance in education or vice versa if the transformational leadership style is bad in leading, the worse the performance of the subordinates can also reduce the need to make decisions, the need for motivation to do good, in other words it can increase the confidence and trust of subordinates which can affect employee performance or teacher performance in education.

According to Wahyudi, teacher performance is defined as the real work results qualitatively and quantitatively and carried out by teachers in accordance with the guidance given to them. This includes outlining educational programs, implementing teaching, conducting evaluations, and analyzing evaluation results. (Wahyudi, 2012:12). Teacher performance refers to the results or achievements achieved by teachers when carrying out their duties. Teacher performance can be seen from their ability to manage learning activities.

Based on the results of observations at the Tanjung 2 Public Elementary School, Tanjung District, the principal is highly respected, because his leadership style is different from the previous head of the school, even in terms of the rules implemented by the principal, teachers also comply with these rules. The principal is very disciplined in terms of time and programs provided to develop an educational institution; there are also three types such as daily and weekly programs. The performance of the Principal of Tanjung 2 Public Elementary School is very good where the principal forms disciplined teachers and motivates teachers in all activities. The daily program implemented by the principal aims to improve student achievement, student interests and talents and student learning motivation. There is also a weekly program that aims to improve the performance of educational staff.

This study aims to analyze the extent to which the principal of SD Negeri 2 Tanjung implements his transformational leadership role. The results are expected to provide a clearer picture of the leadership strategies implemented by the principal and their contribution to the quality of education at the school. Furthermore, this study is also expected to provide useful recommendations for improving principal leadership in the future.

The researcher's reason for conducting this study was his interest in the transformational leadership role of the principal at SD Negeri 2 Tanjung, Tanjung District. The principal is very disciplined with time, and teachers, students, and staff highly emulate him. The principal of SDN 2 Tanjung has a policy of developing an institution (SD Negeri 2 Tanjung, Tanjung District).

2. MATERIALS AND METHODS

This research is a type of descriptive qualitative research. Qualitative research is research that aims to understand the phenomena experienced by research subjects such as; actions, perspectives, motivations, holistically in the form of descriptive words and language, in a natural context by utilizing various natural methods (Moleong, 2017:16). Descriptive research is research that intends to describe facts systematically, carefully and actually that aims to solve actual problems and to collect, organize,

explain and analyze data (Kurniawan, 2018:39). According to Sugiyono, qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions (natural settings); also called ethnographic methods, because initially this method was used more for research in the field of cultural anthropology; called qualitative methods, because the data collected and its analysis are more qualitative (Sugiyono, 2019:17).

From the explanations above, it can be concluded that qualitative research is research with the aim of understanding the phenomena that occur or are experienced by research subjects such as behavior, perception, motivation, and other actions, and the data obtained is described in the form of words and language by utilizing various natural methods. In this study, researchers will utilize natural conditions in the field, namely the analysis of the transformational leadership of the principal at SD Negeri 2 Tanjung, Tanjung District.

Research data collection techniques are the methods or means used to gather the information needed in a study or research (Aditiya and Zinuddin, 2023: 241). Data collection techniques are one factor in obtaining data that aligns with research objectives.

a) Observation Techniques (*observation*)

Observation is a data collection technique carried out by carefully observing the object being studied. Observation is the process of observing and recording the facts needed by the researcher (Rifa'i, 2021: 90). In this study, the researcher conducted participatory observation, where the researcher was present during the activities carried out by the object of study but was not involved in the series of activities. The researcher used participatory observation techniques to obtain independent and accurate observation results.

b) Interview Techniques (*interview*)

The data collection method for qualitative studies is the interview process. (Surya, 2010:41). According to (Arikunto, 2010:132) interviews are a data collection technique to obtain information extracted from direct data sources through direct conversations or questions and answers. In this study, the researcher used an in-depth interview type, in this case, the interview conducted by the researcher to obtain information that was targeted for the interview, namely the principal (Mrs. Sri Sumarlianti S.Pd), teachers, and school staff to strengthen significant data and information.

c) Documentation

Documentation is a method used to obtain data and information in the form of books, archives, written figures and images in the form of reports and descriptions that can support research (Sugiyono, 2007: 329). Documentation is a source of data that supports research, in this study the documentation that researchers collected includes: teacher attendance lists, annual and semester program data, school profiles, teacher data, teacher performance data at SD Negeri 2 Tanjung.

The data were analyzed using qualitative data analysis techniques because the data obtained were descriptive in nature. The qualitative data analysis process was conducted simultaneously with data collection. According to Miles, Huberman, and Saldana, there are three main activities in qualitative data analysis that occur simultaneously: data condensation, data display, and conclusion drawing/verification (Miles et al., 2014).

To ensure scientific accountability of data in qualitative research, data validity testing is necessary. In this study, researchers used triangulation techniques to test data validity. Source triangulation is carried out by collecting data from various sources to verify the accuracy of the information obtained. Researchers re-verified data collected from different respondents to ensure consistency. Technical triangulation is the collection of data from the same source using different methods, such as interviews, observations, documentation, or questionnaires.

3. RESULTS

1) Transformational Leadership Style of the Principal of Tanjung 2 Elementary School in Improving Teacher Performance

In this study, researchers found several leadership styles and transformational leadership of the principal of SDN 2 Tanjung. The results showed that the principal's leadership style was transformational. The principal has the ability to motivate and inspire teachers and students to achieve school goals.

The principal also has the ability to build trust and collaboration with teachers and students. This is reflected in how the principal communicates with them and how he or she makes decisions involving them.

Furthermore, research findings also indicate that principals possess the ability to develop and improve the quality of education in their schools. Principals possess a clear vision and mission for improving educational quality, as well as a strategic plan to achieve these goals.

The results of observations conducted by researchers indicate that the leadership of the principal of Tanjung 2 Public Elementary School is firm towards teachers, which is firm in terms of work and discipline of his subordinates. The principal's firm attitude does not make teachers afraid to ask questions about work matters.

From the observation results presented by the researcher, the researcher also conducted an interview with teacher Lale Lia Eka Putri S.Pd. as the homeroom teacher of class Va

"Saying that the principal's leadership style is very firm and protects the employees at the school, the principal always prioritizes teachers or subordinates in terms of work and discipline, but is not authoritarian, even as a subordinate I feel comfortable and do not hesitate to ask questions, because the principal has a leadership spirit."

Based on the results of the interviews and observations above, it can be concluded that the type of leadership of the principal of SD Negeri 2 Tanjung is the Laissez-faire Type, which is about leadership which is the opposite of authoritarian leadership. The laissez-faire philosophy encourages subordinates who are less capable to carry out the tasks that are their responsibility, and the Pseudo-democratic Type is a type also known as semi-democracy or diplomatic manipulation. Leaders who adhere to democracy all seem to only express democracy, when in fact they express autocracy. For example, if I have an idea, thought, or concept that I want to share with the Education conveys to the educational institution, then it will be discussed and agreed upon together.

The results of observations carried out by researchers show that the leadership of the principal of Tanjung 2 State Elementary School has good leadership, where the principal always provides encouragement, motivation and encouragement to teachers to carry out their duties at school.

The researcher also interviewed teacher Dian Sukmawati S.Pd. as the homeroom teacher for class 2.

"Saying that the principal's leadership style is very nurturing and encourages teachers to develop their performance in teaching and supporting and has a fair and open attitude to anyone because the principal is a place to ask for solutions, the principal is very inspiring and motivates his subordinates to continue to develop."

Based on the results of the interviews and observations above, it can be concluded that the type of leadership of the principal of SD Negeri 2 Tanjung is the Laissez-faire type, which is about leadership which is the opposite of authoritarian leadership. The laissez-faire philosophy encourages subordinates who are less capable to carry out the tasks that are their responsibility.

The results of observations carried out by researchers show that the leadership of the principal of Tanjung 2 State Elementary School has good communication with his subordinates.

The researcher also interviewed teacher Rayyan Amry S.Pd. as the Islamic religious subject teacher in grades 4, 5, and 6 (A and B).

"Saying that the principal's leadership style protects teachers and staff at school, whenever there is a problem at school, it is resolved through deliberation and if there is a sensitive or confidential problem, it is resolved wisely, the impact of the principal's leadership style creates a harmonious school environment so that there are no factions in the friendships of teachers at school."

The researcher also interviewed Mr. Rayyan Amry S.Pd. as the Islamic religious subject teacher in grades 4, 5, and 6 (A and B). Based on the interview results above, which were explained by several teachers, the principal's leadership style was very good and wise, had a fair attitude in any matter, was able to communicate well and had broad insight and was optimistic with the planning that had been determined by the principal himself.

From the results of the interview with the principal of SDN 2 Tanjung, teacher Sri Sumarlianti S.Pd. as the principal

"Saying that in improving The performance of teachers at SDN 2 Tanjung is conveyed directly through discussions, these discussions are held every Saturday and the activity is called kombel (learning community) or Saturday discussion and also in meetings because at SDN 2 Tanjung there are activities and that is where the implementation is right, whether I convey the program to the teachers and evaluate whether the program is running or not and to what extent the program has been running."

Quoting from the documentation results in the form of data on teacher performance at SDN 2 Tanjung, the performance of teachers at SDN 2 Tanjung has a predicate of very good performance, with a total of 20 teachers or educational staff. The form of performance assessment is individual. The performance assessment is not only assessed from learning but also assessed from learning planning, learning implementation, learning evaluation and self-development.

Based on the results of interviews and documentation, the principal's method for improving teacher performance at SD Negeri 2 Tanjung is in two ways, namely through programs and guidance created by the principal.

One of the programs created by the principal is Kombel (learning community). Kombel is a program implemented by the principal to improve teacher performance, learning together every Saturday. Kombel is carried out by teachers by presenting learning outcomes, but not only that, but teachers also convey the drivers and obstacles in teaching.

The guidance provided by the principal is: supervision or observation of teachers carried out individually on each teacher is carried out once a semester by the principal or authorized party, and each teacher has a supervision schedule.

4. DISCUSSION

1) Transformational Leadership Style of the Principal of Tanjung 2 Elementary School in Improving Teacher Performance

Leadership is a process in which a leader strives for cooperation among subordinates to achieve organizational goals (Dale, 2002:45). Leadership is a type of strength and resilience. People must help, support, and encourage others so that they can achieve goals together (Fatonah, 2013:111). So, the principal of SD Negeri 2 Tanjung has a very great leadership spirit. The principal provides a good example and enthusiasm to the teachers at SD Negeri 2 Tanjung in achieving the goals and vision and mission of the school. The leadership possessed by the principal also makes teachers feel comfortable asking questions to improve teacher performance to be better.

Leadership can be classified into four types, namely as follows: (Erawan, 2023:5-7)

a) Authoritarian Type

A leader who acts as a guide for group members. The role of a leader is to lead and guide the group.

b) Tipe Laissez-faire

This type of leadership is the opposite of authoritarian leadership. The laissez-faire philosophy encourages less capable subordinates to carry out the tasks they are responsible for.

c) Democratic Type

Humanity or individuality is considered as the most important and fundamental factor by the most democratic leaders. The relationship between the leader and the people he leads, is based on the principle of human relations, namely "selling the price of respect" and "respecting respect" a leader must accept and even expect benefits and lessons from his subordinates, as well as criticisms expressed by participants and seen as a basis for developing group strengths and abilities, Democratic leadership is defined as active, dynamic, and firm leadership that seeks to utilize each individual for the benefit and progress of educational institutions.

d) Pseudo-democratic type

This type is also known as semi-democracy or diplomatic manipulation. Leaders who embrace democracy all seem to only express democracy, when in fact they are expressing autocracy. For example, if I have an idea, thought, or concept that I want to share with my educational institution, then it will be discussed and agreed upon together.

From the type of leadership above, the Principal of Negeri 2 Tanjung Elementary School, when the principal holds a meeting with the principal teachers as a leader and guides the teachers, the principal also becomes a motivator for less able teachers to carry out the tasks that are their responsibility. And the school principal always maintains his relationship with the teachers and officials in the school, and how the school principal decides something that can be well received by all parties. A good school principal's leadership has a very large function or influences to achieve the school's goals.

According to (Lano, 2015:74) the leadership function is an effort to influence and direct employees to work as well as possible, with high enthusiasm, and high motivation to achieve organizational goals. From the explanation of the leadership function above, it is very true that the principal must be able to direct his employees to work as well as possible, with high enthusiasm, and high motivation to achieve the goals to be achieved.

From the results of observations on leadership styles that researchers found the leadership style of the principal of SD Negeri 2 Tanjung, the principal provides a positive example to teachers and subordinates and provides open space to teachers and subordinates to express opinions, suggestions and criticism, the principal of SDN 2 Tanjung has a fair attitude to his subordinates and provides facilities to each teacher to support the teaching and learning process, in other matters the principal also communicates well with each teacher, and is optimistic in the plans made. The Principal of SD Negeri 2 Tanjung's leadership style is a transformational leadership style in which the leadership of the Principal of SD Negeri 2 Tanjung is able to produce change and progress.

According to Robbins and Judge, a transformative leader is a leader who inspires his followers to emphasize their personal responsibility towards the organization and is able to provide an impact that goes beyond their usual limitations. (Robbins and Judge. 2008:90). According to O'Leary in Pradana & Martha Transformational Leadership, is a leadership pattern that is applied and wants to form a team that fights for change and has the ability to change the status of the organization to achieve a new level of success (Pradana and Martha, 2013:3). Based on the description above, transformational leadership is a group of people working together to

achieve goals in the context of education and applying the values that are the basis of those goals.

According to Robbins & Judge, the characteristics of Transformational Leadership are: (Robbins & Judge 2008: 122)

- a) The Ideal Influence is a leader who demonstrates vision and mission, creates a positive atmosphere and receives respect and trust. The ideal influence is also known as a leader, where the followers have a strong sense of loyalty to the dreamer, can work together with them, and support them in solving any problem.
- b) Inspirational Motivation is a leadership style that can communicate effectively, can communicate high expectations, convey a shared vision, and use symbols to focus on work and inspire the team to achieve important goals for the organization.
- c) Intellectual stimulation is a leadership activity that can increase the intelligence of subordinates so that they can increase creativity and innovation, increase rationality, and solve problems methodically.
- d) Individualized Consideration The term “individualized consideration” refers to leadership that focuses on the individual, treating each person as an individual with unique needs, abilities, and aspirations, and providing guidance and support, considering each person as an individual.

According to Luthans in Safaria transformational leaders have several specific characteristics, namely: (Safaria, 2004:63) Leaders identify themselves as drivers of change, Leaders encourage resilience and resilience, Leaders believe in others, Leaders are based on values, Leaders are lifelong learners who teach lifelong lessons, Leaders have the ability to handle complexity, ambiguity, to handle uncertainty, and A leader with the ability to observe to see opportunities amidst challenges and guide the organization towards success.

The principles that must be developed by a transformative leader are: (Rees, 2001; 132)

- a) In implication, the success of leadership is introduced with a vision that will serve as a shared goal. The ability and skill in articulating a vision in a clear, practical, and transformative way that can surprise can surprise Where are we going? becomes the most important thing for us to implement. An important thing for us to implement.
- b) Motivation is the skill of getting commitment from every individual who has a vision that has been explained as an important skill that we must have. In essence, a transformational leader can create a sense of unity in the organization, which means that they must also be able to maximize, inspire, and energize each participant. Practically speaking, it can be described as a task or job that is both challenging and rewarding, which gives them the opportunity to be creative in any process, whether in creating solutions or even in solving problems.
- c) Facilitation is the ability to effectively assist learning that occurs within an organization, whether group, organization, or individual. intellectual enhancement the intellectual modality of everyone involved.
- d) Mobilization is the use of all available resources to empower and encourage every individual involved in achieving goals and objectives. Transformational leaders will always treat weaker participants with the greatest respect.
- e) Be ready, the skill to continuously learn about yourself about describing change with a new positive paradigm.
- f) Determination is about ensuring that everything is done wholeheartedly and thoroughly from start to finish. This needs to be supported by the development of spiritual, emotional, and physical discipline and commitment.

The implementation of transformational leadership style by the principal can have a positive impact on teacher performance, which includes aspects of learning planning,

implementation of teaching activities, classroom management, evaluation of learning outcomes, and responsibility for other professional tasks. Teachers who feel appreciated and supported by their leaders tend to have higher motivation, strong loyalty, and increased work enthusiasm. Thus, the transformational leadership style not only creates a conducive work climate, but also becomes an effective strategy in improving teacher performance as a whole at SD Negeri 2 Tanjung. Wahyudi, explains that a teacher's work is defined as the results of his work that are real, qualitative and quantitative, and are carried out by the teacher in accordance with the guidance given to him (Wahyudi 2012:12). According to Supardi (2014) Teacher performance is a condition that shows a teacher's ability to carry out his duties in class and describes what things the teacher demonstrates when carrying out teaching activities (Supriadi 2014:13). Based on this opinion, it can be concluded that a teacher's work style is a form of work that shows his/her ability to carry out tasks at school, which includes implementing the curriculum, implementing learning activities, implementing evaluations, and implementing evaluation analysis.

Teachers have the responsibility to help students learn how to adapt to various situations and provide guidance on how to grow as individuals. Teachers help students develop their intellectual, emotional, social, and skill character. The teacher's task is increasingly difficult because teachers must not only prepare the younger generation, but also prepare themselves for every existence, both as a professional and as an individual. Teachers are expected to have a commitment to students and the learning process, explain the material being taught and how to teach it, understand student learning outcomes by applying systematic reflection and learning from mistakes, and be part of a learning community in a professional environment. (Sandy, 2023:3). According to Oemar Hamalik, teachers have several responsibilities including: Teachers as Educators, Teachers as Instructors, Teachers as Mentors, Teachers as Directors, Teachers as Trainers, and Teachers as Assessors. (Sanjani, 2020:35).

The implementation of transformational leadership has a positive impact on improving teacher performance. Teachers become more disciplined, responsible, and actively participate in school activities, demonstrating improvements in lesson planning and evaluation. Furthermore, the relationship between teachers and the principal has become more harmonious, creating a conducive work environment. These results reinforce the theory that transformational leadership is effective in improving employee performance, including teachers, by empowering and motivating them to exceed expectations.

4. CONCLUSION

Transformational leadership of the principal of SDN 2 Tanjung, the principal's leadership style is very good and wise, has a fair attitude in any matter, is able to communicate well and has broad insight and is optimistic with the planning that has been determined by the principal himself. Kombel (learning community), kombel is a program implemented by the principal to develop teacher performance, learning together which is done every Saturday. This Kombel is carried out by the teacher by the teacher making a presentation of the results of learning achievements but not only that, the teacher also conveys the drivers and obstacles in teaching. Supervision or observation is guidance made by the principal, namely: supervision or observation of teachers carried out on each teacher individually is carried out once a semester by the principal or authorized party, and each teacher has a supervision schedule.

5. ACKNOWLEDGEMENTS

Thank you to the entire extended family of SDN 2 Tanjung who have given the researcher the opportunity to carry out this research and to the entire academic community of STKIP Hamzar who always support this research.

7. BIBLIOGRAPHY

- Abdullah Erawan, 2023. *Kepemimpinan Dalam Pendidikan*. Jurnal Pena Kita: Jurnal Agama Dan Keagamaan Kementerian Agama Tulungagung Volume 1 Nomor 1. Hal. 5-7
- Abubakar, Rifa'i. 2021. *Pengantar Metodologi Penelitian*. Yogyakarta: SUKA Pers UIN Sunan Kali Jaga
- Aditiya Dan Zinuddin. 2023. *Metode Penelitian*. Banjarmasin: Euraeka Media Aksara.
- Andang, 2014. *Manajemen Dan Kepemimpinan Kepala Sekolah*. Yogyakarta: Ar-Ruzz Media.
- Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Basri, 2017. *Manajemen Kepala Sekolah Dalam Mewujudkan Sekolah Adiwiyata*, Jurnal Al-Fikrah, Vol. V, No. 1, 105.
- Dharma, Surya. 2010. *Manajemen Kinerja*. Yogyakarta: Pustaka Pelajar.
- Dubrin, A. J. 2005. *Leadership (Terjemahan)*. Edisi Kedua. Jakarta: Prenada Media.
- Fadhlan Maulana Ahmad, 2024 *Gaya Kepemimpinan Transformasional Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SD Infres Tamarunang Kabupaten Bantaeng*, UMM , Makassar.
- Fatonah Siti, 2013, *Kepemimpinan Pendidikan*. Jurnal Tarbawiyah Volume 10 Nomor 2. Hal.111.
- Haryoko, Sapto 1999 *Efektivitas Pemanfaatan Media, Teknologi Informasi Sebagai Optimalisasi Model Pembelajaran*.
- Imam, Wahyudi. 2012. *Mengejar Profesionalisme Guru Strategi Praktis. Mewujudkan Citra Guru Professional*. Jakarta: Prestasi Jakarta.
- Iqbal Muhammad. 2021. *Kepemimpinan Transformasional Dalam Upaya Pengembangan Sekolah/Madrasah*. Jurnal Pendidikan Volume 10 No 3. Hal. 121-122.
- Kadir, Abdul 2012. *Dasar-Dasar Pendidikan*. Pertama. Jakarta: Prenadamedia Group.
- Kurniawan, 2018, *Metode Penelitian* , Bandung: Pt Remaja Posakarya Bandung.
- Kusweri, 2016, *Kepemimpinan Transformasional Kepala Sekolah Dan Komite Sekolah Tarbawi*; Jurnal Keilmuan Menejemen.
- Lano, P. F. 2015. *Fungsi Kepemimpinan Untuk Mengurangi Sikap Arogansi Pegawai*. 4(1), 74. www.Publikasi.Unitri.Ac.Id
- Maharani, Shafa Mutiara 2024 *Transformasional Leadership Kepala Sekolah s Dasar Dalam Mengelola Sekolah-Sekolah Dasar Se-Kelurahan Metro Utara*, Lampung, Universitas Lammung.
- Marzuki, Irawati, 2018. *Pelayanan Kepala Sekolah Terhadap Tenaga Pendidik Di Sekolah Dasar Negeri 01 Benteng Hulu Kecamatan Mempura Kabupaten Siak*, IJIE: Kajian Teori Dan Hasil Penelitian Pendidikan, Vol. 01 No. 02 , Hal. 115-116.
- Mardizal Jonni, 2024, *Filsafat Pendidikan Landasan Pendidikan Teknologi Dan Kejuruan* , Cv Eureka Media Aksara, Bonjongsari.
- Miftah Thoha, 2000 *Kepemimpinan Dalam Manajemen: Suatu Pendekatan Perilaku* Rajawali Press, Jakarta.
- Mukrimaa, S. S. 2017 Title. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, (August).
- Mustadi Ali, 2020, *Landasan Pendidikan Sekolah Dasar*, Yogyakarta: Uny Press.
- Pradana, A., & Martha. 2013. *Pengaruh Gaya Kepemimpinan Transformasional Dan Transaksional Terhadap Kinerja Karyawan: Studi Kasus Pada Karyawan Tetap*. PT. Mustika Bahana Jaya. Lumajang: Universitas Brawijaya.
- Rahmat Abdul 2020, *Kepemimpinan Pendidikan*, Zahir Publishing, Yogyakarta.
- Rees, E. 2001. *Seven Principles Of Transformational Leadership: Creating A Synergy Of Energy*. Online: Cicministry.Org.
- Robbins, & Judge. 2008. *Perilaku Organisasi, Edisi Dua Belas*. Jakarta: Salemba Empat.
- Robbins, & Judge. 2008. *Perilaku Organisasi, Edisi Dua Belas*. Jakarta: Salemba Empat.

- Rohmat. 2020. *Kepemimpinan Pendidikan Konsep Dan Aplikasi*. Purwokerto: STAIN Press.
- Safaria, T. 2004. *Kepemimpinan. Edisi Pertama*. Yogyakarta: Graha Ilmu.
- Salahuddin Dan Firiliah. 2020. *Fungsi Kepala Sekolah Dalam Pembinaan Guru Pada Sekolah Menengah Kelautan Negeri 10 Di Kabupaten Bima*. Jurnal Komunikasi Dan Kebudayaan Vol.7. No. 1, Hal. 32-35).
- Sepmandy Wendy, 2020, *Teori Kepemimpinan*, Ahlimedia Pres, Kota Malang.
- Sekretariat Negara RI, Undang -Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Sekretariat Negara RI, Hal. 15.
- Sugiyono, 2007. *Metode Penelitian Bisnis*. Bandung: Alfabeta.
- Sugiyono. 2019. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: ALFABETA.
- Syahrum, Dan Salim. 2012. *Metodologi Penelitian Kuantitatif*. Bandung: Citapustaka Media.
- Wahjosumidjo. 2007. *Kepemimpinan Kepala Sekolah*. Jakarta: PT Raja Grafinm.
- Yukl, G. 2010. *Kepemimpinan Dalam Organisasi*. Jakarta: Indeks.
- Septiawan, B., Dkk (2020). *Motivasi Kerja Dan Generasi Z: (Teori Dan Penerapan)*. Blitar: Zaida Digital Publishing.
- Wahyudi, Imam (2012). *Mengejar Profesionalisme Guru Strategi Praktis Mewujudkan. Citra Guru Profesonal*. Jakarta: Prestasi Jakarta.
- Supriadi, H. 2014. *Budidaya Tanaman Kopi Untuk Adaptasi Dan Mitigasi. Perubahan Iklim*. Jurnal Perspektif Vol.13 (1): 35 – 52.
- Kasmir. 2016. *Manajemen Sumber Daya Manusia (Teori Dan Praktik)*. Depok: PT. Rajagrafindo Persada. Radar Banten.
- Ambarita. 2015. *Pengaruh Mutasi Terhadap Semangat Kerja Pegawai Negeri*. Sipil Pada Kantor Pelayanan Pajak Pertama Kota Pematang Siantar.
- Hamzah Dkk, 2016 *Tugas Guru Dalam Pembelajaran (Aspek Yang Mempengaruhi)*, Bumi Aksara, Jakarta.
- Sanjani, 2020. *Tugas Dan Peranan Guru Dalam Proses Peningkatan Belajar Mengajar*. Serunai: Jurnal Ilmiah Ilmu Pendidikan.