
Transformational Leadership Management Head Of School On Teacher Performance at Junior high school Muhammadiyah 9 Boarding School

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Annotation: Leadership is an essential factor in improving organizational performance and the performance of teachers and employees. Each leader has different behavior in leading its members. The behavior of leaders can be called a leadership style. Leadership style is a way or leaders to influence their subordinates which finished in behavior or personality patterns are often called leadership styles. *Top transformational leadership management* is a leadership style that pays attention to and is directly involved in managing the institution, including assisting school members in completing school assignments. Teachers are said to be professional, one of which can see from the teacher's performance. Teacher performance is all the responsibilities and obligations that educators must carry out in educational administration, educational theories, principles, and the application and evaluation of education. Good teacher performance will provide good learning outcomes as well. In general, the institution's success is seen from students' potential and the results of teacher performance. This research finished using a qualitative phenomenological approach. The development of the research that has been complete is that the leadership management applied at SMP Muhammadiyah 9 Boarding School Tanggulangin chooses a transformational leadership style or model. Furthermore, the principal's transformational leadership management can affect teacher performance. The habits or attitudes shown by the principal will encourage and motivate teachers to improve their performance continuously.

Keywords: Principal Transformational Leadership Management; Teacher Performance.

I. INTRODUCTION

The education of a nation always occupies a strategic position for the country's progress. The progress of a nation will not only have abundant natural wealth, a large population, an extensive area and quality of human resources. In an institution, an educator is one of the determining factors for the high and low quality of educational outcomes, so every effort to improve the quality of education needs to pay great attention to increasing teachers in terms of number and quality [1]. Through a good education process, individual figures as human resources have a large enough role in the nation and state development. To produce quality resources, a qualified teacher or educator is needed. Therefore, the part of education is essential because education is the primary key to creating complete and quality human resources. Leadership is a process of influencing one's behaviour which is an example of interaction between leaders and members as well as efforts to achieve common goals and commitments and change for the better of the organizational culture. Leadership is often also known as the ability to obtain agreement from members of the organization to perform management tasks to achieve organizational goals. Leadership has a critical role in improving employee performance. The performance measurement needs to determine whether there is a deviation from the predetermined plan during the implementation of performance or whether the performance results have been achieved as expected [2]. In an institution, the role of the

principal is significant because the principal is fully responsible for managing and empowering existing ones to improve the quality of teachers in the institution. The success of education and learning in schools is strongly influenced by the ability of the principal to manage each component of the school.

The principal's ability is closely related to the knowledge and understanding of management, the leadership model, and the tasks that are his responsibility. In addition, the development of science and technology in education in schools is always moving forward, demanding professional mastery. Realizing this, school principals face the challenge of carrying out educational development in a directed, planned and sustainable manner. Leadership is an essential factor in improving organizational performance as well as the implementation of teachers and employees. Leadership is needed to move, direct, and maintain the behaviour of corporate members towards achieving better performance. Wahjosumidjo here expresses his opinion regarding leadership, namely the ability of a leader in the form of specific traits, such as personality, capacity and capability. Leadership also means a series of leadership activities from the position, style and behaviour of the leader and the interaction between leaders, members and situations. Leadership factors can have an impact directly or indirectly..

Leadership is an action by specific individuals or groups to coordinate and provide direction to other individuals or groups who are forum members to achieve previously planned goals. In the leadership model of leadership, there are four indicators, namely 1) Personality, meaning the personality of the leader, one of the essential sub-dimensions is the leader's openness. 2) Ability, meaning the ability of a leader to lead. 3) Capability means a solid commitment from a leader to improving services to the community. 4) Tolerance is the attitude of tolerance of a leader towards the community and human resources who are members or involved in it [3]. Each leader has different behaviour and way of leading their members. The behaviour of these leaders can be called a leadership style. Leadership style is a way for leaders to influence their members, which is in the form of behaviour or personality patterns, often called leadership styles. Kartini Kartono expressed her opinion about leadership style, a trait, habit, temperament, character and personality that distinguishes a leader in interacting with others. Leadership also requires good communication. The obstacles experienced in communicating are not accessible. The lack of mutual openness between leaders and members and staff, misunderstandings in conveying and receiving information, and the feeling of pressure and stress at work can affect comfort, affecting teachers' competence in an institution. The criteria must become a professional teacher include (1) having a high commitment to students and the learning process, (2) mastering in-depth the materials/subjects to be taught and understand how to teach students, and (3) being responsible for monitoring student learning outcomes through various evaluation methods, (4) able to think systematically about what is done and learn from the professional environment [4]. Therefore, the principal must have the personality, traits, abilities, and skills to lead an educational institution. As a good leader, the principal should pay attention to the needs and circumstances of the people in the institution so that they can work professionally. Teachers are said to be professional, one of which can be seen from the teacher's performance. In the Big Indonesian Dictionary, performance is the meaning of something that is achieved, the achievements shown, and the ability to work. In the English Dictionary, the equivalent meaning of performance is the word performance which means the ability to do a job or can also be to as work performance, namely the desired result of a behaviour. In this sense includes mental and physical abilities.[4].

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Teacher performance is very influential on the course of the learning process because with good performance teachers can transfer their knowledge and experience to students in order to produce learning that is not just an understanding of theory but life lessons that can be useful for their lives in the future. Work satisfaction is essentially individual. Each individual has a different level of satisfaction according to the value system that applies to him. the higher the assessment of the activity felt following the wishes of the individual, the higher the satisfaction with the activity. Thus, satisfaction is an evaluation that provides an overview of a person's feelings of being happy or unhappy, satisfied or dissatisfied at work[5]. Teachers' performance in each educational institution has different policies that are adjusted to the vision and mission of each institution. Not infrequently many, encountered during the process of developing teacher performance there are several problems that often arise in every institution. Some of these problems include the lack of teacher understanding of the new policies required by the government regarding learning devices that always follow curriculum changes, lack of teacher knowledge of the duties and responsibilities of educators, and lack of teacher insight knowledge which ultimately hampers the process of understanding learning.

Based on observations made by researchers, several principals experience many obstacles in leadership in their institutions. This was found by researchers at several institutions where the principal applied a leadership model based on the abilities possessed without looking at the state of the school community. Not a few principals who only act as leaders of formalities in an institution or just as holders of structural positions. The problems that arise due to the application of an inappropriate leadership style are: the policies taken by the leadership are based on unilateral decisions, the principal has little insight, and is not able to socialize properly so that the meaning of leadership as a person who can influence is not fulfilled and does not have good management skills. Good causes low work productivity of the principal, which impacts performance due to the gap between the leadership and other school members. Suppose it is seen from how much influence the principal's leadership has and the importance of that leadership in improving the performance of teachers and all school members. In that case, maximum effort is needed in a long process planned or programmed correctly. When conducting observations, the researcher found the principal's work program and how to lead, which were included in one of the leadership styles category. The work program is that before starting learning, the principal requires a briefing 30 minutes before the school bell. The briefing invites teachers and employees to continue to innovate so that learning and administration are better. Here researchers can categorize it as one of the indicators of transformative leadership.

II. MATERIALS AND METHODS

In addition, what is meant by qualitative research in this article is to have the aim of uncovering and exploring in depth the focus of research in this scientific work. Thus, researchers will also reveal phenomena in the field to answer the research focus [6]. Phenomenological research emphasizes the study of phenomena that can be observed using the human senses, and then interpreted as their true meaning. The concept of phenomenology is to make meaning to essential beings, namely, the actual meaning conditions behind every observable symptom, phenomenon, and fact. Here, the authors choose phenomenological qualitative research to conduct research related to Principal Transformative Leadership Management on Teacher Performance at SMP Muhammadiyah 9 Boarding School Tanggulangin, where the authors examine the ongoing process of implementing transformational leadership carried out by school principals to school residents and see

changes in performance teacher. When conducting observations, researchers found a work program. This research uses a qualitative phenomenological approach. The qualitative phenomenology approach in the research method aims to describe the paradigm or perspective on reality. Data collection techniques are observation, interviews and documentation. The first step of the researcher is to make observations; from the results of observations, the researchers find problems that occur in leadership management. Here, the researcher focuses on research on the leadership model of the principal and the management that is formed, which influences teacher performance. Then the researcher conducted interviews with the research subjects to complete the observations' data. Next, the researcher attaches references related to Principal Transformational Leadership Management which have been filtered by researchers as follows: school principals and how to lead, in the category of one of the leadership styles. The work program is that before starting learning, the principal requires a briefing 30 minutes before the school bell. The briefing invites teachers and employees to continue to innovate so that learning and administration are better. Here researchers can categorize in table 1 :

TABEL 1. indicators of transformative leadership

NO	REFERENSI	MANAJEMEN PENDIDIKAN	KEPEMIMPINAN TRANSFORMASIONAL KEPALA SEKOLAH	KINERJA GURU
[1]	N. Nasrun, "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja dan Kinerja Guru," <i>Ilmu Pendidik. J. Kaji. Teor. dan Prakt. Kependidikan</i> , vol. 1, no. 2, pp. 63–70, 2016, doi: 10.17977/um027v1i22016p063.		√	
[2]	L. Suryani and A. Kosasih, "Pengaruh Kepemimpinan Terhadap Kinerja Pegawai Kantor Kebudayaan Pariwisata Kota Tangerang Selatan," <i>J. Ilm. Prodi Manaj.</i> , Vol. 4, No. 1, pp. 160–190, 2016.		√	
[3]	D. Satriadi, "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru," <i>J. Benefita</i> , vol. 1, no. 3, p. 123, 2016, doi: 10.22216/jbe.v1i3.874.		√	
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[5]	S. Hidayatullah, J. Ta, T. Nilai, M. Kulia, and A. Dasar, "Manajemen Pendidikan Kepuasan Kerja Dalam Pendidikan Dosen," <i>Manajemen</i> , vol. 01, no. 021, p. 74709260, 2020.	√		
[6]	S. Wakit, I. Nurdiana, and I. Yuliana, "The Chancellor's Leadership Style in Improver Lecturer Performance at the University of Muhammadiyah Jember," <i>Halaqa Islam. Educ. J.</i> , Vol. 5, no. 2, pp. 99–118, 2021, doi: 10.21070/halaqa.v5i2.1433.		√	
[7]	H. Husaini and H. Fitria, "Manajemen Kepemimpinan Pada Lembaga Pendidikan Islam," <i>JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)</i> , Vol. 4, no. 1, p. 43, 2019, doi: 10.31851/jmksp.v4i1.2474.	√		
[8]	H. S. Faustina, "Pengaruh Kepemimpinan, Komunikasi Internal, Dan Disiplin Kerja Terhadap Kinerja Karyawan," <i>Fak. Ekon.</i> , 2018.		√	
[9]	A. R. dan S. Kadir, "Manajemen Kepemimpinan Dan Kemampuan Berkomunikasi Kepala Sekolah Pada Kinerja Pendidik," <i>J. Komun.</i> , vol. 8, no. 1, pp. 1–11, 2020.	√		
[10]	A. Maris, I. S., Komariah, A., & Bakar, "Kepemimpinan transformasional kepala sekolah, kinerja guru dan mutu sekolah. Jurnal Administrasi Pendidikan, 23(2).," <i>J. Adm. Pendidik.</i> , vol. 23, no. 2, 2016.		√	
[11]	Abd. Khalid Hs. Pandipa, "Kinerja Guru Dalam Meningkatkan Mutu Pendidikan Di Sma Negeri 1 Lore Utara," <i>J. Ilm. Adm.</i> , vol. 12, no. 1, pp. 1–9, 2019.			√
[12]	A. Habib and I. Alawi, "KINERJA GURU DAN HUBUNGANNYA DENGAN MADRASAH ALIYAH Asep Habib Idrus Alawi Sekolah Tinggi Agama Islam Shalahuddin Al-Ayyubi Jakarta," <i>J. Islam. Educ.</i> , vol. 1, no. 1, pp. 177–202, 2019.			√
[13]	N. W. S. Purnama and M. S. Putra, "Suite and villas," vol. 5, no. 7, pp. 4309–4336, 2016.		√	
[14]	S. Budiwibowo, "Pengaruh Gaya Kepemimpinan Transaksional, Transformasional Dan Disiplin Kerja Terhadap Kinerja Guru (Karyawan) Di Kota Madiun," <i>Prem. Educ. J. Pendidik. Dasar dan Pembelajaran</i> , Vol. 4, no. 02, pp. 119–132, 2016, doi: 10.25273/pe.v4i02.312.		√	
[15]	H. Setiawan, "Manajemen Kepemimpinan Transformasional," <i>AT-TA'LIM J. Kaji. Pendidik. Agama Islam</i> , vol. 2, no. 2, p. 11, 2020.		√	

Management can be defined as the science and art of regulating, controlling, communicating and utilizing all available resources within the organization by utilizing management functions (Planing, Organizing, Actuating, Controlling) so that the organization

can achieve its goals effectively and efficiently[7]. Manajemen juga didefinisikan dengan suatu seni dalam mengatur sebuah organisasi dalam mengoptimalkan fungsi- Management is also defined as an art in managing an organization in optimizing management functions to achieve predetermined goals. In addition, Management is a process of planning and decision-making, regulation, leadership and supervision in organizing human, financial and resources as well as information sources to achieve efficiency and effectiveness of organizational goals. The definition of management can also be said that management activities always lead to the achievement of organizational goals to be realized. Thus, management is always related to the function of an organization, which is often referred to as a managerial function that is carried out carefully and systematically. An organization or institution that is successful in achieving its goals and being able to fulfill its social responsibilities will depend on its leadership. One that is also influential in an institution and organization is about how to communicate between leaders and members. Good communication is very influential in the organizational environment. Communication can be categorized into 2 forms, namely internal communication and external communication. In internal communication, effective and efficient communication can be done vertically, horizontally or diagonally. The obstacles experienced in communicating within the organization are not easy. Lack of openness between employees, misunderstandings in conveying information, so that there is a sense of pressure and work stress can cause ineffective and efficient communication [8]. If the leader is able to carry out his duties and functions properly, the goals and objectives of the institution will also be achieved as expected. Therefore, an institution needs an effective leader, who has the ability to influence the behavior of its members or subordinates. Principal leadership is a process carried out by the leadership of an educational institution (Principal) to influence teachers and administrative staff (its members) to work to achieve the goals and objectives that have been determined effectively and efficiently.

Management leadership of an institution is very important in management. The progress of an institution is strongly influenced by the governance management system in it. If the leadership management is positive, it will produce quality human resources. In managing an institution, of course, it cannot be separated from the model or leadership style that is owned by a leader. The quality of this education includes the quality of educator resources, the quality of learning equipment, the quality of both academic and non-academic programs, and even the quality of educational services [9]. The achievement of this quality will not succeed if the principal as the head of the institution is not able to implement a system that can support the smooth achievement of the expected goals, lacks leadership and communication skills. Thus, it can be said that the leadership quality of the principal, which is supported by good communication skills with all school members, is considered to have a role in improving the quality of education in schools, including the quality of educational services by educators to students [9]. Another factor that can be seen to measure the success of school quality is by looking at school accreditation. The background of the school accreditation policy in Indonesia is that every citizen has the right to get a quality education. To be able to provide quality education, each educational unit/program must meet or exceed the standards carried out through accreditation activities on the feasibility of each educational unit/program[10]. Transformational leadership is a process in which leaders and followers raise each other to a higher level of morality and motivation. Leaders are always aware of the principles of organizational development and human performance so that he seeks to develop his leadership aspect as a whole through motivating members and calling for their ideals and goals that become their hopes.

Text translation performance or work performance is the result of work in quantity and quality achieved by each employee in carrying out all tasks following the responsibilities entrusted to him. Teachers are professionals engaged in education and teaching, so the goals to be achieved are the goals of education and teaching. *Teacher performance* can be defined as the extent to which a teacher works optimally according to his abilities to achieve institutional goals. In the education process, the teacher has a significant and strategic role in guiding and assisting students in a more mature, mature and independent direction, so teachers are often said to be the spearhead of education. The position and role of the teacher

increasingly have a strategic meaning when preparing quality human resources in the face of the global era. In simple terms, it is easy to say that the role of the teacher is to organize the teaching and learning process, which is to help and facilitate students to experience and implement a quality learning process [11]. One of the abilities of a teacher will be seen when teaching, which his teaching competence can measure. Effective teachers have the qualities of abilities and attitudes that are able to provide the best for students and please students in the learning process, besides the role of professional teachers significantly impacts the learning outcomes of students in an institution. The role of the teacher is constructive for students in learning activities in the classroom by providing teaching according to the material that has been planned.

The position as a teacher is not only a functional position. However, it is more professional, meaning a position more closely related to the expertise and skills that have been prepared through a process of education and training specifically in their field. Because teachers have been specially prepared to take part in the field of education, the available positions for teachers are professional. They are always required to continue to develop their profession. According to law no. 14 of 2005 article 20 of the obligations of teachers, namely

1. Planning learning, implementing quality learning processes, as well as assessing and evaluating learning outcomes,
2. Increasing and developing academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and art,
3. Act objectively and non-discriminatory based on considerations of gender, religion, or family background and socio-economic status of students in learning,
4. Upholding laws and regulations, laws and teacher code of ethics, as well as religious and ethical values,
5. We are maintaining and fostering national unity and integrity.

Here the researcher concludes that teacher performance is all the responsibilities and obligations that educators must carry out in terms of educational administration, educational theories and principles, as well as the application and evaluation of education. With good teacher, performance will provide quality learning outcomes as well. Because in general, the success of an institution is seen by students' potential and the results of teacher performance. Teacher performance requires a performance management system structured to link institutional goals (institutions) with goals in the learning process so that there is a common understanding of what must be achieved and how to manage people in the right way to achieve a goal. Performance can also be equated with effectiveness, usability, or productivity. Therefore it is a measure of the efforts carried out to achieve the desired results, namely by comparing the results achieved (achievements) to the amount of effort made [12].

The principal's transformational leadership management is the stages carried out by a leader of an educational institution which includes planning, organizing, implementing, and evaluating in forming an institution based on a transformative leadership pattern. Transformational leadership not only pays attention to the need for self-expression and appreciation, but creates awareness for every leader to carry out the best in running the wheel of leadership by paying more attention to human factors, performance, and growth of the organization's institutions. In connection with efforts to improve the performance of educational organizations, especially school organizations, a leader who in this case is the principal needs to apply a transformational leadership style so that any changes in the organization he leads can be realized effectively. Regarding its implementation, the transformational leadership of the principal will encourage the growth of the individual behavior he leads towards the desired change. A leader can help members by choosing a leadership model (directing, supportive, participatory, and achievement-oriented) that provides what members are missing in a particular work setting. In simple terms, leaders are responsible for helping each member achieve their goals by directing, coordinating, and training them. The main components of path-goal theory are member characteristics and task characteristics. Each of these two groups of characteristics will greatly affect the way the leader behaves in motivating members[13].

Leadership management in schools is largely determined by the ability of the principal in leading the organization in the institution, especially on teacher performance. Teacher performance can be interpreted as the extent to which a teacher works optimally according to his abilities to achieve the planned goals. One of the abilities of a teacher can be seen at the time of teaching which can be measured by his teaching competence. The things that can affect teacher performance are the following: 1. Teacher Performance Motivation, 2. Teacher Performance Ethic, 3. Teacher Performance Environment, 4. Teacher Duties and Responsibilities. Transformational leaders pay attention to the issues and needs for the development of each member, transformational leaders provide direction to members on problems by helping members view old problems faced in new ways, and leaders are able to provide motivate, arouse and inspire members to put forth better efforts to achieve group goals. There are several characteristics of transformational leaders, namely, a. Charisma, giving vision and sense of mission, instilling pride, gaining respect and trust, b. Inspiration, communicating high expectations, using symbols to focus efforts, describing important intentions in simple terms, c. Intellectual stimulation, encouraging intelligence, rationality and careful problem solving, d. Individual consideration, giving personal attention, serving employees personally, training and advising[14]. Leadership according to the view of Islam has also been applied to the Prophet Muhammad SAW. As a transformer and visioner, he is marked by a vision of greatness/majesty, a great mission on earth, the goals and targets that have been achieved in conveying the message of Islam, well-thought-out action plans, and teachings to build caliphate. Rasulullah SAW is a transformative leader who receives revelation from Allah SWT with a vision and mission to improve the morals and creed of mankind to unite Allah SWT, this is a noble task, as well as the attitude of transformers who change the attitude of ignorance of the Arabs into an attitude of true faith[15].

The results of the study of this scientific article show that: Transformational leadership management of school principals is able to have an influence on teacher performance. The principal who always has a positive attitude, gives an assessment of the teacher's performance, and the school culture that is formed indirectly by the principal through the habits or attitudes shown by the principal will encourage the motivation of the teachers to continuously improve their performance. The good performance of teachers can be seen from their high commitment to teaching.

III. CONCLUSION

Management Leadership is the ability that exists in a person to influence the behaviour of others in a job by using the power he has. In his behaviour, a leader has the power to move and influence his members related to the implementation of his duties and responsibilities. Education leadership that is needed at this time is leadership based on cultural and religious values and can anticipate changes that occur predominantly in the world of education and generally on progress made outside the school system. The transformational leadership model is one of the most effective leadership styles to be applied to school organizations, especially in improving teacher performance, where this leadership model has the meaning of changing something into another form, in other words being able to make changes for the better. The results of the study of scientific articles show that: Transformational leadership management of school principals can affect teacher performance. The principal who always has a positive attitude assesses teacher performance, and the school culture that is formed indirectly by the principal through the habits or attitudes shown by the principal will encourage motivation in every teacher to improve their performance constantly. The excellent performance of teachers can be seen in their high commitment to teaching.

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