

# The Level of Effectiveness of Principals' Transformational Leadership in Improving Teacher Performance in Public Senior High School 4 North Tambusai

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**Abstractk:** The principal's transformational leadership has a strategic role in improving the quality of education and teacher performance. Various studies have shown that this leadership style has a positive impact on teacher motivation, professionalism, and work commitment. This study aims to measure the level of effectiveness of the principal's transformational leadership in improving teacher performance at SMA Negeri 4 Tambusai Utara. The research method used is a quantitative approach with a survey technique on 33 teachers as a sample. The research instrument was a Likert-scale questionnaire, covering four indicators of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The data were analyzed descriptively to obtain an average value and interpretation of effectiveness. The results of the study showed that The average level of effectiveness of the principal's transformational leadership in improving teacher performance is at 4.17, which is included in the high category.. The findings indicate that the principal has succeeded in creating a positive and supportive work climate, paying attention to individual teacher needs, and encouraging innovation and collaboration. In conclusion, transformational leadership that is applied consistently and empathetically makes a significant contribution to improving teacher performance. This study provides theoretical contributions to the development of educational leadership and becomes a practical reference for principals in improving the quality of teaching through a transformative and participatory leadership approach.

**Keywords:** *Transformational Leadership 1; Headmaster 2; Leadership Effectiveness3; Teacher Performance 4*

## 1. INTRODUCTION

The transformational leadership of the principal plays a crucial role in improving the quality of education and teacher performance. Research shows that this leadership style is effective in motivating, directing, and coaching educators to give their best performance (Qudsiyyah et al., 2024; Varelasawi et al., 2023). The strategies used include improving facilities and infrastructure, improving extracurricular facilities, and paying attention to the quality of students (Qudsiyyah et al., 2024). The principal also applies discipline coaching, motivation, and rewards to improve teacher performance (I. Istikomah, 2018). The implementation of effective leadership involves good coordination, supervision of educational programs, and active participation in policy formulation (Rochimat, 2024). This approach has been shown to have a positive impact on teacher behavior, motivation to improve competence, and achievement of school accreditation (Qudsiyyah et al., 2024; Varelasawi et al., 2023).

Principals' transformational leadership has been shown to have a positive impact on various aspects of education. Studies show that this leadership style contributes significantly to improving teacher performance, with a contribution of 33.51% (Mulyani & Wiarta, 2021). Transformational leadership also plays a role in increasing teachers' intellectual stimulation and inspirational motivation (Sholihah & Ratnaningsih, 2024), as well as creating a strong vision, motivating participation, and encouraging innovation in educational services (Armiyanti et al., 2023). However, its implementation can face challenges such as poor time management and social jealousy among staff (Andriani & Kamaruddin, 2024). Overall, principals' transformational leadership plays an important role in building a healthy work climate, increasing teachers' intrinsic motivation, and encouraging professional development, although its effectiveness can vary depending on the context and culture of the school organization.

Recent research in Indonesia has examined the impact of transformational leadership by principals on teacher performance and educational quality. Research at the high school level found that transformational leadership had a positive effect on teacher work commitment and performance in implementing the "Merdeka Belajar" curriculum (Efendi et al., 2023). Similarly, a study of private high schools in Bandung showed a positive correlation between principal transformational leadership and teacher performance (Girsang & Munir,

2015). Another study revealed that transformational leadership and work motivation contributed 69.02% to teacher performance (Mulyani & Wiarta, 2021). At the elementary school level, transformational leadership practices by principals, including improving facilities and motivating teachers, resulted in positive outcomes in the quality of education and school accreditation (Qudsiyyah et al., 2024). These findings highlight the increasing importance of transformational leadership in improving the quality of education at various levels of schools in Indonesia.

Several recent studies have shown that the principal's transformational leadership makes a significant contribution to teacher performance, as shown by Mulyani and Wiarta (2021), who found a contribution of 33.51% to 69.02% when combined with work motivation. In addition, this leadership style has also been shown to positively influence teacher work commitment and performance in facing new curriculum policies such as "Independent Learning" (Efendi et al., 2023), and shows a significant relationship with teacher performance in Islamic schools (Turmuzi et al., 2024). These findings emphasize the importance of transformational leadership in improving teacher performance in various educational contexts, and support recommendations to strengthen aspects of learning assessment, intellectual stimulation, and individual attention in principal leadership practices (Sunarsi, 2017).

Previous studies in Indonesia have also used this method and found a significant positive relationship between principal leadership and teacher performance (Kholis, 2022; Siregar & Tarigan, 2023; Muhassanah, 2020; Juniarti et al., 2020). Effective principal leadership has been shown to be associated with increased teacher motivation, better scheduling and coaching, and the provision of adequate learning facilities (Siregar & Tarigan, 2023). In fact, one study showed that principal leadership can explain up to 44% of the variance in teacher performance (Muhassanah, 2020), which strengthens the urgency of this study in testing the effectiveness of transformational leadership quantitatively.

Most previous studies have focused more on the relationship between transformational leadership and factors such as teacher work motivation or job satisfaction, but have not directly evaluated the extent to which the effectiveness of such leadership is in improving teacher performance as a concrete indicator of leadership success in educational units. In fact, teacher performance is a key element in improving the quality of learning and student learning outcomes. Therefore, a study is needed that specifically measures the level of effectiveness of the principal's transformational leadership in relation to teacher performance, especially in the environment of SMAN 4 Tambusai Utara. Another gap found in this study is the lack of quantitative survey-based data that can objectively describe teacher perceptions of the principal's leadership style and its impact on their performance in daily practice.

A quantitative survey approach is important to systematically measure these variables, allow for generalization of findings, and identify patterns that may not be apparent through a qualitative approach. Therefore, this study uses a quantitative survey approach to provide a broader and more measurable picture of the effectiveness of principals' transformational leadership in improving teacher performance. Given this gap, this study aims to measure the level of effectiveness of the principal's transformational leadership in improving teacher performance at SMAN 4 Tambusai Utara. This study will use valid and reliable instruments to measure teacher perceptions of the four main dimensions of transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, and their relationship to teacher performance indicators. The main research question to be answered in this study is: What is the level of effectiveness of the principal's transformational leadership in improving teacher performance at SMAN 4 Tambusai Utara? It is expected that the results of this study can provide theoretical contributions in the development of educational leadership studies, as well as provide practical input for principals and policy makers in improving teacher performance through a transformative leadership approach.

## 2. METHOD

This study uses a quantitative approach with a survey method to obtain data on the level of effectiveness of the principal's transformational leadership in improving teacher performance objectively and measurably. The quantitative approach was chosen because it can be used to explain social phenomena systematically through the collection and analysis of numerical data (Sugiyono, 2017). Meanwhile, the survey method allows researchers to collect information directly from large numbers of respondents in a relatively short time (Arikunto, 2010). The population in this study were all teachers at SMA Negeri 4 Tambusai Utara in the 2024/2025 academic year, totaling 33 people. Because the population is relatively affordable, the sampling technique used is total sampling, where all members of the population are used as samples (Riduwan, 2015).

The main instrument in this study was a closed questionnaire compiled using a Likert scale. The Likert scale is used because it is able to measure respondents' attitudes, opinions, and perceptions quantitatively in the form of statements that are rated from strongly agree to strongly disagree (Sugiyono, 2017). This questionnaire

was compiled based on four main indicators of the principal's transformational leadership, namely: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The total number of statements in the questionnaire was 25 items, each of which represented a predetermined indicator (Azwar, 2015).

Data collection was conducted by distributing questionnaires directly to all respondents in the school environment. Each teacher was asked to answer according to their experiences and real conditions that they experienced in interacting with the principal. The data obtained from the questionnaire were analyzed using descriptive statistical techniques, namely by calculating the average value (mean) and percentage for each indicator (Arikunto, 2010). This descriptive analysis aims to describe the general tendency of the level of effectiveness of transformational leadership based on the data that has been collected.

The category of the level of effectiveness of the principal's transformational leadership is determined based on the average score grouped into five categories, namely very high (4.21–5.00), high (3.41–4.20), moderate (2.61–3.40), low (1.81–2.60), and very low (1.00–1.80) as developed in the interpretation of quantitative data by Sugiyono (2017). The final result of this analysis will answer the main research question, namely How is the level of effectiveness of the principal's transformational leadership in improving teacher performance at SMA Negeri 4 Tambusai Utara. In addition, the results of this study are expected to contribute to the school and teachers in improving their performance.

### 3. FINDINGS AND DISCUSSION

#### *Findings*

The research data were obtained by distributing questionnaires to 33 teachers. Before distributing the questionnaire to the teachers who were the research sample, a trial of the instrument was conducted on teachers outside the sample, then analyzing the validity and reliability of the instrument or questionnaire used. After conducting the trial, valid and reliable questionnaire items were then distributed to the teachers who were the sample. The questionnaire contained 25 questions that had been filled out by 33 teachers at SMA Negeri 4 Tambusai Utara. After the data from the questionnaire that the author distributed to the teachers was collected, the data was then processed using a percentage formula presented in the form of a table and in the form of quantitative data. Quantitative data is data in the form of numbers or figures. Furthermore, quantitative data, which is in the form of numbers or figures from the results of calculating students' answers to statements about the level of effectiveness of the principal's transformational leadership in improving teacher performance, is then analyzed. The results of the data analysis are presented by adding and dividing by the expected number, so that the percentage of each questionnaire item is obtained. The percentage results are then interpreted with qualitative sentences, this is intended to make it easier to understand.

Analysis of the level of effectiveness of the principal's transformational leadership in improving the performance of teachers at SMAN 4 Tambusai Utara was measured using four main indicators, namely: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. Table 1 below presents the average value per item and per indicator to provide an overview. The effectiveness of the principal's transformational leadership in improving teacher performance.

#### *3.1. Idealized Influence*

Table 3.1 Indicator Analysis Results Ideal Influence

No	Statement	SS	S	N	TS	STS	Number of Teachers	Shoes Total	Average Score
1	The principal is a role model in behavior and action.	16	11	1	4	1	33	136	<b>4,25</b>
2	The principal demonstrates integrity and consistency in decision making	11	13	3	2	3	32	123	<b>3,84</b>
3	The principal instills moral and ethical values in teachers	14	12	3	1	3	33	132	<b>4,13</b>
4	The principal earned respect from teachers for his leadership attitude.	14	12	0	4	3	33	129	<b>4,03</b>
5	The principal demonstrates a high level of commitment to the school's vision.	14	11	4	2	2	33	132	<b>4,13</b>

6	The principal can be trusted to carry out his duties and responsibilities.	15	12	2	3	1	33	136	<b>4,25</b>
<b>Average Indicator</b>									<b>4,10</b>

Results of analysis of indicators *Ideal Influence* from table 3.1 shows that the principal is considered to have a high level of effectiveness in this dimension, with an average overall score of 4.10. The highest score is in the statement that the principal is a role model in attitude and action and can be trusted in carrying out duties and responsibilities, each with an average of 4.25. This reflects that teachers highly value the exemplary behavior and trust shown by the principal. Meanwhile, the lowest score is in the aspect of integrity and consistency in decision making with an average of 3.84, which although still high, indicates room for improvement. In general, these results confirm that the principal has demonstrated strong transformational leadership characteristics in building ideal influence in the school environment.

### 3.2. Inspirational Motivation

Table 3.2 Indicator Analysis Results Inspirational Motivation

No	Statement	SS	S	N	TS	STS	Number of Teachers	Shoes Total	Average Score
1	The school principal is able to arouse the enthusiasm of teachers.	13	14	3	1	2	33	134	<b>4,19</b>
2	The principal conveys the school's vision and mission clearly and convincingly.	15	12	3	1	2	33	136	<b>4,25</b>
3	The principal provides encouragement to continue to innovate in teaching.	14	13	3	2	0	32	135	<b>4,22</b>
4	The principal emphasized the importance of achieving common goals.	15	12	2	3	1	33	136	<b>4,25</b>
5	The principal provides motivation when teachers face difficulties.	13	14	1	3	2	33	132	<b>4,13</b>
6	The principal conveys high expectations to teachers in a motivating way.	17	9	4	2	1	33	138	<b>4,31</b>
<b>Average Indicator</b>									<b>4,22</b>

Results of analysis of indicators *Inspirational Motivation* from table 3.2 shows that the principal has high effectiveness in providing motivation to teachers, with an average overall score of 4,22. The statement with the highest score is "*The principal conveys high expectations to teachers in a motivating way*" with an average 4,31, followed by "*The principal conveys the school's vision and mission clearly and convincingly*" as well as "*The principal emphasized the importance of achieving common goals*", each with a score 4,25. This indicates that the principal is able to build inspiring communication and encourage the achievement of a shared vision. Meanwhile, the lowest score was found in the statement "*The principal provides motivation when teachers face difficulties*", with an average 4,13, although still in the high category. In general, these results reflect that the principal has succeeded in carrying out the role of transformational leadership in the aspect of inspirational motivation effectively in the school environment.

### 3.3 Intellectual Stimulation

Table 3.3 Indicator Analysis Results Intellectual Stimulation

No	Statement	SS	S	N	TS	STS	Number of Teachers	Shoes Total	Average Score
1	The principal encourages teachers to think creatively in designing learning.	12	15	3	1	2	33	133	<b>4,16</b>

2	The principal is open to new ideas and suggestions from teachers.	11	15	4	1	2	33	131	<b>4,09</b>
3	The principal encourages teachers to take different approaches to solving problems.	12	14	4	1	2	33	132	<b>4,13</b>
4	The principal invites teachers to discuss decision making.	14	11	3	1	4	33	129	<b>4,03</b>
5	The principal challenged teachers to improve their professionalism.	11	15	4	2	1	33	132	<b>4,13</b>
6	The principal provides space for teachers to critically evaluate their learning practices.	13	15	2	1	2	33	135	<b>4,22</b>
<b>Average Indicator</b>									<b>4,13</b>

Indicator analysis results *Intellectual Stimulation* shows that the principal is considered effective in encouraging the development of critical and innovative thinking in teachers, with an average overall score of 4,13, which is included in the high category. The statement with the highest score is "*The principal provides space for teachers to critically evaluate their teaching practices*" with an average 4,22, indicating support for professional reflection and evaluation. On the other hand, the statement with the lowest score was "*The principal invites teachers to discuss decision making*" with score 4,03, which although remains high, indicates potential for improvement in collaborative decision-making. Overall, these results indicate that the principal has demonstrated characteristics of transformational leadership through intellectual stimulation, by providing support for creativity, new ideas, and teacher professional development..

### 3.4 Individualized Consideration

Table 3.4 Indicator Analysis Results Individual Considerations

No	Statement	SS	S	N	TS	STS	Number of Teachers	Shoes Total	Average Score
1	The principal pays attention to the personal needs of teachers.	12	10	10	1	0	33	132	4,13
2	The principal provides individual feedback on teacher performance.	15	11	4	2	1	33	136	4,25
3	The principal assists teachers in career development and training.	13	13	5	0	2	33	134	4,19
4	The principal pays attention to the balance of teachers' workload.	13	12	5	2	1	33	133	4,16
5	The principal listens to teachers' complaints and input personally.	12	15	4	2	0	33	136	4,25
6	The principal appreciates the uniqueness and potential of each teacher.	15	12	4	0	2	33	137	4,28
7	The principal builds a good individual relationship with the teacher.	12	10	10	1	0	33	142	4,44
<b>Average Indicator</b>									<b>4,24</b>

Indicator analysis results *Individual Consideration* shows that the principal has a very high level of effectiveness in paying attention to the needs and potential of individual teachers, with an average overall score of 4,24. The statement with the highest score is "*The principal builds a good individual relationship with the teacher*" with an average 4,44, which reflects the existence of a strong interpersonal relationship between the principal and teachers. High scores were also seen in the statement "*The principal appreciates the uniqueness and potential of each teacher*" as well as "*The principal listens to teachers' complaints and input personally*", each with a score 4,28 And 4,25, indicating attention to individuality and two-way communication. Meanwhile,

the statement *"The principal pays attention to the personal needs of teachers"* has the lowest score, namely 4,13, although it remains in the high category. Overall, these data indicate that the principal has implemented the individual consideration dimension in transformational leadership optimally, by paying attention to the welfare, aspirations, and personal relationships with teachers.

### **3.5 Average Score per Indicator Level of Effectiveness of the Principal's Transformational Leadership in Improving Teacher Performance**

Table 3.5. Summary of Average Scores per Indicator of the level of effectiveness of the principal's transformational leadership in improving teacher performance.

No	Indicator	Average Indicator	Category
1	Ideal Influence	4,1	High
2	Inspirational Motivation	4,22	Very high
3	Intellectual Stimulation	4,13	High
4	Individual Considerations	4,24	Very high
	<b>Overall Average</b>	<b>4,17</b>	<b>High</b>

Based on Table 3.5, the average level of effectiveness of the principal's transformational leadership in improving teacher performance is at 4.17, which is included in the high category, indicating that the principal is considered to have implemented the transformational leadership style effectively. The indicators with the highest scores are Individual Consideration (4.24) and Inspirational Motivation (4.22), both of which are in the very high category, indicating that the principal pays close attention to the personal needs of teachers and is able to provide high motivation and work enthusiasm. Meanwhile, Intellectual Stimulation (4.13) and Ideal Influence (4.10) are in the high category, reflecting that the principal is quite successful in encouraging teachers to think critically and innovatively and to be a role model. These results show that overall the principal has demonstrated good transformational leadership effectiveness, although there is still room for improvement, especially in the aspects of ideal influence and intellectual stimulation.

### **Discussion**

The results of this study indicate that the transformational leadership of the principal at SMA Negeri 4 Tambusai Utara has a high to very high level of effectiveness in improving teacher performance. This finding is in line with the research of Qudsiyyah et al. (2024) and Varelasiwi et al. (2023) which states that transformational leadership style plays an important role in motivating and directing teachers optimally. This study strengthens previous results which show that principals who apply a transformational approach can create a positive and productive work climate.

Compared to the study by Mulyani & Wiarta (2021) which stated that the contribution of transformational leadership was 33.51% to teacher performance, this study did not quantitatively calculate the contribution in percentage form, but showed a high effectiveness score in each indicator. This shows that both qualitatively and descriptively, teachers' perceptions of the principal's leadership are very positive. Thus, these results reinforce the idea that the dimensions of ideal influence, inspirational motivation, intellectual stimulation, and individual consideration play a direct role in improving teacher performance.

Interestingly, the "Individual Consideration" indicator obtained the highest score (4.24) in this study. This is in line with the findings of Sholihah & Ratnaningsih (2024), which showed the importance of personal attention and teacher empowerment as part of intellectual stimulation and inspirational motivation. However, this study emphasizes more on the emotional and relational impact between the principal and teachers, which has not been elaborated in depth in previous studies.

This study also shows that the principal is able to convey vision and hope in an inspiring manner (score 4.31), similar to the results of the study by Armiyanti et al. (2023), which highlighted the role of a strong vision in driving educational innovation. The difference is, this study provides more detailed quantitative data on each indicator statement, thus providing a concrete picture of how teachers respond to the principal's leadership actions on a daily basis.

In terms of methodology, this study uses a quantitative-descriptive approach based on a closed questionnaire, in contrast to previous studies such as Rochimat (2024) and Istikomah (2018) which rely more on a qualitative approach. This difference is important because this study provides more systematic data and can be

generalized to similar school contexts. In addition, the use of total sampling of all teachers in the school also strengthens the internal validity of the research results.

Several previous studies, such as Andriani & Kamaruddin (2024), highlighted the challenges in implementing transformational leadership such as interpersonal conflict and ineffective time management. This study does not explicitly highlight these challenges, but the slightly lower average score on the "Ideal Influence" indicator (3.84 on the aspect of decision consistency) can be interpreted as an area that still needs improvement. This indicates teacher awareness of the need for consistency in transparent decision making.

The results of this study also differentiate themselves from the study of Efendi et al. (2023) which focused on the relationship between transformational leadership and the implementation of the "Independent Learning" curriculum policy. Although not directly related to the policy, this study makes an important contribution to the basic aspects, namely the quality of interaction and leadership that support the implementation of any program. This means that before the program can be successful, school leaders are needed who are able to mobilize teachers collectively and inspiringly.

Overall, this study provides a new contribution in the form of detailed and specific quantitative data from educational units in rural areas (SMAN 4 Tambusai Utara), which have not been widely used as study locations by previous studies. This fills the gap in the literature that previously focused more on the context of big cities or private schools. With high effectiveness scores across all indicators, this study confirms that transformational leadership that is carried out consistently and empathetically has been proven to significantly improve teacher performance, even in areas with limited resources.

#### 4. CONCLUSION AND SUGGESTIONS

Based on the results of the study conducted at SMA Negeri 4 Tambusai Utara, it can be concluded that the principal's transformational leadership is at a high to very high level of effectiveness in improving teacher performance. The four main indicators—ideal influence, inspirational motivation, intellectual stimulation, and individual consideration—show consistent and positive average scores, with the individual consideration indicator obtaining the highest score. This reflects the principal's success in implementing an empathetic, supportive, and innovative leadership approach, so as to create a conducive work climate and improve teacher professionalism. This study strengthens previous findings and provides practical contributions in efforts to improve the quality of education by strengthening the principal's leadership capacity.

Based on these findings, it is recommended that principals continue to develop skills in consistent and transparent decision-making to increase teacher confidence. Further training is also needed on transformational leadership practices, especially in terms of intellectual stimulation to encourage learning innovation. In addition, education policy makers can use the results of this study as a basis for designing leadership strengthening programs for principals in various regions. Further research can be conducted with a combination of quantitative and qualitative approaches to gain a more comprehensive understanding of transformational leadership practices in educational units.

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