Principal Leadership (Multi-site Study of SDN Pasar Lama 1 and SDN Sungai Miai 10 Banjarmasin)

Windy Humayra[1], Rustam Effendi[2], Suhaimi [3]

[1,2,3]Master in Educational Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

ABSTRACT: School going forward or even backward is largely determined by the leadership style applied in leading school residents. Principals who have the right strategies in transforming all elements of the school will be able to provide quality improvement and progress for a school. Achieving educational goals and improving the quality of schools is the duty and responsibility of the principal. The principal must be able to determine strategies so that this can be met. The strategy that can be done is to build cooperation by empowering all school residents for the realization of the vision, mission, and goals of education. When the vision, mission, and goals have been realized, this is an indication that a school is on a current that takes it towards achieving quality education. Transformational leadership eases the way for school principals to improve the quality of education. The focus of this research includes: (1) the principal's leadership at SDN Pasar Lama 1 and SDN Sungai Miai 10 Banjarmasin, (2) the principal's strategy in implementing the vision and mission at SDN Pasar Lama 1 and SDN Sungai Miai 10 Banjarmasin, (3) the principal's strategy in improving the quality of education at SDN Pasar Lama 1 and SDN Sungai Miai 10 Banjarmasin. The research approach used is qualitative multi-site type study. Data were collected through participant observation techniques, in-depth interviews, and documentation. The data analysis techniques used are individual data analysis techniques and cross-case analysis. Meanwhile, the validity of the data is checked by means of internal validation, external validation, reliability, and objectivity.

KEYWORDS: Leadership, principal, quality education

INTRODUCTION

Education is the basis of the development of a country, therefore education is very influential for the progress of all aspects of life in society and state. Education is considered an important instrument for every country to increase competitiveness in the economic, political, cultural, and defense world society as a whole. At present it can be said that developed countries are countries that always improve their quality in the field of education, so that it will have an impact on increasing their competitiveness.

The problem currently experienced in the world of education, especially in Indonesia, is the quality of the quality of education. The quality of education quality concerns every level of education in schools, especially at the level of primary education and secondary education. In the world of education, schools have a very important role as a place to provide educational services, therefore schools are the most responsible and influential institutions or places in the advancement of the quality of education in a country.

The leadership of the principal is very important and has a major influence on the progress of the quality of education in his school, so it is very natural that the low quality of education in schools, one of the factors is the role of the principal who has not met the good and ideal criteria.

Based on Permendikbud Number 6 of 2018 concerning the assignment of teachers as principals, it is stated that the main duties and functions (tupoksi) of principals are as follows: 1) the principal's workload is entirely to carry out managerial duties, entrepreneurial development, and supervision to teachers and education staff, 2) the burden tor The Principal's ja aims to develop schools and improve the quality of schools based on 8 National Education Standards, 3) In the event of a shortage of teachers in the education unit, the Principal can carry out learning or guidance tasks so that the learning or guidance process continues to take place in the relevant education unit, 4) The Principal who carries out the learning or guidance task is an additional task beyond his main duties, 5) workload for school principals placed in SILN in addition to carrying out the workload also carrying out the promotion of Indonesian culture. (Permendikbud, 2018)

The indicators that must be met in terms of principal leadership are as follows: (1) Openness. In terms of openness, several indicators are used, namely: formulating policies democratically and consulting with subordinates, delegating tasks clearly to teachers, and establishing organizational rules and agreed upon by school residents. (2) Attention to subordinates. Some indicators in terms of attention to subordinates, namely helping the work of teachers and school staff, increasing social ethics and enthusiasm

for teachers / staff, rewarding individual efforts, motivating teachers / school staff in their duties, providing guidance and assistance to teachers / school staff who have teaching difficulties and other personal problems, showing a friendly attitude in solving problems and being compassionate towards their school residents. (3) Interaction. The indicators include fostering harmonious relationships among school residents and being able to adjust to the organizational situation that has been formed by the school. (4) Decision makers. The headmaster as the authority to make and make decisions must meet the indicators: apply democratic values to school residents and care about school deficiencies, try to provide and complement them. (Wahjosumidjo, 2003)

Setiawan &; Muhith (2013), transformational leadership is a process of mutual involvement between leaders and subordinates to both increase morale and motivation. In other words, the principal as a transformational leader seeks to build the consciousness of all school residents through a call for great ideals and high morality including glory, togetherness, and humanity. Schools led by transformational principals will be motivated to continue to do better to achieve school goals.

The above opinion shows that the characteristic and uniqueness inherent in the behavior of transformational principals is to pay great attention to the needs of school residents, both material and non-material needs. The purpose of this is none other than to mobilize all school residents to have a commitment so that educational goals can be achieved as much as possible.

Transformational leadership is the ability of a leader to work with and/or through others to optimally transform organizational resources in order to achieve meaningful goals in accordance with predetermined targets (Danim, 2006). Thus, the sustainability of the organization to run effectively is the responsibility of the leader, in this case the principal. The headmaster must have a plan for all those oriented towards quality improvement, implement it with effective and efficient strategies, and conduct evaluations so that the good is better and the less satisfactory can be improved. The implementation of transformational leadership ultimately aims to improve the quality of education (Yandini, Suriansyah, 2022; Jarminto, Aslamiah, 2022; Mahdiana, Saleh, M, 2022; Normaini, Aslamiah, 2022).

Bass (2012) states that the criteria for transformational leadership include having a visionary nature with a clear vision and oriented towards progress, having the ability to identify environmental changes, and having the ability to transform existing changes into organizations. In addition, the task of the leader is also as a pioneer of change, motivating and inspiring subordinates so as to make them innovative and creative people, as well as building cohesiveness in teamwork, bringing renewal in management work ethic, having courage and being a responsible leader, and able to control the organization.

Achieving educational goals and improving the quality of schools is the duty and responsibility of the principal. Therefore, the principal must be able to determine strategies so that this can be followed. The strategy that can be done is to build cooperation by empowering all school residents for the realization of the vision, mission, and goals of education. When the vision, mission, and goals have been realized, this is an indication that a school is on a current that takes it towards achieving quality education. Transformational leadership eases the way for school principals to improve the quality of education.

METHOD

In this study, the author tried to collect data and information related to the principal's leadership using a qualitative approach, researchers focused on actual problems through data collection. The goal is to study the problem and obtain a deeper meaning according to environmental conditions. Sugiyono (2017) suggests that: "qualitative research has broad and deep insight into the field of education to be researched and is able to create rapport to everyone in the social situation to be studied". Qualitative research is research that does not use mathematical, statistical or computer models. The research process begins with compiling basic assumptions and thinking rules that will be used in research. The research design used in this study was multi-site. Multi-site study design is a qualitative research design involving several sites, places and research subjects. The subjects of the study were assumed to have the same characteristics. Multi-site study research is to explore a problem with clearly detailed boundaries, have in-depth data collection, and include and present various sources of information from places that have the same characteristics. In this case, the author describes the leadership of the principals of SDN Pasar Lama 1 and SDN Sungai Miai 10 Banjarmasin. The researcher wanted to know, how much theprincipal's leadership could make his school a developed and developing school and high quality education, to describe the problem the author described the facts that occurred in the field regarding various matters related to the leadership of the two principals. These facts are revealed by taking into account the dimensions of time, place and circumstances in the field at the time the research was conducted previously.

RESULTS

Based on the results of data analysis, this study shows:

Focus 1

The leadership of school principals at SDN Pasar Lama 1 and SDN Sungai Miai 10 can be seen through policy formulation that is carried out openly, democratically and in consultation with subordinates, delegates tasks clearly, establishes organizational rules and is agreed upon by school residents. Paying attention by helping teachers and school staff, providing rewards, motivating teachers/staff, providing guidance and assistance to teachers/staff to increase their potential. Interact by fostering harmonious

relationships with fellow school residents by implementing 5S (Smile, Greetings, Greetings, Politeness, Courtesy) and can adjust to the organizational situation that has been formed by the school. in fostering harmonious communication. The principal's decision making applies democratic values to school residents and cares about school deficiencies in coordination with various parties, the principal tries to provide and complete the shortcomings and provide solutions to the problems faced by the school.

Focus 2
The principal's strategy in implementing the vision and mission at SDN Pasar Lama 1 and SDN Sungai Miai 10 is known through the principal's behavior in preparing the vision and mission through meetings involving various parties. Formulate the vision and mission clearly through coordination meetings and divide teachers into several teams. Provide trust to teachers according to their respective competencies. The trust given by the principal to the school community gave birth to the trust back from the school community to the principal in various policies implemented in order to realize quality education. Receive suggestions and provide decisions in the form of solutions in solving problems, and of course it has been mutually agreed between the principal and teachers and parents.

Focus 3
The principal's strategy to improve the quality of education at SDN Pasar Lama 1 and SDN Sungai Miai 10 is reflected in the principal's behavior in identifying strengths, weaknesses, opportunities and threats or better known as SWOT analysis. Design or plan programs based on the principle of empowering school residents to achieve quality education. Evaluate with various studies of programs that have been implemented as an effort to improve quality on an ongoing basis. Based on the results of the above findings can be described as follows:
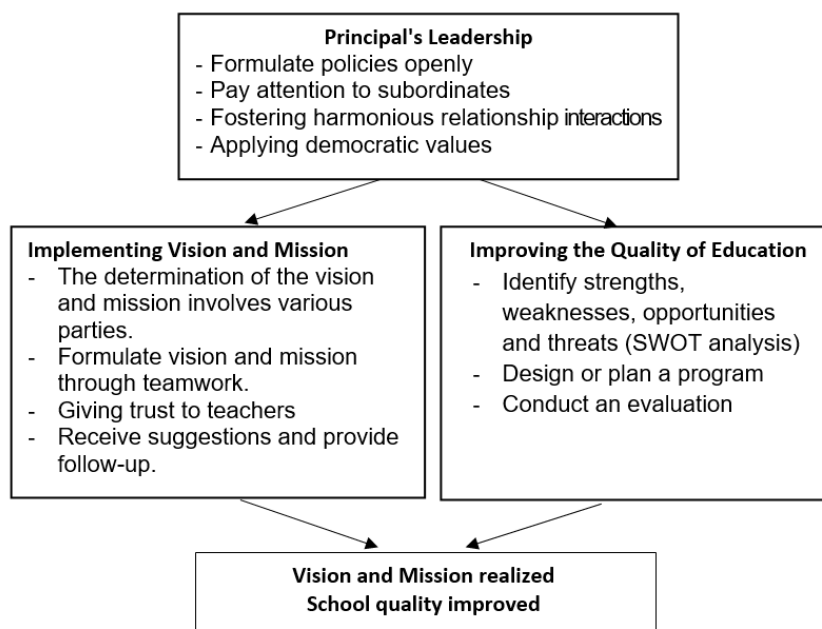
Principal's Leadership
- Formulate policies openly
- Pay attention to subordinates
- Fostering harmonious relationship interactions
- Applying democratic values

Implementing Vision and Mission
- The determination of the vision and mission involves various parties.
- Formulate vision and mission through teamwork.
- Giving trust to teachers
- Receive suggestions and provide follow-up.

Improving the Quality of Education
- Identify strengths, weaknesses, opportunities and threats (SWOT analysis)
- Design or plan a program
- Conduct an evaluation

Vision and Mission realized
School quality improved

Figure 1: Case Research Findings Flow

DISCUSSION
A. Principal's Leadership
Leadership is the process by which an individual influences a group of individuals to achieve a goal. To be an effective leader, a principal must be able to influence the entire school community he leads through positive ways to achieve educational goals in the school. Simply put, transformational leadership can be interpreted as a process to change and transform individuals to want to change and improve themselves, which involves motives and meeting needs and respect for subordinates.

Transformational leadership can also be interpreted as leadership in which there is an effort to attract the moral values of organizational members, make their awareness grow and increase so that they are moved to contribute their resources to provide institutional changes for the better (Yukl, 2017).

Onecharacteristic of transformational leadership is the existence of leader behavior that provides motivation as an effort to influence and grow the awareness of its members. As mentioned that transformational leadership requires the act of motivating subordinates to be willing to work for big *goals* that are considered to exceed the personal interests of the leader at that time (Hay, 2006; Odumedu &; Ogbonna, 2013; Beltran-Martin &; Bou-Llusar, 2018).

It can be concluded that in transformational leadership there is a relationship with the principal's leadership indicators. Where in the leadership of the principal there are indicators that must be met in terms of the principal's leadership, namelyopenness, attention to subordinates, action, and decisionmaking.

Research findings show that discussion and deliberation efforts in solving problems are ways to minimize the emergence of new problems. Through discussion, problem-solving ideas can be explored. The principal's open attitude in accepting ideas, suggestions, and criticisms can build a sense of responsibility for the input given by school residents. Furthermore, the potentials of each school community can be developed, effective problem-solving strategies and innovative ideas can be realized, all can be realized through the support provided by the principal in the form of guidance, direction, advice, and other forms of coaching. The implementation of these methods makes the principal's leadership able to realize the vision and mission of the school effectively and efficiently.

Adriani (2022) stated thatthe transformational leadership of principals is very important to encourage and empower teachers to be more professional.

The principal's behavior in giving individual attention is called *individual consideration*. Some of the principal's behaviors that fall into this dimension are: (1) identifying the needs of each individual school resident; (2) recognize the potential and competence of school residents; (3) delegate their authority so that school residents feel trusted and valued; (4) give attention; (5) give awards for achievements, achievements, and successes made by school residents; (6) provide coaching, guidance, and training to school residents; and (7) provide *support*, encourage, and like to share experiences that are useful for career development (Suriansyah &; Aslamiah, 2012).

According to Greenleaf, the nature of being possessed as well as the main responsibility that leaders must have to their subordinates, one of which is to provide service. So, ethical leadership is when the leader is willing to provide service to his subordinates. Among examples of forms of service provided include fostering, training, guiding, and other forms of empowerment; to assist and nurture; as well as providing protection to subordinates. Serving in this case means meeting the needs of subordinates and helping them to become more developed both materially and morally. (Yukl, 2017).

The description above shows that research propositions can be used in the development of transformational leadership theory, especially the individual *consideration* dimension, namely in terms of the principal's strategy in providing individual attention. The research proposition shows that in serving school residents with the best attitude, the principal fosters a harmonious relationship with all school residents by paying attention, helping and accompanying in tasks, responding to mistakes and mistakes made in a polite, ethical manner, and providing guidance as a follow-up, respecting the opinions of school residents, evaluating work results by asking for responses from school residents through familiarity and casual discussion outside the formal forum, as well as rewarding achievements and achievements. These methods can create a conducive working atmosphere and effective leadership so that the vision and mission can be implemented properly.

Widya Pratiwi, Wahyu, A. (2022). Transformasional leadership is a leadership model of a leader who tends to motivate his employees to work better and focuses on behaviors to aid transformation between individuals and organizations.

The principal always maintains good relations with all school residents through ways of paying attention, helping and assisting in duties, responding to mistakes and mistakes made in a polite, ethical manner, and providing guidance as a follow-up, respecting the opinions of school residents, evaluating work results by asking for responses from school residents through familiarity and casual discussions outside the formal forum, and provide *rewards* for achievements and achievements.

Research findings show that an open attitude from the principal can create a comfortable and friendly atmosphere and minimize reluctance to express everything that is needed by the school community. This method makes it easier for the principal to explore information especially about what the school community wants so that the principal can provide and fulfill everything needed. In addition, rewarding those who excel is the principal's way of appreciating and rewarding every effort while giving reprimands in polite and ethical ways for those who make mistakes is one way the principal pays attention to school residents. Ways that are full of friendliness, friendship, and mutual affection in an organization are certainly able to create a conducive and harmonious atmosphere. This kind of atmosphere can encourage the realization of the quality of education in schools.

B. Principal's Strategy to Implement Vision and Mission

The principal as the leader of the educational institution is required to be able to influence school residents to take part in realizing the school's vision and mission. In an effort to implement the school's vision and mission, it must be armed with an understanding of the meaning of the vision and mission so that later the actions taken do not escape the meaning contained in the vision and mission. When the principal already has an understanding of its meaning, he will be able to transmit or understand the vision and mission so that it can be realized together with the school community. In other words, the purpose of this is for school residents to participate and contribute their role in developing various school programs that are in line with the vision, mission, and goals of education. In this case, the principal must have the ability to create confidence for school residents that the vision and mission can only be realized with the cooperation of all.

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Rahmi, 2010; Suriansyah &; Aslamiah, 2012; Usman, 2014 revealed that based on the theory proposed by Bass and Avolio, there are four dimensions of transformational leadership, namely *idealized influence, inspirational motivation, intellectual stimulation* and *individual consideration* (Subfocus 2 regarding the principal's strategy in implementing the vision and mission related to the idealized *influence* dimension as mentioned above theory .

The first pointis to formulate a vision and mission based on mutual agreement and give confidence to the school community by involving in various determinations, decisions, and the formation of school teams and committees. This means that the principal involves and utilizes human resources related to the school internally are educators and education staff and externally are parents of students. While the theory states as Sergiovanni explained, a transformational leader must have a strong desire to achieve organizational goals by empowering all available resources (UPI, 2012).

The second point is to build a mutual commitment based on predetermined guidelines. It is stated in the theory that leader behavior that includes *the idealized influence* dimension includes: (1) having strong beliefs; (2) high commitment; (3) clear vision and mission; (4) diligent, hardworking, and consistent; (5) show ideas that are useful for the successful achievement of the vision and mission of education; (6) influence and build strong emotions in each school resident and all parties targeted by educational organizations; (7) provide insight and awareness of matters of a proud nature such as achievements, school quality, and other forms of organizational achievements; (8) able to foster trust and become a role model for school residents (Rahmi, 2010).

The third point is to give confidence. One of the characteristics of the transformational leadership model is that its leadership prioritizes the level of trust subordinates have in their leaders. So that leaders always strive so that the strategies and policies made can increase the trust of subordinates. As mentioned that the transformational leadership model can inspire and encourage creativity and motivation to work better in achieving organizational goals, can increase subordinates' trust in leaders, and can make subordinates willing to accept change for organizational progress (Yue Men & Ferguson, 2019).

The next point is to provide examples in the form of attitudes that should be idealized by all school residents, including being open to receiving and giving: receiving input / suggestions and giving positive responses in the form of guidance and solutions. It states that "Education is a social process, education is growth, and education is not preparation for life but life itself" (Leal-Rodriguez &; Albort-Morant, 2019). In other words, the most important education is education that comes from examples, that is, life values implemented through patterns of behavior.

The description above shows that the research proposition can be used in the development of transformational leadership theory, especially the *idealized influence* dimension , namely the principal's strategy to implement the vision and mission. It is shown in the research proposition that to implement the vision and mission, the principal needs to apply special techniques, namely through the behavior of the principal who always considers mutual agreement in the preparation of the vision and mission, builds mutual commitment based on predetermined guidelines, gives confidence to school residents by involving in various determinations, decisions, and the formation of school teams and committees, Provide examples in the form of attitudes that should be idealized by all school residents, be open to receiving and giving: receive input / suggestions and give positive responses in the form of guidance and solutions, and dare to make decisions. With these techniques, the achievement of the vision and mission and the improvement of the quality of education can be carried out properly.

Research findings prove that a climate of cooperation can be created well between the principal and school residents because school residents are really involved in compiling, implementing, and evaluating vision and mission activities. Another reason is that the principal builds trust in the form of meeting involvement and assignments in everything that supports the realization of school programs. In addition, the various forms of example given and the commitment and courage of the principal in making decisions are able to mobilize school residents to participate in implementing the school's vision and mission which is directed at improving the quality of education.

C. Principal's Strategy to Improve Education Quality

The principal as the leader of the institution has control in terms of improving the quality of education. The increase or decrease in the quality of the school is strongly influenced by the principal. The quality of learning quality in schools is a determining factor in public interest in schools. Improving the quality of school quality also cannot be separated from the role of the principal as a leader and manager in the school (Yudi, 2012). School principals certainly have strategies that are considered appropriate to improve the quality of schools by looking at the potentials that exist in schools, namely in the form of teacher quality, qualifications of education staff, facilities and infrastructure to support the process of learning activities, student achievements, and school excellence programs offered to the community to achieve educational goals (Mahardhani, 2015).

Albert Humphrey (Fristasya, 2021) argues that SWOT analysis or Strengths, Weaknesses, Opportunities, and Threats are: 1) Strengths. That is an advantage possessed by an organization. 2) Weaknesses. That is the shortcomings possessed by an organization. 3) Opportunities. Opportunities are opportunities that exist in front of the organization / company to achieve goals. 4) Threats. Constraints are not always negative. He will also turn positive when all employees work together to find solutions. And it will be bad if it continues to be in the circle of mistakes and there is no initiative to change.

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The results showed that program planning is part of management which is an important factor in improving the quality of management quality in an institution, one of which is an educational institution or school. Without planning, management will not work well. Good management will begin with good planning which will be used as a basis for carrying out the next management function. According to Stoner (Murtofiah, 2017) stated that: "Management is the process of planning, organizing, directing, and supervising the efforts of members of the organization and the use of other organizational resources in order to achieve the goals of the organization that have been set"

Aleader is said to be a transformational leader if he implements strategies, techniques, or policies that make school residents aware, moved, motivated, and inspired to follow the positive goals he sets (Brorstrom, 2020).

Research findings show that improving the quality of education through providing motivation through identifying strengths, weaknesses, opportunities and threats to schools, designing and planning education programs, and evaluating teachers by providing assessments by supervising. The cultivation of cooperation and family values can increase love for the organization, a sense of solidarity, and an attitude of helping each other in realizing common goals, organizational goals, namely creating progress for schools, and making the quality of education improve.

CONCLUSIONS

Based on the findings of research at SDN Pasar Lama 1 and SDN Sungai Miai 10 on the implementation of transformational leadership of school principals, the following can be known: The leadership of school principals at SDN Pasar Lama 1 and SDN Sungai Miai 10 can be known through policy formulation that is carried out in an open, democratic and deliberative manner. Paying attention by helping teachers and school staff, providing rewards, providing motivation, providing guidance and assistance to teachers / staff to increase potential. Interact by fostering harmonious relationships with fellow school residents and be able to adjust to the organizational situation that has been formed by the school. The principal's decision making applies democratic values to school residents and cares about school shortcomings, the principal tries to provide and complement shortcomings and provide solutions to problems faced by the school.

The principal's strategy in implementing the vision and mission at SDN Pasar Lama 1 and SDN Sungai Miai 10 is known through the principal's behavior in preparing the vision and mission through meetings involving various parties. Formulate the vision and mission clearly through coordination meetings and divide teachers into several teams. Giving confidence to teachers according to their respective competencies forthe realization of quality education. Receive suggestions and provide decisions in the form of solutions in solving problems, and have been mutually agreed between the principal and teachers and parents.

The principal's strategy to improve the quality of education at SDN Pasar Lama 1 and SDN Sungai Miai 10 is reflected in the principal's behavior in identifying strengths, weaknesses, opportunities and threats or better known as SWOT analysis. Design or plan programs to achieve quality education. Evaluate with various studies of programs that have been implemented as an effort to improve sustainable quality.

Overall, the conclusion was obtained that all success in realizing the vision and mission and improving the quality of education was due to the principal carrying out leadership in accordance with the leadership indicators and transformational leadership model applied by the principal in the two schools.

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