



The Influence of Transformational Leadership Style and Teacher Performance Through Organizational Commitment as A Mediation Variable

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Abstract A good education is obtained from the quality of good teachers. And the success of education is largely determined by the performance of teachers, both teacher performance in learning planning, teacher performance in the implementation of learning, teacher performance in learning evaluation, teacher performance in the task discipline, as well as the activeness of teachers in teaching in the classroom. Research methods using data collection techniques used in this study is a questionnaire or questionnaire method. The population in the study were teachers, which amounted to 75 people. The results of this study have 7 conclusions. First, transformational leadership directly affects teacher performance. Second, Transformational Leadership directly affects organizational commitment. Third, competence directly affects organizational commitment. Fourth, competence has no direct effect on Teacher Performance. Fifth, organizational commitment has no direct effect on Teacher Performance. Sixth, Transformational Leadership directly affects the performance of teachers without going through organizational commitment as mediation. Seventh, compensation directly affects the performance of teachers through organizational commitment as mediation.

Keyword leadership style; management performance; motivation

INTRODUCTION

Education greatly determines the progress and quality of a nation. The quality of education affects the quality of the nation. Developed nations have a good education. A good education is obtained from the quality of good teachers. And the success of education is largely determined by the performance of teachers, both teacher performance in learning planning, teacher performance in the implementation of learning, teacher performance in learning evaluation, teacher performance in the task discipline, as well as the activeness of teachers in teaching in the classroom. (Gala et al., 2017) explained that the management of improving teacher performance will be in accordance with expectations if it is based on good management, starting from planning, implementation, supervision and evaluation, as well as problems found in management.

Fuadi et al., (2020) explained that the Organization for Economic Cooperation and Development (OECD) has announced Pisa (program for International Student Assessment) scores for Indonesia in 2018 in the fields of literacy, mathematics and science. The PISA measurement aims to evaluate the education system by measuring the performance of students in secondary education, especially in three main areas, namely mathematics, science, and literacy. The submission of PISA 2018 results for Indonesia has been given by Yuri Belfali (Head of Early Childhood and Schools OECD) to the Minister of Education and Culture (Minister of Education and culture) Nadiem Makarim at the Ministry of Education and culture building in Jakarta and determined that Indonesia is in 70th place out of 78 participating countries. For almost 20 years

since PISA released the results of scientific literacy skills of students around the world, the country of Indonesia has always been at the bottom of the order. This shows that the quality of learning in Indonesia is far below the OECD member countries. Al Faruq & Supriyanto (2020) also explained that the educational level of this country, which is very rich in natural resources, lags far behind neighboring countries. Data on the quality of Indonesian education is reflected in a publication by the World Population Review, in 2021 Indonesia was still ranked 54th out of a total of 78 countries included in the world education level ranking, but at least this position rose one rank from the previous year, namely in 2020 which was ranked 55th. Indonesia is still superior by being in 4th position when compared to fellow countries in the Southeast Asian region such as Singapore at 21, Malaysia at 38, and Thailand at 46. The quality of education that still exists below Indonesia, among them the Philippines ranked 55, Vietnam ranked 66, and Myanmar ranked 77. Other findings are that education in Indonesia based on data from the Global Education Monitoring Report (GEM) which ranks 10th out of 14 developing countries in the World, Teacher Quality ranks 14th out of 14 developing countries in the world (Hamzah & Faruq, 2020).

Mukhlison Effendi (2021) explained that education and training is an effort to develop human resources, especially for professional improvement related to, administrative skills and management skills (leadership) and (Aswaruddin, 2021) argued that to become a professional, educational human resources need to be developed continuously. Three professional characteristics are specific training obtained through formal education, public recognition of the autonomy of the community of practitioners to set standards for the implementation of the profession and a commitment to provide services to the public that are more important than the economic welfare of practitioners. Therefore, human resources are the most important elements in any and all organizations, the success of the organization to achieve its goals and objectives and its ability to face various challenges both external and internal, is determined by the ability to manage human resources with precision.

Nuryasin & Mitrohardjono (2019) explained that human resources are indispensable in improving performance While the benefits of Strategic Management the

biggest challenge of an organization is managing the environment both internally and externally. (Adam et al., 2020) explains transformational leadership shows leaders who give individual attention by giving tasks that are in accordance with the ability of employees, and are able to apply intellectual stimulation to their employees. (Husaini, 2019) explained that the characteristics of Idealized influence transformational leadership means that a transformational leader must have charisma that is able to "bewitch" subordinates to react to follow the leader. In concrete form, this charisma is shown through the behavior of understanding the vision and mission of the organization, having a strong stance, commitment and consistency to every decision that has been taken, and respect for subordinates.

(Javed et al. (2020) explained that transformational leadership is defined as an attitude that represents an individual's view of the attitude of superiors in directing their employees aimed at improving performance, giving importance to the interests of subordinates and team members, as well as providing something that subordinates need such as in terms of rewarding leaders who have a transformational spirit will always provide and build commitment and attachment to work for subordinates in order to achieve organizational goals. Human Resources (HR) is positively correlated with the quality of Education. Quality education really needs competent educators. Therefore, educators must be competent in carrying out their duties in a professional manner so as to produce graduates who are more qualified, Noble, healthy, knowledgeable, capable, creative, and independent. The Parameter used to measure the level of educational success is student learning outcomes (Darma, 2020).

Aziz Effendhi & C. Sri Mindarti (2018) show that transformational leadership implemented in Islamic educational institutions, both in pesantren and madrasah, provides significant results in efforts to improve the quality of education, and is supported by their research (Nuryasin & Mitrohardjono, 2019) who said that transformational leadership can improve the process and quality of early childhood education management by maintaining good relations with its members, motivating them to continue developing, fostering a sense of belonging to the institution, motivate to fight for common interests rather than personal interests and maintain high moral standards.

Azizah et al. (2019) also explained that organizational commitment is an attitude that shows employee loyalty and is an ongoing process of how an organization member expresses their attention to the success and goodness of their organization and (Darim, 2020) suggested that organizational commitment is defined as the desire on the part of workers to remain members of the organization. Commitment relates strongly and is tied to the organization on an emotional level. Commitment is usually stronger among long-term workers, those who have experience of personal success in organizations and those who work with committed work groups whereas (Daheri & Fransiska, 2022) describes the organizational commitment of a teacher to his / her school can be characterized as follows: 1) firmly determined to remain a member of the school organization and will make every effort to advance the school; 2) put maximum effort as the desire of the school organization; and 3) Believe and accept the values and goals of the school.

In addition to the competence of working teachers in education, there is also a need for organizational commitment. (Hendrajana et al., 2017) suggested that organizational commitment is a component of Organizational Behavior and organizational commitment is a situation where an employee takes sides in an organization and its goals, and intends to maintain its membership. A person's high involvement in a job means siding with an individual's particular job, while a high organizational commitment means siding with the organization that hired the individual.

Competence is a behavioral characteristic that describes the motives, traits, self-concept, values, knowledge or expertise that a person brings in their work environment (Tono, 2019). Regulation of the Minister of National Education Number 16 of 2007 on Academic Qualification Standards and teacher competencies states that there are four competencies that teachers must have, namely pedagogical competence, personality competence, social competence, and professional competence (Anwar, 2020).

Teachers are professional professions where they are required to make every effort to carry out their profession as well as possible. As a professional, the task of teachers as educators, teachers and trainers should be able to impact their students. In this case the teacher should be able to continue to

improve its performance which is the capital for the success of Education. In research (Al Faruq & Supriyanto, 2020) it is stated that a professional teacher is a teacher who prioritizes the quality and quality of his services and products. Teacher services must meet the standardization needs of the community, nation, and users and maximize the ability of learners based on their potential and skills; teachers not only as teachers of materials that fill students' cognitive, but also as educators who are able to guide and develop students in accordance with their individual talents.

Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers, competence is a set of knowledge, skills and behaviors that must be owned, lived and Mastered by teachers or lecturers who carry out their professional duties. Teachers have an important role in the learning process, so a teacher must have high professional competence and produce people who have high human resources. Professional teachers are teachers who have four competencies, namely, pedagogical competence, personality competence, professional competence, and social competence.

Commitment is shown in an attitude of acceptance, a strong belief in the values and goals of an organization, as well as a strong urge to maintain membership in the organization in order to achieve organizational goals or in other words organizational commitment is a teacher's loyalty to a job or organization. Teacher commitment to the school institution as an organization is basically a condition that is felt by the teacher that can lead to a strong positive behavior towards the work organization it has (Hamzah & Faruq, 2020).

Improving the quality of education is very dependent on quality teachers. But more than that, improving the quality of education really requires teachers who are committed to their professional duties. In other words, quality education requires teachers who have organizational commitment. Without organizational commitment, then as good as any educational goals and all supporting facilities, the quality of education is very difficult to achieve (Hendrajana et al., 2017), supported also by (Nasir et al., 2020) said that organizational commitment has a positive and significant effect on teacher performance.

Al Faruq & Supriyanto (2020) said that performance is a manifestation and success of a teacher's work in achieving educational

goals. The results of educational goals achieved are not only limited in the size of the number of graduates (quantity), but also the quality of graduates and (Gusdini et al., 2022) also said that teacher performance is the result of work that can be achieved by a teacher in an educational institution in accordance with his duties and responsibilities in achieving educational goals.

Anwar (2020) also explained that performance can be seen from the employee's work productivity. This performance determines how a person can survive or not in an organization and will have an impact on the integrity and survival of a company. And in the study showed that the influence of school principal and teacher professional leadership is very dominant on teacher performance (Akbar & Imaniyati, 2019). In research (Aswaruddin, 2021) explained that to improve teacher performance, work discipline needs to be improved through each teacher in carrying out their duties. The quality of a teacher and measure the performance of a teacher we can see the competence of teachers and work discipline of a teacher, so we can see the extent to which the influence of teacher competence and work discipline of a teacher on the performance of teachers in schools where they work.

Education has a dynamic that every year has progress in the quality of school leaders, educators, employees, students and facilities in the school. This is in line with one of the missions, which is to improve and develop school management professionally. To achieve educational goals, implements a good and professional management system related to the performance of its students. This is so that students can compete with other students at the provincial and national levels.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Transformational Leadership

Transformational leadership is leadership that involves change within the organization and includes the development of a closer relationship between leaders and employees, based on mutual trust and commitment to the interests of the organization. Transformational leadership is the type of leader who inspires his followers to put aside their personal interests and has extraordinary influence abilities. A major aspect of this leadership is

the emphasis on follower building (Ratnasari et al., 2020).

Transformational leadership is a process in which leaders take actions to increase their colleagues' awareness of what is right and what is important, to increase their colleagues' motivational maturity and to encourage them to go beyond their personal interests for the benefit of the group, organization, or society. In fact, broadly speaking, transformational leadership is a leadership style that is able to transform organizations in the face of change (Al Faruq & Supriyanto, 2020).

Zulkarnaen et al. (2020) explained that the transformational leadership is one of the important dimensions in effective leadership which is also the strongest predictor of leadership outcomes, such as the extra effort of subordinates towards leadership skills, whereas (Addin et al., 2020) transformational leadership models are believed to lead to superior performance in organizations that are facing the demands of renewal and change.

Zulkarnaen et al. (2020) explained that based on the origin of the word transformational leadership is composed of the words leadership and transformational. Leadership is a style or way or technique used by leaders in influencing followers or subordinates to work together in order to achieve organizational goals that have been set while transformational describes the nature of change from one form to another. This, according to (Addin et al., 2020) transformational leadership implies changing the followers or subordinates led to bring in the direction of organizational development. By expressing a vision, transformational leaders persuade followers to work hard to achieve the goals described. A leader's vision motivates followers to work hard, to reward themselves.

Leadership is an integral part in organizational life in determining the current movement of Education which is the fruit of leadership style in the educational organization. In an effective organization it is usually determined by the effective leader. Without effective or good leadership, the net of an organization will not be directed, will not achieve goals, there will be no progress, no innovation and change (Setiawan et al., 2013).

Darma (2020) said the ability to transform the resources possessed by a leader in transforming what will be explained in achieving his goals. Transformational leadership involves change within the

organization, and includes the development of closer relationships between leaders and employees, based on mutual trust and commitment to the interests of the organization. This type of leadership style makes leaders who can inspire their followers to put aside their personal interests and have a broad ability to influence ordinary. A key aspect of transformational leadership is the emphasis on developing followers.

Akbar & Imaniyati (2019) suggested that another effectiveness of transformational leaders is to sensitize their followers to the importance of the value and results of the work, activating at a higher level which results in followers transferring self-interest (egocentric) to the interests of the organization (organisentric). As a result of this influence, followers feel a sense of trust and respect for the leader, and they are motivated to do more than they were originally expected to do. Transformational effects are achieved by using charisma, inspirational leadership, individualized attention, and intellect.

The Qualities of Being A Leader

Bernerth & Hirschfeld (2016) explained that the requirements to be a leader are 3 (three), namely: 1) capacity is the totality of forces that a person has to carry out an activity to achieve a goal. For example, choose intelligence, communication skills, economic ability, influence ability, physical ability, and psychic ability, and dare to make decisions; 2) integrity is the unity of words with deeds, in other words not what we are, but who we are, because with integrity we can build trust (honest); and 3) credibility is the ability of a person to gain trust and confidence that is rooted in the past and related to reputation, because trust is the foundation of leadership. A man's reputation is a guarantee of his good past.

Leader and Leadership Functions

(Aziz Effendhi & C. Sri Mindarti, 2018) mentions the functions of leaders and leadership are planning, initiating, controlling, supporting, informing and evaluating. (Rokhani, 2020) argues that there are two main functions of leadership, namely task-oriented or problem-solving function (task related / problem solving function) and group maintenance or social function (group maintenance function / social fuction). Task-oriented or problem-solving functions include: 1) Creating activities, 2) seeking information, 3) giving opinions, 4) explaining, 5)

coordinating, 6) summarizing, 7) testing feasibility, 8) evaluating, 9) diagnosing. While the group maintenance function or social function includes: 1) encouraging spirit, 2) setting standards, 3) following, 4) expressing feelings, 5) taking consensus creating Honor, 6) reducing tension.

According to Siswanto & Hamid (2017), leadership functions encompass several key roles. Planning involves gathering all available information, defining the task, setting the group's intent or purpose, and developing an actionable plan within the framework of making appropriate decisions. Action entails providing guidance to the group on goals and plans, explaining the importance of setting these goals or plans, assigning tasks to group members, and establishing group standards. Control focuses on maintaining balance between groups, influencing the pace of activities, ensuring all actions contribute to achieving the goal, keeping discussions relevant, and encouraging the group to take action or make decisions. Supporting involves recognizing individuals and their contributions, encouraging both groups and individuals, fostering team spirit, easing tensions with humor, and resolving or delegating the resolution of disputes. Informing refers to clarifying tasks and plans, providing new information to the group, receiving information from the group, and summarizing sensible proposals and ideas. Evaluating includes assessing the feasibility of ideas, testing the consequences of proposed solutions, evaluating the group's achievements, and assisting the group in self-evaluation based on established standards.

Leadership Style

Siswanto & Hamid (2017) explained that leadership styles can be categorized into three main types. The first is the Democratic Leadership Style, where the leader gives broad authority to subordinates, involving them in decision-making and problem-solving as a team. In this style, leaders provide ample information about their subordinates' duties and responsibilities. Democratic leaders act as coordinators and integrators, aligning the various components of the organization to move forward as a cohesive whole. The philosophy behind this style values human dignity, viewing the organization as a vehicle to achieve common goals. The democratic leader is respected for fostering innovation, creativity, and the development of

Table 1. T-Statistic dan P-Value

| No | Variables | Original Sample | T-Statistic | P Values |
|----|---|-----------------|-------------|----------|
| 1 | Transformational Leadership → Teachers' Performance | 0.849 | 11.397 | 0.000 |
| 2 | Transformational Leadership → Organizational Commitment | 0.227 | 2.589 | 0.010 |
| 3 | Teachers' Competencies → Organizational Commitment | 0.744 | 9.311 | 0.000 |
| 4 | Teachers' Competencies → Teachers' Performance | 0.056 | 0.259 | 0.796 |
| 5 | Organizational Commitment → Teachers' Performance | 0.139 | 0.689 | 0.491 |

Source: Owner own processed (2024)

subordinates, quickly recognizing high achievers.

The second type is the Autocratic Leadership Style, where the leader holds all decision-making power, concentrating control and responsibility. Subordinates in this environment simply carry out the leader's directives. Autocratic leaders control all aspects of activity, dictating both main and minor goals. This leadership style is often associated with selfishness and egoism, as leaders prioritize their interpretation of reality and treat subordinates as mere tools in achieving objectives, focusing heavily on task execution without considering subordinates' needs or interests.

Finally, the Liberal Leadership Style, also known as Laissez-Faire leadership, allows subordinates significant freedom in determining how they will achieve organizational goals. Leaders using this style exert minimal direct influence, leaving decision-making and implementation largely to the team. Additionally, Soelistya & MM (2021) identified several other leadership styles, including personal and non-personal leadership, authoritarian, fatherly, democratic, permissive, talent leadership, transactional and transformational leadership, charismatic leadership, visionary leadership, team leadership, directive leadership, supportive leadership, participatory leadership, delegative leadership, and achievement-oriented leadership.

HYPOTHESIS DEVELOPMENT

Based on the framework and theoretical basis above, the formulation of the hypothesis in this study is:

- H1: transformational leadership style directly affect the performance of teachers
- H2: transformational leadership style

directly affects organizational commitment

- H3: competence directly affects organizational commitment
- H4: competence directly affects the performance of teachers.
- H5: organizational commitment directly affects the performance of teachers
- H6: transformational leadership style indirectly affect the performance of teachers with organizational commitment as a mediation variable
- H7: competence indirectly affect the performance of teachers with organizational commitment as a mediation variable

METHODS

The population is the whole subject of research. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are set by researchers to be studied and then drawn conclusions (Sugiyono PD., 2015).

The population of this study is a teacher of 75 people. While the sample is part of the number and characteristics possessed by the population. If taken all then it is called a saturated sample.

Primary Data in this study include data on the distribution of questionnaires to respondents, where the respondents in question are teachers.

Data collection techniques used in this study is a questionnaire or questionnaire method.

The questionnaire is a data collection technique that is done by giving a set of questions or written questions to the respondent to answer. The questionnaire used in this study is a closed questionnaire, which is a questionnaire that has been provided alternative answers by researchers

Table 2. T-Statistic and P-Value

| Hp | Variabel | Original Sample | T-Statistic | P Values |
|----|---|-----------------|-------------|----------|
| 6 | Kepemimpinan Transformasional → Komitmen Organisasi → Kinerja Guru | 0.032 | 0.684 | 0.514 |
| 7 | Kompetensi → Komitmen Organisasi → Kinerja Guru | 0.104 | 0.654 | 0.494 |

Source: Authors own processed (2023)

so that respondents simply choose one of the alternative answers to each question that has been available. This questionnaire will be distributed to teachers

RESULTS AND DISCUSSION

Direct Influence Test

Hypothesis testing results obtained in the following studies using the inner in Table 1. Based on the presentation of the data in the Table 1 shows that of the 5 hypotheses 4 hypotheses accepted, namely hypothesis 1, hypothesis 3, hypothesis 4, hypothesis 5 and 1 hypothesis rejected, namely hypothesis 2.

Indirect Influence Test

In the context of indirect influence hypothesis testing using the bootstrapping resampling technique, mediation analysis is used to predict the occurrence of a mediation relationship when certain conditions are met. First, exogenous variables must significantly affect endogenous variables. Second, exogenous variables should have a significant effect on the mediator variables. Third, the mediator variables must significantly affect the endogenous variables. Full or perfect mediation is achieved when the direct effect of the exogenous variable on the endogenous variable is significant but becomes insignificant when the mediation variable is introduced.

Based on the calculation of specific indirect effects, it was found that the total influence of Transformational Leadership on teacher performance through organizational commitment yielded a t-statistic of 0.684 and a p-value of 0.514. Since the p-value is greater than 0.05 and the t-statistic is less than the critical t-value of 1.960, the hypothesis was rejected. This result indicates no significant mediation effect. Similarly, the total effect of teacher competence on teacher performance through organizational commitment produced a t-statistic of 0.654 and a p-value of 0.494. As the p-value was greater than 0.05 and the t-

statistic was below 1.960, this hypothesis was also rejected, indicating no significant mediation effect in this case either.

CONCLUSION

Based on the analysis described above, several conclusions can be drawn. First, transformational leadership has a direct effect on teacher performance. Second, transformational leadership also directly influences organizational commitment. Third, competence directly affects organizational commitment, while competence does not have a direct effect on teacher performance. Furthermore, organizational commitment does not directly influence teacher performance. Additionally, transformational leadership impacts teacher performance directly without the need for organizational commitment as a mediating factor. Lastly, compensation directly affects teacher performance through organizational commitment as a mediating factor.

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