

The Role of Transformational Leadership in Building a Positive Character-Based Work Culture at Mutiara Bunda Bali Foundation

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ABSTRACT

This research aims to The Role of Principal Transformational Leadership in Improving Teacher Performance: Case Study in Elementary Schools. This type of research is a literature study. Data collection with documentation. Data analysis with SLR. The principal's transformational leadership plays an important role in improving teacher performance in elementary schools. By inspiring and motivating teachers through a clear vision, emotional support, and providing freedom to innovate, school principals are able to create a work environment that is conducive to teacher professional development. In addition, leadership that emphasizes collaboration and recognition of teacher achievements has proven effective in encouraging their work enthusiasm and commitment to improving the quality of education. Through this approach, school principals can significantly improve teacher performance, which ultimately has a positive impact on the quality of learning in elementary schools.

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1. INTRODUCTION

Leadership is a key factor in determining the success of an organization, including educational institutions. (Hayati, Armanto, & Kartika, 2023) In the context of foundations, the role of the school principal or foundation head as a leader is not only limited to administrative functions but also includes a broader responsibility to shape a positive school culture. One leadership approach that is gaining more attention in educational literature is transformational leadership. This approach focuses not only on operational management but also on how leaders can inspire and motivate teachers to reach their full potential, thereby improving the quality of learning and student learning outcomes. (Qoim, Askafi, & Talkah, 2023)

Transformational leadership has four main components known as the "Four I's," which are: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. (Yuliastuti et al., 2023) The influence of idealism refers to how principals or foundations become respected and admired role models for other teachers and school staff. By demonstrating integrity, ethics, and a high commitment to the school's vision, principals can build strong trust and loyalty among teachers.

Inspirational motivation relates to the principal's ability to articulate an engaging and challenging vision, which can motivate teachers to contribute maximally to achieving the school's goals. (Supardi & Aulia Anshari, 2022)

Intellectual stimulation encourages school principals to create an environment where teachers are encouraged to think critically, innovatively, and creatively in addressing educational challenges. (Alamsyah, 2022) This includes providing opportunities for teachers to engage in continuous professional development, as well as supporting them in implementing new and more effective learning methods. (Setiawan, Nasution, & Zebua, 2021) Individual considerations reflect the principal's attention to the personal needs and aspirations of each teacher. By understanding and taking into account the individual differences among teachers, the principal can provide tailored support, enabling each teacher to feel valued and motivated to continue developing. (Putri & Sentoso, 2022)

In the context of schools or foundations, where the interaction between the principal and teachers is very close, transformational leadership plays an important role in building a collaborative culture that supports teachers' learning and professional development. (Yuliastuti et al., 2023) Research has shown that principals who adopt a transformational leadership style are likely to succeed in enhancing positive teacher performance, both in terms of pedagogical competence, engagement in curriculum development, and innovation in teaching methods. This ultimately has a positive impact on the quality of education received by students. (Enriko, 2018)

However, the implementation of transformational leadership in schools or foundations is not without challenges. School leaders must be able to balance administrative demands with their role as inspiring change agents. Additionally, the diverse school environment, with varying characteristics of teachers, requires school leaders to have strong flexibility and interpersonal skills. Support from other parties, such as the education department and the school committee, is also crucial in assisting school leaders to effectively apply transformational leadership. (Hafiz Sandeq Yusuf, Iyan Al Iqlhas, Gallyosa Mariski Saputra, Ragil Rizki Raditya Esha, & Yayat Suharyat, 2022)

This research aims to analyze how the transformational leadership applied by the principals at the Mutiara Bali Foundation can contribute to the improvement of positive teacher performance. (Basirun & Turimah, 2022) Through this research, it is hoped that a deeper understanding of effective leadership practices in the educational context can be obtained, as well as the challenges and opportunities faced by principals in developing teachers' potential. The results of this study are also expected to provide useful recommendations for the development of policies and leadership training programs in the educational environment, thus supporting the overall improvement of education quality.

2. METHODS

This research uses qualitative methods described descriptively with a case study approach. It is expected that this research can provide a comprehensive description related to the role of transformational leadership in building a positive work culture at Mutiara Bunda Foundation Bali. The data collection techniques used in this research are observation, interviews, and documentation studies. Observation is used to understand the steps taken related to transformational leadership in building a positive work culture. Interviews are used to obtain direct data from the research informants, namely the Principal, Curriculum Department, Student Affairs Department, Teachers, and Students. Documentation is used to obtain relevant data in relation to the research focus. The data analysis technique employs qualitative descriptive analysis and uses achievement criteria as explained in the following table:

Image 1: Source of Research Informants

No	Elemen	Amount	Initial
1	Principal	1	AZ
2	Curriculum Section	2	LM,LD
3	Teacher	5	HD,FR,RK,LK,SH
4	Student	5	AD,DK,LN,LR,LQ

From the table, it can be explained that there are thirteen informants consisting of school principals, curriculum staff, teachers, and students. Other data that can support and strengthen the research are classified and categorized in a taxonomy and then reduced according to needs. In the initial stage, which is data collection, data reduction is carried out by organizing it in the form of notes, and then a conclusion is drawn from the studied data.



Figure 2: Data Collection Process

In the view of Miles and Huberman, qualitative analysis consists of three pathways: reducing data, presenting data, and drawing conclusions. (Ham, Donnelly, Astley, Jackson, & Woodroffe, 2019) Data analysis is carried out concurrently with data collection.

3. FINDINGS AND DISCUSSION

3.1 *Analysis of the Influence of Transformational Leadership on Positive Performance Culture of Teachers in Educational Institutions*

Transformational leadership has become one of the most valued leadership styles in the world of education, especially because of its potential to enhance teacher performance. (Leuwol, Gaspersz, Tupamahu, & Wonmaly, 2023) An analysis of the impact of transformational leadership on teacher performance is highly relevant in the context of efforts to improve the quality of education, particularly in educational institutions. Transformational leadership, characterized by a leader's ability to inspire and motivate their subordinates, has a significant impact on various aspects of teacher performance, ranging from motivation to creativity in teaching.

One important aspect of transformational leadership is motivational inspiration. A principal who can provide a clear and inspiring vision can motivate teachers to work harder and achieve higher goals. When teachers feel motivated, they tend to have a higher commitment to their tasks. This can be reflected in the improved quality of teaching, where teachers are more enthusiastic in designing innovative lesson plans, seeking effective teaching methods, and more eager to interact with students. Thus, the motivational inspiration provided by the principal not only enhances teacher motivation but also contributes to the overall improvement of education quality. (Supardi & Aulia Anshari, 2022)

Furthermore, intellectual stimulation is also a key element of transformational leadership that has a positive impact on teacher performance. School leaders who encourage teachers to think critically, creatively, and innovatively in their teaching approaches can create a dynamic work environment. (Aulia Fitri, Kholida, & Permatasari, 2022) Teachers who are given the freedom to explore new ideas and face intellectual challenges are more likely to develop teaching methods that are more effective and relevant to the needs of students. (Ghufron, 2020) For example, teachers may be more open to trying project-based learning or technology-driven approaches, which can enhance student engagement and their learning outcomes. Therefore, the intellectual stimulation from school leaders helps to improve teachers' competencies, which in turn has a positive impact on the quality of teaching and student learning outcomes. (Kurniawan, Martini, & Herlambang, 2020)

Individual consideration is another element of transformational leadership that plays a role in improving teacher performance. School leaders who implement individual consideration pay special attention to the needs and potentials of each teacher. (Nurwahidah, Nisa, Nurjamaludin, & Nurhidayat, 2024) They support teachers' professional development through training, mentoring, and constructive feedback. Teachers who feel individually recognized by the school leaders tend to have higher self-confidence and feel more valued. This can encourage them to continuously improve their competencies

and contribute more effectively to teaching. For example, teachers who feel supported in their professional development may be more motivated to pursue additional training, expand their knowledge, and apply that new knowledge in their teaching. Thus, individual considerations not only enhance the performance of teachers on an individual level but also contribute to the overall improvement of the quality of education in schools. (Putri & Sentoso, 2022)

The influence of idealized traits, which is the last element of transformational leadership, also has a significant impact on teachers' performance. Principals who demonstrate idealized influence act as good role models for their teachers. They exhibit integrity, a strong work ethic, and commitment to the school's goals. (Setiawan et al., 2021) Teachers who see their principal as a role model tend to imitate that positive behavior, which impacts the improvement of their professional ethics and performance. For example, if the principal demonstrates a strong commitment to enhancing the quality of teaching and learning, the teachers will also feel motivated to improve their work quality in order to achieve the same goals. (Supardi & Aulia Anshari, 2022) The idealistic influence of the principal can also create a positive school culture, where teachers feel motivated to work hard and collaborate for the best interests of the students.

Overall, transformational leadership has a significant impact on teacher performance through various mechanisms. Inspirational motivation encourages teachers to achieve higher standards in their teaching. Intellectual stimulation invites teachers to continuously innovate and develop more effective teaching methods. Individual consideration helps teachers feel valued and supported in their professional development. Meanwhile, the idealized influence of the principal encourages teachers to emulate positive behaviors and professional ethics, which contribute to the overall improvement of teaching quality. (Tohet & Hidayat, 2023)

In the context of education, transformational leadership becomes very important because teachers are the main actors in the learning process. School leaders who implement transformational leadership can create a supportive work environment that motivates teachers to continue to develop. (Jufri & Marimin, 2022) This not only impacts the improvement of individual teacher performance but also enhances the overall quality of education in the school. In other words, the transformational leadership of the school principal acts as a catalyst for positive change in teacher performance, which will ultimately improve student learning outcomes and school achievements.

In addition, transformational leadership also helps to create a collaborative and innovative school culture, where teachers feel supported to work together in seeking solutions to the challenges they face. Successful principals in implementing transformational leadership can build a solid and enthusiastic teaching team, ready to face the educational challenges of the 21st century. Therefore, it is important for principals to continually develop their transformational leadership skills, with the ultimate goal of improving teacher performance and the overall quality of education. (Yuliasuti et al., 2023)

By understanding the influence of transformational leadership on teacher performance, educational leaders can be more effective in designing strategies to support and enhance the quality of teaching in their schools. Investing in transformational leadership is an investment in the quality of future education, where empowered and motivated teachers will be the key to achieving higher educational goals.

3.2 Comparison with Previous Theories and Research

Research on transformational leadership and its impact on teacher performance in primary schools has garnered the attention of many researchers and education practitioners. The theory of transformational leadership was first introduced by James MacGregor Burns in 1978 and was later further developed by Bernard M. Bass. According to this theory, transformational leadership involves a process where leaders and followers elevate each other's levels of motivation and morality. Bass expanded this concept by emphasizing that transformational leaders not only motivate their followers to achieve common goals but also help them develop their personal potential.

In the context of education, school principals who apply transformational leadership styles are considered capable of inspiring teachers to improve their performance in various ways, such as

providing emotional support, encouraging innovation, and instilling a clear vision regarding educational goals. This research aims to compare the empirical findings from case studies in elementary schools with established transformational leadership theory and relevant previous studies. (Nurwahidah et al., 2024)

One relevant previous study is the research by Leithwood and Jantzi (2005) which examined the influence of transformational leadership of principals on school effectiveness. This research shows that transformational leadership has a significant impact on school performance, particularly in terms of student academic achievement and the school climate. The results of this study align with the findings in this case study, where the principal who exhibited transformational characteristics such as providing inspirational motivation and intellectual stimulation was able to enhance the morale and performance of teachers in the elementary school being studied. (Basirun & Turimah, 2022)

However, differences arise when looking at the context and application of transformational leadership in different settings. Research by Hallinger (2003) emphasizes that the effectiveness of transformational leadership is highly dependent on the cultural and environmental context in which schools operate. In some countries, such as the United States, transformational leadership tends to be more successful due to an organizational culture that supports individual initiatives and innovation. On the other hand, in more bureaucratic contexts such as in some Asian countries, transformational leadership may face more obstacles. Findings in this case study support Hallinger's view that, although transformational leadership has the potential to enhance teacher performance, its effectiveness is influenced by factors such as school culture, educational policies, and organizational structure. (Chaliddin Chaliddin & Munawar Khalil, 2023)

Research by Bogler (2001) also offers important insights into the relationship between leadership style and teacher job satisfaction, which ultimately affects their performance. Bogler found that transformational leadership positively influences teacher job satisfaction, which in turn enhances their commitment to the school and teaching performance. In this case study, the principal, acting as a transformational leader, successfully created a positive and supportive work environment, contributing to improved teacher performance. These results reinforce the argument that transformational leadership can influence teacher performance through increased job satisfaction.

In addition, research by Yulk (2010) states that transformational leaders are able to build strong relationships with their subordinates through personalized approaches and individual attention. In the context of education, this translates into actions by school principals who understand the specific needs of each teacher and provide appropriate support. In this case study, the principal who applied this approach was able to improve teacher performance by directing them into professional development programs that were relevant to their needs, as well as providing appropriate recognition for their achievements. These findings align with Yulk's research which emphasizes the importance of individual attention in transformational leadership styles. (Mattayang, 2019)

However, there are also studies that show that transformational leadership does not always have a positive impact. Research by Kelloway and Barling (2000) found that in some cases, this leadership style can lead to work burnout among teachers if high expectations are not matched with adequate support. In this case study, although most teachers responded positively to the transformational leadership style of the principal, there were also some who felt overwhelmed by the high demands, especially when resources and support were inadequate. This shows that the implementation of transformational leadership should be tailored to the specific capacities and conditions of the school. (Siti Nur Aisah, 2020)

In conclusion, the comparison between the findings of this case study and previous theories and research shows that transformational leadership has great potential to improve teacher performance, especially in contexts where the organizational culture supports innovation and individual initiatives. However, the effectiveness of this leadership is highly dependent on the context and its proper application. This research adds evidence that while transformational leadership can have a positive impact, its implementation must be accompanied by a deep understanding of the needs and capacities

of individuals within the educational organization. It also indicates that there are limitations and risks in the application of transformational leadership, which must be taken into account by school principals and policymakers in their efforts to enhance teacher performance and the overall quality of education.

Transformational leadership of school principals plays a key role in shaping and enhancing teacher performance in educational institutions. This role not only impacts the improvement of teaching and learning quality but also on the professional development and well-being of teachers. Therefore, the practical implications of applying transformational leadership are very important to understand and implement in schools.

3.3 The impact of transformational leadership in building a positive culture for teachers.

First, transformational leadership encourages principals to become inspirational role models for teachers. A principal who acts as a transformational leader must be able to exhibit behaviors that can be emulated by teachers, such as integrity, commitment, and dedication to the school's vision. By becoming a role model, the principal can enhance teachers' motivation and work spirit, which in turn will have a positive impact on their performance. The practical implication is that principals need to carry out this function consistently and continuously so that teachers remain motivated to achieve higher performance standards. (Hilma, Hidayat, Puspita, Sulistia, & Cahyadi, 2024)

Second, transformational leadership involves efforts to develop the potential of each teacher individually. A transformational school principal must be sensitive to the professional development needs of teachers and provide the necessary support to help them reach their full potential. This can include offering opportunities to participate in training, workshops, or seminars relevant to their field, as well as providing effective guidance and mentoring. The practical implication is that schools should design structured and ongoing professional development programs that not only focus on enhancing technical skills but also on developing interpersonal and managerial skills of teachers. (Supardi & Aulia Anshari, 2022)

In addition, intellectual stimulation is one of the important elements of transformational leadership that can enhance teacher performance. School principals should encourage teachers to think creatively and critically, as well as develop innovative teaching methods that can improve the effectiveness of learning in the classroom. To achieve this, principals can provide an environment that supports the exploration of new ideas, such as by holding group discussions, offering opportunities for teachers to share best practices, or encouraging collaboration among teachers in designing curriculum and teaching materials. The practical implication is that schools should create an open and collaborative learning culture, where innovation and experimentation in teaching are valued and supported. (Tohet & Hidayat, 2023)

Another practical implication is the importance of individual attention from the principal towards each teacher. Individual consideration is one of the important dimensions of transformational leadership, which means that the principal must understand and respond to the unique needs, concerns, and aspirations of each teacher. The principal must be able to build deep and empathetic relationships with teachers, provide emotional support, and help them overcome personal and professional challenges. In practice, this can be translated into providing a comprehensive teacher wellbeing program, including counseling, mental health support, and flexibility in work when needed. (Hilma et al., 2024)

The influence of idealism, or the ability of the principal to articulate a clear vision and inspire commitment to that vision, is also an important aspect of transformational leadership. Principals must be able to effectively communicate the school's long-term goals so that teachers feel like an integral part of achieving that vision. This will enhance the sense of ownership among teachers, which in turn can improve their dedication and performance. The practical implication of this is that principals need to regularly communicate the school's vision and mission, as well as involve teachers in the strategic planning and decision-making processes, so that they feel more engaged and motivated. (Hilma et al., 2024)

Transformational leadership also requires ongoing evaluation of teacher performance and constructive feedback. School principals need to develop a fair and transparent evaluation system that can be used to objectively measure teacher performance. Additionally, principals must provide constructive feedback that not only focuses on shortcomings but also appreciates teachers' achievements. The practical implication is that schools should have a clear evaluation mechanism, including specific assessment rubrics, as well as a feedback process that supports the continuous development of teachers. (Setiawan et al., 2021)

Finally, the application of transformational leadership in educational institutions must also be adapted to the cultural context and work environment of the school. School principals must understand the internal dynamics of the school, including relationships between teachers, organizational culture, and community expectations. Thus, the leadership approach taken must be flexible and adaptive to the specific conditions of the school. The practical implication of this is that school principals must engage in open dialogue with all stakeholders, including teachers, staff, students, and parents, to ensure that the leadership approach applied is relevant and effective. (Kadir, Abduh, & Manne, 2021)

Overall, the implementation of transformational leadership by school principals in elementary schools can have a significant impact on improving teacher performance. However, to achieve the desired results, principals must be able to integrate various aspects of transformational leadership into daily practices and be committed to continuously supporting the professional development and well-being of teachers. Thus, schools can create a productive, harmonious work environment that is focused on achieving higher educational goals. (Putri & Sentoso, 2022)

4. CONCLUSION

Transformational leadership of school principals plays a crucial role in enhancing the positive performance of teachers in educational institutions. By inspiring and motivating teachers through a clear vision, emotional support, and granting freedom to innovate, principals can create a conducive work environment for the professional development of teachers. Additionally, leadership that emphasizes collaboration and recognition of teachers' achievements has proven effective in fostering their work spirit and commitment to improving the quality of education. Through this approach, principals can significantly improve teachers' performance, which ultimately has a positive impact on the quality of learning in elementary schools.

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