



The Principal's Transformational Leadership Style and Its Impact on Elementary School Teachers' Performance

Tarno^{1*}, Jufri²

¹ Faculty of Teacher Training and Education, Muhammadiyah University of Buton, Indonesia

² Faculty of Islamic Studies, Muhammadiyah University of Buton, Indonesia

ABSTRACT

This study examines the principal's transformational leadership and its impact on teacher performance in an elementary school context through a case study at SDN 1 Buton. The study is grounded in the need for elementary schools to improve instructional quality and strengthen teachers' work culture amid policy changes, the reinforcement of literacy and numeracy, and increasing accountability in educational services. The research aims to describe the principal's transformational leadership practices based on the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and to analyze their implications for teacher performance in lesson planning, instructional implementation, assessment practices, classroom management, and professional development. A qualitative approach with a case study design was employed. Data were collected through in depth interviews with the principal and teachers, observations of school and classroom activities, and document analysis (school programs, instructional plans, supervision notes, and teaching administration). Data were analyzed thematically through iterative processes of reduction, categorization, and conclusion drawing, with source and method triangulation to enhance credibility. The findings indicate that transformational leadership builds teachers' trust and collective commitment through role modeling and policy consistency; enhances work motivation through a clear vision and recognition; encourages gradual innovation through reflective practices and sharing forums; and strengthens psychological safety through coaching-oriented supervision. These practices were associated with more structured instructional documents, more active and responsive teaching, more consistent formative assessment and follow up, and more orderly classroom management. Key constraints included administrative workload, varying levels of digital readiness, limited resources, and student heterogeneity. The study recommends streamlining administrative demands, strengthening teacher professional learning communities, and improving resource support to sustain performance gains.

Keywords: Transformational Leadership Style, Principal, Teacher Performance, Elementary School

1. Introduction

School principals' leadership is one of the most decisive factors in the success of education delivery at the elementary level, particularly when schools are confronted with demands to improve learning quality, strengthen school culture, and adapt to policy changes and technological developments. (Monoyasa et al., n.d.) In elementary schools, the quality of educational services largely depends on teachers' performance as the primary implementers of the teaching and learning process. Teacher performance should not be narrowly understood as classroom teaching ability alone, but also as encompassing lesson planning, assessment practices, classroom management, continuous professional development, collaboration with fellow educators, and participation in school programs. In this context, the principal can no longer be viewed merely as a school administrator, but rather as an instructional leader who is capable of mobilizing resources,

building a conducive work climate, and fostering collective commitment to achieving educational goals. (Riyadi, 2025; Satisfaction, 2022)

One leadership model widely discussed in the literature on educational management and organizational behavior is transformational leadership. (Satisfaction, 2022) Conceptually, transformational leadership emphasizes a leader's ability to inspire positive change through a clear vision, exemplary conduct, empowerment, and attention to individual development. This leadership is commonly articulated through four key dimensions: (1) idealized influence, namely the leader's role modeling and integrity that build trust; (2) inspirational motivation, the ability to generate collective enthusiasm through a meaningful vision, goals, and expectations; (3) intellectual stimulation, encouragement for organizational members to think critically, creatively, and innovatively; and (4) individualized consideration, the leader's concern for each teacher's needs, potential, and professional growth. In the school organization, these dimensions are highly relevant because the principal's leadership intersects directly with teachers' work motivation, self-efficacy, collaborative culture, and professional commitment. (Burgess et al., 2000; Kajjan et al., 2024)

The relevance of transformational leadership becomes even more pronounced amid the growing complexity of challenges in Indonesian basic education. (Mahfiroh & Ginting, 2026; Nomor & Halaman, 2025) Today, elementary schools are not only required to meet national education standards, but also expected to generate meaningful learning outcomes, build students' character, and strengthen literacy and numeracy as foundational competencies. Meanwhile, teachers frequently face various constraints, such as diverse student entry levels, limited facilities and infrastructure, administrative workload, and socio-cultural dynamics within the school community. In such circumstances, the principal functions as both a director and a driver of change: ensuring the quality of instruction, facilitating teachers' competency development, and cultivating a work climate that nurtures a sense of belonging to the school's goals. Empirically, many studies suggest that principals' leadership influences teacher performance both directly through supervision, task allocation, and performance reinforcement and indirectly through school climate, motivation, and organizational culture. (Maris et al., 2016)

However, research findings on transformational leadership are not always consistent, especially when applied to specific schools with unique characteristics. Differences in geographic conditions, organizational culture, community support, and resource capacity can generate distinct leadership dynamics. (Salenussa et al., 2024) Therefore, studies that situate transformational leadership in local contexts are essential to enrich our understanding of how this leadership style "works" in practice. In many cases, a theoretically ideal leadership model may encounter implementation obstacles, such as resistance to change, ineffective communication, or teachers' limited readiness to embrace innovation. Conversely, some schools successfully leverage transformational leadership to strengthen teacher commitment, organize work culture, and improve instructional quality. Hence, a case study approach can help illuminate the processes, mechanisms, and contextual factors that mediate the relationship between principal leadership and teacher performance. (Suriansyah & Ahmad, 2025)

This study focuses on SDN 1 Buton as the site of a case study. The selection of SDN 1 Buton is based on the consideration that this school represents an elementary education unit with real organizational dynamics covering interactions among the principal, teachers, administrative staff, students, and parents in efforts to enhance learning quality and school services. As a public elementary school, SDN 1 Buton operates within a public policy ecosystem that requires accountability, compliance with minimum service standards, and continuous

quality improvement. In such a context, the principal's leadership becomes the key driver of school programs, the strengthening of disciplinary culture, the improvement of teacher performance, and the development of adaptive learning strategies. This study views SDN 1 Buton as a "case" that enables researchers to explore how the dimensions of transformational leadership are manifested in daily leadership practices and how these practices influence teacher performance.

Conceptually, the relationship between transformational leadership and teacher performance can be explained through several pathways. First, principals who articulate a vision and provide inspirational motivation tend to shape teachers' work orientation toward shared goals, thereby increasing commitment to instructional quality. Second, intellectual stimulation fosters a culture of reflection, pedagogical experimentation, and professional learning, which ultimately enhances lesson planning and classroom implementation. Third, individualized consideration improves teachers' psychological well-being, sense of appreciation, and support for career development, which contributes to performance improvement. Fourth, the leader's role modeling and integrity strengthen trust within the school organization, making coordination, collaboration, and adherence to school policies more effective. These pathways indicate that transformational leadership does not operate mechanically, but rather through socio-psychological processes and organizational culture that require in-depth observation within the school context. (Online & Annabila, 2023)

Nevertheless, several research gaps remain. Many studies assess the relationship between transformational leadership and teacher performance using quantitative approaches that emphasize correlation or statistical effects, yet provide limited explanation of processes and actors' experiences. On the other hand, qualitative studies that elaborate leadership practices often do not explicitly map transformational dimensions onto principals' leadership behaviors and observable indicators of teacher performance in instructional contexts. Accordingly, a case study at SDN 1 Buton is expected to provide a more contextual account of: (a) how the principal enacts transformational leadership dimensions in managerial and instructional leadership activities; (b) how teachers interpret such leadership; and (c) how this leadership relates to teacher performance in planning, teaching, assessment, classroom management, and professional development.

Based on this background, the study is directed to address a central issue concerning the effectiveness of the principal's transformational leadership style in driving improvements in teacher performance at the elementary school level. The research focus is sharpened within the context of SDN 1 Buton as a case study in order to capture factual conditions, organizational dynamics, and leadership strategies as they unfold. More operationally, this study aims to: (1) describe the forms of the principal's transformational leadership at SDN 1 Buton based on the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; (2) analyze the impact of transformational leadership on teacher performance as reflected in instructional practices and professional duties; and (3) identify supporting and inhibiting factors that mediate the relationship between principal leadership and teacher performance at SDN 1 Buton.

Theoretically, this study is expected to contribute to the enrichment of educational leadership scholarship, particularly by positioning transformational leadership as a framework for understanding organizational behavior change in elementary schools. The case study findings can broaden discourse on how transformational leadership is operationalized in a public school context with specific local characteristics, while also clarifying its mechanisms of influence on teacher performance. Practically, this study may benefit principals as a reflective

resource for developing more effective leadership strategies; teachers by strengthening the work climate and professional growth opportunities; and local education policymakers as an input for principal coaching and the planning of elementary education quality improvement programs. Thus, the study offers not only conceptual understanding but also actionable implications for strengthening school governance and instructional quality.(Hendrawati et al., 2015)

To maintain analytical focus, this study limits its discussion to: (1) transformational leadership of the principal as the primary variable/theme; (2) teacher performance focused on professional aspects related to instruction and educational duties; and (3) the organizational context of SDN 1 Buton as an elementary education unit. These delimitations enable a holistic yet in-depth exploration of leadership practices and teachers' experiences, while avoiding irrelevant expansion of issues. Ultimately, this introduction underscores the urgency of research on transformational leadership in elementary schools as a strategic avenue for understanding and strengthening teacher performance, which remains the primary engine of quality improvement at the foundational level of education.

2. Methods

This study employed a qualitative approach using a case study design to examine the principal's transformational leadership style and its implications for teacher performance at SDN 1 Buton. A qualitative case study was selected because it enables an in-depth exploration of leadership practices as they occur in a natural school setting and allows the researcher to capture participants' meanings, experiences, and interpretations related to leadership and professional performance.(Efendi et al., 2023)

The research site was SDN 1 Buton. Participants were selected through purposive sampling to ensure information-rich data. The key informants included the principal and classroom teachers across grade levels. To strengthen contextual understanding, additional informants may include vice principals/subject coordinators (if applicable), administrative staff, and representatives of the school committee or parents who have relevant insights into school management and teacher work practices. Participant recruitment considered criteria such as length of service, involvement in school programs, and willingness to share experiences. Data were collected through three primary techniques: (1) semi-structured, in-depth interviews to explore perceptions and lived experiences of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) and its perceived impact on teacher performance (planning, instruction, assessment, classroom management, and professional development); (2) non-participant observations of school routines, meetings, supervision activities, and classroom practices to document leadership behaviors and teacher work performance in context; and (3) document analysis of school policies, work programs, supervision records, teacher lesson plans, performance appraisal documents, and relevant school reports to corroborate interview and observational data.(Mikraj, 2024)

Data analysis followed an iterative thematic process consisting of data reduction, data display, and conclusion drawing. Initial coding was conducted to identify recurring patterns related to leadership dimensions and teacher performance indicators, followed by categorization and theme development. Trustworthiness was ensured through triangulation of sources and methods, member checking to confirm interpretive accuracy, and maintaining an audit trail of field notes, coding decisions, and analytic memos. Ethical considerations included obtaining informed consent, assuring confidentiality through

pseudonyms, and respecting participants' right to withdraw at any stage of the study. (Efendi et al., 2023)

3. Findings and Discussions

The findings at SDN 1 Buton indicate that the principal demonstrates transformational leadership in concrete ways through four major dimensions—idealized influence (role modeling), inspirational motivation, intellectual stimulation, and individualized consideration—which collectively contribute to strengthening teacher performance in lesson planning, instructional implementation, assessment practices, classroom management, and professional development. The study also identifies enabling and constraining factors that shape the extent to which this leadership effectively enhances teacher performance.

3.1 Idealized Influence: Role Modeling, Integrity, and Policy Consistency

Teachers at SDN 1 Buton described the principal as a leader who is “present” and provides consistent examples of discipline and orderly work practices. The principal’s role modeling is reflected in punctuality, administrative organization, and direct involvement in school activities. This exemplary conduct fosters a more disciplined work culture, particularly in teacher attendance, classroom readiness, and timely completion of instructional documents. In addition, the principal’s integrity is evident in efforts to maintain transparency in task distribution and program management. Teachers perceived that duties were assigned according to program needs and professional competence rather than personal closeness. This strengthens teachers’ trust in leadership, increases compliance with shared agreements, and reduces resistance to new policies. Practically, these effects are visible in more consistent preparation of instructional materials, especially in scheduling alignment, literacy–numeracy strengthening programs, and classroom activity documentation.

3.2. Inspirational Motivation: Shared Vision and Collective Enthusiasm

Inspirational motivation was strongly apparent in how the principal communicated a school direction as “an orderly, child-friendly school oriented toward instructional quality.” This vision was not only delivered in formal forums but continuously internalized through routine meetings, brief daily briefings, and habitual school practices. Teachers reported that repeated and clear communication of the vision helped them understand school priorities, making their work more focused rather than merely routine.

Motivation was also cultivated through moral reinforcement and recognition. The principal frequently acknowledged teachers who demonstrated instructional innovation, active involvement in school programs, or improved administrative discipline. Such recognition encouraged collective spirit and pride in the school’s achievements. A direct impact on performance was seen in teachers’ increased willingness to participate in school initiatives, including literacy classes, character-building routines, and more disciplined preparation of teaching documents.

3.3. Intellectual Stimulation: Encouraging Innovation and Reflective Practice

The findings show that the principal encouraged teachers not to rely solely on conventional teaching patterns. Intellectual stimulation was realized through invitations to try active learning strategies, use simple instructional media, and reflect on learning outcomes. Teachers emphasized that the principal did not demand “complicated” innovation but promoted gradual improvement—such as varying methods, strengthening discussion-based activities, using worksheets, and adapting instruction to students’ needs.

On several occasions, the principal facilitated forums for sharing good practices, either in meetings or small group discussions among teachers. These forums became spaces to exchange experiences related to classroom difficulties, strategies for engaging passive students, and ways to design more appropriate assessments. This reflective practice contributed to improved quality of lesson planning. Teaching documents became more contextual, included clearer measurable objectives, and began to incorporate basic differentiation (e.g., grouping tasks based on student ability).

In classroom implementation, teachers demonstrated more varied teaching methods, greater use of guiding questions, and learning activities that were more student-centered. Teachers also became more proactive in adjusting strategies when students did not understand the material. Although these improvements were not yet evenly distributed across all classes, they reflect an emerging process of organizational learning stimulated by the principal's leadership.

3.4. Individualized Consideration: Mentoring, Emotional Support, and Competency Strengthening

Individualized consideration was evident in the principal's personal approach to teachers. Teachers felt supported through communication that was non-judgmental when challenges arose in teaching or when administrative tasks were delayed. The principal tended to explore underlying reasons and offer solutions, such as mentoring in preparing lesson plans/modules, assisting with assessment instruments, or providing sample administrative formats. This approach increased teachers' psychological comfort and reduced anxiety regarding supervision. Supervision was not perceived as fault-finding but as professional mentoring for improvement. The impact was visible in teachers' greater openness to discuss instructional problems (e.g., students' difficulty focusing, low literacy levels, or parental constraints). With such support, teachers became more motivated to refine teaching strategies, follow up assessment results, and maintain consistent records of students' learning progress.

3.5. The Impact of Transformational Leadership on Teacher Performance

Overall, the impact of transformational leadership at SDN 1 Buton is reflected in five key aspects of teacher performance: 1) Lesson planning: instructional documents became more complete, better structured, and more aligned with classroom needs. 2) Instructional implementation: increased variation in teaching methods, greater use of simple media, and more active learning processes. 3) Assessment and follow-up: teachers began improving assessment instruments, conducting formative evaluation more frequently, and trying basic remediation/enrichment. 4) Classroom management: classroom organization improved through routines, class rules, and strategies for strengthening positive discipline. 5) Professional development: greater teacher participation in internal discussions, training, and learning community activities, although levels of engagement still varied.

3.6. Enabling and Constraining Factors

Key enabling factors include: (a) open and consistent communication by the principal, (b) an emerging culture of collaboration supported by discussion forums, (c) teachers' trust in the principal's integrity, and (d) peer social support that reinforces positive work changes. Constraining factors include: (a) teachers' relatively high administrative workload, reducing time for reflection and innovation; (b) variation in teachers' readiness and digital literacy; (c) limitations in certain instructional resources; and (d) heterogeneous student characteristics requiring more complex differentiation strategies. These constraints mean that the impact of

transformational leadership has not been fully uniform across all teachers, particularly regarding instructional innovation and technology utilization.

The findings from SDN 1 Buton confirm that transformational leadership is not merely a conceptual ideal but can be enacted through daily leadership practices that shape teachers' professional performance. In line with transformational leadership theory, the principal's idealized influence expressed through discipline, integrity, and transparent task distribution strengthened teachers' trust and willingness to align with school policies. Trust is a critical mechanism in transformational leadership because it reduces resistance and increases followers' readiness to internalize shared goals. At SDN 1 Buton, trust translated into more consistent instructional preparation and compliance with agreed standards, suggesting that moral authority and role modeling functioned as a "social glue" for organizational coherence.

The dimension of inspirational motivation was evident in the repeated communication of a clear school vision ("orderly, child-friendly, and quality oriented learning"). This supports the argument that transformational leaders mobilize collective energy by framing work as meaningful, thereby increasing teachers' sense of purpose. From a motivation and commitment perspective, such meaning making can foster stronger affective commitment teachers feel emotionally connected to the school's mission while also reinforcing normative commitment through shared expectations. The observed increase in teacher participation in school programs and improved administrative discipline indicates that motivation was sustained not only by formal directives but also by recognition and psychological reinforcement. (Satisfaction, 2022)

Moreover, the principal's intellectual stimulation strengthened the school's learning orientation by encouraging gradual innovation and reflective practice. This finding aligns with contemporary views of transformational leadership as a driver of organizational learning, where teachers are supported to question routines, test pedagogical alternatives, and learn from peers. The emergence of peer sharing forums and the improvement of lesson planning quality suggest that innovation became a collective rather than individual responsibility. Importantly, these practices also intersect with instructional leadership, because encouraging reflective teaching, improving planning, and refining formative assessment are core features of leading learning. Thus, the principal's transformational leadership at SDN 1 Buton appears to operate as a complementary pathway to instructional leadership: transformational behaviors build psychological readiness and shared commitment, while instructional leadership strengthens the technical core of teaching and learning. (Kajian et al., 2024)

The dimension of individualized consideration was reflected in mentoring, non judgmental communication, and supportive supervision. This contributed to teachers' psychological safety an essential component of a positive school climate. A supportive climate reduces fear of evaluation and promotes openness, which is crucial for professional growth. Teachers' increased willingness to discuss instructional challenges and accept supervision as coaching indicates that leadership shaped a climate where improvement was normalized. However, the uneven distribution of impact across teachers also highlights contextual constraints: high administrative burden, varied digital readiness, resource limitations, and heterogeneous student needs. These constraints may weaken the translation of leadership into performance by limiting time, capacity, and instructional tools. Therefore, sustaining the positive effects of leadership requires not only inspirational and supportive practices but also structural solutions, such as streamlining administrative tasks and strengthening professional learning routines. (Mahfiroh & Ginting, 2026) Overall, the SDN 1 Buton case suggests that

transformational leadership influences teacher performance through intertwined mechanisms trust, shared meaning, professional learning, and psychological safety while instructional leadership provides the operational focus on teaching quality. The interaction of these leadership functions contributes to a healthier school climate and stronger teacher motivation and commitment, which in turn supports continuous improvement in teacher performance.

Tabel 1. Summary Table of Findings (Indicator Field Evidence Implications)

Indicator	Field Evidence (SDN 1 Buton)	Implications
Idealized Influence (Role Modeling)	Principal demonstrates punctuality, administrative order, and transparent task allocation; teachers report increased trust	Builds legitimacy and trust, reduces resistance, strengthens compliance with school standards
Inspirational Motivation	Clear vision communicated repeatedly through meetings/briefings; recognition for teacher efforts; higher participation in school programs	Strengthens sense of purpose and collective commitment; increases willingness to engage in improvement initiatives
Intellectual Stimulation	Encouragement of gradual innovation; peer-sharing forums; improved lesson planning and more varied teaching strategies	Promotes organizational learning; supports instructional improvement and reflective teaching culture
Individualized Consideration	Mentoring and non-judgmental supervision; support for lesson planning and assessment; teachers feel psychologically safe	Enhances psychological safety and professional growth; supervision shifts from control to coaching
Teacher Performance: Planning	More complete and structured teaching documents; clearer objectives; basic differentiation begins to appear	Improves instructional alignment and readiness; supports measurable learning targets
Teacher Performance: Instruction	More student-centered activities, guiding questions, simple media use; adaptive teaching when students struggle	Enhances engagement and instructional effectiveness; supports responsiveness to learner needs
Teacher Performance: Assessment	More frequent formative assessment; attempts at remediation/enrichment; improved instruments	Strengthens feedback loops; supports learning recovery and progress monitoring
School Climate	Increased openness and collaboration; reduced fear	Creates a supportive climate that sustains

	of supervision; shared routines and discipline	improvement and reinforces professional norms
Constraints	Administrative workload, uneven digital literacy, limited resources, heterogeneous student profiles	Need structural support: reduce admin burden, strengthen PLC/teacher learning communities, improve resources and training

4. Conclusion

This case study at SDN 1 Buton concludes that the principal's transformational leadership contributes positively to improving teacher performance through the mechanisms of trust, shared work meaning, professional learning, and psychological safety. Idealized influence is reflected in role modeling, integrity, and policy consistency, which strengthen leadership legitimacy and reduce teachers' resistance to change. Inspirational motivation is manifested through clear and repeated communication of the school's vision, accompanied by reinforcement and recognition, thereby increasing teachers' collective commitment to implementing school programs and improving work discipline. Intellectual stimulation fosters a culture of reflection and gradual innovation through forums for sharing good practices, which leads to better lesson planning and more varied instructional strategies. Individualized consideration reinforces mentoring and coaching-oriented supervision, increasing teachers' openness to discussing challenges and making improvements based on feedback. The impact of these leadership practices is evident in more structured planning, more active instructional implementation, increasingly consistent formative assessment and follow-up, and more orderly classroom management. However, administrative workload, differences in digital readiness, limited resources, and student heterogeneity remain constraints that make improvements uneven across teachers. Therefore, sustaining the positive effects of leadership requires structural support, including streamlining administrative demands, strengthening teacher professional learning communities, and providing adequate instructional resources.

References

- Burgess, M., Enzle, M. E., & Morry, M. (2000). The social psychological power of photography: Can the image-freezing machine make something of nothing? In *European Journal of Social Psychology* (Vol. 30, Issue 5, pp. 613–630). [https://doi.org/10.1002/1099-0992\(200009/10\)30:5<613::aid-ejsp11>3.3.co;2-j](https://doi.org/10.1002/1099-0992(200009/10)30:5<613::aid-ejsp11>3.3.co;2-j)
- Efendi, F., Sunaryo, H., & Harijanto, D. (2023). *Efektivitas Kepemimpinan Transformasional Kepala Sekolah melalui Komitmen Kerja terhadap Kinerja Guru Merdeka Belajar*. 11(2), 19–32.
- Hendrawati, A., Prasojo, L. D., & Yogyakarta, U. N. (2015). *Jurnal Akuntabilitas Manajemen Pendidikan Tersedia Online* : <http://journal.uny.ac.id/index.php/jamp>. 3(2), 141–157.
- Kajian, P., Ilmu, I., & Kiiies, S. (2024). *Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru dalam Pembelajaran Pendidikan Islam*. 0, 517–522.
- Mahfiroh, S., & Ginting, R. B. (2026). *Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kompetensi Pedagogik Guru*. 15(1), 1095–1106.

- Maris, I. S., Komariah, A., & Indonesia, U. P. (2016). *Kepemimpinan transformasional kepala sekolah, kinerja guru dan mutu sekolah*. 2.
- Mikraj, A. L. (2024). *Peran Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatkan Kinerja Guru : Studi Kasus di Sekolah Dasar*. 5(1), 438–448.
- Monoyasa, M. W., Sularso, R. A., Prihatini, D., Studi, P., Manajemen, M., & Jember, U. (n.d.). *PENGARUH GAYA KEPEMIMPINAN TRANSFORMASIONAL KEPALA SEKOLAH TERHADAP KINERJA GURU SEKOLAH DASAR DENGAN MOTIVASI DAN INOVASI GURU SEBAGAI VARIABEL INTERVENING DI KEKOTA ADMINISTRATIF*. 315–335.
- Nomor, V., & Halaman, M. (2025). *PENGARUH GAYA KEPEMIMPINAN SPIRITUAL DAN Jambura Journal of Educational Management*. 6, 333–351.
- Online, T., & Annabila, S. (2023). *Kurikulum Merdeka di Sekolah Penggerak : Sumbangan Kepemimpinan Transformasional Kepala Sekolah dan Budaya Sekolah Terhadap Kinerja Guru tingkat Sekolah Menengah Pertama (SMP)*. 6, 340–353.
- Riyadi, S. (2025). *Implementasi Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatkan Kinerja Guru*. 4(1), 1983–1989.
- Salenus, R. E. I., Kempa, R., Lekatompessy, J. E., & Rumfot, S. (2024). *Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Budaya Sekolah Terhadap Kinerja Guru pada Sekolah Penggerak SMA di Kecamatan Sirimau Kota Ambon*. 5, 1431–1444.
- Satisfaction, J. (2022). *Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Kepuasan Kerja Terhadap Disiplin Kerja dan Dampaknya pada Kinerja (The Effect of Principal Transformational Leadership and Job Satisfaction on Work Discipline and Its Impact on Performance) Pendahuluan*. 36–42.
- Suriansyah, A., & Ahmad, K. I. (2025). *Hubungan Gaya Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru melalui Kecerdasan Emosional dan Disiplin Kerja Guru*. 8(1), 156–177.