

Evaluation of Transformational Leadership of Principals in Improving Teacher Performance at SDN 1 Bojong Timur Purwakarta Regency

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ARTICLE INFO

Keywords:

Transformational Leadership;
Teacher Performance;
Evaluation

Article history:

Received 2025-10-28

Revised 2025-11-26

Accepted 2025-12-31

ABSTRACT

Teachers are an important factor in the success of the learning process; therefore, teacher performance directly influences the quality of education. The principal's leadership also plays an important role in enhancing teacher motivation and performance. While previous studies have indicated that transformational school leadership has a positive impact on teacher performance, it remains unclear how the evaluation process within transformational leadership specifically improves performance. This study aims to analyze the controlling stage, based on Henry Fayol's theory, of transformational school leadership in an effort to enhance teacher performance. This research employs a qualitative method with a case study approach. Data were collected through observation, in-depth interviews, and documentation studies. Samples were selected via purposive sampling, involving the school principal as a manager and teachers meeting specific criteria. Overall, the results indicate that the transformational leadership practices of the principal align with Henry Fayol's POCCC theory, particularly in the controlling stage. In practice, the principal exercises control through supervision and collective reflection with teachers, which is documented in a supervision book. This book contains records of planned activities adjusted to the school's vision and mission. The study concludes that transformational leadership at SDN 1 Bojong Timur, Purwakarta Regency, has proven successful in increasing teachers' morale, motivation, and responsibility, thereby contributing positively to the improvement of teacher performance.

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1. INTRODUCTION

Education is the main pillar in the development of competitive human resources. Based on the mandate of Law No. 20 of 2003 and Law No. 14 of 2005, teachers play a central role in shaping the character of students. Teacher performance is not only an indicator of individual professionalism, but also a determinant of the quality of educational output on a macro level. One of the determinant variables that consistently affects teacher performance is the effectiveness of the principal's leadership.

Priansa (2014:186) stated that effective leadership of a school principal is leadership that is able to empower all potentials in schools optimally. However, the reality on the ground shows that teacher empowerment efforts are often hampered by leadership patterns that are still administrative-bureaucratic. At the elementary school level, especially in the Purwakarta Regency area, there is still a gap in teacher pedagogic competence and low innovation in learning. This is often rooted in the non-optimal role of school principals in providing inspiration and supervision that touches the individual needs of teachers.

Transformational leadership, as posited by Burns (1978) and Bass (1994), focuses on providing inspiration, motivation, and attention to the individual needs of followers. Although there is a lot of literature that confirms the positive correlation between this leadership style and organizational performance, there is still a research *gap* on how the classical management function, especially *the controlling function* according to Henry Fayol, is integrated into transformational leadership styles at the elementary school level.

Some studies have also revealed that principals who implement transformational leadership can create a more open, supportive, and innovative work environment, which in turn contributes to increased teacher motivation and performance (Leithwood & Jantzi, 2005). However, although many studies have examined the influence of transformational leadership in secondary school or higher education, more in-depth studies of the influence of transformational leadership of principals through academic supervision on teacher performance at the elementary school level are limited. This is one of the reasons why this research is important to conduct, especially in the Indonesian context, where primary schools play a central role in forming the educational foundation for children.

Teacher performance is one of the main indicators in assessing the effectiveness of education in schools. The quality of a teacher's work is not only reflected in student learning outcomes, but also in the ability to manage classes, innovate in teaching methods, and adapt to the dynamics of educational development. In practice, the performance is influenced by various factors, one of which is managerial support through a transformational leadership approach and the implementation of academic supervision by the principal.

This study seeks to explore the influence of transformational leadership of school principals on improving the performance of elementary school teachers in Purwakarta Regency. Specifically, this study is directed to identify the contribution of transformational leadership in triggering teachers' work motivation. In addition, this study also analyzes how the effectiveness of academic supervision carried out by school principals is able to improve the quality of teaching and professional competence of teachers in a sustainable manner.

The results of relevant previous research show that the application of the transformational leadership model at YPK Kaimana Junior High School has a positive and significant influence on improving the quality of education. This is based on the evaluation of *context, inputs, processes* and *products* that have shown that the implementation of the principal's leadership model has gone well even though it is realized that there are still various kinds of challenges and obstacles but cannot break the spirit of the principal in making efforts according to his professionalism so that teachers and students at YPK Kaimana Junior High School have experienced an improvement in the quality of education. (Bunbaban et al., 2022).

Based on this background, this study aims to analyze the evaluation of the transformational leadership of school principals in improving teacher performance at SDN 1 Bojong Timur, Purwakarta Regency. This study specifically examines how the *controlling function* based on Henry Fayol's theory is

applied in the implementation of transformational leadership, as well as its contribution in improving teacher motivation and performance. This study also aims to fill this gap by analyzing the implementation of POCCC (*Planning, Organizing, Commanding, Coordinating, Controlling*) functions at SDN 1 Bojong Timur, Purwakarta Regency.

2. METHODS

In this study, a qualitative approach with a case study design was used. According to Yin (2018), case studies are the right method to answer questions related to the "how" and "why" of complex and contextual phenomena (Yunianto et al., 2021). The research subjects include the principal (KS), and teachers (G) at SDN 1 Bojong Timur, Purwakarta Regency. The selection of the research location is based on several considerations, namely: (1) there are dynamics of change in the school, starting from learning policies and achievements in various fields; (2) the school has the characteristics of teachers with a background of age, and experience, so that it is relevant to the focus of the research.

The research is carried out in a time span that allows researchers to conduct research continuously, so that in the process of collecting data can describe the real conditions of the principal's transformational leadership and teacher performance in a complete and in-depth manner. The determination of the respondent sample was carried out through a *purposive sampling* technique which aims to select relevant respondents for this study (Puspita et al., 2021).

The data collection technique was carried out through several methods, including in-depth interviews, non-participatory observations, and documentation studies related to the implementation of transformational leadership of school principals. This data collection is in line with qualitative research practices that emphasize the importance of obtaining information from a variety of sources to build a thorough understanding of the problem being researched (Sholikhah et al., 2023).

Data analysis was carried out using the Miles and Huberman model which consisted of three stages, namely: (1) data reduction through coding and categorization, (2) presentation of data in the form of matrix and thematic narrative, and (3) drawing conclusions and verifying data. The validity of the data is maintained through triangulation of sources and methods to ensure that the results of the research are trustworthy (Dewi & Hidayah, 2022).

3. FINDINGS AND DISCUSSION

This study dissects the implementation of transformational leadership at SDN 1 Bojong Timur through the lens of Henry Fayol's management theory, which includes five fundamental functions: *Planning, Organizing, Commanding, Coordinating, and Controlling* (POCCC). Here is an in-depth description of the findings:

Planning Transformational Leadership for School Principals

Planning is an important stage in the management of transformational leadership of principals at SDN 1 Bojong Timur, Purwakarta Regency, which aims to design and direct the development of the education system and administration of transformational leadership management of school principals to improve teacher performance. Careful and systematic planning is key in ensuring that transformational leadership is implemented effectively and efficiently.

In the context of educational leadership, Bush and Glover (2014) emphasized that strategic planning by school principals plays an important role in directing changes in school organizations in a sustainable manner. Careful and systematic planning is key in ensuring that transformational leadership can be implemented effectively and efficiently.

In the application of transformational leadership of school principals at the planning stage, the results of interviews with school principals stated that:

"In the planning stage, we start with a needs analysis. We hold workshops or meetings at the beginning of the year together with teachers to conduct school self-evaluations and identify gaps between ideal and current conditions, especially related to student learning outcomes and teacher competence. Furthermore,

we formulate short-term and long-term goals that are in line with the vision of the school and the Education Office's programs, which are then outlined in the School Work Plan (RKS). The main strategy focuses on Sustainable Professional Development (PKB), such as needs-based training, Lesson Study, and individual mentoring. The goal to be achieved is to create teachers who have integrity, innovation, and are student-centered..." (KS, 2025).

The statement was validated by the teacher's admission that he acted not only as the implementer of the activity, but also as a planning draftsman. As stated that:

"In terms of planning, we as teachers always hold meetings with the principal. The meeting is usually held at the beginning of the school year with the aim of determining the targets or goals that the school wants to achieve. Under the leadership of the current principal, we are always involved in any activity..." (G, 2025).

The involvement of teachers in this planning process is in line with the opinion of Mulyasa (2018) who states that school principals as transformational leaders must be able to empower teachers through participatory planning in order to create a sense of ownership and responsibility for school programs.

Based on the documentation study, documents were found that supported the planning, namely the existence of the School Work Plan (RKS) document, the Annual Work Plan (RKT) document, and the School Curriculum document. These results show that the planning function is clearly seen from the efforts of the principal in formulating visions, transformational strategies, and work programs. In practice, school principals have developed planning that is collaborative (involving principals and teachers) and needs-based. The activity was carried out through meetings and discussions with teachers which included three main things: the elaboration of the vision, mission, and goals of the education unit, transformational strategies for the education unit, and the preparation of work programs to be implemented by the education unit.

Thus, the planning carried out by the principal does not only function as a managerial activity, but also as a means of transforming teachers' values, attitudes, and performance. This supports Henry Fayol's theory that planning is the main foundation of the management function, while strengthening the role of the principal as a transformational leader who is able to improve the quality of the education unit in a sustainable manner.

Organizing Transformational Leadership of School Principals

Organizing at SDN 1 Bojong Timur runs formally and quite effectively. In this case, the principal performs 3 main components in organizing: structuring tasks, forming an innovation team, and allocating resources. The organization is carried out collectively, involving all teachers who will later become the driving force in various activities. These roles are structurally written and function practically in the field. This shows that the *organizing* function runs well and systematically, and is able to provide responsibility to teachers that are adjusted to their abilities.

Theoretically, Henry Fayol explained that organizing is the process of establishing the structure of labor relations, division of duties, and authority that allows individuals to work together effectively to achieve organizational goals (Fayol, 1949). In the context of schools, good organization will create clarity of roles and increase the effectiveness of teacher performance.

In the application of transformational leadership of school principals at the organizing stage, the results of interviews with school principals stated that:

"In the process of organizing we created an organizational structure that was flat and flexible, which allowed for fast lines of communication. We not only rely on a formal structure (Principal, Committee, Teacher), but also establish ad-hoc teams and task forces based on specific needs, such as the Curriculum Development Team, Literacy Team, or Driving School Program Coordinator. The formation of this team provides leadership opportunities for talented teachers, thus strengthening a sense of shared responsibility.

In addition to the main duties of teaching and educating, teachers also have additional responsibilities tailored to their interests and competencies (differentiation of duties)..." (KS, 2025).

This statement reflects the characteristics of transformational leadership, especially in the aspects of *intellectual stimulation* and *individualized consideration*, as stated by Bass and Avolio (1994) that transformational leaders encourage their followers to take leadership roles, think innovatively, and develop individual potential through the delegation of meaningful tasks.

This statement was validated by the admission of teachers who felt they had a significant role in the organizing stage. As one of the teachers put it:

"Yes, in the meeting with the principal, we were given additional tasks that were tailored to our interests and abilities..." (G, 2025).

The involvement of teachers in this organization is in line with the opinion of Mulyasa (2018) who states that school principals as transformational leaders must be able to empower teachers through a fair and proportionate division of tasks in order to create a sense of responsibility, loyalty, and commitment to school goals.

Based on the documentation study, documents were found that supported the organization, namely the structuring of tasks, and the formation of an innovation team contained in the principal's decree regarding the division of main duties and additional duties of teachers contained in the school curriculum, as well as the allocation of resources. These results show that the organizing function is formal, and there is a strong collaborative culture among teachers.

Thus, the organization carried out by the principal at SDN 1 Bojong Timur has gone well and systematically, in accordance with classical management theory and transformational leadership. Organizing not only serves as a division of tasks, but also as a strategy to continuously increase teacher participation, responsibility, and performance.

Giving Orders or *Directing* Transformational Leadership of School Principals

Giving orders or directing in transformational leadership is the process of directing, guiding, and motivating individuals to be able to carry out tasks effectively and responsibly. In this context, the principal not only plays the role of an instructional giver, but also as a figure who is able to inspire and set an example. Henry Fayol stated that commanding is a management function that aims to ensure that each member of the organization understands his or her duties and carries them out well according to the goals that have been set (Fayol, 1949).

At SDN 1 Bojong Timur, the principal carries out the *commanding function* through three main aspects, namely providing motivation, communicating high expectations, and leading the implementation of teachers' duties. This pattern is in line with the concept of transformational leadership which emphasizes inspirational motivation and idealized influence, where leaders are able to foster work spirit and become role models for their subordinates (Bass & Avolio, 1994). The principal succeeded in building a collaborative and conducive work atmosphere through open communication, a humanist approach, and an example in action.

After organizing, the principal delegates the duties of the teachers by conveying them in a working meeting forum with teachers. The delegation of this task is carried out with the aim that teachers have their own responsibilities and can collaborate with other teachers so that a strong collaborative culture will be established in the education unit. In this stage, too, the principal motivates, communicates high expectations, and leads the implementation of teachers' duties. One of the grade IV teachers stated that:

"Alhamdulillah, we are led by an extraordinary leader figure, he is not only a decision-maker of every policy, but he always involves all teachers in every activity that is tailored to their competencies. He is not only a commander, but he is a figure who becomes our role model, because before he gives orders to us, he always sets an example first..." (G, 2025).

This statement shows that the principal has applied the principles of exemplary leadership, which according to Mulyasa (2018) is one of the keys to the success of educational leadership. Principals who are able to provide real examples will find it easier to direct teachers to carry out their duties responsibly.

The teacher's statement was validated by the principal's admission that the giving of orders and briefings was carried out through open communication, motivation, and assistance in the implementation of teachers' duties in the classroom:

"We delegate the duties of teachers by conveying them in a working meeting forum with teachers. The delegation of this task is carried out with the aim that teachers have their own responsibilities and can collaborate with other teachers so that a strong collaborative culture will be established in schools. Then we also motivate, and lead the implementation of teachers' duties in the classroom..." (KS, 2025)

This statement is in line with the view of Leithwood and Jantzi (2005) who stated that effective transformational leadership is demonstrated through the leader's ability to provide clear direction, emotional support, and trust to teachers to innovate in learning.

Based on the documentation study, documents were found that support the giving of orders or directions, namely the provision of motivation, communicating high expectations, and leading the implementation of teachers' duties. These results show that the function of giving orders or directions is transparent and accountable so that teachers carry out their duties with full responsibility.

Thus, the giving of orders or briefings carried out by the principal at SDN 1 Bojong Timur has been running well and systematically. The commanding function is not only oriented towards task completion, but also on the formation of motivation, responsibility, and a collaborative work culture. This is in line with Henry Fayol's theory and the concept of transformational leadership which places leaders as directors, motivators, and role models in achieving educational goals.

Coordinating Transformational Leadership of Principals

Coordinating is the process of uniting and harmonizing all activities, to achieve the goals of an organization. The principal as a manager in the education unit has coordinated by aligning all activities of teachers and work units to move towards the same vision, so that later in addition to improving teacher performance, the quality of the education unit will also improve.

Coordination between parties is realized through monthly regular meetings, in line with *the coordinating function* and the principle *of unity of direction*, where all activities are directed to the same goal, namely improving teacher performance, as well as the quality of educational units. The principal, in this case as a manager in an educational unit, formally carries out coordination activities by harmonizing all activities of teachers and work units in order to move towards the same vision. In an interview, the principal revealed:

"Coordination is carried out through regular coordination meeting activities, creating work team mechanisms such as forming teams with clear workflows and specific person in charge, the use of technology such as using digital communication platforms (group chat or cloud storage) to share information and documents quickly and centrally, as well as program integration such as ensuring that extracurricular, literacy, and intracurricular programs are mutually exclusive support, not walk alone..." (KS, 2025).

The statement shows that the principal has applied transformational leadership principles through strengthening communication, collaboration, and the use of technology. Leithwood and Jantzi (2005) state that effective transformational leaders are able to build a coordination system that encourages cooperation, information disclosure, and program alignment in schools.

Based on the documentation study, supporting evidence was found in the form of meeting minutes and *school WhatsApp* groups that function as a communication forum between principals and teachers. These findings show that coordination is carried out in a formal and sustainable manner. According to Mulyasa (2018), good coordination in schools will create a conducive work climate, where teachers feel safe and comfortable to convey problems and solutions to improve the quality of education.

Thus, the coordination carried out by the principal at SDN 1 Bojong Timur has been running well and systematically. The coordination function is not only oriented to the alignment of tasks, but also to strengthening teacher motivation, responsibility, and performance. This is in line with Henry Fayol's theory and the concept of transformational leadership that places the principal as the main driver of the synergy of all school components in achieving educational goals.

Controlling the Transformational Leadership of School Principals

Controlling in the implementation of transformational leadership of school principals at SDN 1 Bojong Timur, Purwakarta Regency is one of the crucial aspects that ensures that every activity carried out is in accordance with the goals that have been set. In practice, the principal supervises through the supervision of the principal, and joint reflection with the teachers. The principal provides feedback on the results and quality of learning, both through formal meetings and casual discussions.

In practice, the principal controls through the supervision of the principal and reflection together with the teachers. The principal provides feedback on the results and quality of learning, both through formal meetings and informal discussions. This pattern of control is in line with the concept of transformational leadership that emphasizes the professional development and development of teachers, not solely administrative supervision. Bass and Avolio (1994) emphasized that transformational leaders use the evaluation process as a means of empowerment and individual capacity building.

Control or supervision is carried out formally and continuously. The principal actively observes the teacher's learning activities in the classroom, as well as providing coaching and evaluation. This is reflected in the statement of one of the teachers who revealed that:

"The principal always makes observations to the class according to the mutually agreed schedule. Mother monitors how the plan can be implemented according to expectations. In her observation, she always gives constructive feedback (coaching personally or individually with the aim of identifying obstacles and how to overcome them), Alhamdulillah, I am very grateful that our school has a leader like her, because she is not only a giver of orders but she always provides support, motivation and guidance to us in improving the quality of education. Like when I had to attend training at some time, he always allowed and gave his support. Then after I took part in the training, he always facilitated me to disseminate to teachers at school." (G, 2025).

The teacher's statement was validated by the principal's admission that the control was carried out through various methods, such as scheduled class observation, learning administration analysis, analysis of student learning outcome data, and the exploration of feedback from students and parents:

"We carry out control/supervision through several methods, such as: conducting scheduled class observations (conducted twice in one semester) and then followed by personal feedback sessions, conducting classroom administration review activities (checking lesson plans/teaching modules, assessments, and teachers' daily reports), conducting hard data monitoring (analyzing data on student learning outcomes (test scores, report cards, ANBK results)), as well as by conducting interviews with students/parents (getting feedback from stakeholders regarding learning effectiveness)..." (KS, 2025).

In the evaluation system, the principal has poured the results of the control into the administration in the form of a principal's supervision book which contains records of the implementation of activities in accordance with the school's vision and mission. Supervision documentation is carried out

consistently and uses formal evaluation instruments to measure the success of the implementation of jointly prepared policies. This is in accordance with the view of Mulyasa (2018) who states that education supervision must be well documented so that it can be the basis for continuous improvement in improving the quality of schools.

Based on the documentation study, supporting documents were found in the form of supervision books, supervision schedules, and supervision management systems on the GTK Space platform. These findings show that the principal's transformational leadership control system has been implemented in a planned, transparent, and accountable manner. According to Leithwood and Jantzi (2005), effective transformational leadership is characterized by the leader's ability to monitor performance while providing ongoing support for teacher professional improvement.

Thus, the control carried out by the principal at SDN 1 Bojong Timur not only functions as a control tool, but also as a means of coaching, reflection, and improving the quality of learning. This is in line with Henry Fayol's theory which places control as a process of performance assessment, comparison with standards, and continuous correction, while strengthening the role of school principals as transformational leaders oriented towards human resource development and educational quality.

Holistically, transformational leadership practices at SDN 1 Bojong Timur have effectively integrated Henry Fayol's POCCC functions. Applied leadership goes beyond traditional managerial boundaries by building a strong collaborative culture. The integration of transformational styles with systematic control functions is the main catalyst in improving teacher motivation and performance, which directly contributes to improving the quality of education in the educational unit.

4. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the implementation of transformational leadership of the principal at SDN 1 Bojong Timur, Purwakarta Regency, has been comprehensively integrated with the classic management functions of Henry Fayol (POCCC). School principals effectively carry out the role of planning, organizing, directing, coordinating, and controlling to ensure the effectiveness of achieving targets and quality standards of educational units.

The main findings of this study confirm that the controlling function is a crucial instrument in evaluating transformational leadership styles. Control practices are carried out through clinical supervision mechanisms, collaborative reflection, and systematic documentation in the supervision book. This administration is a record of the implementation of the program that is aligned with the school's vision and mission. The implementation of this leadership model has proven to be significant in increasing teachers' morale, intrinsic motivation, and professional responsibility, which cumulatively contributes positively to improving teacher performance at the elementary school level.

This research implies that a combination of modern leadership styles (transformational) and strict managerial functions (POCCC) can create a productive work environment. For further research, it is recommended that a more in-depth study be conducted to analyze the long-term impact of transformational leadership on teacher performance. In addition, a more in-depth evaluation of the effectiveness of leadership on other teachers' psychological variables is needed, in order to enrich the literature on education management in Indonesia.

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