

The Effectiveness of Head of Academic Transformation Leadership and Supervision on Teacher Professionalism Competence

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Abstract: This study aims to analyze the effectiveness of the principal's transformational leadership and academic supervision on teacher professional competence. The research method used is a quantitative approach with a correlational research design. The study population consisted of 61 subject teachers, with a sample of 33 people taken through purposive sampling techniques. The data collection instrument was a questionnaire containing 74 items that had been validated and tested for reliability. Data analysis was carried out using multiple linear regression, t-test, F-test, and coefficient of determination using SPSS. The results showed that transformational leadership had a positive and significant partial effect on teacher professional competence (sig. 0.015 < 0.05), while academic supervision had no significant effect (sig. 0.987 > 0.05). Simultaneously, both variables had a significant effect on teacher competence with a contribution of 50.3%, while 49.7% was influenced by other factors outside this study. The implications of this study emphasize the importance of strengthening the role of the principal as a transformational leader who does not only focus on administrative aspects, but also as an inspiration and coach for teacher professionalism on an ongoing basis. In addition, these results can be used as a basis for developing principal leadership training programs and improving the quality of academic supervision in educational institutions.

Keywords – *Leadership, Supervision, Teacher Professionalism*

Abstrak – Penelitian ini bertujuan untuk menganalisis efektivitas kepemimpinan transformasional kepala sekolah dan supervisi akademik terhadap kompetensi profesionalisme guru. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan desain penelitian korelasional. Populasi penelitian terdiri dari 61 guru mata pelajaran, dengan sampel sebanyak 33 orang yang diambil melalui teknik purposive sampling. Instrumen pengumpulan data berupa angket berisi 74 item yang telah divalidasi dan diuji reliabilitasnya. Analisis data dilakukan dengan regresi linier berganda, uji t, uji F, dan koefisien determinasi menggunakan SPSS. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional berpengaruh positif dan signifikan secara parsial terhadap kompetensi profesionalisme guru (sig. 0,015 < 0,05), sementara

supervisi akademik tidak berpengaruh signifikan ($\text{sig. } 0,987 > 0,05$). Secara simultan, kedua variabel tersebut berpengaruh signifikan terhadap kompetensi guru dengan kontribusi sebesar 50,3%, sementara 49,7% dipengaruhi oleh faktor lain di luar penelitian ini. Implikasi penelitian ini menegaskan pentingnya penguatan peran kepala sekolah sebagai pemimpin transformasional yang tidak hanya berfokus pada aspek administratif, tetapi juga sebagai inspirator dan pembina profesionalisme guru secara berkelanjutan. Selain itu, hasil ini dapat dijadikan landasan dalam pengembangan program pelatihan kepemimpinan kepala sekolah dan peningkatan mutu supervisi akademik di institusi pendidikan.

Keywords – *Kepemimpinan, Supervisi, Profesionalisme Guru*

INTRODUCTION

The school principal is an important role in educational institutions. Which is responsible for all elements of management, such as formulating vision and mission (planning), organizing teaching staff (organizing), carrying out education (actuating), and supervising the implementation education (control) (Kasmawati, 2021). In practice, the principal will certainly bring his own leadership style in leading his educational institution (Moon, 2021; Egitim, 2025). Leadership is a separate method used by a leader to influence his subordinates to do certain tasks voluntarily (J. Zhang et al., 2021; Huang, 2022). Leadership is also one of the most decisive factors in the development and progress of an organization (Purwanto et al., 2020).

Of course there are many leadership styles that can be used by a school principal, for example authoritarian, democratic, delegative, visionary, liberal, transformational, and so on (Hamid et al., 2021). All of these leadership styles are of course equally good, but they can be used by the principal if they have been adjusted in advance to the conditions and characteristics of the subordinates they face and what kind of institution they bring (Maktumah & Minhaji, 2020).

Transformational leadership is a form of leadership that can be used by school principals. Transformational leadership is part of a new leadership paradigm that pays more attention to the charismatic and affective elements of leadership (Marwiyah & Fitria, 2022). Transformational leadership is also able to encourage positive behavior and encourage human resource culture and practices that are able to motivate teachers to participate in organizational development (Zainal & Mohd Matore, 2021; Sumampong, 2024).

Especially now that the teaching profession is required to be professional in the sense that they have to carry out their duties, because teachers are continuously monitored by the compensation award process which requires them to teach in accordance with their field of knowledge and face to face 24 hours a week (Liao et al., 2021; Al Maktoum & Al Kaabi,

2024). Apart from that, there are several 'sudden' demands that require teachers to adapt to the progress of time and place, such as the emergence of globalization, urbanization, and technology (Illyasin, 2020). This can cause teachers to lose self-confidence and lag behind in competence with the next generation of teachers (Jin et al., 2021; Zhang, 2022).

So that from these problems there is a need for directions, examples and evaluations that can help these teachers develop their professional competence, especially in this millennial era (Zamroni et al., 2021). Efforts that can be made by transformational leaders is to carry out academic supervision. Based on Permendiknas Number 13 of 2007 concerning standard Head School And Permendiknas Number 12 of 2007 concerning standard Supervision Schools /Madrasahs explained that task supervision head school covers task planning a supervision program academic for teachers with use approach proper supervision and technique and follow carry on results supervision academic to the inner teacher framework increase teacher professionalism (Mansyur, 2021).

Fusion two condition such, leadership transformational and supervision academic, become solution alternative in effort enhancement competence teacher professional (Wardiah & Kristiawan, 2018). Which one in this article will researched about is There is influence between both of them to competence teacher professionalism at SMP Negeri 16 Malang. Location this study taken because not yet there is study related to what is happening at school. Zubaidi (2020) said that with enhancement competence teacher professionalism is expected happen enhancement quality institution, because competence teacher professional influence quality institution And quality competence participant educate in it.

Syadzili (2019) explained that transformational leaders are able to make changes to a status quo that exists in an organization or educational institution, such as their ability to behave at every stage of the transformation process. The existing way leads the leader in preparing a new vision regarding the future. Meanwhile, Nengsih et al. (2020) states that transformative leadership can influence Islamic educational institutions will have a good impact on developing organizational productivity, where the vision and mission of the institution will be achieved effectively. This is because transformative leaders can become figures and leaders who inspire organizations to maximize member loyalty.

Some of the studies above indicate that transformative leadership creates effectiveness in running the management of its educational institutions, as well as its role in dealing with various changes as a leader in educational institutions. However, the presence of this study occupies a different study. This study explores how effective forms of transformational leadership abilities are and their position as academic supervision in efforts to improve the professionalism of teachers in schools. Of course, this will

make this research a new place to explore the existence of transformative leadership which also makes itself a supervisor in educational institutions.

Then, aim from study This is For look for And measure mark effectiveness between two variable or more. In study This will searching for And be measured effectiveness style leadership transformational And supervision academic head school Good in a manner Partial nor simultaneous to competence teacher professionalism at SMP Negeri 16 Malang.

RESEARCH METHOD

This research is a correlational study using a quantitative approach. This study aims to determine whether there is an influence of Transformational Leadership (X1) and Principal Academic Supervision (X2) on Teacher Professionalism Competence (Y1) at SMP Negeri 16 Malang.

For the population there are 61 subject teachers at SMPN 16 Malang. However, for the sample itself, 33 people were taken using a purposive sampling technique, where the sample was taken based on similar characteristics, namely subject teachers only. Furthermore, for data collection, the research instrument used was a questionnaire with statements of 74 items which had been arranged systematically through the elaboration of variables, preparation of indicators and descriptor variables, so that they could be arranged into several statement items. Respondents were able to answer the suitability of the statement with the facts on the ground using a Likert Scale from 1-5, with a description of: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = totally agree

Questionnaires that have been answered by respondents then tested the validity and reliability tests. If the research instrument is valid and reliable, then it is followed by testing the hypothesis of multiple linear analysis with the T test, F test, and analysis of the coefficient of determination.

Multiple regression analysis aims to determine whether or not there is effectiveness of 2 or more independent variables (X) on the dependent variable (Y). The T-test aims to determine whether there is partial (separate) effectiveness given by the independent variable (X) to the dependent variable (Y). The F test aims to determine whether or not there is effectiveness simultaneously (together) given the independent variable (X) to the dependent variable (Y). The coefficient of determination serves to determine what percentage of the simultaneous (together) effectiveness is given by the independent variable (X) to the dependent variable (Y). For the significance level, all analyzes used a 5% significance level.

The formulation of the hypothesis is:

H1 = There is the effectiveness of transformational leadership (X1) on teacher professional competence (Y).

H2 = there is effectiveness of academic supervision (X2) on teacher professional competence (Y).

H3 = There is the effectiveness of transformational leadership (X) and academic supervision (X2) on teacher professionalism competence (Y).

FINDINGS AND DISCUSSION

Instrument Test Results: Validity Test

The results of the validity test on 33 samples showed that out of 74 items, 72 items in the questionnaire were declared valid, and 2 items were declared invalid. The following table presents the details.

Table 1. Instrument Validity Test Results for Transformational Leadership Variables (X1)

No There is goods	R- count	R - table 5% (33)	Information
1	0.794	0.344	Valid
2	0.613	0.344	Valid
3	0.436	0.344	Valid
4	0.430	0.344	Valid
5	0.791	0.344	Valid
6	0.701	0.344	Valid
7	0.605	0.344	Valid
8	0.764	0.344	Valid
9	0.766	0.344	Valid
10	0.801	0.344	Valid
11	0.777	0.344	Valid
12	0.790	0.344	Valid
13	0.825	0.344	Valid
14	0.516	0.344	Valid
15	0.895	0.344	Valid
16	0.832	0.344	Valid
17	0.765	0.344	Valid
18	0.565	0.344	Valid

19	0.124	0.344	Nope valid
20	0.661	0.344	Valid
21	0.629	0.344	Valid
22	0.619	0.344	Valid
23	0.819	0.344	Valid
24	0.511	0.344	Valid
25	0.806	0.344	Valid

Table 2. Instrument Validity Test Results for Principal Academic Supervision Variables (X2)

No There is goods	R- count	R - table 5% (33)	Information
1	0.794	0.344	Valid
2	0.798	0.344	Valid
3	0.911	0.344	Valid
4	0,783	0,344	Valid
5	0,770	0,344	Valid
6	0,747	0,344	Valid
7	0,778	0,344	Valid
8	0,915	0,344	Valid
9	0,813	0,344	Valid
10	0,842	0,344	Valid
11	0,836	0,344	Valid

Table 3. Instrument Validity Test Results for Teacher Professionalism Variable (Y 1)

No There is goods	R- count	R - table 5% (33)	Information
1	0.679	0.344	Valid
2	0.832	0.344	Valid
3	0.317	0.344	Valid
4	0.83	0.344	Valid
5	0,630	0,344	Valid
6	0,772	0,344	Valid
7	0,784	0,344	Valid
8	0,702	0,344	Valid
9	0,700	0,344	Valid
10	0,774	0,344	Valid

11	0,686	0,344	Valid
12	0,556	0,344	Valid
13	0,625	0,344	Valid
14	0,576	0,344	Valid
15	0,734	0,344	Valid
16	0,708	0,344	Valid
17	0,845	0,344	Valid
18	0,776	0,344	Valid
19	0,740	0,344	Valid
20	0,777	0,344	Valid
21	0,728	0,344	Valid
22	0,418	0,344	Valid
23	0,842	0,344	Valid
24	0,780	0,344	Valid
25	0,80	0,344	Valid
1			
26	0,598	0,344	Valid
27	0,822	0,344	Valid
28	0,744	0,344	Valid
29	0,677	0,344	Valid
30	0,810	0,344	Valid
31	0,845	0,344	Valid
32	0,761	0,344	Valid
33	0,607	0,344	Valid
34	0,815	0,344	Valid
35	0,701	0,344	Valid
36	0,735	0,344	Valid
37	0,716	0,344	Valid
38	0,356	0,344	Valid

Based on the details of the validity test in the three tables, it shows that the instrument variable X1 or transformational leadership consists of

25 items. In this X1 instrument there is 1 item that is declared invalid (number 19) and 24 other items are declared valid. Furthermore, in the X2 variable validity test (school principal's academic supervision) as many as 11 items were declared valid overall. While the validity test on the Y1 variable instrument (teacher professionalism) out of 48 items, 1 item (number 3) was declared invalid and the rest was declared valid. So, there are only 72 items out of 74 items that are valid and usable.

Instrument Test Results: Reliability Test

Based on the summary of the results of the research instrument reliability test, it is known that the Cronbach's Alpha value is > 0.344 . Thus all the items declared reliable.

Table 4. Instrument Reliability Test Results Variable Teacher Professionalism Competency (Y)

Variable	Alpha Cronbach	R - table 5% (33)	Information
Leadership Style transformational	0.949	0.344	unreliable
Supervision Academic	0.950	0.344	unreliable
Competence Teacher Professionalism	0.969	0.344	unreliable

In accordance with the table above, the reliability test on the three variables shows the results of all items declared reliable. Variable X1 = transformative leadership with a result of 0.949, X2 = academic supervision of the school principal with a result of 0.950, and Y1 = teacher professionalism with a result of 0.969 greater than the value of r-table = 0.344.

Multiple Linear Regression Test Results

Multiple regression analysis aims to determine whether there is effectiveness of 2 or more independent variables (X) on the dependent variable (Y). For the basis of decision making, it is adjusted to the results of the analysis of hypothesis testing, namely the T test and F test.

Hypothesis Test: T test

The t test was used to determine whether each independent variable (transformative leadership and principal's academic supervision) had a significant effect on the dependent variable (teacher professionalism). The basis for decision making is as follows:

1. If the sig value < 0.05 or $tcount > ttable$, then there is the effectiveness of variable X on variable Y
2. If the sig value > 0.05 or $tcount < ttable$, then there is no effectiveness of variable X on variable Y

$$T\text{-table} = t(a/2; nk-1) = t(0.025; 30) = 2.04227$$

Table 5. T Test Results (Partial Test)

Model	Coefficients		Coefficient Standard Betas	Q	Sig.
	B	Coefficient not standard std. Error			
1 (Constant)	65,203	16,470		3,959	.000
TOT. 1	.942	.365	.713	2,582	.015
TOT. 2	-.011	.681	-.005	-.017	.987

A. Variables Dependent : TOT.3

Based on the table above, this test was conducted to analyze the hypotheses H1 and H2. So here's the explanation:

First Hypothesis Testing (H1)

It is known that the sig value of X1's effectiveness against Y is 0.015 < 0.05 and the t-count value is 2.582 > t-table 2.262, so it can be concluded that H1 is accepted, which means that there is X1's effectiveness on Y.

Second Hypothesis Testing (H2)

It is known that the Sig value for the effectiveness of X2 on Y is 0.987 > 0.05 and the t value is -0.017 < t table 2.262, so it can be concluded that H2 is rejected, which means there is no effectiveness of X2 on Y.

Hypothesis Test: F Test

The F statistical test is used to determine whether the two independent variables simultaneously have a significant effect on the dependent variable. The basis for decision making is as follows:

1. If the sig value < 0.05 or Fcount > Ftable, then there is the effectiveness of variable X simultaneously on variable Y
2. If the sig value > 0.05 or Fcount < Ftable, then there is no effectiveness of variable X simultaneously on variable Y

$$F\text{-table} = F(k, nk) = F(2, 31) = 3.32$$

Table 6. F Test Results (Simultaneous Test)

Model	ANOVA				
	Amount Square	Df	Average Squared	F	Sig.
1 Regression	6424,843	2	3212421	15,191	.000b
Remainder	6343,885	30	211,463		
Total	12768.727	32			

A. Variables Dependent : TOT.3

B. Predictors : (constant), TOT.2, TOT.1

Third Hypothesis Testing (H3)

Based on the output above, it is known that the significance value of the effectiveness of X1 and X2 simultaneously on Y is $0.000 < 0.05$ and the calculated F value is $15.191 > F$ table 3.32, so it can be concluded that H3 is accepted, meaning that there is effectiveness of X1 and X2 simultaneously against Y.

R square

The coefficient of determination serves to determine what percentage of the simultaneous (together) effectiveness is given by the independent variable (X) to the dependent variable (Y).

Table 7. Results of the Coefficient of Determination

Model	R	Summary models		std. Error Estimation
		R square	Customized R Square	
1	.709a	.503	.470	14,542
A. Predictors : (Constant), TOT.2, TOT.1				

Based on the output above, it is known that the R-Square value is 0.503, this means that the effectiveness of variables X1 and X2 simultaneously on variable Y is 50.3%. The coefficient of determination (adjusted R square) resulting from the regression model of the effectiveness of the transformational leadership style and the principal's academic supervision of the teacher's professional competence is 0.470. The diversity of teacher professionalism competencies can be represented by transformational leadership styles and school principals' academic supervision of 47%, or in other words the contribution of transformational leadership styles and school principals' academic supervision to teacher professionalism competence is 47%, while the remaining 53% is contributed by other factors that not discussed in this study.

Effectiveness Leadership Style Transformational Head School To Competence Teacher Professionalism

Referring on results the research above shows that style leadership transformational influential positive And significant to competence teacher professionalism at SMPN 16 Malang. Can also interpreted that If style leadership transformational applied with good, continuous, and max at school. So competence teacher professional in it will increase.

Implementation leadership transformational studies at SMP Negeri 16 Malang by head school reflected in leadership models learning that has the same essence with style leadership transformational. That is, head school lead all his subordinates with give example especially formerly in a manner No direct so that his subordinates will moved For act Because

inspired And motivated by example main by head school. Besides that, whole source Power man directed For reach vision and mission school, mirror on conflicts that occur, prioritize innovation learning, and involve whole inhabitant school.

Besides That is known Also that head SMPN 16 Malang always notice every individual his subordinates with method value teacher performance, engagement committee, and instruction from his boss. Because head SMPN 16 Malang schools apply approach humanist to others as leader. Follow example Messenger of Allah SAW., always give comfort and satisfaction Work To use increase competence professional para its members. Things the he reflect in a manner simple, that is give compensation in accordance burden work, give award And award on teacher achievement and employees, provide chance to whole member Work For Study And get quality training. So that can concluded that leadership applied transformation by head SMPN 16 Malang school has fulfil indicator and succeed increase competence teacher professionalism significant.

Effectiveness Supervision Academic Head School To Competence Teacher Professionalism

Furthermore based on results study this shows that supervision academic No influential positive And significant to competence teacher professionalism at SMP Negeri 16 Malang. Can Also interpreted that supervision academic can applied as factor addition in framework increase competence teacher professional. Supervision academic activities carried out at SMPN 16 Malang are supervision based Lesson Study (LS) conducted in a manner periodic, however No direct done by head school. Lesson Study Supervision is conducted by team consisting of 7 senior teachers. Like net spider, head school will direct team supervision direct to class For see competence of junior high school teachers, then team that's what it will be report results reflection his supervision to head school.

Lesson study is a style of supervision which includes the following stages: (1) Mr/Mrs teacher conveys learning material, (2) the supervision team observes students how they learn in class, (3) the supervision team reflects on the teacher's performance in the classroom the strengths and weaknesses will be observed, (4) the supervision team evaluates the teacher, (5) the supervision team reports the results of their supervision to the school principal (Zaadnoordijk et al., 2022).

From the results observation And study the can concluded that SMPN 16 Malang has do supervision academic in a manner periodically, however No direct done by head school. So that writer can give presumption that absence head school in a manner direct in activity supervision academics in class cause indicators in instrument study show

no its effective supervision academic head school to competence teacher professionalism at SMP Negeri 16 Malang. However If studied in a manner simultaneously, supervision academic accompanied style leadership transformational can impact on competence teacher professionalism at SMPN 16 Malang.

Effectiveness Transformative Leadership and Supervision Academic Head School To Competence Teacher Professionalism

X1 and X2 simultaneously on variable Y is 50.3%. The coefficient of determination (adjusted R square) resulting from the regression model of the effectiveness of the transformational leadership style and the principal's academic supervision of the teacher's professional competence is 0.470. The diversity of teacher professionalism competencies can be represented by transformational leadership styles and school principals' academic supervision of 47%, or in other words the contribution of transformational leadership styles and school principals' academic supervision to teacher professionalism competence is 47%, while the remaining 53% is contributed by other factors that not discussed in this study.

This study provides an important contribution to the field of educational management by confirming that the transformational leadership of the principal is significantly able to improve the professional competence of teachers. Scientifically, this study strengthens the theory of the influence of leadership style on the performance of educators. Practically, the results of this study can be used as a basis for formulating principal leadership training programs and improving the quality of academic supervision. In addition, this study also encourages the need to strengthen the role of the principal as an agent of change who not only leads administratively, but also becomes an inspiration and coach for teacher professionalism on an ongoing basis.

This study provides an important contribution in the field of Islamic education management, especially related to the influence of financing management and learning facilities on the quality of madrasahs. Theoretically, this study enriches the literature on the relationship between financial governance and educational infrastructure with the quality of institutions. Practically, the results of this study serve as a reference for madrasah principals and policy makers in designing more effective financing strategies and investment priorities for learning facilities. This study also encourages the need to increase managerial capacity in managing education funds in order to achieve sustainable madrasah quality.

This study provides a significant contribution to the development of educational management science by emphasizing the strategic role of principals' transformational leadership in improving teachers' professional

competence. Theoretically, this study strengthens the relationship between leadership style and teacher performance in educational institutions. Practically, the results of this study serve as a reference in designing principal leadership training programs and developing more effective academic supervision models. These findings also encourage educational policies to make principals agents of change who actively foster, motivate, and improve teacher quality sustainably in the era of modern education.

CONCLUSION

Principal transformational leadership has a positive and significant effect on improving teacher professional competence, while academic supervision partially does not show a significant effect. However, simultaneously, both contribute 50.3% to teacher professional development. This finding shows the importance of an inspirational and exemplary leadership style in improving teacher quality. The implications of this study encourage the need to strengthen the capacity of principals as transformational leaders who are also able to foster and motivate teachers in a sustainable manner. The scientific contribution of this study lies in strengthening the literature related to the relationship between leadership and teacher performance at the elementary education level, while its practical contribution provides a reference for policy makers and educational institutions in formulating principal training programs and more effective academic supervision models. The strength of this study is the use of valid field data and comprehensive statistical tests. However, its limitations lie in the scope of the study which only covers one school with a limited number of respondents, and does not consider other external factors such as organizational culture or government policies. Therefore, further research is recommended using a mixed-method approach with a wider coverage area and considering additional variables to obtain a more holistic and contextual understanding.

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