

Fostering Public Trust: The Transformative Leadership of School Principals

Muhammad Hengky Wijaya^{1*}, Abu Khoir², Abdul Wahid Zaini³

¹Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

²Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

³Universitas Islam Negeri Maulana Malik Ibrahim, Malang, East Java, Indonesia

Corresponding Author: dyahwijaya23@gmail.com

<http://doi.org/10.33650/ijess.v1i1.3475>

Received: February 2022, Accepted: May 2022, Published: September 2022

Abstract:

This paper describes the efforts of the head of madrasah transformational leadership in increasing public trust in MTs Al-Anwar Pancoran Bondowoso. The purpose of this research is to find out and analyze the efforts of madrasa principals in building public trust. Public Trust is the topic studied in this research because part of the things that cause it in shaping the image of the institution. This study uses a qualitative approach to the type of case study. The informants included the head of the madrasa, teaching staff, parents and students of MTs Al-Anwar Pancoran Bondowoso, through purposive sampling. The data analysis uses Miles and Huberman's concepts, namely data reduction, data presentation and conclusions or data verification. The research results obtained are the implementation of the transformational leadership of the head of the madrasa at MTs Al-Anwar, namely building teamwork by instilling the same vision and mission, building trust in subordinates, respecting and appreciating fellow employees, always providing motivation to their subordinates, a pleasant working climate, there is appreciation or rewards. With the implementation of this leadership, it has an impact on increasing public/local community trust, marked by the increasing number of new students in the new school year.

Key Words: Transformational Leadership, Public Trust, Team Work

INTRODUCTION

Idea The beginning of the transformational leadership style goes hand in hand with the concept of transactional leadership developed by James McGregor Burns which applies it in a political context. Burns says: "Transformational leadership as a process where leader and followers engage in a mutual process of raising one another to higher levels of morality and motivation" (Wilson et al., 2020; Passakonjaras et al., 2020). Transformational leadership as a process in which the leader and his followers together improve each other and develop their morality and motivation. Transformational leadership essentially emphasizes the role of the leader who motivates his subordinates to perform their responsibilities more than they expect.

Madrasah as an organization designed to be able to contribute or contribute to efforts to improve the quality of life for the community (Scott et al., 2022). Madrasah is currently known as an educational institution to channel

knowledge (transfer of knowledge) that is formal. Efforts to improve the quality of madrasahs need to be organized, regulated, managed and empowered so that madrasahs are able to produce outputs that are able to compete in the community. The management of madrasah referred to above is related to the leadership style of madrasah in producing better and quality outputs or graduates in improving the quality of education.

The Head of Madrasah is someone who becomes a leader to manage all stakeholders, ranging from educators and staff in all units (Hasan et al., 2022). If the head of the madrasah is able to become a professional leader, he will be able to carry out a form of potential transformation into a realistic one. In achieving the vision, mission and educational goals that have been set together with all madrasah residents, professionalism is needed from all components of education. Leadership is a driving factor for the organization through handling changes and management so that the existence of the leader is not only a symbol that exists or not is not a problem but its existence has a positive impact on the development of the organization. Referring to this opinion, the success of the madrasah in achieving the goals to be achieved depends largely on the leadership of the head of the madrasah, namely whether his leadership is able to mobilize all the resources owned by the madrasah effectively and efficiently and integrated with the management process he does.

Madrasah Tsanawiyah located in Pancoran village, Bondowoso district, Bondowoso regency is one of the educational institutions whose principal's leadership style includes transformational leadership style. This is evidenced by a clear vision and mission, often setting an example for subordinates or employees, harmonizing the work environment, and empowering subordinates. In addition, the head of the Madrasah is able to channel his abilities to his subordinates so that all subordinates feel comfortable working under his leadership. Because of this, the head of the Madrasah was able to attract and give public confidence / community around Pancoran village in the development of the Tsanawiyah Al-Anwar Madrasah. Public trust itself is understood as citizens' trust in a country and government, including its institutions, policies, and officials, which in this case are educational institutions (Liu et al., 2022).

The ability of the head of the madrasah to provide good servants for the surrounding community, by providing better and better facilities so that students and educators feel comfortable in every teaching and learning activity, and by providing good and decent services for educators, guardians of students and also students, is the cause of the surrounding community interested in attending Madrasah Tsanawiyah Al-Anwar (Munawi, 2021).

Similar studies were conducted by Baskoro (2020) and obtained the results of research that the transformational leadership of the principal can improve the professionalism of teachers at SMP Thoriqul Huda Ponorogo. Research with the same theme has also been carried out previously where it is known that the results of research that transformational leadership of madrasah heads can

improve the quality of education in (Sulistiyorini et al., 2022). The transformative leadership of a kyai can make Islamic educational institutions to have excellence and strong competitiveness, in the midst of competition between educational institutions (Rahnuma, 2020). Then research on public trust is carried out by obtaining research results that public trust can be increased by redesigning or reviewing existing policies (Jalan et al., 2020). The same theme is also carried out by (Oo et al., 2023) and obtained research results that public trust in the village can be increased by the existence of an accountability system in the village.

From some of these studies, the majority explain that transformational leadership has a positive impact, but there has been no research that explains the impact of transformational leadership on public trust in educational institutions. For that then this research needs to be done. The focus in this study is on the form of transformational leadership in MTs Al-Anwar as an effort by the head of the madrasa in increasing public trust.

RESEARCH METHODS

The method used in this research is a qualitative approach which is a single instrumental case study. This research focused on the principal's efforts in building public trust in MTs Al-Anwar Pancoran Bondowoso. The data were obtained through observation and interviews. Activities This is done since the researcher determines the focus of the research, describes the research problem, before going to the field and continuing to report the research. The data obtained by researchers while in the field and have been written systematically, then reduced or reduced according to the focus of research so that researchers can easily draw a research conclusion. To obtain valid and accountable data, researchers conducted interviews with several informants with purposive sampling techniques, consisting of the madrasa head, deputy head and teacher council totaling 9 people.

Data analysis techniques are carried out through data display, data reduction and drawing conclusions to ensure accuracy and accuracy in extracting information from every aspect contained in the dataset.

RESULTS AND DISCUSSION

The forms of implementation of transformational leadership in order to increase public trust carried out by the principal of MTs Al-Anwar Pancoran include building teamwork, always providing motivation to subordinates who in this case are teachers and employees, building a pleasant working atmosphere or climate, always appreciating the achievements of teachers or employees. This is as stated by the principal of MTs Al-Anwar Pancoran Bondowoso in his interview:

"In its implementation, mas, I adhere to a transformational leadership style, which is the most ideal style, he said, mas. Because the ease of this style is to invite subordinates in making any decision. Well, for that then it became my

effort in building public trust in this school. His efforts include teamwork, always providing motivation to subordinates who in this case are teachers and employees, building a pleasant working atmosphere or climate, always appreciating the achievements of teachers or employees".

This research is based on a theory pioneered by James McGregor Burns about transformational leadership. He thinks of transformational leadership as a process in which leaders and followers raise to higher levels of morality and motivation (Nasukah & Maunah, 2021). This kind of leadership style will be able to bring awareness to the followers (followers) by generating productive ideas, synergistic relationships, responsibility, educational care, and shared ideals (Ahmad & Rochimah, 2021).

This leadership style is defined as the process of influencing changes in terms of beliefs, attitudes and values of followers to a state where the leader's vision and organizational goals are internalized in followers, so that they are encouraged to achieve performance beyond expectations (Sunaengsih et al., 2021). Transformational leadership is leadership that has a vision for the future and is able to identify environmental changes and is able to transform these changes into organizations, pioneer change and provide motivation and inspiration to individual employees to be creative and innovative, and build solid team work; Bring renewal in work ethic and management performance, dare and be responsible for leading and controlling the organization.

Building Team Work

The principal's efforts in building team work at MTs Al-Anwar Pancoran are to provide understanding to teachers and employees about the vision and mission of MTs Al-Anwar Pancoran, build trust between members with each other, mutual respect and respect for fellow members.

The process of improving your performance is a very important process. In addition to profit financial Organization, such processes are also very important to build a good reputation or trust among the community (Lee, 2020). Performance is the result achieved by a subordinate in accordance with his job duties and authority. One way to optimize employee performance is effective communication in the organizational environment (Lestari & Tirtoni, 2021). Effective communication can lead to a good work environment. Employees become motivated and can work together between the leader and the bawhan (team) well to achieve optimal performance (Aggarwal & Singh, 2023). The better the communication fostered, the more optimal the performance of subordinates to carry out their duties (Faiz et al., 2022).

One form of team work initiated by the head of the madrasah is to instill the importance of one vision. The principal's effort in striving for the same vision and mission is to always provide opportunities for employees to convey their ideas when they are in meetings regarding the evaluation of the vision and mission of MTs Al-Anwar. This was conveyed by the head of Madrasah

Tsanawiyah Al-Anwar, Mr. Moh. Subhi, S.Sos.I in his interview as follows:

"The effort is to involve teachers or employees when they are in meetings or discussions about evaluating our vision and mission. That way they will feel a sense of belonging to this institution. If you already have that feeling, you will understand how to create a better institution in the future, which parts of the vision need to be improved or replaced and so on, like that, mas".

Vision is a statement containing clear directions for what the organization should do in the future, in the vision of providing targets and identifying opportunities (Mouse et al., 2021). A clear vision and remains in accordance with the needs of the organization will be able to grow: employee commitment to work and able to foster employee morale, a sense of meaning in employee work life, excellent work standards bridging the present and future organizational conditions (Zaini et al., 2022).

The second concept of team work initiated by the head of the madrasah is to build trust both between leaders and members and between members and other members. The manifestation of the attitude of building trust with each other is that the principal of MTs Al-Anwar provides opportunities for its members to take part in various activities or invitations from outside, such as seminars and so on. That way the members will feel trusted by the principal and vice versa. This is as conveyed by one of MTs Teachers Al-Anwar Pancoran in his interview as follows:

"Trust is important, building trust is very necessary, so that all levels of teachers and employees can open up to each other and can train every individual in the institution of Madrasah Tsanawiyah Al-Anwar to always be honest both in the duties of the institution and interactions between teachers, employees, and students".

Trust is a person's complete conviction of another person or of something so that the person surrenders all hopes and desires, even his life to those he believes (Junarti et al., 2023). Trust is the most important element in organizations. Through mutual trust, the work team in the organization will get the opportunity to realize organizational goals better (Dugan, 2021). In an organization the most important thing is trust between colleagues. High trust in the organization can build good relationships for fellow groups in the team because if team members trust other team members, then behavior between team members will improve as well. The existence of mutual trust among members of the organization will create good conditions for the exchange of information so as to improve organizational performance Trust is very necessary both trust between members of the organization and members of the organization towards the leader or trust in the organization. The advantages of organizational members' trust in the organization include: (1) trust encourages risk-taking, (2) trust facilitates information exchange, (3) trust from groups is more effective. Trust also increases work productivity (Khando et al., 2021).

Robin and Judge state that trust in the organization must be developed. One type of trust is trust prophency refers to how a member of an organization specifically trusts its leader. For a leader to be trustworthy takes a very long time. Some aspects of trust according to Robins include, integrity, competence, consistency, loyalty, and openness. Trust will never return in full, even if there have been consistent apologies, promises, or changes in behavior (Voordt & Jensen, 2023).

The next team work concept initiated by the head of the madrasah is mutual respect and respect. Everyone should provide space or a way for others to progress and develop, that is, by facilitating and motivating. Facilities and motivation can be done either directly or indirectly so that others get enough space to develop their talents, talents, and gifts to the maximum. Must not ridicule and inhibit others from progressing and developing (Maki, 2023).

Mutual respect and respect is an attitude that upholds togetherness and cohesion, in an educational institution, especially Madrasah Tsanawiyah Al-Anwar, mutual respect and respect are emphasized for the realization of superior education, competitiveness, charity, and Islamic spirit.

For this reason, the role of the head of the madrasah is very necessary to monitor his subordinates in order to remain respectful and respectful of each other, the head of the madrasah plays an important role in directing his subordinates both in meetings and teaching and learning activities. Although in carrying out social activities or meetings there are often disputes and of course it is very conducive to the situation, because the name of the dispute will reduce cohesiveness and solidity, one of which is to knock each other down, reduced communication, and may cause endless hostile conflicts, but the head of the Tsanawiyah Al-Anwar Madrasa can overcome the problem, The head of Madrasah Tsanawiyah Al-Anwar is able to guide his subordinates to respect and respect each other educators and education staff. In addition, what the principal of MTs Al-Anwar showed as a form of respect and appreciation was always to be a good guide to his subordinates and apply the ideas proposed by his subordinates if relevant. This was conveyed by Mr. Munawi S.Pd in his interview as follows:

"The principal's own attitude taught us his subordinates about mutual respect and respect. If the meeting he heard the inputs and then considered together if suitable then it was used mas. So don't underestimate or underestimate just because those who propose ideas are subordinates. Usually also mas if teachers have difficulty in teaching consultation with him therefore he is always willing to listen, appreciate the existence of his subordinates like that mas".

Motivating Subordinates

The next effort of the Head of Madrasah Tsanawiyah Al-Anwar is to often encourage educators and existing employees, the head of Madrasah Tsanawiyah

Al-Anwar motivates his subordinates by giving explanations in forums and also face to face, and giving direct examples to his subordinates. According to him, the more the teacher is well motivated, the performance obtained will also be good. That way the community will see before then feel the trust in MTs Al-Anwar Pancoran in guiding his son / daughter. This is as conveyed by one of the teachers at MTs Al-Anwar Pancoran as follows:

"The principal always sets an example for us subordinates, in all aspects. For example, about discipline, he always comes on time both when he comes to school and when there is a meeting forum. In addition, he also always motivates us about teaching by giving us space to freely ask questions or discuss with him related to learning".

Humans are one of the most important factors in organizations because it is a workforce that can grow well, therefore a motivation is needed to encourage and direct employees to do their duties well. Employees as organizational elements who are assets in realizing the vision through various goals and predetermined programs are required to always motivate and develop themselves to achieve optimal work performance (Khando et al., 2021). In an effort to motivate yourself to achieve optimal work results, strong support and real confidence from the principal or leadership, fellow teachers or employees and an adequate environment are needed. Without strong support and participation from the above elements, it is difficult for employees to develop themselves, express ideas, innovate and motivate themselves to be higher in the organization (Madiyono & Haq, 2023). The motivation contains three components of the tree, which is moving, which means that motivation creates strength in the individual to act in certain ways according to the purpose. Keuda is directing, that is, the motivation of directing or channeling the behavior of the individual in accordance with the goal that he wants to achieve. Third is to maintain and sustain behavior, meaning the motivation of keeping and sustaining behavior in accordance with the pathways and goals of the individual's impulses and strengths (Junarti et al., 2023).

The principal as a motivator, the principal must have the right strategy to motivate education personnel in carrying out various tasks and functions (Hartawan, 2020). This motivation can be fostered through the regulation of the physical environment, regulation of the working atmosphere, discipline, encouragement, appreciation effectively, and the provision of various learning resources through the development of Learning Resource Centers (PSB) (Adesti & Nurkholimah, 2020).

Pleasant working climate

Work Climate is a set of organizational environments obtained according to the perception of its workers collectively. According to him, the work climate has an important role in improving work quality and work performance (Gazali et al., 2023). Climate is the nature of culture as a generalized belief system, which

plays a role in the integrity of a culture and guides the development of that culture (Yusaini & Utama, 2020).

The concept of work climate arises because of the process of interaction among members of the organization which then gives rise to the characteristics of the organization. Climate relates to the perception of an organization's climate based on what the organization's members do and believe (Khando et al., 2021). When the members of the organization have become accustomed to high authority from superiors, then the actions of the members of the organization will always be based on such a climate. The relationship between other organizational characteristics and the actions of superiors and the resulting climate, it is generally recognized that climate is an important factor in the behavior of the members of the organization itself. Work Climate has a major impact on employee motivation and ultimately also has an impact on improving employee performance, because the work climate is one of the factors that can affect human attitudes and behavior in general and employees in particular (Faiz et al., 2022).

Work climate is a condition or state of the working atmosphere in the agency is felt comfortable, calm, and free in doing work without fear. A pleasant working climate will be created, if relationships between people develop harmoniously. This harmonious climate condition is very supportive of employee work performance. With a comfortable and calm working atmosphere, it allows employees to work better. Activities and behavior between employees and leaders greatly determine the climate in a work environment. Thus, the company must be able to determine the goals of its organization to create the right climate in accordance with the goals of its employees. Because the perception of the good and bad work climate is determined by the assessment of the employees themselves.

With a conducive climate, it is hoped that a safe, comfortable, and orderly atmosphere will be created, so that learning can take place calmly and pleasantly. Like the physical climate, a calm and pleasant working atmosphere will also arouse the performance of education staff. For this reason, all school parties must be able to create a harmonious working relationship, and create a safe and pleasant school environment (Pradnyani et al., 2020).

The Head of Madrasah Tsanawiyah Al-Anwar Pancoran Bondowoso is very concerned about the development of his subordinates, because the priority is the quality of educators and education staff, therefore to realize that, one of the steps to build a pleasant work climate is to give freedom to educators to conduct learning in accordance with the wishes of educators, to fellow employees greeting each other, friendly and also courteous. This was also conveyed by the cultural arts teacher Mr. Munawi, S.Pd;

"For many years I have been part of this Madrasah Tsanawiyah Al-Anwar, I stayed not because there was no other work, but here I feel comfortable, because indeed one of the factors is the environment, the environment here can make me develop of course in a better direction".

Giving appreciation and rewards

The award is based on the principle of fairness in its giving, appreciation for the work achievements achieved will certainly improve performance in employees (Susetyadi & Utami, 2023). So that there will be encouragement or motivation in him to carry out the task as well as possible, along with rewards (*Reward*) applied by the company itself. Reward can also be defined as one of the reciprocal actions given by an organization or leader to employees / trainees when they have been considered able to perform actions or tasks given by the organization appropriately and quickly (Pradnyani et al., 2020). The head of the Tsanawiyah Al-Anwar Madrasa is very enthusiastic if there are subordinates who excel and are able to make the good name of the Al-Anwar Tsanawiyah Madrasah institution proud by giving him gifts and greetings. This is done as a form of gratitude and gratitude from the head of the madrasah to those who carry the good name of the institution, and it can be an example for others to follow in his footsteps to excel as well. This is as conveyed by the student waka Mrs. Solehati, S.Pd:

"Usually, the head of the madrasah gives gifts to outstanding teachers or students, because it is a form of gratitude and gratitude from the head of the madrasah to those who carry the good name of the institution, and it can be an example for others to follow in their footsteps to excel as well".

The efforts of the head of the MTs madrasah Al-Anwar Pancoran Bondowoso are said to be quite successful in increasing public trust. This can be seen from customer loyalty is well maintained, even increasing. The community around the institution of Madrasah Tsanawiyah Al-Anwar or those from other regions, community loyalty, community trust is also a benchmark for the success of the institution of Madrasah Tsanawiyah Al-Anwar in maintaining and developing the institution. This is evidenced by the increasing number of new students or outcomes. This means that MTs Al-Anwar educational institutions are increasingly trusted by the public or the public in entrusting their sons and daughters to study. This is achieved due to satisfaction from customers, both internal and external. Internal customer satisfaction is the teachers and employees in their work environment and external customer satisfaction in getting what they expect from MTs Al-Anwar. In addition, MTs Al-Anwar saw the leadership of the head of Madrasah Tsanawiyah Al-Anwar, whose service was quite good, so many people wanted to send their children to the educational institution Madrasah Tsanawiyah Al-Anwar Pancoran Bondowoso.

CONCLUSION

Based on the results of research and discussion on the transformational leadership of the head of the madrasah in increasing public trust in MTs Al-Anwar Pancoran Bondowoso, it can be concluded that the implementation efforts are (1) Building teamwork which then there are other efforts, namely (instilling

the equalization of the vision and mission, building trust between members with each other, and mutual respect and respect), (2) The Head of the Madrasah always provides motivation to his subordinates, (3) Creation of a pleasant work environment, (4) Always appreciate any form of achievement or achievement of subordinates. From these efforts then obtained results that were able to increase public / community trust, it can be seen from the fact that the community is increasingly loyal (loyal) and MTs Al-Anwar Pancoran Bondowoso is able to compete with other institutions.

REFERENCES

- Aggarwal, P., & Singh, R. K. (2023). Employee-level Consequences of Perceived Internal and External CSR: Decoding The Moderation and Mediation Paths. *Social Responsibility Journal*, 19(1), 38–78. <https://doi.org/10.1108/SRJ-02-2021-0053>
- Ahmad, M., & Rochimah, H. (2021). Improving Teaching Effectiveness through Transformational Leadership And Integrity. *International Journal of Evaluation and Research in Education*, 10(4), 1316–1324. <https://doi.org/10.11591/IJERE.V10I4.21801>
- Adesti, A., & Nurkholimah, S. (2020). Pengembangan Media Pembelajaran berbasis Android Menggunakan Aplikasi Adobe Flash CS 6 pada Mata Pelajaran Sosiologi. *Edutainment*, 8(1), 27-38. <https://doi.org/10.35438/e.v8i1.221>
- Aji, S. B. (2020). *Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatkan Profesionalisme Guru di SMP Islam Thoriqul Huda Cekok Babadan Ponorogo* (Doctoral dissertation, IAIN Ponorogo).
- Faiz, A., Parhan, M., & Ananda, R. (2022). Paradigma Baru dalam Kurikulum Prototipe. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 1544–1550. <https://doi.org/10.31004/edukatif.v4i1.2410>
- Gazali, H., Anggraeni, D., & Eit Ahmed, M. (2023). Salafi-Jihadist Movements and Ideology in Educational Institutions: Exploring the Nexus with Religious Moderation Hatim. *Edukasia Islamika*, 2(2), 172–190.
- Hartawan, H. A. (2020). Meningkatkan Motivasi Kinerja Guru melalui Kepala Sekolah. *Jurnal Ilmiah Pendidikan Profesi Guru*, 2(3), 378–395.
- Hasan, M., Arwandi, T., Nursita, L., & Kamal, S. I. M. (2022). The Quality of Education Based on Local Wisdom: The Principal of Madrasah Review. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(2), 617-628. <https://doi.org/10.33650/al-tanzim.v6i2.3484>
- Jalan, J., & Sen, A. (2020). Containing a pandemic with public actions and public trust: the Kerala story. *Indian Economic Review*, 55, 105-124.

- Junarti, J., Sholihah, H. I., Sari, R. P., Oci, M., & Sumanik, E. D. (2023). Innovation In Educational Technology To Enhance Student Learning Achievement In The Era Of The Merdeka Curriculum. *Indonesian Journal of Education (INJOE)*, 3(2), 292–309.
- Khando, K., Gao, S., Islam, S. M., & Salman, A. (2021). Enhancing Employees Information Security Awareness in Private and Public Organisations: A Systematic Literature Review. *Computers & Security*, 106, 102267. <https://doi.org/10.1016/j.cose.2021.102267>
- Lee, J. (2020). Access to Finance for Artificial Intelligence Regulation in The Financial Services Industry. *European Business Organization Law Review*, 21, 731–757. <https://doi.org/10.1007/s40804-020-00200-0>
- Lestari, P. R., & Tirtoni, F. (2021). Literature Study on Implementation of Elementary School Student Character Education. *Indonesian Journal of Education Methods Development*, 14, 1–6. <https://doi.org/10.21070/ijemd.v14i.589>
- Liu, J., Shahab, Y., & Hoque, H. (2022). Government Response Measures and Public Trust during The Covid-19 Pandemic: Evidence from Around The World. *British Journal of Management*, 33(2), 571–602. <https://doi.org/10.1111/1467-8551.12577>
- Madiyono, M., & Haq, M. Z. (2023). Integritas Terbuka sebagai Pendekatan Baru Dialog Antariman dalam Penguatan Moderasi Beragama. *Integritas Terbuka: Peace and Interfaith Studies*, 2(1), 1–16. <https://doi.org/10.59029/int.v2i1.11>
- Maki, P. L. (2023). *Assessing for learning: Building a sustainable commitment across the institution*. Routledge.
- Pawero, A. M. D. (2021). Arah Baru Perencanaan Pendidikan Dan Implikasinya Terhadap Kebijakan Pendidikan. *Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam*, 4(1), 16–32.
- Nasukah, B., & Maunah, B. (2021). Kepemimpinan Transformasional dalam Tinjauan Sejarah dan Perkembangan Kajiannya pada Bidang Pendidikan. *Jurnal Kepemimpinan dan Kepengurusan Sekolah*, 6(1), 38–48. <https://doi.org/10.34125/kp.v6i1.574>
- Oo, C. Z., Alonzo, D., & Davison, C. (2023). Using A Needs-Based Professional Development Program to Enhance Pre-Service Teacher Assessment for Learning Literacy. *International Journal of Instruction*, 16(1), 781–800. <https://doi.org/10.29333/iji.2023.16144a>
- Panjaitan, H. (2014). Pentingnya Menghargai Orang Lain. *Humaniora*, 5(1), 88–96. <https://doi.org/10.21512/humaniora.v5i1.2984>
- Passakonjaras, S., & Hartijasti, Y. (2020). Transactional and Transformational Leadership: A Study of Indonesian Managers. *Management Research Review*, 43(6), 645–667. <https://doi.org/10.1108/MRR-07-2019-0318>

- Pradnyani, G. A. A. I., Rahmawati, P. I., & Suci, N. M. (2020). Pengaruh Reward dan Punishment Terhadap Motivasi Kerja Karyawan pada CV Ayudya Tabanan Bali. *Prospek: Jurnal Manajemen dan Bisnis*, 2(1), 21–30. <https://doi.org/10.23887/pjmb.v2i1.26186>
- Rahnuma, N. (2020). Evolution of quality culture in an HEI: critical insights from university staff in Bangladesh. *Educational Assessment, Evaluation and Accountability*, 32(1), 53-81. <https://doi.org/10.1007/s11092-019-09313-8>
- Scott, C. L., & Klein, L. B. (2022). Advancing Traditional Leadership Theories by Incorporating Multicultural and Workforce Diversity Leadership Traits, Behaviors, And Supporting Practices: Implications for organizational leaders. *Journal of Leadership, Accountability and Ethics*, 19(3), 1-11. <https://doi.org/10.33423/jlae.v19i3.5320>
- Simon, N. P., & Dugan, K. B. (2021). Summer Bridge Program : Helping Underserved Students Develop Social and Cultural Capital. *Journal of Interdisciplinary Studies in Education*, 11(1), 126–148.
- Sulistiyorini, S., Syafi'i, A., & Mu'awanah, E. (2022). Strategic Policy to Improve Professional Madrasah-Based Management Practices. *Journal of Social Studies Education Research*, 13(3), 282-301.
- Sulistiyorini, S., Syafi'i, A., & Mu'awanah, E. (2022). Strategic Policy to Improve Professional Madrasah-Based Management Practices. *Journal of Social Studies Education Research*, 13(3), 282-301.
- Sunaengsih, C., Komariah, A., Kurniady, & Julia, J. (2021). Transformational leadership. *Leadership in Practice: Essentials for Healthcare and Public Health Leaders*, 8(1), 117–130. <https://doi.org/10.4324/9781315177977-3>
- Voordt, T. van der, & Jensen, P. A. (2023). The Impact of Healthy Workplaces on Employee Satisfaction, Productivity and Costs. *Journal of Corporate Real Estate*, 25(1), 29–49. <https://doi.org/10.1108/JCRE-03-2021-0012>
- Wilson, D. E. (2020). Moving toward Democratic-Transformational Leadership In Academic Libraries. *Library Management*, 41(8/9), 731-744. <https://doi.org/10.1108/LM-03-2020-0044>
- Yusaini, & Utama, I. (2020). Pengaruh Iklim Kerja Terhadap Produktivitas Kerja Dosen Perguruan Tinggi Swasta Aceh. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 4(1), 107–118. <https://doi.org/10.33650/al-tanzim.v4i1.979>
- Zaini, A. W., Susilawati, S., & Astuti, R. N. (2022). Improving Student Learning Outcomes Through The Development Of Videoscribe Sparkol-Based Learning Media. *At-Tarbiyat: Jurnal Pendidikan Islam*, 5(3), 386-400.