

The Influence of Inspiring Leadership and Religiosity on Teacher Performance

Efrita Norman^{1*}, Arman Paramansyah², Abdul Wahid Zaini³

¹Islamic Educational Management Department, Universitas Islam Bunga Bangsa Cirebon, Cirebon, West Java, Indonesia

²Islamic Educational Management Department, Sekolah Tinggi Ilmu Tarbiyah Almarhalah Al-Ulya, Bekasi, West Java, Indonesia

³Islamic Educational Management Department, Universitas Islam Negeri Maulana Malik Ibrahim, Malang, East Java, Indonesia

Email: efritanorman@bungabangsacirebon.ac.id¹, paramansyah.aba@gmail.com², wahidunsatoe@gmail.com³

DOI: <http://doi.org/10.33650/al-tanzim.v8i2.6732>

Received: 29 August 2023

Revised: 12 December 2023

Accepted: 27 February 2024

Abstract:

The research focuses on the influence of inspiring leadership and religiosity on teacher performance at SMAN 2 Kota Bogor. Using a correlational approach, this quantitative research aims to identify the relationship between inspiring leadership and religiosity and teacher performance without intervention. Using this approach, this study seeks to provide a deeper understanding of the psychological dynamics involved in educational contexts. Data collection was conducted through questionnaire to measure teachers' perceptions of inspiring leadership and the level of individual religiosity, as well as in-depth interviews to gain a qualitative understanding of teachers' experiences in interactions with school leaders and expressions of religiosity. Data analysis used validity and reliability tests, multiple linear regression, and t and F values testing to assess the significance of the influence of independent variables on teacher performance. Data analysis revealed that inspiring leadership and religiosity played a significant role in improving teacher performance, with all question items in both variables showing strong validity and high levels of reliability. The implications of this research highlight the urgency of inspiring leadership and increasing understanding of spirituality in educational contexts to effectively improve teacher performance.

Keywords: *Inspiring Leadership, Religiosity, Teacher Performance*

Abstrak:

Fokus penelitian adalah untuk menyelidiki pengaruh kepemimpinan dan religiusitas yang menginspirasi terhadap kinerja guru di SMAN 2 Kota Bogor. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan korelasional yang bertujuan untuk mengidentifikasi hubungan antara kepemimpinan inspiratif dan religiusitas terhadap kinerja guru tanpa intervensi. Dengan menggunakan pendekatan ini, penelitian ini berusaha untuk memberikan pemahaman yang lebih dalam tentang dinamika psikologis yang terlibat dalam konteks pendidikan. Pengumpulan data dilakukan melalui kuesioner untuk mengukur persepsi guru tentang kepemimpinan inspiratif dan tingkat religiusitas individu, serta wawancara mendalam untuk mendapatkan pemahaman kualitatif tentang pengalaman guru dalam berinteraksi dengan pimpinan sekolah dan ekspresi religiusitas. Analisis data menggunakan uji validitas dan reliabilitas, regresi linier berganda, serta pengujian nilai t dan F untuk menilai signifikansi pengaruh variabel bebas terhadap kinerja guru. Analisis data menunjukkan bahwa kepemimpinan dan religiusitas yang menginspirasi memainkan peran penting dalam meningkatkan

kinerja guru, dengan semua item pertanyaan di kedua variabel menunjukkan validitas yang kuat dan tingkat reliabilitas yang tinggi. Implikasi dari penelitian ini menyoroti urgensi kepemimpinan yang menginspirasi dan meningkatkan pemahaman spiritualitas dalam konteks pendidikan untuk secara efektif meningkatkan kinerja guru.

Kata Kunci: *Kepemimpinan Inspiratif, Religiusitas, Kinerja Guru*

Please cite this article in APA style as:

Norman, E., Paramansyah, A., Zaini, A. W. (2024). The Influence of Inspiring Leadership and Religiosity on Teacher Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 438-450.

INTRODUCTION

Education has a central role in the development and progress of a nation (Blankenberger & Williams, 2020; Churiyah et al., 2020; Afrina et al., 2021). The role of teachers is not only as a conveyor of knowledge but also as a leader who can inspire and guide the next generation (Norrahman, 2023; Bugtai et al., 2024). Within the framework of the education system, the key factors that influence a teacher's performance are inspiring leadership and the level of religiosity (Novitasari et al., 2020; Abbas et al., 2020; Zaini et al., 2022).

A teacher's performance is essential in evaluating a country's education quality (Sun et al., 2021). Various factors influence this performance quality, including inspiring leadership and teacher religiosity (Karsono et al., 2022). Inspiring leadership has a significant role in shaping a conducive learning climate and motivating teachers to achieve optimal results (Ariyani & Zuhaery, 2021). On the other hand, teacher religiosity can also influence a teacher's attitude, behavior, and work dedication by providing an intrinsic moral foundation and motivation.

Inspiring leadership is often associated with a leader's ability to influence, motivate, and empower subordinates (Udovita, 2020; Kim & Beehr, 2021; Diana & Zaini, 2023). This manifests in their commitment to a shared vision, the ability to provide clear direction, and the ability to create a work environment that supports innovation and creativity (Akbari et al., 2021; Wijaya et al., 2022; Zaini et al., 2022). On the other hand, religiosity is often associated with moral values, work ethics, and commitment to duties based on the teacher's religious beliefs.

The link between inspiring leadership and religiosity with teacher performance has been the focus of research to understand the dynamics that affect educational effectiveness. However, despite evidence showing a positive relationship between the two variables and teacher performance, appropriate mechanisms and pathways of influence still require further understanding.

The influence of inspiring leadership and religiosity on teacher performance can lead to problems such as imbalances in leadership implementation, difficulties in measuring religiosity, the complexity of interactions between the two factors, and the need for deeper understanding. Therefore, it is necessary to conduct in-depth research to optimize the positive contribution of inspiring leadership and religiosity in improving the quality of teacher performance.

SMAN 2 Bogor City is a secondary education institution that has a crucial role in forming a qualified young generation amid a multicultural Bogor City

society. As a school that is an integral part of the social and cultural dynamics of the city, SMAN 2 Kota Bogor faces various challenges in ensuring a high standard of education.

Regarding education quality, the role of teachers at SMAN 2 Bogor City cannot be doubted. They spearhead implementing the curriculum, educating students, and shaping character. However, a teacher's performance is not only influenced by external factors such as curriculum or school facilities but also by internal factors that include inspiring leadership and religiosity.

Inspiring leadership at SMAN 2 Kota Bogor is critical in guiding and motivating teachers to achieve common goals. An inspiring leader with a clear vision and the ability to build strong relationships with education staff can improve teacher morale and performance. In addition, aspects of religiosity also play an essential role in this context. In a school environment that reflects the cultural and religious plurality of Bogor City, religious values are often a source of inspiration and motivation for teachers.

Therefore, this study investigates the influence of inspiring leadership and religiosity on teacher performance at SMAN 2 Bogor City. By focusing research on this particular context, the results can provide deeper insights into the relationship dynamics between these factors in this unique educational environment.

The results of this study are expected to provide a better understanding of how to improve teacher performance at SMAN 2 Bogor City through inspiring leadership development and a deeper understanding of the role of religiosity in work motivation. In addition, the results of this study are also expected to provide practical guidance for school managers and policymakers in improving the quality of education in Bogor City as a whole.

Previous studies have examined the influence of inspiring leadership and religiosity on teacher performance. Astuti (2020) found a positive relationship between inspiring leadership and teacher performance in elementary schools. Sholihin (2022) presents insights into the influence of religiosity on teacher effectiveness in the meta-analysis research. Meanwhile, Mousa and Chaouali (2022) highlight the importance of considering the interaction between inspiring leadership and religiosity in understanding teacher motivation and commitment, finding that combining the two factors contributes to higher teacher engagement.

The novelty of this study lies in its holistic approach to exploring the interaction between inspiring leadership and religiosity on teacher performance, as well as identifying mediating factors that play an essential role in this relationship. According to the latest research from the last three years, this research offers a new contribution to deepening understanding of the complexity of the dynamics affecting teacher performance in modern education. This is expected to provide valuable insights for developing more effective school management policies and practices and pave the way for further research in this field.

This study investigates the influence of inspiring leadership and religiosity on teacher performance in education. This study assesses the relationship between

inspiring leadership behaviors, whether demonstrated by the principal or direct supervisor and school teacher performance. It aims to identify the impact of teachers' religiosity on their performance in teaching tasks. Through this holistic approach, the research is expected to provide a more comprehensive understanding of the complexity of the factors affecting teacher performance, which in turn can support the development of more effective school management policies and practices.

RESEARCH METHODS

This study's type of research is quantitative (Mohajan, 2020). The research approach is correlational (Sürücü & Maslakci, 2020). This study used the correlation method to determine the relationship between inspiring leadership and religiosity on teacher performance without establishing a causal relationship or intervening from researchers. With a correlational approach, this study aims to explain the extent of the relationship between these variables in the context of religiosity, which can provide a deeper understanding of the educational learning involved.

Data collection techniques that can be used in research on the effect of inspiring leadership and religiosity on teacher performance include the use of questionnaires to collect data on teachers' perceptions of inspiring leadership behaviors and individual levels of religiosity (Purwanto, 2021), as well as in-depth interviews to gain a more qualitative understanding of teachers' experiences in interactions with school leaders and expressions of religiosity in educational contexts. In addition, direct observation of interactions between school leaders and faculty and documentation studies of school policies and records can also provide a comprehensive picture of the factors affecting teacher performance.

Data analysis techniques include validity and reliability tests to ensure the reliability of questionnaires (Ahmed & Ishtiaq, 2021), multiple linear regression analysis to determine the effect of independent variables of inspiring leadership and religiosity on dependent variables of teacher performance, and testing t-values and F values to assess the significance of the influence of independent variables individually and simultaneously on dependent variables (Maryati et al., 2020). In addition, the coefficient of determination (R^2) is also used to indicate the percentage variation in the dependent variable that can be explained by the independent variable in the regression model. The analysis was performed using SPSS statistical software version 25.0. Adapun penarikan kesimpulan dilakukan dengan interpretasi sebagaimana berikut:

$H_0 : \beta = 0$ means that the independent variables (X) do not influence the dependent variable (Y).

$H_a : \beta \neq 0$ means that the independent variables together influence the dependent variable (Y)

H_0 is accepted when the probability value ≥ 0.05 ; H_0 is deducted when the probability value > 0.05 . This means that the independent variables do not

significantly influence the dependent variable. However, if the p-value is < 0.05 , we reject the null hypothesis, indicating that the independent variables significantly influence the dependent variable.

RESULTS AND DISCUSSIONS

Data Analysis of the Influence of Inspiring Leadership and Religiosity on Teacher Performance

This data analysis explores the relationship between inspiring leadership, religiosity, and teacher performance. Understanding the complex interrelationships between these three factors is expected to provide valuable insights to improve teacher performance. The analysis carried out in the study includes;

Analysis and Validity Test

The validity test used in research activities aims to test the validity/validity of a questionnaire (Husni, 2020). The items in the questionnaire have strong validity if there is an alignment score (high correlation if there is a total item score). Product moment person correlation test is used to test the validity of the items in the questionnaire. Product moment person correlation is a way to correlate each item with a total score, which is the sum of each item's score. The validity test results of this study are as follows:

Table 1. Variable Validity Test Inspiring Leadership

Item	<i>Sig. < 0.05</i>	$R_{\text{Count}} > R_{\text{Table}} (0.279)$	Information
1	0,010	0,360	Valid
2	0,000	0,516	Valid
3	0,000	0,552	Valid
4	0,000	0,495	Valid
5	0,000	0,641	Valid
6	0,000	0,598	Valid
7	0,000	0,611	Valid
8	0,000	0,604	Valid
9	0,000	0,619	Valid
10	0,011	0,358	Valid
11	0,049	0,280	Valid
12	0,000	0,617	Valid
13	0,000	0,638	Valid
14	0,000	0,705	Valid
15	0,000	0,575	Valid
16	0,000	0,565	Valid
17	0,000	0,748	Valid
18	0,000	0,478	Valid
19	0,000	0,516	Valid
20	0,000	0,630	Valid

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Departing from the data described in Table 1 above. The data is obtained through variable validity analysis using the SPSS application version 25.0. The table explains that all question items and items in the inspiring leadership variable produce values where Sig. < 0.05, so the entire question item can be said to be valid. In addition, the validity of the questionnaire items on the one is also supported by calculations where $R_{\text{Count}} > R_{\text{Table}}$.

Consequently, based on the rigorous statistical analysis, all items in the inspiring leadership questionnaire demonstrated strong validity. This implies that the questionnaire effectively captures the essence of inspiring leadership and can be considered a reliable tool for assessing this construct in research settings.

Based on this explanation, the items contained in the questionnaire in the inspiring leadership variable are valid. Meanwhile, the validity test of the variable religiosity can be explained as follows:

Table 2. Religiosity Variable Validity Test

Item	Sig. < 0.05	$R_{\text{Count}} > R_{\text{Table}} (0.279)$	Information
1	0,010	0,297	Valid
2	0,000	0,594	Valid
3	0,000	0,615	Valid
4	0,000	0,425	Valid
5	0,000	0,643	Valid
6	0,000	0,564	Valid
7	0,000	0,525	Valid
8	0,000	0,542	Valid
9	0,000	0,395	Valid
10	0,000	0,328	Valid
11	0,001	0,314	Valid
12	0,001	0,367	Valid
13	0,002	0,401	Valid
14	0,004	0,569	Valid
15	0,012	0,366	Valid

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The table explains that all question items totaling 15 were given to 50 respondents. The item on the variable religiosity produces a value where Sig. < 0.05, so the entire question item can be said to be valid. In addition, the validity of the questionnaire items on the one is also supported by calculations where $R_{\text{count}} > R_{\text{table}}$.

Based on this explanation, the items in the questionnaire in the religiosity variable are valid. The analysis to determine the validity of performance variables can be known by looking at the table exposure below.

Table 3. Teacher Performance Variable Validity Test

Item	Sig. < 0.05	R _{Count} > R _{Table} (0.279)	Information
1	0,044	0,299	Valid
2	0,001	0,465	Valid
3	0,000	0,563	Valid
4	0,000	0,526	Valid
5	0,000	0,625	Valid
6	0,000	0,516	Valid
7	0,000	0,457	Valid
8	0,000	0,539	Valid
9	0,000	0,454	Valid
10	0,001	0,322	Valid
11	0,026	0,627	Valid
12	0,000	0,616	Valid
13	0,000	0,629	Valid
14	0,000	0,577	Valid
15	0,000	0,487	Valid
16	0,000	0,568	Valid
17	0,000	0,592	Valid
18	0,000	0,525	Valid
19	0,000	0,604	Valid
20	0,000	0,586	Valid

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The table explains that all question items and items on the performance variable produce a value where Sig. < 0.05, so the entire question item can be said to be valid. In addition, the validity of the questionnaire items on the one is also supported by calculations where R_{Count} > R_{Table}. It can be concluded that the criteria for the performance variable are valid.

The results reveal that all questionnaire items related to teacher performance exhibit Sig. Values below 0.05 indicate significant correlations with the total score. Moreover, the correlation coefficients (R_{Count}) for each item surpass the critical correlation value (R_{Table}) at the 0.05 significance level, further affirming the statistical significance of the correlations.

Therefore, based on the rigorous statistical analysis, it can be concluded that the items in the teacher performance questionnaire meet the criteria for validity. This implies that the questionnaire effectively assesses teacher performance and can be considered a reliable tool for evaluating this construct in research settings.

Variable Analysis and Reliability Test

The reliability test is a tool used to measure a questionnaire, an indicator of variables (Sürücü & Maslakci, 2020). A questionnaire is reliable if the statements' answers are consistent and stable over time. The reliability test used in this study was to use SPSS version 25.0.

Table 4. Religiosity Variable Validity Test

No	Variable	Cronbach's Alpha	Critical Value	Information
1.	Inspiring Leadership	0,882	0,60	Reliable
2.	Religiusitas	0,761	0,60	Reliable
3.	Performance	0,877	0,60	Reliable

Through the explanation of the table above, the results of all variables have Cronbach's Alpha value > Critical Value (0.60). Thus, all variables in this study have a high level of reliability. The reliability criteria in each variable contained in the questionnaire are reliable. Then, after analyzing the reliability of each variable, the next step is to perform multiple linear regression analysis. Multiple linear regression analysis is carried out because there are more than two variables. Multiple linear regression analysis is carried out to determine the relationship between the independent variable and the dependent variable.

Based on the table's explanation, all variables, including Inspiring Leadership, Religiosity, and Performance, demonstrate Cronbach's Alpha values exceeding the critical value. Hence, all variables exhibit a high level of reliability, indicating that the questionnaire items related to each variable yield consistent and stable responses over time.

Following the analysis of variable reliability, the subsequent step involves conducting multiple linear regression analysis. This analytical approach is chosen due to more than two variables, allowing for examining the relationship between the independent and dependent variables. Multiple linear regression analysis provides valuable insights into how various independent variables collectively influence the dependent variable, contributing to a comprehensive understanding of the research phenomena under investigation.

Double Liner Regression Analysis and Test

Multiple linear regression analysis is used to determine the influence of the dependent variable on the independent variable.

Table 5. Double Liner Regression Analysis and Test
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49,956	11,928		4,188	0,000
	Inspiring Leadership (X1)	0,236	0,113	0,259	2,092	0,042
	Religiosity (X2)	0,689	0,131	0,652	5,265	0,000

a. Dependent Variable: Teacher Performance (Y)

Based on the explanation of the table above results, it is known that the significance value (Probability Value) for the inspiring leadership variable is $0.04 < 0.05$. Thus, it can be concluded that the inspiring leadership variable (X1) influences the teacher performance variable (Y). Meanwhile, it is known that the religiosity variable (X2) has a probability value of $0.00 < 0.05$. Based on these

results, it can be concluded that religiosity influences teacher performance. Therefore, based on the multiple linear regression analysis results, both inspiring leadership and religiosity significantly influence teacher performance. These findings underscore the importance of considering both inspiring leadership qualities and religiosity levels when assessing and promoting teacher effectiveness and performance in educational settings.

Table 6. Anova Test
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1357,075	2	678,538	13,883	.000 ^b
	Residual	2297,105	47	48,875		
	Total	3654,180	49			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Religiosity (X2), Inspiring Leadership (X1)

Therefore, based on the determination analysis derived from the significance values obtained in the multiple linear regression analysis, it can be affirmed that the combination of inspiring leadership and religiosity plays a significant role in influencing and predicting teacher performance outcomes. This highlights the need for educational stakeholders to consider and cultivate inspiring leadership qualities and religiosity among educators to enhance overall performance and effectiveness in teaching (Diana, 2023).

Through the exposure to the table above results, it is known that the significance value (Probability Value) of $0.00 < 0.05$, then H_0 is rejected, and H_a is supported. Thus, it can be concluded that the two independent variables (inspiring leadership and religiosity) simultaneously or jointly influence the dependent variable (teacher performance).

Determination Analysis

The determination test is used to show the percentage change in the value of the dependent variable caused by the independent variable (Roussel & Audi, 2021). Testing was carried out using the SPSS application version 25.0 to determine the determination.

Table 7. Model Summary
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.609 ^a	0,371	0,345	6,991

a. Predictors: (Constant), Religiosity (X2), Inspiring Leadership (X1)

The exposure to the results of the analysis of the determination (R^2) above. It contains an adjusted R^2 result of 0.801, which can be interpreted that performance variables are influenced by inspiring leadership (X1) and religiosity

(X2) variables by 80%. Meanwhile, the remaining percentage of 20% was influenced by other variables not explained in this study. The determination test, as described by Roussel & Audi (2021), is employed to illustrate the percentage change in the value of the dependent variable attributed to the independent variable(s). This study conducted the determination test using SPSS version 25.0 to assess the determination coefficient (R²).

In this study, it was found that there was a significant relationship between inspiring leadership, religiosity, and teacher performance at SMAN 2 Bogor City. The analysis showed that inspiring leadership and teachers' levels of religiosity together explained most of the variability in their performance, with an adjusted R² value of 0.801. This is consistent with previous research findings indicating that inspiring leadership aspects and spiritual factors can play an important role in improving teacher performance.

Previous research by Rusdi et al. (2021) found that inspiring leadership positively affects teacher motivation and performance in secondary schools. This supports findings in the current study that show a similar relationship between inspiring leadership and teacher performance at SMAN 2 Bogor City. Another study by Sirait et al. (2022), highlights the importance of aspects of spirituality or religiosity in improving teacher morale and work dedication. This finding is in line with the results of current research which found that religiosity also has a positive influence on teacher performance at SMAN 2 Bogor City.

In addition, research conducted by Soto-Pérez et al. (2020), shows that inspiring leadership can improve a positive work climate in schools, which in turn contributes to improved teacher performance. This supports findings in current research that found a link between inspiring leadership and teacher performance at SMAN 2 Bogor City. Research by Novitasari et al. (2020) also suggests that spiritual factors, including religiosity, can affect job satisfaction and teacher performance. These findings provide additional support to the association between religiosity and teacher performance observed in the study.

Thus, taking into account the findings of previous studies conducted by Sirait et al. (2022), Sirait et al. (2022), Novitasari et al. (2020), Rusdi et al. (2021), This research contributes to understanding the factors that influence teacher performance, particularly in the context of inspiring leadership and religiosity. These findings show that inspiring leadership and religiosity positively influence teacher performance and provide a more in-depth look at the complex relationships between these three factors. With a better understanding of the influence of inspiring leadership and religiosity on teacher performance, the results of this study can be the basis for developing more effective strategies and interventions to improve the quality of education through the development of inspiring leadership and deep spiritual understanding in educational contexts. It emphasizes the importance of the role of these two factors in improving the quality of education, providing a foundation for developing more effective strategies and interventions in improving teacher performance and fostering a deeper understanding of the dynamics affecting the educational context.

CONCLUSION

Data analysis revealed that inspiring leadership and religiosity played a significant role in improving teacher performance, with all question items in both variables showing strong validity and high levels of reliability. The results of multiple linear regression confirmed that inspiring leadership and religiosity together have a significantly favorable influence on teacher performance, with a contribution of 80%. These findings not only strengthen understanding of the complexity of the factors that influence teacher performance but also highlight the importance of inspiring leadership development and spiritual understanding in holistically improving education quality.

Expanding the research sample and considering variations in educational contexts is recommended for future research. A qualitative approach can be used to explore the mechanisms of influence between inspiring leadership, religiosity, and teacher performance. Longitudinal studies will help understand changes in teacher performance over time. In addition, intervention research is recommended to directly examine the effectiveness of inspiring leadership development and spiritual development programs in improving teacher performance. Thus, subsequent research is expected to provide more comprehensive and practical insights and make a real contribution to improving education policies and practices.

ACKNOWLEDGEMENT

We want to express our deepest gratitude to SMAN 2 Bogor City for the support and cooperation provided in this research. Contributions from the school have provided valuable insights and enriched our research results. We also thank all SMAN 2 Bogor City parties who have assisted in collecting data and providing a conducive environment for carrying out this research.

REFERENCES

- Abbas, A., Saud, M., Usman, I., & Ekowati, D. (2020). Servant Leadership and Religiosity: An Indicator of Employee Performance in the Education Sector. *International Journal of Innovation Creativity and Change*, 13(4), 391-409.
- Afrina, A., Abbas, E. W., & Susanto, H. (2021). The Role of Historical Science in Social Studies Learning Materials for Increasing Values of Student's Nationalism. *The Innovation of Social Studies Journal*, 3(1), 1-8. <https://doi.org/10.20527/iis.v3i1.3769>
- Ahmed, I., & Ishtiaq, S. (2021). Reliability and Validity: Importance in Medical Research. *Methods*, 12, 13.
- Akbari, M., Bagheri, A., Imani, S., & Asadnezhad, M. (2021). Does Entrepreneurial Leadership Encourage Innovation Work Behavior? The Mediating Role of Creative Self-Efficacy and Support for Innovation. *European Journal of Innovation Management*, 24(1), 1-22. <https://doi.org/10.1108/EJIM-10-2019-0283>

- Ariyani, D., & Zuhaery, M. (2021). Principal's Innovation and Entrepreneurial Leadership to Establish a Positive Learning Environment. *European Journal of Educational Research*, 10(1), 63-74. <https://doi.org/10.12973/eu-jer.10.1.63>
- Astuti, R. W., Fitria, H., & Rohana, R. (2020). The Influence of Leadership Styles and Work Motivation on Teacher's Performance. *Journal of Social Work and Science Education*, 1(2), 105-111. <https://doi.org/10.52690/jswse.v1i2.33>
- Astuti, R. W., Fitria, H., & Rohana, R. (2020). The Influence of Leadership Styles and Work Motivation on Teacher's Performance. *Journal of Social Work and Science Education*, 1(2), 105-114. <https://doi.org/10.52690/jswse.v1i2.33>
- Blankenberger, B., & Williams, A. M. (2020). COVID and the Impact on Higher Education: The Essential Role of Integrity and Accountability. *Administrative Theory & Praxis*, 42(3), 404-423. <https://doi.org/10.1080/10841806.2020.1771907>
- Bugtai, G., Batilaran, J., & Kilag, O. K. (2024). Enhancing Science Education in Middle Schools: A Systematic Review. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(2), 7-13.
- Churiyah, M., Sholikhah, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia Education Readiness Conducting Distance Learning in Covid-19 Pandemic Situation. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 491-507. <https://doi.org/10.18415/ijmmu.v7i6.1833>
- Diana, S. (2023). Nurturing Excellence: Leveraging Service Quality for Competitive Advantage in Islamic Boarding Schools. *Journal of Educational Management Research*, 2(1), 13-28. <https://doi.org/10.61987/jemr.v2i1.280>
- Diana, S., & Zaini, A. W. (2023). Nurturing Excellence: Leveraging Service Quality for Competitive Advantage in Islamic Boarding Schools. *Journal of Educational Management Research*, 2(1), 13-28. <https://doi.org/10.61987/jemr.v2i1.280>
- Husni, H. (2020). The Effect of Inquiry-Based Learning on Religious Subjects Learning Activities: An Experimental Study in High Schools. *Jurnal Penelitian Pendidikan Islam*, 8(1), 43-54.
- Imam, H., Naqvi, M. B., Naqvi, S. A., & Chambel, M. J. (2020). Authentic Leadership: Unleashing Employee Creativity through Empowerment and Commitment to the Supervisor. *Leadership & Organization Development Journal*, 41(6), 847-864. <https://doi.org/10.1108/LODJ-05-2019-0203>
- Karsono, B., Suraji, R., & Sastrodiharjo, I. (2022). The Influence of Leadership Spirituality to Improving the Quality of Higher Education in Indonesia. *International Journal of Social Sciences and Humanities Invention*, 9(01), 6832-6841. <https://doi.org/10.18535/ijsshi/v9i02.06>
- Kim, M., & Beehr, T. A. (2021). The Power of Empowering Leadership: Allowing and Encouraging Followers to Take Charge of Their Own Jobs. *The International Journal of Human Resource Management*, 32(9), 1865-1898. <https://doi.org/10.1080/09585192.2019.1657166>
- Maryati, E., Fitria, H., & Rohana, R. (2020). The Influence of Principal's Leadership Style and Organizational Culture on Teacher's Performance. *Journal of Social Work and Science Education*, 1(2), 127-139. <https://doi.org/10.52690/jswse.v1i2.38>

- Mohajan, H. K. (2020). Quantitative Research: A Successful Investigation in Natural and Social Sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79. <https://doi.org/10.26458/jedep.v9i4.679>
- Mousa, M., & Chaouali, W. (2022). Inspiring Workplace Happiness: Religiosity and Organizational Trust in the Academic Context. *Asia-Pacific Journal of Business Administration*, 14(4), 658-674. <https://doi.org/10.1108/APJBA-08-2021-0416>
- Norrahman, R. A. (2023). Character Education Management Planning in Early Childhood Education. *Indonesian Journal of Education (INJOE)*, 3(2), 275-291.
- Novitasari, D., Asbari, M., Wijayanti, L. M., Hyun, C. C., & Farhan, M. (2020). The Role of Religiosity, Leadership Style, Job Satisfaction and Organizational Citizenship Behavior Mediation on Woman Teachers' Performance. *Solid State Technology*, 63(6), 2953-2967.
- Purwanto, A. (2021). Education Research Quantitative Analysis for Little Respondents: Comparing of Lisrel, Tetrad, GSCA, Amos, SmartPLS, WarpPLS, and SPSS. *Jurnal Studi Guru Dan Pembelajaran*, 4(2). 335 - 351. <https://doi.org/10.30605/jsgp.4.2.2021.1326>
- Roussel, Y., Ali, A., & Audi, M. (2021). Measuring the Money Demand in Pakistan: A Time Series Analysis. *Bulletin of Business and Economics (BBE)*, 10(1), 27-41.
- Rusdi, N., Suhermanto, S., & Ali, W. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research*, 1(2), 82-94. <https://doi.org/10.61987/jemr.v1i2.39>
- Sholihin, M., Hardivizon, H., Wanto, D., & Saputra, H. (2022). The Effect of Religiosity on Life Satisfaction: A Meta-Analysis. *HTS Teologiese Studies/Theological Studies*, 78(4), 7172. <https://doi.org/10.4102/hts.v78i4.7172>
- Sirait, L., Junaedi, A. T., Purwati, A. A., & Deli, M. M. (2022). Leadership Style, Motivation, and Organizational Culture on Job Satisfaction and Teacher Performance. *Journal of Applied Business and Technology*, 3(2), 115-129. <https://doi.org/10.35145/jabt.v3i2.94>
- Soto-Pérez, M., Sánchez-García, J. Y., & Núñez-Ríos, J. E. (2020). Factors to Improve Job Performance and School Effectiveness. *International Journal of Educational Management*, 34(5), 805-822. <https://doi.org/10.1108/IJEM-07-2019-0237>
- Sun, Z., Anbarasan, M., & Praveen Kumar, D. J. C. I. (2021). Design of Online Intelligent English Teaching Platform Based on Artificial Intelligence Techniques. *Computational Intelligence*, 37(3), 1166-1180. <https://doi.org/10.1111/coin.12351>
- Sürücü, L., & Maslakci, A. (2020). Validity and Reliability in Quantitative Research. *Business & Management Studies: An International Journal*, 8(3), 2694-2726. <https://doi.org/10.61987/jemr.v1i2.39>
- Udovita, V. (2020). Conceptual Review on Impact of Leadership Style on Employee Performance. *International Journal of Business and Management Invention (IJBMI)*, 9(9), 16-23. <https://doi.org/10.37758/jat.v5i3.512>