



The Influence of Transformational Leadership Style and Teacher Performance Through Organizational Commitment As A Mediation Variable

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ABSTRAK

Pendidikan yang baik diperoleh dari kualitas guru yang baik. Dan keberhasilan pendidikan sangat ditentukan oleh kinerja guru, baik kinerja guru dalam perencanaan pembelajaran, kinerja guru dalam pelaksanaan pembelajaran, kinerja guru dalam evaluasi pembelajaran, kinerja guru dalam disiplin tugas, maupun keaktifan guru dalam melaksanakan pembelajaran. mengajar di kelas. Metode penelitian dengan menggunakan teknik pengumpulan data yang digunakan dalam penelitian ini adalah metode angket atau angket. Populasi dalam penelitian ini adalah guru yang berjumlah 75 orang. Hasil penelitian ini memiliki 7 kesimpulan. Pertama, kepemimpinan transformasional secara langsung mempengaruhi kinerja guru. Kedua, Kepemimpinan Transformasional secara langsung mempengaruhi komitmen organisasi. Ketiga, kompetensi secara langsung mempengaruhi komitmen organisasi. Keempat, Kompetensi tidak berpengaruh langsung terhadap Kinerja Guru. Kelima, komitmen organisasi tidak berpengaruh langsung terhadap Kinerja Guru. Keenam, Kepemimpinan Transformasional berpengaruh langsung terhadap kinerja guru tanpa melalui komitmen organisasi sebagai mediasi. Ketujuh, kompetensi berpengaruh langsung terhadap kinerja guru melalui komitmen organisasi sebagai mediasi.

ABSTRACT

A good education is obtained from the quality of good teachers. And the success of education is largely determined by the performance of teachers, both teacher performance in learning planning, teacher performance in the implementation of learning, teacher performance in learning evaluation, teacher performance in the task discipline, as well as the activeness of teachers in teaching in the classroom. Research methods using data collection techniques used in this study is a questionnaire or questionnaire method. The population in the study

were teachers , which amounted to 75 people. The results of this study have 7 conclusions. First, transformational leadership directly affects teacher performance. Second, Transformational Leadership directly affects organizational commitment. Third, competence directly affects organizational commitment. Fourth, competence has no direct effect on Teacher Performance. Fifth, organizational commitment has no direct effect on Teacher Performance. Sixth, Transformational Leadership directly affects the performance of teachers without going through organizational commitment as mediation. Seventh, compensation directly affects the performance of teachers through organizational commitment as mediation.

INTRODUCTION

Education greatly determines the progress and quality of a nation. The quality of education affects the quality of the nation. Developed nations have a good education. A good education is obtained from the quality of good teachers. And the success of education is largely determined by the performance of teachers, both teacher performance in learning planning, teacher performance in the implementation of learning, teacher performance in learning evaluation, teacher performance in the task discipline, as well as the activeness of teachers in teaching in the classroom. (Gala et al., 2017) explained that the management of improving teacher performance will be in accordance with expectations if it is based on good management, starting from planning, implementation, supervision and evaluation, as well as problems found in management. (Fuadi et al., 2020) explained that the Organization for Economic Cooperation and Development (OECD) has announced Pisa (program for International Student Assessment) scores for Indonesia in 2018 in the fields of literacy, mathematics and science.

The PISA measurement aims to evaluate the education system by measuring the performance of students in secondary education, especially in three main areas, namely mathematics, science, and literacy. The submission of PISA 2018 results for Indonesia has been given by Yuri Belfali (Head of Early Childhood and Schools OECD) to the Minister of Education and Culture (Minister of Education and culture) Nadiem Makarim at the Ministry of Education and culture building in Jakarta and determined that Indonesia is in 70th place out of 78 participating countries. For almost 20 years since PISA released the results of scientific literacy skills of students around the world, the country of Indonesia has always been at the bottom of the order. This shows that the quality of Science Learning in Indonesia is far below the OECD member countries. (Al Faruq & Supriyanto, 2020) also explained that the educational level of this country, which is very rich in natural resources, lags far behind neighboring countries.

Data on the quality of Indonesian education is reflected in a publication by the World Population Review, in 2021 Indonesia was still ranked 54th out of a total of 78 countries included in the world education level ranking, but at least this position rose one rank from the previous year, namely in 2020 which was ranked 55th. Indonesia is still superior by being in 4th position when compared to fellow countries in the Southeast Asian region such as Singapore at 21, Malaysia at 38, and Thailand at 46. The quality of education that still exists below Indonesia, among them the Philippines ranked 55, Vietnam ranked 66, and Myanmar ranked 77. Other findings are that education in Indonesia based on data from the Global Education Monitoring Report (GEM) which ranks 10th out of 14 developing countries in the World, Teacher Quality ranks 14th out of 14 developing countries in the world (Hamzah & Faruq, 2020). (Mukhlison Effendi, 2021) education and training is an effort to develop human resources, especially for professional improvement related to, administrative skills and management skills (leadership) and (Aswaruddin, 2021) argued that to become a professional, educational human resources need to be developed continuously.

Three professional characteristics are specific training obtained through formal education, public recognition of the autonomy of the community of practitioners to set standards for the implementation of the profession and a commitment to provide services to the public that are more important than the economic welfare of practitioners. Therefore, human resources are the most important elements in any and all organizations, the success of the organization to achieve its goals and objectives and its ability to face.

Various challenges both external and internal, is determined by the ability to manage human resources with precision (Nuryasin & Mitrohardjono, 2019) explained that human resources are indispensable in improving performance While the benefits of Strategic Management the biggest challenge of an organization is managing the environment both internally and externally. (Adam et al., 2020) explains transformational leadership shows leaders who give individual attention by giving tasks that are in accordance with the ability of employees, and are able to apply intellectual stimulation to their employees. (Husaini, 2019) explained that the characteristics of Idealized influence transformational leadership means that a transformational leader must have charisma that is able to "bewitch" subordinates to react to follow the leader.

In concrete form, this charisma is shown through the behavior of understanding the vision and mission of the organization, having a strong stance, commitment and consistency to every decision that has been taken, and respect for subordinates (Javed et al., 2020) explained that transformational leadership is defined as an attitude that represents an individual's view of the attitude of superiors in directing their employees aimed at improving performance, giving importance to the interests of subordinates and team members, as well as providing something that subordinates need such as in terms of rewarding leaders who have a transformational spirit will always provide and build commitment and attachment to work for subordinates in order to achieve organizational goals.

Human Resources (HR) is positively correlated with the quality of Education. Quality education really needs competent educators. Therefore, educators must be competent in carrying out their duties in a professional manner so as to produce graduates who are more qualified, Noble, healthy, knowledgeable, capable, creative, and independent. The Parameter used to measure the level of educational success is student learning outcomes (Darma, 2020) (Aziz Effendhi & C. Sri Mindarti, 2018) show that transformational leadership implemented in Islamic educational institutions, both in pesantren and madrasah, provides significant results in efforts to improve the quality of education, and is supported by their research (Nuryasin & Mitrohardjono, 2019) who said that transformational leadership can improve the process and quality of early childhood education management by maintaining good relations with its members, motivating them to continue developing, fostering a sense of belonging to the institution, motivate to fight for common interests rather than personal interests and maintain high moral standards (Azizah et al., 2019) also explained that organizational commitment is an attitude that shows employee loyalty and is an ongoing process of how an organization member expresses their attention to the success and goodness of their organization and (Darim, 2020) suggested that organizational commitment is defined as the desire on the part of workers to remain members of the organization.

Commitment relates strongly and is tied to the organization on an emotional level. Commitment is usually stronger among long-term workers, those who have experience of personal success in organizations and those who work with committed work groups whereas (Daheri & Fransiska, 2022) describes the organizational commitment of a teacher to his / her school can be characterized as follows: 1) firmly determined to remain a member of the school organization and will make every effort to advance the school; 2) put maximum effort as the desire of the school organization; and 3) Believe and accept the values and goals of the school.

In addition to the competence of working teachers in education, there is also a need for organizational commitment. (Hendrajana et al., 2017) suggested that organizational commitment is a component of Organizational Behavior and organizational commitment is a situation where an employee takes sides in an organization and its goals, and intends to maintain its membership. A

person's high involvement in a job means siding with an individual's particular job, while a high organizational commitment means siding with the organization that hired the individual.

Competence is a behavioral characteristic that describes the motives, traits, self-concept, values, knowledge or expertise that a person brings in their work environment (Tono, 2019). Regulation of the Minister of National Education Number 16 of 2007 on Academic Qualification Standards and teacher competencies states that there are four competencies that teachers must have, namely pedagogical competence, personality competence, social competence, and professional competence (Anwar, 2020).

Teachers are professional professions where they are required to make every effort to carry out their profession as well as possible. As a professional, the task of teachers as educators, teachers and trainers should be able to impact their students. In this case the teacher should be able to continue to improve its performance which is the capital for the success of Education. In research (Al Faruq & Supriyanto, 2020) it is stated that a professional teacher is a teacher who prioritizes the quality and quality of his services and products. Teacher services must meet the standardization needs of the community, nation, and users and maximize the ability of learners based on their potential and skills; teachers not only as teachers of materials that fill students ' cognitive, but also as educators who are able to guide and develop students in accordance with their individual talents.

Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers, competence is a set of knowledge, skills and behaviors that must be owned, lived and Mastered by teachers or lecturers who carry out their professional duties. Teachers have an important role in the learning process, so a teacher must have high professional competence and produce people who have high human resources. Professional teachers are teachers who have four competencies, namely, pedagogical competence, personality competence, professional competence, and social competence.

Commitment is shown in an attitude of acceptance, a strong belief in the values and goals of an organization, as well as a strong urge to maintain membership in the organization in order to achieve organizational goals or in other words organizational commitment is a teacher's loyalty to a job or organization. Teacher commitment to the school institution as an organization is basically a condition that is felt by the teacher that can lead to a strong positive behavior towards the work organization it has (Hamzah & Faruq, 2020).

Improving the quality of education is very dependent on quality teachers. But more than that, improving the quality of education really requires teachers who are committed to their professional duties. In other words, quality education requires teachers who have organizational commitment. Without organizational commitment, then as good as any educational goals and all supporting facilities, the quality of education is very difficult to achieve (Hendrajana et al., 2017), supported also by (Nasir et al., 2020) said that organizational commitment has a positive and significant effect on teacher performance.

(Al Faruq & Supriyanto, 2020) said that performance is a manifestation and success of a teacher's work in achieving educational goals. The results of educational goals achieved are not only limited in the size of the number of graduates (quantity), but also the quality of graduates and (Gusdini et al., 2022) also said that teacher performance is the result of work that can be achieved by a teacher in an educational institution in accordance with his duties and responsibilities in achieving educational goals.

(Anwar, 2020) also explained that performance can be seen from the employee's work productivity. This performance determines how a person can survive or not in an organization and will have an impact on the integrity and survival of a company. And in the study showed that the influence of school principal and teacher professional leadership is very dominant on teacher performance (Akbar & Imaniyati, 2019). In research (Aswaruddin, 2021) explained that to improve teacher performance, work discipline needs to be improved through each teacher in carrying out their duties. The quality of a teacher and measure the performance of a teacher we can see the

competence of teachers and work discipline of a teacher, so we can see the extent to which the influence of teacher competence and work discipline of a teacher on the performance of teachers in schools where they work.

Education has a dynamic that every year has progress in the quality of school leaders, educators, employees, students and facilities in the school. This is in line with one of the missions, which is to improve and develop school management professionally. To achieve educational goals, implements a good and professional management system related to the performance of its students. This is so that students can compete with other students at the provincial and national levels.

THEORETICAL FOUNDATION

The Two Factor Theory

Frederick Herzberg argued that an individual's relationship with his work is a basic relationship that his attitude towards work will greatly determine the success or failure of the individual. Herzberg classified the factors that make people feel satisfied and dissatisfied.

Intrinsic factors such as achievement, recognition, the job itself, responsibility, advancement, and growth tend to be associated with job satisfaction. Dissatisfaction tends to be associated with extrinsic factors such as company policies, supervision, interpersonal relationships, and working conditions. The leadership style and communication skills of leaders can be improved by emphasizing on extrinsic factors.

Employee Performance

HR performance according to Mangkunegara (2006) is the result of a person's work in carrying out work in accordance with organizational goals both in quality and quantity. Corvellec (2018) explains that performance is a relative concept that is defined in terms of various references that use a series of measurements to produce future results.

From the several definitions or opinions regarding employee performance above, researchers can conclude that performance is the work of individuals or talents that are channeled into their work to achieve tasks and responsibilities within an organization's scope. So, employee performance is the result of employee work implementation that encourages employees to carry out their duties and responsibilities as much as possible in order to achieve organizational goals and success. Mangkunegara and Prabu (2009) state that there are four indicators that can be used to measure employee performance, namely:

- a. Quality, is the level of accuracy and neatness of employees in completing work.
- b. Quantity, which consists of output and extra work done.
- c. Execution of tasks, is an employee who can complete the task properly and on time.
- d. Responsibility, means not delegating work to other employees and being responsible for the results of the work that has been done.

Organizational Commitment

Organizational commitment can be defined as a person's relative strength to an organization and involvement in a particular organization (Tobing, 2009). According to Robbins and Judge (2006) organizational commitment is a situation where an individual supports a particular organization as a goal and desire to maintain and maintain membership in that organization. Allen and Meyer (1990) stated that there are three dimensions of commitment in the organization. The three dimensions of organizational commitment are:

- a. Affective commitment, namely emotional attachment, identification, and involvement in an organization.
- b. Continuance commitment, namely individual commitment based on consideration of what must be sacrificed when leaving the organization.

- c. Normative commitment, namely commitment related to obligations to the organization by having individual beliefs about responsibility to the organization.

Leader's communication skills Leadership is a behavior in which communication is applied. In particular, communication suggests that communication shapes the perception of the leader's charisma, where communication can be divided into the contents of the leader's message and the presentation of the messages. Likewise, messages sent by leaders are considered to contain affective and cognitive strategies whereby when leaders communicate effectively their vision, they win the trust of followers in this case are subordinates or employees, which in turn helps satisfaction with communication between leaders and employees. (Pavitt, 1999).

A leader can help his subordinates to understand why and how it means they are involved in activities, and most of this is achieved through language and interpersonal communication. The indicators used to measure communication skills vary across studies. In Chamanzamin's research (2013), leader communication skills are measured using seven indicators, namely:

- (1) Self-disclosure,
- (2) Empathy,
- (3) Supporting players,
- (4) Positivism,
- (5) Social skills,
- (6) Ideal influence and inspiration, and
- (7) Intellectually stimulating.

Transformational Leadership Style

Leadership that creates value and positive change for followers is transformational leadership. Such a leader focuses on "transforming" others to help each other, to care for one another, to encourage and be harmonious, and to care for the organization as a whole.

Berson et al. (2001) argues that transformational leadership is leadership that can help drive innovation implemented by organizations in an era of competition. By placing value on expanding the vision and by encouraging subordinates to pursue that vision, transformational leadership can expedite the progress of change in the organization (Paracha et al., 2012). For this reason, there are four scales that can be used to measure leadership, namely charisma, inspiration, consideration of individual characteristics, and intellectual stimulation. Transformational leaders move beyond simple exchange processes.

They set expectations that challenge and enable others to achieve higher levels of performance. Bass (1985) describes transformational leadership as consisting of four distinct factors, namely:

- a) Charismatic leadership is demonstrated by leaders who act as role models, create a sense of identification by sharing a vision, and instill pride and faith in followers in overcoming obstacles. This dimension is also known as ideal influence.
- b) Inspiration is defined as inspiring and empowering followers to enthusiastically accept and pursue challenging goals and missions.
- c) Individual consideration consists of behaviors such as communicating personal respect for followers by giving them special attention, by treating each one individually, and by recognizing each person's unique needs.
- d) Intellectual stimulation. Leaders who consider old problems in new ways, articulate these new ideas, and encourage followers to rethink conventional practices and ideas.

METHOD

Metode Analisis

The population is the whole subject of research. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are set by researchers to be studied and then drawn conclusions (Sugiyono PD., 2015).

The population of this study is a teacher of 75 people. While the sample is part of the number and characteristics possessed by the population. If taken all then it is called a saturated sample. Primary Data in this study include data on the distribution of questionnaires to respondents, where the respondents in question are teachers. Data collection techniques used in this study is a questionnaire or questionnaire method

The questionnaire is a data collection technique that is done by giving a set of questions or written questions to the respondent to answer. The questionnaire used in this study is a closed questionnaire, which is a questionnaire that has been provided alternative answers by researchers so that respondents simply choose one of the alternative answers to each question that has been available. This questionnaire will be distributed to teachers.

RESULT AND DISCUSSION

Direct Influence Test

Hypothesis testing results obtained in the following studies using the inner model:

Tabel 1. T-Statistic dan P-Value

Hp	Variabel	Original Sample	T-Statistic	P Values
1	Kepemimpinan Transformasiona → Kinerja Guru	0.849	11.397	0.000
2	Kepemimpinan Transformasiona → Komitmen Organisasi	0.227	2.589	0.010
3	Kompetensi guru → Komitmen Organisasi	0.744	9.311	0.000
4	Kompetensi guru → Kinerja Guru	0.056	0.259	0.796
5	Komitmen Organisasi → Kinerja Guru	0.139	0.689	0.491

Sumber: Hasil Olah Data Smartpls Report 2023

Based on the presentation of the data in the figure above shows that of the 5 hypotheses 4 hypotheses accepted, namely hypothesis 1, hypothesis 3, hypothesis 4, hypothesis 5 and 1 hypothesis rejected, namely hypothesis 2.

Indirect Influence Test

Indirect influence hypothesis testing using bootstrapping resampling technique. The prediction of mediation using the analysis that the mediation relationship occurs when:

1. Exogenous variables significantly affect the endogenous variables.
2. Exogenous variables significantly affect the mediator variables.
3. Mediator variables have a significant effect on endogenous variables.
4. Full / perfect mediation occurs when the effect of the exogenous variable on the endogenous variable directly is significant, but the effect becomes insignificant when the mediation variable is involved.

Tabel.2 T-Statistic and P-Value

Hp	Variabel	Original Sample	T- Statistic	P Values
1	Kepemimpinan Transformasional → Komitmen Organisasi → Kinerja Guru	0.032	0.684	0.514
2	Kompetensi → Komitmen Organisasi → Kinerja Guru	0.104	0.654	0.494

Sumber:Hasil Olah Data Smartpls Report

Based on the calculation of specific indirect effects known that:

1. The Total influence of Transformational Leadership on teacher performance through organizational commitment obtained t statistics of 0.684 and P-values of 0.514. P-values greater than > 0.05 and statistical t-values greater than T table (t start < 1.960). The results showed that the hypothesis was rejected.
2. The Total effect of teacher competence on teacher performance through organizational commitment obtained t statistics of 0.654 and P-values of 0.494. P-values greater than > 0.05 and statistical t-values less than T table (t start < 1.960). The results showed that the hypothesis was rejected.

CONCLUSION AND SUGGESTIONS

Conclusio

Based on the analysis that has been described above, the following conclusions can be drawn:

1. Transformational leadership directly affects teacher performance
2. Transformational leadership directly affects organizational commitment.
3. Competence directly affects organizational commitment.
4. Competence has no direct effect on Teacher Performance
5. Organizational commitment has no direct effect on Teacher Performance.
6. Transformational leadership directly affects the performance of teachers without going through organizational commitment as mediation.
7. Compensation directly affects teacher performance through organizational commitment as mediation.

Suggestions

Based on the conclusions previously described, suggestions are given for as follows: Leaders must be aware of what is important to subordinates and the organization as a whole whole and encourage employees to do so by seeing opportunities and challenges around them creatively. Leaders must also have a vision and a plan their own development for their subordinates who work in groups with teamwork spirit.

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