



THE EFFECT OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLE ON TEACHER PERFORMANCE IN PUBLIC JUNIOR HIGH SCHOOLS IN THE LEMBAH GUMANTI SUBDISTRICT

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ABSTRACT

This study was motivated by low teacher initiative, limited proficiency in using educational technology, and suboptimal communication. One factor influencing these conditions is the principal's transformational leadership style. This study aims to determine the level of teacher performance, the principal's transformational leadership style, and their influence. A quantitative correlational method was used. The population consisted of 201 teachers. The sample consisted of 140 teachers selected using the Cochran formula and proportionate stratified random sampling. Data were collected using a questionnaire with a Likert scale, then analyzed using simple linear regression, t-tests, and the coefficient of determination with the aid of SPSS version 27. The results of the study indicate that teacher performance and the principal's transformational leadership style fall into the high category at 83%. There is a positive and significant influence of the principal's transformational leadership style on teacher performance, with a calculated t-value of 9.649 > the critical t-value of 1.977 and a significance level of 0.000 < 0.05. R-squared of 0.403 indicates that the principal's transformational leadership style contributes 40.3% to teacher performance.

ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya inisiatif kerja guru, keterbatasan kemampuan penggunaan teknologi pembelajaran, serta kurang optimalnya komunikasi. Salah satu faktor yang mempengaruhi kondisi tersebut adalah gaya kepemimpinan transformasional kepala sekolah. Penelitian ini bertujuan mengetahui tingkat kinerja guru, gaya kepemimpinan transformasional kepala sekolah, dan pengaruhnya. Metode yang digunakan adalah kuantitatif korelasional. Populasi berjumlah 201 orang guru. Sampel berjumlah 140 orang guru yang dipilih menggunakan rumus Cochran dan proportionate stratified random sampling. Data dikumpulkan menggunakan angket dengan skala likert, kemudian dianalisis dengan regresi linear sederhana, uji t, dan koefisien determinasi dengan bantuan SPSS versi 27. Hasil penelitian menunjukkan kinerja guru dan gaya kepemimpinan transformasional kepala sekolah berada pada kategori tinggi dengan persentase 83%, terdapat pengaruh positif dan signifikan antara gaya kepemimpinan transformasional kepala sekolah terhadap kinerja guru dengan t hitung 9,649 > t tabel 1,977 dan signifikansi 0,000 < 0,05. R square sebesar 0,403 menunjukkan gaya kepemimpinan transformasional kepala sekolah berkontribusi 40,3% terhadap kinerja guru.

Kata kunci: gaya kepemimpinan transformasional, kepala sekolah, kinerja guru

INTRODUCTION

Education plays a vital role in improving the quality of human resources and advancing a nation. Through education, students are expected to develop intellectual, emotional, spiritual, and social skills that support their future lives. Based on the Law of the Republic of Indonesia Number 20 of 2003 regarding the National Education System, education is defined as a deliberate and structured endeavor to foster a learning environment and process that enables students to actively cultivate their capabilities. Consequently, the achievements of the educational system are highly dependent on the standard of the instructional processes implemented within schools.

Success in achieving educational goals is greatly influenced by the strategic role played by educators. Teacher performance reflects a teacher's ability to carry out professional duties and responsibilities effectively. According to Hafidulloh (2021), teacher performance is the form of behavior demonstrated in carrying out teaching duties, including the ability to plan instruction, conduct the learning process, and evaluate student learning outcomes. In line with this view, Muspawi (2021) states that teacher performance reflects a teacher's competence in carrying out duties at school and describes the behavior displayed during the learning process. Thus, teacher performance serves as a key indicator in determining the quality of education.

The standard of an educational system is significantly influenced by the level of teacher performance. Elmumtazah (2025) explains that teacher performance is directly linked to the achievement of learning objectives and the development of high-quality human resources. Teachers with high performance tend to employ creative teaching methods, create a conducive classroom environment, and enhance student learning outcomes. Therefore, improving teacher performance is a critical priority for educational institutions in achieving educational effectiveness.

Theoretically, teacher performance is influenced by several factors, both internal and external. Internal factors include teachers' knowledge, skills, motivation, and commitment. External factors include rewards such as salary, facilities and infrastructure, physical working conditions, and school leadership (Ashlan & Akmaluddin, 2021). Leadership is closely related to the principal's role in providing direction, support, and motivation to teachers.

Leadership is the ability to influence, direct, motivate, and guide individuals or groups in achieving common goals (Sulastri et al., 2024). One leadership style considered effective in the field of education is transformational leadership. Transformational leadership is a leadership style that inspires and motivates followers to exceed expectations and achieve optimal performance (Armiyanti et al., 2023). Furthermore, transformational leadership encourages subordinates to exceed initial expectations by increasing their alignment with organizational goals (Suriagiri, 2020). On the other hand, Azmy (2022) emphasizes that this leadership style fosters a deep sense of loyalty, respect, and trust, which in turn inspires followers to achieve exceptional performance.

To build an innovative and cooperative school climate, the presence of a principal who exhibits transformational leadership qualities is highly critical. Rivai (2020) explains that transformational leadership encourages all school members to actively collaborate while upholding moral and ethical values. Additionally, Parlembangan and Sihotang (2023) define a principal's transformational leadership as the competency to guide and unite all institutional stakeholders, including teachers, administrative personnel, parents, and students, in achieving collective educational milestones.

Transformational leadership consists of four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Jung, in Suriagiri, 2020). Teacher performance can be significantly optimized when school leaders demonstrate transformational traits such as modeling ideal behavior, inspiring staff, promoting innovation, and mentoring individual teachers. These actions naturally strengthen the motivation, creativity, teamwork, and professionalism of the teaching faculty.

However, based on initial observations conducted at public junior high schools across Lembah Gumanti Subdistrict, several issues were identified, such as teachers still exhibiting low work initiative, limited ability to utilize learning technology, and ineffective communication with the principal. Additionally, some teachers still use conventional teaching methods and have not optimally utilized digital learning media. These conditions indicate that teachers' performance still needs to be further improved through the implementation of effective leadership styles.

The urgency of this study stems from the importance of improving teacher performance as one of the key factors in determining the quality of education. Given the various challenges that still exist, a problem-solving strategy is needed through the implementation of transformational leadership by school principals. Through inspirational leadership, effective communication, support for teacher development, and encouragement of innovation, school principals are expected to enhance teachers' professionalism and performance. Transformational leadership can create a conducive work environment, boost teacher motivation, and foster collaboration among all school members in achieving educational goals.

RESEARCH METHODS

To investigate the relationship between a principal's transformational leadership and teacher performance, this research applies a correlational quantitative approach, relying on statistical analysis to test the variables. The correlational approach is used to determine the relationship and influence between the independent variable (X) and the dependent variable (Y). The population (N) in this study consists of all teachers at public junior high schools in the Lembah Gumanti subdistrict, totaling 201 teachers. The sample was determined using Cochran's formula, and sampling for each school employed the Proportionate Stratified Random Sampling technique, resulting in a sample of 140 teachers. The strata in this study involve grouping teachers based on educational level and years of service.

The research instrument used was a questionnaire developed using a Likert scale. The variables to be measured were broken down into several indicators, and statements were formulated from each indicator to serve as items in the instrument (Widodo, 2023). The Likert scale was developed using five response options: Always (AL), Often (OF), Sometimes (SO), Rarely (RA), and Never (NEV). The instrument was developed based on the indicators of each variable. The transformational leadership style variable refers to the theory of Bass and Jung in (Suriagiri, 2020) which consists of ideal influence, inspirational motivation, intellectual stimulation, and individual consideration. Meanwhile, teacher performance is measured through the indicators of cooperation, work initiative, work ability, and communication.

Before the questionnaire was distributed, a pilot test of the instrument was conducted on 20 teachers who were part of the population outside the sample. The pilot data were analyzed using SPSS version 27 to test the validity and reliability of the instrument. After the instrument met the validity and reliability requirements, the questionnaire was distributed to

the respondents. The collected data was then processed using descriptive statistical analysis techniques to identify the average scores of the respondents' answers and to determine the achievement level of each research variable based on the predetermined classification categories. Next, prerequisite analyses were conducted through normality and linearity tests. Once the prerequisite tests were met, hypothesis testing was performed using simple linear regression analysis, t-tests, and the coefficient of determination. The steps of the research method are shown in the following figure:

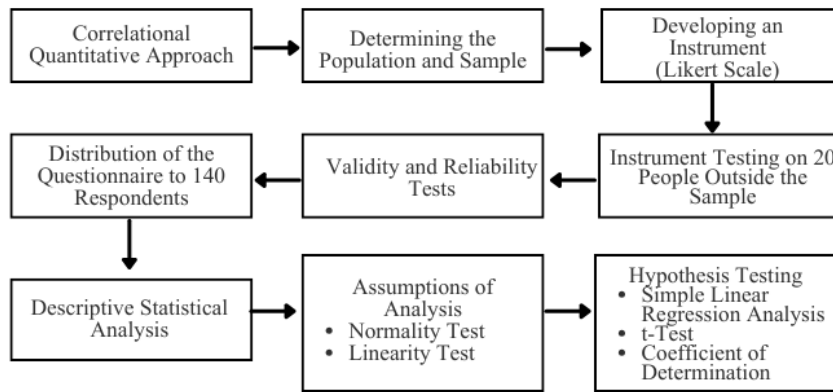


Figure 1. Steps of the research method

RESULT AND DISCUSSION

Result

This analysis of the impact of the principal's transformational leadership style on teacher performance at public junior high schools in Lembah Gumanti Subdistrict involves two main variables: transformational leadership style (X) and teacher performance (Y). A descriptive breakdown of the data results for each of these variables is presented below:

Teacher Performance

Assessed across four aspects: 1) Cooperation, 2) Work Initiative, 3) Work Ability, and 4) Communication. Comprehensive findings illustrating the relationship between a principal's transformational leadership and the performance of teachers within Lembah Gumanti's public junior high schools are compiled in the following table:

Table 1. Description of Teacher Performance Data

No	Statement	Percentage	Category
1.	Partnership	83%	High
2.	Work Initiative	83,07%	High
3.	Work Skills	81,30%	High
4.	Communication	83%	High
Percentage		83%	High

Based on the data presented above, the aspect of teachers' proactivity or initiative emerged as the top-performing indicator, achieving a score of 83.07% (high category). On the other hand, the dimension of competence or work ability has the lowest score among the other indicators, at 81.30%, although it generally remains in the high cluster of 83%.

The Principal's Transformational Leadership Style

Based on four aspects: 1) Idealized Influence, 2) Inspirational Motivation, 3) Intellectual Stimulation, and 4) Individual Consideration. The table below summarizes the results of the

data analysis conducted to examine the extent to which the principal's transformational leadership style influences teacher performance at public junior high schools in the Lembah Gumanti subdistrict:

Table 2. Description of Data on the Principal's Transformational Leadership Style

No	Statement	Percentage	Category
1.	Ideal Influence	83%	High
2.	Inspirational Motivation	85,16%	High
3.	Intellectual Stimulation	83,20%	High
4.	Individual Considerations	82%	High
Percentage		83%	High

Referring to the table, the highest score was achieved by the inspirational motivation indicator at 85.16%, while the lowest percentage was for the individual consideration indicator at 82%, with both falling within the high category. Cumulatively, the total percentage of the principal's transformational leadership style stands at 83%. This indicates that the transformational leadership practiced by the principal of the public junior high school in Lembah Gumanti Subdistrict falls into the high classification.

1. Prerequisite Tests for Analysis

a. Normality Test

As a prerequisite for simple linear regression analysis, the data on teacher performance (Y) and transformational leadership (X) must first be tested for normality. This study used the Kolmogorov-Smirnov test via SPSS version 27 with a significance level of 0.05. The criterion used was that residual values are considered normally distributed if the significance level is greater than 0.05, and not normally distributed if the value is less than 0.05. The following is a presentation of the results of the normality test:

Table 3. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		140
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	6.99619560
Most Extreme Differences	Absolute	0.059
	Positive	0.030
	Negative	-0.059
Test Statistic		0.059
Asymp. Sig. (2-tailed) ^c		.200 ^d

The asymptotic significance value (two-tailed) shown in the table above is 0.200. Since this value exceeds the significance level of 0.05, it can be concluded that the assumption of normality in this regression model has been met because the residual data are normally distributed.

b. Linearity Test

Using SPSS version 27 and a significance level of 0.05, a linearity test was conducted to investigate the correlation pattern among these variables. This test

confirmed that the relationship between teacher performance and the principal's transformational leadership style is purely linear, thereby satisfying the key assumptions of simple linear regression. The relationship between variables is considered linear if the significance value for Deviation from Linearity is > 0.05 . The results of the linearity test are as follows:

Table 4. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
teacher performance * principal's transformational leadership style	Between Groups	(Combined)	7215.829	46	156.866	3.492	0.000
		Linearity	4590.194	1	4590.194	102.176	0.000
		Deviation from Linearity	2625.634	45	58.347	1.299	0.145
	Within Groups		4177.964	93	44.924		
	Total		11393.793	139			

The conditions for conducting a simple linear regression in this study have been met because the data were found to be linear. Based on the ANOVA table, the significance value for Deviation from Linearity of 0.145 (> 0.05) indicates that the relationship between transformational leadership (X) and teacher performance (Y) follows a straight line. This characteristic is reinforced by a Linearity value of 0.000 (< 0.05), indicating that the linear relationship is statistically significant.

2. Hypothesis Testing

a. Simple Linear Regression Analysis

After confirming that the dataset met all the prerequisite assumptions, a simple linear regression analysis was conducted. This statistical procedure was used to evaluate the direction and magnitude of the impact of the principal's transformational leadership style on teacher performance. Data processing was performed using SPSS version 27. The results of the analysis are presented as follows:

Table 5. Results of Simple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.167	6.117		10.818	0.000
	principal's transformational leadership style	0.485	0.050	0.635	9.649	0.000
a. Dependent Variable: Teacher Performance						

Based on the results of simple linear regression analysis using SPSS version 27, the following results were obtained in the Coefficients table:

- 1) The results of the regression analysis show a constant value of 66.167. This figure indicates that if the principal's transformational leadership style is zero or not applied, then teacher performance stands at 66.167.

- 2) With a regression coefficient of 0.485, the data indicate that a one-unit increase in the principal's transformational leadership style is associated with a 0.485 increase in teacher performance.
- 3) Based on statistical validation with a t-value of 9.649 and a p-value of 0.000 (< 0.05), these findings confirm that the principal's transformational leadership style has a positive and significant effect on teacher performance.

Tabel 6. ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4590.194	1	4590.194	93.105	.000 ^b
	Residual	6803.599	138	49.301		
	Total	11393.793	139			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), the principal's transformational leadership style						

Based on the ANOVA table, it is found that the calculated F-value is 93.105 with a significance level of $0.000 < 0.05$. Thus, the regression model can be used to describe the values of the teacher performance variables.

b. T-Test

The t-test was conducted to determine whether the independent variable (X), the principal's transformational leadership style, influences the dependent variable (Y), teacher performance. Data analysis was performed using SPSS version 27. The following is a summary of the findings and results of the analysis that has been conducted:

Table 7. Results of the t-Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.167	6.117		10.818	0.000
	principal's transformational leadership style	0.485	0.050	0.635	9.649	0.000
a. Dependent Variable: Teacher Performance						

Based on the results of a simple linear regression analysis using SPSS version 27, the following results were obtained in the coefficient table:

- 1) The calculated t-value is 9.649
- 2) Using a significance level of 0.05 and degrees of freedom (df) $n-2 = 138$, the t-table value is 1.977.
- 3) A comparison of the two t-values shows that the calculated t-value (9.649) is greater than the critical t-value (1.977). This result leads to the rejection of H0 and the acceptance of H1, thereby proving the existence of a clear relationship between the principal's transformational leadership approach (X) and teacher performance (Y).

c. Coefficient of Determination

The coefficient of determination is used to determine the extent of the influence exerted by the independent variable (X), the principal's transformational leadership style, on the dependent variable (Y), teacher performance. Data analysis was conducted using SPSS version 27. The following is a summary of the findings and results of the analysis that has been conducted:

Table 8. Results of the Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^a	0.403	0.399	7.021
a. Predictors: (Constant), principal's transformational leadership style				

Based on the Model Summary output, the coefficient of determination shows an R-squared value of 0.403 (40.3%). This value indicates that the principal's transformational leadership style accounts for 40.3% of the variation in teacher performance. The remaining 59.7% is influenced by other factors outside the scope of this study. These findings lead to the conclusion that a principal's transformational leadership style significantly influences teacher performance.

Discussion

Teacher Performance

The analyzed data shows that the performance of teachers at public junior high schools in Lembah Gumanti Subdistrict reached 83%. Thus, this score places their overall performance in the high category. These results indicate that teachers have been able to carry out their professional duties and responsibilities effectively, particularly in the areas of collaboration, work initiative, work competence, and communication. Good teacher performance plays a crucial role in creating effective learning processes and improving the quality of education (Kusumaningrum et al., 2024).

The initiative indicator achieved the highest percentage at 83.07%, falling into the high category. This indicates that teachers possess professional awareness to actively seek solutions and make improvements in the learning process. Meanwhile, the work competence indicator achieved the lowest percentage at 81.30%. This suggests that there are still teachers who have not yet optimally utilized learning media and technology to their fullest potential. Work performance relates to teachers' ability to carry out tasks effectively, including the use of learning media, the utilization of educational technology, mastery of teaching methods, and the ability to complete work in accordance with professional requirements (Lutfiana, 2021).

Furthermore, the indicators for cooperation and communication both received a score of 83%, falling into the "high" category. This indicates that teachers have been able to establish good working relationships, collaborate with colleagues, and build effective communication with both students and school administrators. Effective communication serves as a bridge between teachers and students and strengthens coordination between teachers and administrators in implementing school programs (Hidayat & Eliasa, 2024).

Overall, the empirical findings indicate that the performance of teachers at public junior

high schools throughout the Lembah Gumanti subdistrict is currently very satisfactory or falls into the high category. However, efforts to enhance teachers' professional capabilities remain necessary, particularly in mastering educational technology and developing professional competencies to ensure the continuous improvement of educational quality.

Principals' Transformational Leadership Style

Empirical analysis shows that the transformational leadership style demonstrated by public junior high school principals throughout the Lembah Gumanti subdistrict achieved a score of 83%, clearly placing it in the high category. These results indicate that school principals have effectively implemented transformational leadership through ideal influence, inspirational motivation, intellectual stimulation, and individual consideration. Transformational leadership plays a role in providing motivation, inspiration, and encouragement to teachers to improve performance and achieve school goals (Rivai, 2020).

The inspirational motivation indicator received the highest percentage at 85.16%, falling into the high category. This indicates that the principal is able to provide motivation, foster a strong work ethic, and cultivate optimism among teachers in carrying out their duties. A principal who can motivate teachers will create a more positive work environment, boost teachers' self-confidence, and foster commitment to achieving the school's vision and mission (Yanuar & Komala, 2023).

Meanwhile, the indicator for individual consideration received the lowest percentage at 82%, indicating that the principal's attention to teachers' individual needs is not yet fully optimal, leading some teachers to face difficulties in developing their competencies, particularly in adapting to the ever-evolving changes and demands of education. Additionally, the "ideal influence" indicator achieved a percentage of 83% in the high category. These findings suggest that school principals have been able to position themselves as role models for teachers through actions that reflect professional values and ethical standards. A leader with ideal influence becomes a role model for subordinates, thereby fostering respect, trust, and motivation in their work (Harsoyo, 2022).

Furthermore, the intellectual stimulation indicator yielded a percentage of 83.20% in the high category. This indicates that the school principal has encouraged teachers to think creatively, seek solutions to learning challenges, and develop innovations in the performance of their duties.

Overall, the research results indicate that school principals at public junior high schools across Lembah Gumanti Subdistrict have effectively implemented a transformational leadership style. However, increased individual attention toward teachers remains necessary so that school principals are not only able to provide general motivation but also capable of understanding the specific needs of each teacher, thereby enabling more optimal professional development for teachers.

The Influence of Principals' Transformational Leadership Style on Teacher Performance

Through simple linear regression analysis, a regression coefficient of 0.485 was obtained. This figure indicates that a one-unit increase in the principal's transformational leadership style is associated with a 0.485-unit increase in teacher performance. These results demonstrate a positive correlation between the two variables. In other words, the more effectively the principal applies a transformational leadership style, the greater the improvement in teacher performance.

Furthermore, based on the t-test results, the calculated t-value was 9.649, which is greater

than the critical t-value of 1.977 ($9.649 > 1.977$) with a significance level of $0.000 < 0.05$. Therefore, H_0 is rejected and H_1 is accepted. These findings confirm that the transformational leadership style employed by school principals has a significant impact on teacher performance in public junior high schools throughout the Lembah Gumanti subdistrict.

Based on the results of the coefficient of determination, the R-squared value is 0.403 or 40.3%. This value indicates that the principal's transformational leadership style accounts for 40.3% of the variation in teacher performance. The remaining 59.7% is influenced by other factors outside the principal's transformational leadership style that affect teacher performance.

These research findings reinforce Bass's theory, which states that transformational leaders can influence subordinates through four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Transformational leaders are able to change the mindset and behavior of subordinates, thereby motivating them to work better and exceed expected targets (Salsabila, 2024).

These findings align with and reinforce previous studies: Laila (2021), Fitri (2024), Hermawati (2021), and Wulandari & Miyono (2023), which indicate that the principal's transformational leadership positively influences teacher performance. Thus, it can be concluded that the principal's transformational leadership style influences teacher performance at public junior high schools throughout the Lembah Gumanti subdistrict. Therefore, principals need to continue improving the implementation of their transformational leadership style.

CONCLUSION

It was concluded that teacher performance in public junior high schools in Lembah Gumanti Subdistrict is relatively high, as evidenced by a score of 83%. The data indicate that school leaders in all public junior high schools in Lembah Gumanti Subdistrict demonstrate a strong transformational leadership style, as evidenced by an overall percentage of 83% falling into the high category. There is a significant and positive relationship between the principal's transformational leadership style and teacher performance in public junior high schools throughout Lembah Gumanti Subdistrict. This is evidenced by the results of the t-test, which show that the calculated t-value of 9.649 is greater than the critical t-value of 1.977 ($9.649 > 1.977$ with a significance level of $0.000 < 0.05$). Additionally, analysis of the simple linear regression results shows a regression coefficient of 0.485, meaning that a one-unit increase in the principal's transformational leadership style is associated with a 0.485-unit increase in teacher performance. The results of the coefficient of determination test show an R-squared value of 0.403 or 40.3%. These results indicate that the principal's transformational leadership style explains 40.3% of teacher performance. Meanwhile, the remaining 59.7% is influenced by external factors beyond the scope of this study.

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