

Collaboration-based Transformational Leadership to Improve the Quality of Education in Schools

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Abstract. This study aims to examine collaboration-based transformational leadership for improving educational quality at SMK Triteck Informatika Medan. Transformational leadership is a leadership style that focuses on inspiration, motivation, and the development of individual potential to drive positive change and high performance within an organization. Transformational leadership also inspires followers to achieve more than expected, creates a clear vision, stimulates intellectually, and provides individual and emotional support. Transformational leadership is a leadership approach that actively utilizes a collaborative approach to achieve shared goals. Leaders who inspire and motivate the team actively involve them in decision-making and problem-solving to achieve the desired educational quality. This study used a qualitative approach. The results indicate that transformational leadership is highly synergistic with collaboration to improving educational quality in schools, particularly for principals, teachers, and education staff, to creating an effective organizational culture and achieving desired goals in line with the organization's vision and mission.

Keywords: Transformational Leadership, Collaboration, Educational Quality

1 Introduction

In the era of globalization and technological advancements in 5.0, educational organization management faces increasingly complex challenges along with dynamics. School can no longer rely solely on traditional, static, and rigidly structured bureaucratic systems. Where the school organizational structure tends to be hierarchical, decisions are top-down, and change is very slow. This causes school to lag behind in responding to changing student needs, technological developments, and national policy directions. Static organizations will struggle to survive in a dynamic and uncertain environment. Educational, particularly schools, are now required to move toward more adaptive management systems that are open to collaboration.

Adaptation is necessary to address changes in curriculum, learning models, and societal expectations for graduates who are not only organizationally intelligent but also possess social and digital skills. Collaboration is crucial because schools can no longer operate alone but must engage all stakeholders: teachers, students, parents, government, and even industry. Educational reform will not be successful without cross-functional collaboration within the school

organization [12]. Education, as the foundation of civilization, plays a crucial role in developing high-quality and competitive human resources in this era of globalization [26]. In this context, the principal plays a central role. As the leader of the school organization and manager, the principal has the authority and responsibility to create a school ecosystem conducive to teacher professional growth, one of which is through the implementation of collaboration to improve the quality of effective education.

However, the reality in the field often shows that the leadership style of school leaders is still crucial in supporting organizations in collaboration to improve the quality of education. Leadership is the driving force for all resources and tools owned by a company. Leadership is a factor that determines the direction of a company. Leadership is explained as a person's ability to influence others (subordinates) in such a way that others are willing to carry out the leader's wishes even though they may personally dislike it [20]. The success or failure of a company in achieving a goal is influenced by the style of a leader. Leader who serves as a role model for followers, and someone who behaves consistently with the values he or she adheres to, can more easily build commitment to the values, goals, or standards of behavior of the group or organization [4],[14]. Within leadership, there are several types or styles, one of which is transformational leadership. The transformational leadership model is considered relevant in this context because it has the potential to improve the quality of education by creating a learning climate that supports intellectual and spiritual development [21]. It has undergone a transformation to adapt with to these changes. Leadership style influences the actions taken by teachers and students in the process and objectives. One such style is transformational leadership, which has been widely recognized as an effective leadership style for encouraging increased motivation, commitment, and positive change within an organization [5].

This type of leadership encourages active participation and visionary thinking that aligns with the dynamic needs of today's organizations [3]. Transformational leadership is a type of leader who inspires followers to set aside their personal interests and has extraordinary influencing abilities [30]. Transformational leaders inspire their followers not only to believe in themselves personally, but also to believe in their own potential to envision and create a better future for the organization. Transformational leaders create significant change, both within themselves and their organizations [16]. Emphasizes three aspects in implementing transformational leadership, namely: 1) Motivation: Leaders' motivation to raise awareness within an organization, particularly regarding ethical issues [18]. Ethics relates to generally agreed-upon principles of behavior. Behavior serves as the basis for directing all members or followers in achieving organizational goals. This process is an effort undertaken by transformative leaders in determining the direction of the organization/madrasah/educational institution. This process aligns with the transformational dimension conveyed by Bass, namely idealized influence. Idealized influence is the process of sharing the vision and mission with organizational members. This step is a very significant value in unifying perceptions, perspectives, and directions in helping achieve organizational goals. Thus, awareness in an organization regarding ethics is the steps taken by leaders to unify perceptions in accordance with the vision and mission. 2) Mobilization of energy and human resources. This process is a strategic step in organizing organizational strengths to achieve goals. It requires various information inputs, analysis, and representative data related to the potential of members within the organization. Mobilization is not the only method; alternative solutions are needed to meet existing human resource needs through guidance, training, and direction from transformational leaders. These

steps are the steps of transformational leadership in developing human resources within the organization to achieve shared goals. 3) Organizational reform/transformation. The more evidence of transformation, the easier it will be for leaders to mobilize subordinates to achieve organizational goals and objectives. Evidence of this transformation is demonstrated, among other things, by the satisfaction of followers or subordinates in navigating organizational dynamics. Not only satisfaction, but leaders can also foster a shared commitment to achieving mutually agreed-upon organizational goals [1].

Based on the above opinion, it can be concluded that transformational leadership includes efforts to change subordinates to do more positively or better than what is usually done which influences performance improvement. Where transformational leaders are agents of change and act as catalysts, namely those who play a role in changing the system towards a better direction. Quality is one of the elements of educational management. Quality contains basic attributes, namely relevance to the needs of the consumer community who use graduates, a conducive and pleasant academic atmosphere in the implementation of study programs, the existence of institutional commitment from leaders and staff towards effective, efficient, and productive organizational management [2]. Quality can be defined as a predictable level of uniformity and dependability at a low cost according to the market and must be able to meet what is expected by its users. Quality education is education that will produce graduates who have competence and abilities both from vocational or academic fields that are based on social, personal competence and noble moral values [15]. With education, it will be able to produce complete human beings so that they are able to integrate charity, knowledge and faith. In accordance with the above definition, the quality of education is a pillar that develops human resources (HR), where the future of a nation will depend on the quality of education currently available.

Quality education will emerge if there is good school management. Quality is an important competitive arena and therefore a vehicle for improving the quality-of-service products. Therefore, realizing a quality education is important for improving the future of the nation, including service products. Success in improving the quality of education depends heavily on the leadership of the principal and the creativity of professional, innovative, and creative teachers. Principals and teachers play a key role in determining the quality of the learning process, as they are the main figures who can build public trust, especially parents of students [27]. Principals, as leaders, have a crucial role in maintaining the professionalism of educators and have the authority to improve the quality of teacher performance to achieve overall improvements in the quality of education. For this to happen, principals must have the skills to influence teachers and staff under them to continuously improve their performance [6]. Transformational leadership is considered an appropriate approach to achieving better educational quality and has a significant impact on the culture of information technology in schools. A principal with a transformational leadership style is able to face the demands of the 21st century, inspire, motivate, facilitate innovation, and foster leadership skills to improve educational quality through collaboration between various parties [17],[28]. Transformational leadership is also considered in line with the concept of educational autonomy or school-based management, which aims to make schools more independent, responsible, and develop sustainably. This leadership style emphasizes development in accordance with the school's vision and mission, increasing motivation, and empowering resources to achieve goals [13]. Research shows that transformational leadership has a strong correlation with organizational leadership effectiveness [33]. Previous research by showed that transformational leadership has

a positive influence on educational quality by stimulating innovation and creativity in educational environments. Research by also underscores the importance of principals' skills in influencing teachers to improve their performance [7]. Based on this previous research, the purpose of this study is to explore how transformational leadership can be applied in an educational context to improve the quality of learning and create an innovative and inspiring environment. This study aims to identify key factors in transformational leadership that contribute to improving educational quality and strategies for effective implementation in schools [37].

2 Methods

This study employed a Systematic Literature Review (SLR) as a research method, a systematic, clear, and comprehensive literature study synthesis approach. This method involves identifying, analyzing, and evaluating existing data through an explicit search process and critical review of study selection [31]. This methodological approach allows for an in-depth understanding of the role of transformational leadership, collaboration, and educational quality within the context of integrated quality management. Data collection and analysis techniques in a Systematic Literature Review (SLR) play a crucial role in obtaining and evaluating relevant information [38], [39]. The process begins with identifying relevant data sources, such as journal articles, books, and other documents related to the research topic. These data sources are searched through academic databases, including Google Scholar, to ensure the most relevant and up-to-date studies. Selection criteria are then established to select studies that meet specific quality standards, such as topic relevance, methodology used, and publication language.

Table 1. SLR flow chart and article selection criteria

SLR Components	Brief Description
SLR Topic	Collaboration-based Transformational Leadership to Improve The Quality of Education in Schools
Publication Year Range	2021-2025
Database	Google Scholar, Books, Scopus
Language	English and Indonesian
Research Context	School Education
Methodology	Systematic Literature Review (SLR)
Number of Initial Articles	± 150 articles
Screening (Title and Abstract)	± 60 articles
Full-text Articles Reviewed	± 30 articles
Final Articles Analyzed	± 10 articles

This process involves reading and summarizing key information from selected articles. The collected data is documented and organized in a structured format. Data from selected studies is then compiled, including information on the methodology, findings, and conclusions of each study to facilitate analysis and comparison between studies. Data analysis involves several stages, beginning with categorizing and coding data based on relevant themes or variables. This process helps identify patterns or trends emerging from the reviewed literature. Data synthesis involves combining information from multiple studies to identify similarities and differences,

thus providing a comprehensive overview of the topic under study. The quality of the reviewed studies is also evaluated based on validity, reliability, and methodological appropriateness to ensure that the synthesis findings are based on high-quality studies. Thematic analysis is used to identify key themes or categories that emerged from the data, which help in understanding how collaborative-based transformational leadership for improving the quality of school education can contribute to providing informative and data-based guidance for further research. Based on inclusion and exclusion criteria, it was concluded that effective collaboration-based transformational leadership in improving the quality of education in schools is leadership that integrates a transformational vision with collaborative practices among educational stakeholders. This leadership model not only emphasizes the principal's role as a catalyst for change but also encourages collective participation in building a sustainable culture of quality [25].

3 Results and Discussion

3.1 Result

Transformational leadership has been widely recognized as an effective approach to motivating and inspiring organizational members to achieve shared goals. Therefore, the author conducted a literature analysis of 10 articles published between 2021 and 2025 to ensure their relevance.

Table 2. Summary of the literature analysis

No	Journal Identity	Variable	Method	Results
1.	The Role of Principals' Transformational Leadership in the Implementation of Collaborative-Based Academic Supervision to Optimize Teacher Teaching Performance (Erna Kusumawati, 2023) link: https://jayapanguspress.penerbit.org/index.php/cetta/article/view/4547/2097	Transformational Leadership; Academic Supervision; Collaboration; Teacher Performance; Optimization	Qualitative approach with multi-site case study design	1. The principal's transformational leadership effectively fosters equal dialogue and the development of joint action plans between the principal and teachers. Collaborative academic supervision is implemented. 2. Improved teacher performance includes improved lesson planning, innovative teaching strategies, effective classroom management, in-depth self-reflection, and increased teacher self-efficacy. 3. The principal's transformational leadership is a key factor in creating a conducive environment for teacher professional development through collaborative supervision, which ultimately contributes to the holistic improvement of teaching quality. [9].

2.	Leadership Strategies and Approaches in Improving the Quality of Education (Elok Aulia Bilawatin Nufus et.al, 2024) link: https://jurnalftk.uinsu.ac.id/index.php/JA/PI/article/view/4366	Education; Quality; Leadership	Literature study method	1. Transformational, instructional, and collaborative leadership styles each have advantages suited to the needs of educational institutions. 2. Transformational leadership is effective in inspiring teacher innovation, while instructional leadership provides clear direction for academic achievement. 3. These styles can be adapted to improve the quality of education in various contexts. [8].
3.	The Effectiveness of Transformational Leadership in Implementing Elementary School-Based Management (Fikrian Misilu et.al, 2025) link: https://journal.maulanaatsani.iaihnw-lotim.ac.id/index.php/maulana/article/view/994	Transformational Leadership, School-Based Management	Descriptive qualitative approach	1. Transformational leadership is a leadership strategy capable of creating significant change by empowering and motivating the entire school community. 2. There is a close relationship between transformational leadership and the successful implementation of School-Based Management (SBM) in elementary schools. [10].
4.	Transformational Leadership of School Principals in Improving Teacher Performance Quality: A Meta-Analysis Study (Futika Permatasari et.al, 2023) link: https://ejournal.uit-lirboyo.ac.id/index.php/IJHSS/article/view/5133	Meta Analysis, Transformative Principals, Teacher Performance Quality	Qualitative research using a meta-analysis approach	1. The principal acts as a leader who not only manages school administration but also acts as a key driver in creating an environment that supports the growth and superior performance of teachers. 2. The influence of transformational leadership is also evident in improving teachers' pedagogical and professional competencies, as well as fostering social competencies and improving teacher performance. 3. The transformational leadership style is becoming a new paradigm in school leadership, where the principal goes beyond managing administration and becomes a

				key driver in improving the quality of teacher performance and achieving better educational goals.
				4. By applying the principles of transformational leadership, the principal can create an environment that supports, motivates, and inspires teaching staff to achieve superior performance and positively impact the entire educational community. [11].
5.	Transformative Leadership of School Principals in Improving the Quality of Education (Hakim L & Rizal S, 2026) DOI: https://doi.org/10.59397/edu.v4i1.131	Leadership, Transformative, Quality, Education	Qualitative method with descriptive survey method	1. Transformative strategies must be implemented as one of the principal's strategies to improve the quality of education by implementing school programs in accordance with the school's vision, mission, and goals. 2. A principal's transformative strategy can improve the quality of education, even though there are certainly obstacles that hinder the implementation of school programs. 3. The principal's role includes establishing a management structure for program implementation, flexible, firm, and wise leadership, and acting as a role model, encouraging, motivating, and influencing all members in developing and addressing issues within the school program, thereby achieving shared goals and gaining trust from the community. [19].
6.	Transformational Leadership in Education in the Era of Society 5.0 (Mira Marisa & Saipul An Nur, 2021) DOI: https://doi.org/10.36526/sosioedukasi.v10i2.1553	Leadership Education Transformation Society 5.0	library research	1. Transformational leadership influences the mindset of leaders, enabling them to change by fostering respect among their members. Furthermore, it can also change the expectations of its members, increasing their self-confidence and abilities. 2. The principal, who is the leader of an educational institution, is responsible for

				improving the quality of education so that it remains competitive and remains competitive. [22].
7.	The Role of Transformational Leadership in Improving the Quality of Education in Madrasahs (Muhamad Luqman Nuryana, Mulyawan Safwandi Nugraha, 2025) Link: https://ojs.iaj-rakeyansantang.ac.id/index.php/tahsinia/article/view/588	Transformational Leadership, Quality of Education, Madrasah	Qualitative descriptive method	1.The madrasah principal plays a crucial role in improving the quality of Islamic education at Madrasah Aliyah Al-Jawami. 2. By implementing the four main components according to Bernard Bass' theory, the madrasah principal is able to build a shared vision oriented towards academic achievement and the development of students' morals. [23].
8.	Characteristics of Interpersonal Communication and Its Relevance to Transformational Leadership (Muhammad Anggung Manumanoso Prasetyo, Khairul Anwar,2021) DOI: https://doi.org/10.32585/jkp.v5i1.1042	Interpersonal Communication, Transformational Leadership, Islamic Boarding School Effectiveness	Qualitative method with descriptive survey method	1.The qualifications of Islamic boarding school leaders, including figurehead, leader, and liaison roles, enable the establishment of an effective communication system. 2. The leadership style practiced is transformational leadership, which is highly relevant to interpersonal communication practices. 3. Interpersonal communication is a fundamental principle in organizational conflict resolution and can enhance the role of institutional public relations. 4. Integrative leadership and communication can increase the effectiveness of education in Islamic boarding schools. [24].
9.	Transformational Leadership as a Solution for Developing the Smart City Concept Towards the Era of Society 5.0: A Literature Review	Era Society; Transformational Leadership; Smart City	This writing method is a literature study.	Transformational leadership or known as smart integrated leadership is one of the solutions to realize the concept of smart city in the era of society 5.0 because this leadership model is able to bring changes towards the era of society 5.0 by prioritizing three important

	(Rayhand Putra Ardinata et.al, 2022) DOI: https://doi.org/10.59027/alihitiram.v1i1.206		aspects, namely smart people, smart governance, smart infrastructure, technology and environment. [32].
10.	Transformational Leadership in Improving the Quality of Elementary Madrasahs (Sugiarto, Ahmad Farid, 2024) DOI: https://doi.org/10.58230/27454312.429	Leadership Transformational, Madrasah Quality	Descriptive research method with a qualitative approach 1. Transformational leadership, particularly that practiced by the principal, has a significant impact on improving the quality and well-being of the school. 2. Through deliberation processes, wise decision-making, the creation of a positive work climate, and a well-planned strategy for improving the quality of the madrasah, such leadership has had a broad positive impact on the overall educational environment. 3. Effective leadership inspires, directs, and motivates all school members toward achieving shared goals and improving the quality of education. [35].

Based on the data and articles analyzed, here are some findings regarding the role of collaboration-based transformational leadership in improving the quality of education in schools. To face these challenges, school organizations need the ability to adapt quickly, and one key element is leadership that can foster collaboration and quality, while also supporting the appropriate use of technology. Transformational leadership offers a comprehensive solution to increase agility and competitiveness, while ensuring long-term success.

Transformational Leadership and Collaboration

Collaborative leadership is a leadership approach that focuses on encouraging participation and collaboration among all stakeholders in the educational environment, including teachers, students, parents, and the community. This leadership style emphasizes the importance of involving all parties in the educational process to create an inclusive, democratic, and student-centered learning environment [36]. Collaborative leaders work to ensure that every voice is heard and that every individual feels they have a significant role in the educational process. This includes inviting parents to participate in school activities, involving students in decisions that affect them, and inviting community members to contribute to school programs and projects. The essence of collaborative leadership is The ability to build and maintain strong, trusting relationships. Collaborative leaders prioritize open, honest, and transparent communication. They create effective channels of communication where all parties can share opinions, raise concerns, and provide input. Collaborative leaders also work to involve the community and external resources in the educational process. They build partnerships with local organizations, businesses, and nonprofits to support educational programs and provide

additional resources. These partnerships can include mentoring programs, internships, community projects, and extracurricular activities that enrich students' learning experiences.

Transformational Leadership and Educational Quality

Leadership in the world of education has a strategic role in shaping the direction and quality of the national education system. The task of a leader in carrying out his mission is not easy, therefore in carrying out this mission, a leader must have the requirements to be a leader who is responsible for all the tasks he carries out in fulfilling the goals of the organization he leads. Transformational leadership is built from two words, namely leadership, which is defined as an action taken by someone to coordinate, direct, and influence other individuals in achieving goals, while transformational is defined as change carried out in a different form. Therefore, transformational leadership is measured in relation to the leader's effect on his followers. The formulation of transformational leadership theory includes charisma and intellectual stimulation, as well as the presence of a form of individualistic attention. As exemplified by the principal in applying the theory of both human and non-human resources as the school's goals put forward by Sudarwan Danim. There are 6 things about transformational leadership that are important for an organization, including:

- a. Significantly improves an organization's performance
- b. Positively links it to long-term marketing orientation and customer satisfaction
- c. Generates employee commitment to the organization
- d. Increases employee trust in management and the organization's daily behavior.
- e. Increases job satisfaction through engagement with employees and leaders.
- f. Reduces employee stress levels by improving well-being

Thus, a principal, using transformational leadership, will develop the skills and self-confidence of educators, provide opportunities for educators to manage their own groups, provide opportunities for educators to access sensitive information, eliminate unnecessary controls, and build a supportive school culture that empowers and empowers individuals [33]. As a transformational leader, a principal must be able to build strong collaboration among school members to achieve the school's vision and mission. The principal must recognize that achieving the school's vision, mission, and goals cannot be achieved alone; support from relevant stakeholders is essential. The vision and mission are developed collaboratively to be understood and implemented to achieve organizational goals. Effective leadership includes the ability to manage change and encourage innovation in educational practices [29].

The Role of Collaborative-Based Transformational Leadership in Improving the Quality of School Education

Transformational leadership is characterized by the principal's ability to motivate and inspire teachers and staff to achieve shared goals, transcending personal interests. This style involves four main components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Principals who have a clear vision and are able to build strong interpersonal relationships are often more successful in creating a positive school culture that supports innovation. Collaborative leaders encourage teachers to work together to design curriculum, develop teaching methods, and share best practices. This collaboration helps create a more dynamic learning environment that is responsive to students' needs. Teachers who work

in teams can more effectively respond to teaching challenges and find creative solutions. Collaboration also improves the quality of teaching, as teachers can learn from each other's experiences and expertise.

3.2 Discussion

An effective leader is able to adapt their leadership style to suit the situation at hand. They may use a transformational approach to inspire a long-term vision and build a positive school culture, while implementing a collaborative approach to ensure that all stakeholders are engaged and working together toward a common goal. Transformational leadership is most dominant by conveying a clear and inspiring vision, the principal is able to encourage teachers to collaborate and innovate their teaching approaches, improve the quality of learning, and create a more dynamic work environment. This transformational leadership has been proven to improve teacher performance and create positive change in the school environment. This collaborative, transformational leadership has been proven effective in improving teacher performance and creating synergy between all elements of the school to achieve common goals.

Overall, research shows that effective leadership has a significant positive impact on educational quality. First, leaders who provide support and recognition can increase teachers' motivation to innovate in teaching methods. When teachers feel valued and supported by their leaders, they are more likely to be open to trying new approaches and improving their teaching practices. This support not only boosts teachers' confidence and motivation but also encourages them to collaborate, share best practices, and engage in ongoing professional development. As a result, innovation in teaching becomes more common, which can improve student engagement, material comprehension, and academic achievement [34]. Second, a positive learning environment and consistent support from leaders have a significant impact on improving student academic achievement. When students feel supported and valued in the school environment, they tend to be more motivated and eager to learn. This support can take the form of recognition for their efforts and achievements, ongoing guidance, and the provision of adequate facilities and resources. In a positive environment, students feel safe and comfortable, making it easier to concentrate and engage in the learning process. This increased motivation encourages students to work harder and resist giving up easily when faced with academic challenges. Consequently, students who feel supported and valued tend to show improvements in their academic performance because they have higher self-confidence and a stronger commitment to their education. Third, leadership that focuses on continuous professional development helps teachers continuously improve their competencies. By providing training, workshops, and mentor support, school leaders provide teachers with the tools and resources they need to continue developing as effective educators. Training and workshops enable teachers to learn new teaching methods, understand the latest developments in education, and adopt technologies that can enhance the teaching and learning process. Mentor support provides valuable guidance and feedback, helping teachers overcome the challenges they face in their daily work. Through ongoing professional development, teachers not only improve their skills and knowledge but also feel valued and supported in their careers. This not only improves the quality of classroom teaching but also creates a more dynamic and innovative school environment, ultimately benefiting students.

4 Conclusion

This collaborative, transformational leadership has proven effective in improving teacher performance and creating synergy among all school elements to achieve common goals. Effective leadership has a significant positive impact on the quality of education. Leaders who provide support and recognition can increase teachers' motivation to innovate in teaching methods. When teachers feel valued and supported by their leaders, they are more likely to be open to trying new approaches and improving their teaching practices. This support not only increases teachers' confidence and motivation but also encourages them to collaborate, share best practices, and engage in ongoing professional development. As a result, innovation in teaching becomes more common, which can improve student engagement, material comprehension, and academic achievement. A positive learning environment and consistent support from leaders have a significant impact on improving student academic achievement. Consequently, students who feel supported and valued are more likely to show improvements in their academic performance, as they have higher self-confidence and a stronger commitment to their education. Leadership that focuses on continuous professional development helps teachers continually improve their competencies. By providing training, workshops, and mentoring support, school leaders provide teachers with the tools and resources they need to continually develop as effective educators. This not only improves the quality of classroom instruction but also creates a more dynamic and innovative school environment, ultimately benefiting students. Education policy must direct school leadership towards a transformational model based on collaboration that is integrated with a quality assurance system, organizational culture and continuous improvement resulting in a systematic, participatory and sustainable increase in the quality of education. Recommendations for further research include: a) Expanding the context and level of education; b) Using a mixed methods approach; and c) Adapting to future educational challenges. The limitations of the research are : a) Limited database and literature sources, b) Limitations on keywords and search, strings, c) Subjectivity in the selection and synthesis process, d) Context and heterogeneity of the study.

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