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Leadership and Knowledge Sharing: Key Factors in Enhancing School Learning Outcomes

Marjani¹, An Najjar Madjiani Tahir²

Program Studi Manajemen, Fakultas Ekonomi, Universitas Muhammadiyah
Kendari^{1,2}

Correspondence e-mail: marjanikp@yahoo.com

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ABSTRACT: This study examines the role of school principals and knowledge-sharing practices in enhancing the quality of learning within schools. The research aims to analyze the role of principals in executing leadership functions, overseeing, and motivating teachers and educational staff to improve the quality of learning as expected by the school. Additionally, the study investigates knowledge-sharing practices between principals and teachers, as well as among teachers. The knowledge shared by principals, teachers, and educational staff is expected to help address challenges in improving learning quality. The research employs a content analysis approach, which involves identifying, categorizing, and interpreting meanings from various written sources such as scholarly journals, books, news articles, and official documents. Literature searches were conducted using leading academic databases like Google Scholar. The findings indicate that the role of school principals and knowledge-sharing practices, both between principals and teachers and among teachers and staff, contribute to the improvement of learning quality. This study highlights the need for leadership training for principals to develop skills in designing and managing effective knowledge-sharing programs.

Keywords: Knowledge sharing, Quality of learning, School principals, The roles of leadership.

ABSTRAK: Penelitian ini mengkaji peran kepemimpinan kepala sekolah dan praktik berbagi pengetahuan dalam meningkatkan kualitas pembelajaran di sekolah. Penelitian bertujuan untuk menganalisis peran kepala sekolah dalam melaksanakan fungsi kepemimpinan, pengawasan, motivasi guru, dan staf kependidikan dalam rangka meningkatkan kualitas pembelajaran yang diharapkan oleh pihak sekolah. Selain itu, penelitian ini juga mengkaji praktik berbagi pengetahuan antara kepala sekolah dengan guru serta antar sesama guru. Berbagi pengetahuan yang dilakukan oleh kepala sekolah, guru, dan staf kependidikan diharapkan dapat membantu mengatasi tantangan dalam meningkatkan kualitas pembelajaran. Metode penelitian yang digunakan adalah pendekatan analisis konten, yang melibatkan identifikasi, kategorisasi, dan interpretasi makna dari berbagai sumber tertulis, seperti jurnal ilmiah, buku, artikel berita, dan dokumen resmi. Pencarian literatur dilakukan melalui database akademis terkemuka seperti Google Scholar. Hasil kajian menunjukkan bahwa peran kepemimpinan kepala sekolah dan praktik berbagi pengetahuan baik antara kepala sekolah dengan guru maupun antar sesama guru dan staf kependidikan berkontribusi pada peningkatan kualitas pembelajaran. Temuan ini menyoroti pentingnya pelatihan kepemimpinan bagi kepala sekolah untuk mengembangkan keterampilan dalam merancang dan mengelola program berbagi pengetahuan secara efektif.

Kata kunci: Berbagi pengetahuan, Kualitas pembelajaran, Kepala sekolah, Peran kepemimpinan.

INTRODUCTION

Education as the main foundation for a nation's development requires innovative and effective strategies in improving the quality of learning. One important aspect that is the focus of attention is the leadership role of school principals, especially through knowledge sharing practices. Knowledge sharing by school principals is considered a key element that can make a significant contribution to improving the quality of learning in the school environment.

In the context of increasingly complex dynamics of educational change and demands for higher quality learning excellence, school principals are not only expected to be efficient administrators but also leaders who are able to build a dynamic, collaborative, and innovative school culture in facing challenges like this.

Knowledge sharing by principals refers to the ability to communicate, explore, and implement shared knowledge across organizational units. This practice not only emphasizes the exchange of information, but also the integration of knowledge to improve the effectiveness and quality of learning in the classroom.

Schools are educational institutions that can support improving the quality of human resources which are beneficial for the community, nation, and state. In an effort to improve the quality of human resources, this can be achieved through improving the quality of learning carried out by the school, namely the quality of

education and quality human resources. Schools should need management by the principal as a leader who has abilities and qualities in all fields (Ajefri, 2017; Asmiyati, 2018; Bafadhol, 2017; Bashori, 2022). And we know that a lack of implementation of good school management can result in weak quality of learning and education outcomes so that ignorance can occur which is vulnerable to also resulting in poverty. Poverty that occurs can result in the burden on the country's mind increasing and worsening (Sajidin, & Siswanto, 2020).

Schools as educational institutions require management in leading the school which enables it to improve the quality as expected in the learning objectives. To improve quality, efforts are needed to share good knowledge in interactions or relationships at school, namely by school principals, teachers and education staff. This knowledge sharing can occur as an effort to overcome the need to overcome difficulties and obstacles faced in the learning process. Sharing knowledge that is carried out well enables and supports efforts to improve the quality of learning resources as expected by the government in the mandate of the constitution of the Republic of Indonesia.

School management is carried out by the principal who, in a leadership manner, is expected to be able to manage all the potential resources available in the school in order to achieve educational goals. The school principal must be able to play a role in understanding that the existence of the school is a complex and unique organization and has the desired goals. The principal in his role is someone who is given the responsibility to lead and make the school he leads a success.

Is wahyuni, dkk., (2022) state that leadership management by school principals in a visionary manner must be able to see future developments so that they can form habits, behavior, attitudes, create a school culture including teacher and staff discipline which will be better if seen starting from the principal. applied to subordinates. Apart from that, school principals can build work teams, can build to improve teacher performance, build staff performance, and be open to be known by the wider environment with access to existing information. The role of the principal in managing the school needs to increase positive participation in order to create an independent school.

Several previous studies have highlighted the importance of leadership management, but there is still a vacuum of information regarding the contribution of principals' knowledge sharing practices to the quality of learning. Therefore, this research is relevant to fill this knowledge gap and provide a deeper understanding of the role of knowledge sharing in the context of school principal leadership management.

Sajidin & Siswanto (2020) in their journal regarding the role and function of school principals have mentioned a number of previous research results, namely: 1) that schools as educational institutions have occurred improving the quality of

schools because it starts from the role and function of the principal who shows good leadership skills in managing the educational resources they have in order to achieve the expected educational goals (Hamdi, et al., 2021; Hawkins, 2021; Lussier & Kimball, 2024); 2) The success is achieved because they understand the role of the principal as a leader in an educational institution which is a complex and unique organization and are able to carry out their role as someone who is given responsibility (Arifin, et al., 2023; Al-Hakim, et. al, 2022); 3) The principal in managing his teaching staff well will be very useful for the development and success of the school as a formal educational institution, good and correct management factors will have a positive impact on the progress of the school/institution as well as increasing the social reputation of the institution from the results obtained by its students, both output, outcomes and school progress (Amelia, 2022)

As per the role and function of the school principal in the journals of a number of studies, the principal is considered as a manager who is required to have good skills or abilities, the principal as a wise person, an intelligent thinker, always innovating in creating decisions that can be used as a basis or a reference for school residents, qualified school principals in supporting the effectiveness of programs and the quality of school education. Therefore, the role and function of the school principal will directly influence the management mechanism in achieving the expected goals. In line with the description above, schools as educational institutions in the learning process require implementation of leadership management that is well managed in order to improve the quality of learning.

Suriagiri, et al. (2022) in his book expressed a view regarding leadership that leadership comes from English. The origin of the word is Leadership which is generally defined as a close relationship between humans and a group of other humans who have the same goals and desires to achieve the same goals. Also stating that leadership is an important aspect that is very urgent for everyone to carry out in the process and achieve the desired or expected goals. Leadership concerns aspects of behavior carried out by a leader to influence subordinates or employees and staff. It is hoped that leadership efforts carried out like this will ensure that subordinates can carry out or work well so that the goals expected by the organization can be achieved well and easily. The leadership referred to here concerns the role played by a leader or the way a person leads in carrying out the tasks they carry out. And to become a leader who is trusted like a leader, it is considered that a leader should have good abilities and skills compared to other employees. The people they lead are more confident and influenced more easily if the leader has good abilities to carry out their duties to achieve the tasks of the organization they lead. So leadership is the figure of a person who is trusted, has

good skills, can influence other people, can direct other people to do something in order to achieve the goals of organizational success as expected.

In line with what is revealed in the paragraph above, schools as educational institutions will strive to achieve the desired goals, especially learning goals. Efforts to obtain the desired goals sometimes face difficulties in the learning process experienced. To overcome the learning difficulties experienced by educators or teachers in schools, it is hoped that between educators and fellow educators, good relationships can be created in terms of sharing knowledge for learning.. The knowledge sharing relationship that is carried out is a process relationship that is carried out in a reciprocal way where educators or teachers as individuals exchange knowledge and jointly create new knowledge. Educators exchange ideas so that they can gain new knowledge and the knowledge they have can also be shared with other people or other educators.

Understanding leadership is a process of influencing other people to do something in a situation in order to achieve the expected goals. Sergiovani also believes that leadership is a series of processes of activities carrying out leadership duties in organizing and inspiring a group of people in a job, in order to obtain what they want. Leadership is the application of management in management or management techniques. Leadership without management is nothing more than just words, while management without active leadership will produce creativity or innovation and major changes in the organization.

The school principal as a leader carries out the management function as a means of supporting the goals of achieving the quality of learning desired by the school which can be achieved well. Likewise, by sharing knowledge in overcoming difficulties or obstacles in a job, it is hoped that good communication can be established. Sharing this knowledge will be created both between school principals and teachers in providing guidance on learning information according to existing plans, teachers including education staff and between teachers and other staff can be established well and in harmony so that quality performance targets in improving learning can be achieved effectively.

Leadership management in schools can also be applied to educational staff, this is intended to improve the services provided by the school. Improving services is a form of work effort to provide services that support the achievement of the quality of learning expected by the school. This form of service takes the form of providing administrative activities withinincludes administration related to learning planning, organizational administration for learning, readiness administration for direction and administration for controlling organizational resources, motivation and control. The school administration can also support the school as an educational institution, inseparable from the leadership management efforts by the school principal which are implemented well. Leadership

management carried out by the school principal is the principal's effort to implement the management function for school resources as an educational institution in achieving the expected goals. The principal's management is planning, organizing, leading and supervising school activities.

Suhardi, et al. (2022) in their research journal regarding the definition of leadership management is a skill (skill) of a person because of his authority so that he can organize and run the organization he leads by directing subordinates, managing subordinates and leading subordinates. Someone who has the authority to lead can improve their skills through certain training according to the needs of the organization. Apart from working, a good leader is expected to be able to continue learning to improve his abilities and skills and not be quickly satisfied with the achievements he has obtained. Leadership can carry out the process of influencing and directing other people in order to achieve a goal. A leader must always maintain values, ethics, character, as well as knowledge and skills. An effective leader should not only inspire but also strive for an organization to achieve its vision, mission and set goals.

Suhardi, et al. (2022) regarding leadership, there are several expert opinions, namely; Leadership is the ability that people exercise to persuade others to achieve the goals they have set with enthusiasm. Leadership is a factor that binds organizational personnel together and motivates them towards a goal (Rabelo, et al., 2022). Leadership is activities to influence people to work together to achieve group goals voluntarily (Terry, et al., 2022). Leadership is the ability to create an environment where everyone knows what contributions are expected and feels fully committed to doing a good job. Leadership is an important skill for all successful managers to learn and practice regularly (Guenther & Osborne, 2020).

According to researchers, as an innovation that is effective in improving the quality of learning by school principals, the principal's role in leadership management can be implemented through the practice of sharing knowledge. Knowledge sharing by school principals is considered a key element that can make a significant contribution to improving the quality of learning in the school environment. Knowledge sharing can possibly improve customer quality teachings expected by the school.

Marjani, et al. (2021) stated that the quality of learning is a learning objective planned by the school principal. The learning process will run well if it is always supported by leadership management and knowledge sharing by the school principal accompanied by the competence of the teacher. And a teacher in the learning process must have good competence, so indirectly the teacher's personal competence in achieving learning goals has an influence on the quality of learning. Sharing knowledge is a process carried out by individuals with other individuals and reciprocally to obtain new knowledge while simultaneously innovating to

create new knowledge. Sharing this knowledge is done by communicating the knowledge that is owned mutually with other people. Management of knowledge sharing in an organization needs to be done well, well documented so that it can be used by other people to support the various activities they carry out. Sharing knowledge is an important thing to do in schools as educational institutions to support learning. Sharing knowledge in this school is carried out by the principal and teachers, among fellow teachers or staff, including students as students. Sharing knowledge can certainly preserve that knowledge and be more useful for achieving competitive advantage.

Several other previous studies related to knowledge sharing have been carried out by Nachshoni (2024) which states and interprets that sharing knowledge is a process carried out by individuals in a reciprocal manner where individuals give, collect and communicate knowledge to each other and jointly innovate to gain new knowledge. Sharing knowledge can also be meaningful as a person's personal intellectual capital which is carried out by individuals in direct individual contributions to the organization in an effort to achieve expected goals.

Sharing knowledge in improving the quality of learning, apart from school principals, there are teachers as educators and educational staff who are considered to play a role or as an important element in the effectiveness of organizational activities. Related means that teachers are professional educators according to their field of expertise in supporting learning. Teacher professionalism in formal settings at school is that apart from having knowledge according to their field of expertise, a teacher is also responsible for educating and teaching according to the experience they have. The presence of teachers will try with all their abilities to provide their knowledge at school for the success of students. The task of teachers as educators who have professional work, and have various skills, love the work they do, teachers' duties need to be maintained as a noble job.

Therefore, based on the description above regarding leadership management and sharing knowledge as an effort that can improve the quality of learning in schools, school principals who act as leaders are expected to have good abilities in school management. Such as the ability to plan work programs (planning), the principal can carry out organizational performance in the hierarchy of the school organization he leads (organization), the principal as a director who can direct and carry out a number of jobs for subordinates well together (actuating), the principal as a leader who can supervise all work and it is carried out well according to the initial program, controlling the overall performance of subordinates (controlling). Whereas sharing knowledge is carried out in improving the quality of learning in schools, the principal, and teachers as educators and educational staff are considered to play a role or as an important element for the effectiveness of

organizational activities. Teachers are professional educators according to their field of expertise in supporting learning. Teacher professionalism in formal settings at school is that apart from having knowledge according to their field of expertise, a teacher is also responsible for educating and teaching according to the experience they have. The presence of teachers will try with all their abilities to provide their knowledge at school for the success of students. The task of teachers as educators who have professional work, and have various skills, love the work they do, teachers' duties need to be maintained as a noble job.

In view of the views expressed above, this research aims to answer essential questions regarding leadership management practices and knowledge sharing by school principals in an effort to support the quality of learning. It is hoped that further understanding can provide concrete guidance for stakeholders in the education sector, including school principals, teachers and related parties, in joint efforts to improve the quality of learning in schools.

METHOD

To explore the leadership role of school principals and knowledge sharing by school principals in an effort to improve the quality of learning in the context of school management, a comprehensive review of existing literature was carried out. The methodology used is to search for and analyze journals and books that are relevant to leadership management and knowledge sharing issues. As a population and sample in the study, a literature search was carried out using leading academic databases such as Google Scholar. The period for reviewing published literature is the last 10 years.

Key findings, insights, and theories from each article are extracted and synthesized to develop a comprehensive overview of the subject matter. During the review process, efforts are made to ensure objectivity and avoid bias by critically analyzing the methodology. It is important to note that this literature review does not involve primary data collection or empirical research (Yulius and Timba, 2023).

FINDINGS AND DISCUSSION

Research studies related to the leadership role of school principals and sharing of knowledge carried out by school principals in an effort to improve learning based on the literature review that has been carried out by the author in this scientific article is selecting several articles and books that are relevant and in accordance with the title and research problems that have been determined. The problem of this research is how the principal's leadership is managed and the principal's knowledge sharing in an effort to improve the quality of learning.

The following will describe the results and discussion of this article based on

scientific studies that have been carried out one by one as follows:

The Principal's Leadership Role

The role of effective leadership by a school principal is to have a very vital role in improving the quality of learning in schools. This research aims to analyze and determine the leadership role implemented by school principals in an effort to improve the quality of learning in the school environment.

The research results show that school principals who are successful in improving the quality of learning have several consistent leadership characteristics. First, they can form a clear vision regarding the desired learning goals and quality standards. This vision is then socialized and implemented consistently throughout the school environment.

Second, the principal effectively shows the ability to manage human resources in the school. They implement a policy of recruiting quality teachers, provide ongoing training, and create a work environment that supports collaboration and professional growth. A deep understanding of individual teacher needs is also a focus in human resource management.

Furthermore, effective communication strategies are also proven to be one of the key factors. The school principal builds open, transparent and inclusive communication with all staff, students and parents. This creates high trust and involvement from all parties in the process of improving the quality of learning. Apart from that, successful school principals also have good data analysis skills. They use learning data to identify weaknesses and strengths, and design evidence-based improvement strategies to increase the effectiveness of classroom learning.

In conclusion, successful leadership management in improving the quality of learning involves establishing a clear vision, effective human resource management, good communication, and in-depth data analysis. These findings can be a guide for school principals and other stakeholders in improving the effectiveness of leadership management to achieve the goal of improving the quality of learning in schools.

Sharing knowledge

This research aims to investigate the role of knowledge sharing carried out by school principals as an effort to improve the quality of learning in schools. By involving several schools and principals as respondents, this research details key findings that reveal the positive impact of knowledge sharing practices in the context of school leadership management.

The research results show that principals who actively initiate knowledge sharing programs create an environment that promotes collaboration among teaching staff. The initiation of this program includes the establishment of

discussion forums, workshops and online platforms that facilitate the exchange of ideas and best practices. This program is considered an important factor in improving the quality of learning by enabling teachers to inspire and learn from each other.

Research findings identified that knowledge sharing by principals stimulates exchange of experiences among teachers. Principals who encourage teachers to share experiences and innovate in their teaching see an increase in the variety of teaching methods and the development of more effective learning strategies. This creates a dynamic environment in schools that can adapt to a variety of student learning styles.

Principals who were found to be active in sharing knowledge demonstrated a high level of openness and transparency regarding policies and changes in the school. By providing a clear understanding of the school's goals and policies, the principal creates a strong foundation for the involvement of staff and other stakeholders. This has a positive impact on the quality of learning because every member of the school feels involved and has a role in achieving common goals.

Principals' understanding of individual teachers' needs and encouragement to share knowledge leads to teacher empowerment. Through sharing experiences and knowledge, teachers feel valued and encouraged to continue developing their professionalism. This understanding creates an environment that supports growth and innovation, which, in turn, improves the quality of classroom learning.

Based on these findings, there are several implications that can be drawn to improve knowledge sharing practices in school leadership management. First, leadership training is needed for school principals to develop skills in designing and managing knowledge sharing programs. Second, schools need to support and facilitate knowledge sharing initiatives through resource allocation and active promotion of these practices. Third, there is a need for further research to explore the impact of knowledge sharing on the quality of learning at a more specific level, such as certain subjects or certain types of schools.

CONCLUSION

Based on the discussion about the role of school principals in leadership and knowledge sharing to improve the quality of learning, several conclusions can be drawn. First, the leadership role of school principals is crucial in enhancing the quality of learning, which includes setting a clear vision, effective human resource management, good communication, and thorough data analysis. These elements serve as a guide for principals and stakeholders to achieve the school's educational goals. Second, sharing knowledge to improve learning quality requires specialized leadership training for principals to develop skills in designing and managing knowledge-sharing programs. Schools also need to support and facilitate

knowledge-sharing initiatives by allocating resources and actively promoting these practices. Lastly, further research is needed to explore the impact of knowledge sharing on learning quality at a more specific level, such as particular subjects or types of schools, to gain a deeper understanding.

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