

Theoretical models of transformational and transactional leadership in the educational context

Haya Yumna Ilimin Auliya ^{a,1,*}, Neneng Aminah ^{a,2}, Encep Syarifudin ^{a,3}, Machdum Bachtiar ^{a,4}

^a Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;

¹ 242625232.hayayumnailminauliya@uinbanten.ac.id; ² 242625227.nenengaminah@uinbanten.ac.id; ³

encep.syarifudin@uinbanten.ac.id; ⁴ machdum.bachtiar@uinbanten.ac.id

*Correspondent Author

Received: 12-10-2025

Revised: 11-11-2025

Accepted: 10-12-2025

KEYWORDS

transformational leadership,
transactional leadership.

ABSTRACT

Modern education faces complex challenges from globalization, digital technology development, and increasing demands for human resource quality that require leadership capable of navigating rapid change and creating an adaptive organizational culture. This study examines the integration of transformational and transactional leadership in the context of education as a response to these complexities. Transformational leadership focuses on changing values, vision, and inspiration through the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Meanwhile, transactional leadership emphasizes the principle of reward and punishment-based exchange to maintain discipline and achieve minimum standards. This study uses a comparative literature review design with a systematic qualitative approach, analyzing journal articles from 2020-2025 from the Google Scholar, ERIC, and Portal Garuda databases. Data analysis was conducted through reflexive thematic analysis in three stages: data familiarization and systematic coding, comparative thematic analysis, and interpretive synthesis using a meta-ethnography approach with the help of NVivo software. The results show that effective transformational leadership creates a dynamic learning culture, increases intrinsic motivation, encourages innovation, and develops social-emotional aspects. Transactional leadership provides operational structure, management efficiency, and the achievement of short-term standards. The integration of both styles creates optimal synergy that balances innovation with organizational stability. Hybrid leadership has been proven to improve teacher performance, job satisfaction, and student academic outcomes, especially in the digital era that demands high adaptability. The study concludes that educational leaders need to develop adaptive skills to apply both approaches situationally to meet the unique needs of educational institutions and achieve sustainable excellence.

Introduction

Modern education today faces increasingly complex challenges, both in terms of globalization, digital technology development, and increasing demands for quality human resources. These conditions require leadership that is capable of navigating rapid change, managing the diversity of educators, and creating an adaptive organizational culture. Within this framework, the concepts of transformational and transactional leadership become very relevant to discuss. According to Burns, transformational leadership is a leadership style that focuses on changing values, vision, and inspiration, where leaders seek to increase the intrinsic motivation of their followers through a higher and more meaningful vision (Nafsaka et al. 2023). Transformational leaders not only influence behavior, but also shape the beliefs, aspirations, and needs of their followers so that they are able to grow beyond their personal interests (Purba et al. 2023). This is in line with research showing that transformational educational leadership can develop innovative and effective curricula to address modern educational challenges (Alwi 2022).

Bass then expanded on this concept by introducing four key dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which are highly relevant in the context of education, especially in the context of school principals or educational leaders (Sugiarto and

Farid 2024). School principals who strive to be role models, develop a clear educational vision, encourage pedagogical innovation, and provide personal guidance to teachers and staff can achieve better results in the educational process (Armiyanti et al. 2023). In the context of Indonesian education, research shows that the transformational leadership of school principals has a significant impact on teacher performance and job satisfaction (Lamirin, Santoso, and Selwen 2023), in line with the principles proposed by Bass.

On the other hand, the transactional leadership model developed by Burns and popularized by Bass emphasizes the principle of exchange between leaders and followers. Within this framework, the leader-subordinate relationship is based on a psychological contract in which subordinates receive rewards if they meet the set targets and are penalized if they fail to achieve them (Sania, Komalasari, and Resnasari 2024). Although this may seem rigid, in educational practice, this style remains relevant, especially in maintaining discipline, enforcing administrative rules, and ensuring the achievement of minimum standards set by the government and educational institutions (Murti and Sabarudin 2023). Research shows that the application of transactional leadership is still necessary to ensure teachers' compliance with administrative regulations and the achievement of set academic targets (Sabilla et al. 2024).

A comparison of these two leadership styles shows that they can complement each other. Transformational leadership serves to encourage change, innovation, and long-term commitment, while transactional leadership provides structure and certainty in the implementation of daily activities (Fauziana Fauzan, and Ayu 2024). Yukl emphasizes that effective educational organizations are those that are able to integrate these two leadership styles in a balanced manner according to their needs (Riswandi et al., 2023). This is important in the Indonesian context, where research shows that educational leaders need to be adaptive by combining both styles according to the situation (Daheri and Fransiska 2022).

International findings also reinforce this argument, with research showing that transformational leadership attributes contribute significantly to teacher work motivation, while transactional attributes also play a role, albeit not as significant as transformational ones (Sudarmadi, Syarfuni, and Akmaluddin 2024). Garger et al. note that the dominant use of transactional components can have a negative impact on motivation, but when combined with the intellectual stimulation of transformational leadership, the results are positive (Basirun and Turimah 2022). This highlights the importance of not only choosing one leadership model, but strategically integrating both in the context of modern education (Pratiwi et al. 2023).

In addressing the challenges of 21st-century education, the integration of transformational and transactional leadership is not only essential for fostering an innovative school culture but also for ensuring organizational stability and discipline. An integrative approach serves as a rational and adaptive choice for school principals and educational institution leaders (Apriliansyah 2023). Therefore, further research is needed to explore the implementation strategies of these two leadership styles in daily educational practices (Putra 2024).

Research Methods

This study uses a comparative literature review design with a systematic qualitative approach to analyze theoretical models of transformational and transactional leadership in the context of education. A comparative literature study was chosen because it allows for an in-depth exploration of theoretical concepts, conceptual frameworks, and empirical findings that have been developed in contemporary educational leadership research (Mertkan and Gümüş 2024). This approach follows the systematic literature review protocol proposed by Hallinger (2013) and further developed by Mifsud (2024) in the context of educational leadership, with a focus on identifying, evaluating, and synthesizing academic literature from the 2020-2025 period. The analytical framework uses a meta-analytical perspective to compare the characteristics, implementation, and effectiveness of transformational versus transactional leadership in various educational institutional settings (Sheena, Benoliel, and Berkovich 2025). This study also adopts an exploratory-topographical review approach to map knowledge trends and identify conceptual and methodological tendencies in the educational leadership literature (Marshall and Clark 2023).

The data sources for this study include international and national journal articles from 2020 to 2025 that discuss transformational and transactional leadership in the context of education, as well as other reference sources such as textbooks, conference proceedings, and research reports (Mertkan and Gümüş 2024). The data collection technique used a search strategy through the Google Scholar, ERIC, and Garuda Portal databases with the keywords “transformational leadership education,” “transactional leadership,” and “educational leadership.” The inclusion criteria included: publications from 2020-2025, a focus on the context of education, and a clear research methodology. The article selection process followed the systematic review guidelines recommended for educational leadership research (Ueda and Kezar 2024)

Data analysis was conducted in three main stages following the reflexive thematic analysis framework developed by (Braun and Clarke 2022, 2023, 2024) and adapted for educational leadership research. The first stage was data familiarization and systematic coding, in which each piece of literature was read in depth and analyzed using a hybrid inductive-deductive approach to identify the main themes related to the theoretical characteristics, leadership dimensions, implementation context, and outcomes of the two leadership models (Xu and Zammit 2020). The coding process uses NVivo software to facilitate data management and identify emerging patterns, while maintaining researcher analytical control (Christou 2022). The second stage was a thematic comparative analysis that compared the strengths and limitations of transformational and transactional leadership based on dimensions such as idealistic influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, and management by exception in the context of digital and post-pandemic education (Sheena et al. 2025). The third stage is interpretive synthesis using a meta-ethnography approach to construct a comprehensive understanding of the contextualization of both models in an educational setting, taking into account factors such as school organizational culture, institutional development stage, characteristics of educational stakeholders, and the challenges of digital transformation. The validity of the research is maintained through source triangulation, member checking, audit trails, and reflexivity practices to ensure the credibility, transferability, dependability, and confirmability of the research findings (Alejandro and Zhao 2024).

Results and Discussion

1. Introduction to Transformational and Transactional Leadership

Leadership in the context of education plays a crucial role in determining the direction and dynamics of educational institutions. There are two leadership models that are often used in research analysis, namely transformational and transactional leadership. Transformational leadership focuses on creating meaningful change through the development of vision and motivation among followers. According to Armiyanti et al., leaders who adopt this style strive to inspire the enthusiasm and aspirations of those they lead, enabling them to reach their maximum potential in a positive environment (Armiyanti et al. 2023). Transformational leaders create deep emotional connections and encourage adherence to a greater shared vision. This is in line with a study by Sugiarto and Farid, which confirms that transformational leaders are able to inspire and motivate others to achieve better results and encourage innovation in educational services (Sugiarto and Farid 2024).

Researchers such as Sugiarto and Farid, as well as Tran et al., add that transformational leadership not only creates behavioral change, but also permeates changes in individual beliefs and aspirations (Tran, Huynh, and Le 2023). With this strategy, leaders not only build a strong work ethic, but also foster an innovative environment, which is essential in facing new challenges in the field of education.

On the other hand, transactional leadership also has its role in the context of education. This approach is more focused on achieving short-term goals, using clear rewards and sanctions to encourage performance. As stated by Yayu, leaders with a

transactional style emphasize the importance of efficient management and clear routines in implementing the educational vision (Yayu 2024). In this case, transactional leadership style can provide the structure needed to achieve basic school operational goals and ensure consistency in carrying out existing tasks and functions (Armiyanti et al. 2023). Research shows that transactional leadership can build the strong foundation needed to maintain organizational stability and progress. This is done by setting and communicating clear expectations to followers (Tran et al. 2023).

As implied by these two approaches, it is crucial for educational leaders to understand the characteristics of each leadership style, because the choice between transformational and transactional approaches will greatly influence the educational policies and strategies implemented Mu'minah et al., 2023; . Leaders with a clear vision and the ability to inspire will be better able to encourage innovation, while leaders who master managerial aspects help stabilize and strengthen the achievements of educational organizations, given the importance of balance between innovation and efficiency in achieving educational goals (Mu'minah, Namiroh, and Malihah 2023).

2. The Impact of Transformational Leadership in Education

Transformational leadership in education plays a key role in creating a dynamic and participatory learning culture. Transformational leaders focus on motivating and inspiring both teachers and students to reach their maximum potential. A study by Komala shows that this leadership model enables schools to adapt to modern learning needs, enhance creativity and innovation in the educational process, which in turn promotes better academic outcomes Komala (2023).

Leaders who adopt this style often implement training and professional development programs that support the improvement of educators' skills in the learning process (Lamirin et al. 2023). The professional development programs are not only designed to meet administrative requirements, but are actually designed to empower and transform teachers' teaching practices. Transformational leaders conduct comprehensive needs assessments to identify gaps in educators' competencies and develop programs that are targeted and relevant to their needs (Suheri 2025). The training provided covers various aspects ranging from pedagogical skills, technology integration, classroom management, social-emotional learning, to culturally responsive teaching (Sholehah 2025).

In this context, the impact of transformational leadership has also been shown to increase teacher and student retention. Research conducted by Rahmawati reveals that transformational leaders succeed in creating a positive learning atmosphere, strengthening interpersonal relationships and deep emotional bonds between teachers and students with the school. This involvement has a significant impact on the level of satisfaction of members of the educational community, which is very important for the sustainability and development of educational institutions (Sarifuddin, Rikardo, and Safi'i 2022). Atmosfer positif yang terbangun ditandai dengan adanya kepercayaan, penghargaan, dan dukungan timbal balik antara seluruh anggota komunitas sekolah. Saat konflik atau tantangan muncul, permasalahan tersebut ditangani secara konstruktif dengan fokus pada pemecahan masalah daripada saling menyalahkan. Komunikasi berlangsung secara terbuka, jujur, dan rutin, dengan berbagai saluran yang memungkinkan guru dan siswa menyampaikan kekhawatiran serta gagasan mereka. Pengakuan dan apresiasi menjadi praktik yang dilakukan secara berkala, bukan hanya perayaan tahunan belaka. Tindakan sederhana seperti catatan apresiasi pribadi, pengakuan publik atas pencapaian, dan perayaan pencapaian penting menciptakan dampak kumulatif yang membuat setiap individu merasa

dihargai. A balance between work and personal life is also maintained, with leaders who are sensitive to not overburdening staff and respecting their personal boundaries. In addition, this approach not only addresses academic aspects but also assists in social and emotional development, which are key elements in improving overall educational performance (Murti and Sabarudin 2023). Transformational leaders understand that student success is not only measured by academic achievement, but also by their ability to build relationships, manage emotions, and make responsible decisions (Puspasari 2023). Social Emotional Learning (SEL) is integrated into the overall school culture, not just as an additional program (Priyambodo and Punggeti 2025). Explicit teaching of SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making is provided systematically. However, more importantly, leaders set an example and create an environment where these skills are practiced and reinforced every day.

With these various results, it is clear that the application of transformational leadership in education can be seen as a long-term investment in human resources (Salsabila, Putri, and Wildan 2024). Leaders who are successful in this approach have the ability to combine academic goals with character development, creating an environment that not only supports academic achievement but also shapes individuals who are socially and emotionally well-rounded (Armiyanti et al. 2023). This supports efforts to improve the broader quality of education, while encouraging positive and sustainable change in the education system (Basirun and Turimah 2022)

3. The Role of Transactional Leadership in the Context of Education

Transactional leadership in the context of education plays an important role in the management and daily operations of educational institutions. Although often considered a less innovative leadership style, transactional leadership establishes a clear and well-defined structure for managing the tasks of teachers and students, which is particularly useful in situations with time constraints and limited resources (Fadli and Darmono 2023). According to Nurdiana, the importance of leadership in providing this organized framework is increasingly felt amid the challenges faced by the world of education, including the need for effective human resource management (Nurdiana 2023). As a demonstration, research by Fadli and Darmono indicates that quality leadership, including transactional leadership, has an impact on the achievement of established educational standards (Fadli and Darmono 2023)

Furthermore, transactional leadership has the potential to create a more orderly work environment, which leads to efficiency in managing educational tasks and improving academic performance in the short term (Masbukhin et al. 2024). An orderly work environment is characterized by predictability, consistency, and clarity in operations. Teachers know exactly what is expected of them and when it is to be done, students understand the structure of their daily activities and the consequences of their choices, and administrators can plan and allocate resources with confidence. This orderliness creates a sense of psychological security and reduces cognitive load, allowing everyone to focus their energy on substantive work rather than dealing with uncertainty or chaos. However, it must be remembered that this leadership model cannot be used exclusively without considering higher motivational elements, as the application of a monotonous leadership style can lead to boredom and stagnation in the teaching and learning process (Lamirin et al. 2023)

Although transactional leadership has certain strengths, such as effectiveness in managing resources, the weakness of this style is that it is not accompanied by the inspirational aspects of transformational leadership. The exclusive application of

transactional leadership can reduce motivation and creativity among educators and students, which are important aspects of innovation and sustainable educational development Sugiarto and Farid (2024). Therefore, a combination of transactional and transformational leadership, which encourages motivation and innovation, may be a more effective approach in creating a productive and dynamic educational environment.

Although the focus on transactional leadership is important in current educational management, educational leaders must be able to combine elements of both leadership styles in order to not only achieve short-term goals, but also to create a culture of innovation and sustainability in education that is relevant to the needs of the times (Nurdiana 2023).

4. Integration of Both Leadership Styles

The integration of transformational and transactional leadership should be perceived as a strategic step to improve the effectiveness of educational organizations. Successful educational leaders are those who are able to use both styles simultaneously to respond to emerging challenges and opportunities. Leaders must not only provide an inspiring vision but also implement effective management to ensure that operational goals are achieved (Tran et al. 2023). Through this dual approach, they can create an atmosphere that supports academic achievement and student character development. The application of leadership with transformational elements can increase teacher commitment and create positive relationships between leaders and their subordinates through clear expectation setting (Yayu 2024). This study proves that a combination of transformational and transactional leadership can optimize performance and engagement in an educational organization. Additionally, a clear and structured leadership style can generate job satisfaction among teachers, which in turn impacts their motivation and performance. This highlights the importance of adaptive and responsive leadership in achieving positive outcomes.

On the other hand, hybrid leadership that combines the characteristics of transformational and transactional leadership can strengthen innovation and improve organizational performance, especially in the context of rapid change and challenges in the digital age (Ghosh, Taylor, and Ghaith 2025). Gathering diverse human resources that are adaptive to the needs of educational institutions can be a competitive advantage. Therefore, it is important for leaders to invest in developing adaptive skills that enable them to recognize when to apply transformational aspects and when to use a transactional approach in order to meet the unique needs of the educational institutions they lead.

Conclusion

A comparative study of transformational and transactional leadership models in the context of education shows that both models have different characteristics, strengths, and limitations, but they complement each other. Transformational leadership, which emphasizes vision, inspiration, intellectual stimulation, and individual attention, has proven to be very effective in encouraging intrinsic motivation among teachers, building a culture of innovation, enhancing creativity in the learning process, and creating long-term commitment to the development of educational institutions. This model is capable of forming deep emotional bonds between leaders and teachers and students, thereby creating a positive and participatory learning atmosphere. However,

transformational leadership requires a significant investment of time, high commitment from leaders, and a relatively complex implementation process.

On the other hand, transactional leadership based on a system of rewards and sanctions, clear organizational structure, and target-based management plays an important role in maintaining operational stability, ensuring discipline, and achieving established educational standards in the short term. This model provides an organized and clear framework for managing daily educational tasks, especially in situations with time constraints and limited resources. However, the exclusive application of transactional leadership can lead to a decline in motivation, creativity, and innovation among educators and students, and has the potential to create boredom and stagnation in the learning process.

Given the complexity of 21st-century educational challenges, which include digitization, globalization, and demands for improved human resource quality, the most effective leadership approach is a hybrid leadership model that integrates the strengths of both leadership styles. The hybrid leadership model combines the inspirational-innovative dimensions of transformational leadership with the structural-operational dimensions of transactional leadership, thereby creating a balance between innovation and discipline, between long-term development and short-term target achievement, and between intrinsic motivation and efficient operational management. Educational leaders who are able to apply adaptive leadership by recognizing when to use a transformational approach to encourage change and innovation, and when to apply a transactional approach to maintain stability and efficiency, will be more successful in achieving comprehensive educational goals.

The practical implication of this study is that school principals and educational leaders need to develop flexible and contextual leadership competencies, with the ability to integrate both leadership styles according to the situation, institutional needs, teacher and student characteristics, and the stage of development of the educational organization. Further research is needed to explore concrete implementation strategies for the hybrid leadership model in various educational contexts in Indonesia, identify factors that influence the effectiveness of integrating both leadership styles, and develop valid measurement instruments to evaluate the impact of hybrid leadership on teacher performance, student achievement, and overall education quality. Thus, the hybrid leadership model can be a strategic and adaptive solution in creating excellent, innovative, and sustainable educational institutions in the modern era.

References

- Alejandro, Audrey, and Longxuan Zhao. 2024. "Multi-Method Qualitative Text and Discourse Analysis: A Methodological Framework." *Qualitative Inquiry* 30(6):461–73.
- Alwi, Muhammad. 2022. "Kepemimpinan Transformasional: Meningkatkan Daya Saing Perguruan Tinggi Di Era Industri 4.0." *Jupenji Jurnal Pendidikan Jompa Indonesia* 1(2):87–97. doi: 10.55784/jupenji.vol1.iss2.227.
- Apriliansyah, Medya. 2023. "Kepemimpinan Transformasional Dosen Di Dunia Pendidikan Yang Berlandaskan Revolusi Industri 4.0." *Journal of Economics and Business Ubs* 12(4):2378–88. doi: 10.52644/joeb.v12i4.298.
- Armiyanti, Armiyanti, Tatang Sutrisna, Lia Yulianti, Nova Rati Lova, and Endang Komara. 2023. "Kepemimpinan Transformasional Dalam Meningkatkan Kinerja

- Layanan Pendidikan." *Jurnal Educatio Fkip Unma* 9(2):1061–70.
- Basirun, Basirun, and Turimah Turimah. 2022. "Konsep Kepemimpinan Transformasional." *Mindset Jurnal Manajemen Pendidikan Islam* 34–41. doi: 10.58561/mindset.v1i1.28.
- Braun, Virginia, and Victoria Clarke. 2022. "Conceptual and Design Thinking for Thematic Analysis." *Qualitative Psychology* 9(1):3.
- Braun, Virginia, and Victoria Clarke. 2023. "Toward Good Practice in Thematic Analysis: Avoiding Common Problems and Be (Com) Ing a Knowing Researcher." *International Journal of Transgender Health* 24(1):1–6.
- Braun, Virginia, and Victoria Clarke. 2024. "Supporting Best Practice in Reflexive Thematic Analysis Reporting in Palliative Medicine: A Review of Published Research and Introduction to the Reflexive Thematic Analysis Reporting Guidelines (RTARG)." *Palliative Medicine* 38(6):608–16.
- Christou, Prokopis A. 2022. "How to Use Thematic Analysis in Qualitative Research." *Journal of Qualitative Research in Tourism* 3(2):79–95.
- Daheri, Mirzon, and Jenny Fransiska. 2022. "Pengaruh Kepemimpinan Transformasional Kepala Madrasah Dan Kinerja Guru Terhadap Mutu Madrasah." *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 5(7):2533–41. doi: 10.54371/jiip.v5i7.707.
- Fadli, Putra A., and Darmono Darmono. 2023. "Korelasi Kepemimpinan Mutu, Instruksional, Dan Transformasional Kepala Sekolah Dengan Ketercapaian SNP Di SMK." *Indonesian J. Build. Eng.* 3(1):11–20. doi: 10.17509/jptb.v3i1.56937.
- FAUZIANA, N. U. R. A., Ahmad Fauzan, and Sovia M. Ayu. 2024. "Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Pelaksanaan Pendidikan: Narrative Literature Review." *Learning Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 4(3):725–37. doi: 10.51878/learning.v4i3.3180.
- Ghosh, Uday K., William Taylor, and Yahya M. Ghaith. 2025. "Examining the Impact of Hybrid Leadership on Organizational Performance and Innovation in the Digital Economy." 1(1):1–28. doi: 10.4018/ijsmi.369069.
- Hallinger, Philip. 2013. "A Conceptual Framework for Systematic Reviews of Research in Educational Leadership and Management." *Journal of Educational Administration* 51(2):126–49.
- Komala, Dika Y. P. 2023. "Gaya Kepemimpinan Transformasional Untuk Pengembangan Pendidikan Karakter." *Jurnal Sosial Teknologi* 3(11):905–10. doi: 10.59188/jurnalsostech.v3i11.980.
- Lamirin, Lamirin, Joko Santoso, and Panir Selwen. 2023. "Penerapan Strategi Kepemimpinan Transformasional Dalam Meningkatkan Kinerja Organisasi Pendidikan." *Jurnal Ilmiah Kanderang Tingang* 14(2):400–409. doi: 10.37304/jikt.v14i2.259.
- Marshall, Joanne M., and Brandon L. Clark. 2023. "A Systematic Literature Review of Educational Leadership and US School Shootings: Establishing a Research Agenda." *Educational Administration Quarterly* 59(3):594–632.
- Masbukhin, Faizal Akhmad Adi, Achmad Anwar Abidin, Sukirno Hadi Raharjo, and Siti Utami Dewi Ningrum. 2024. "Studi Kasus Gaya Kepemimpinan Transaksional Dan Transformasional Kepala Sekolah Di Yogyakarta." *MODELING: Jurnal Program Studi PGMI* 11(3):204–19.
- Mertkan, Sefika, and Sedat Gümüş. 2024. "Review of Systematic Reviews in Educational Leadership and Management: Methods Used, Topics Explored and Geographies Covered." *Educational Management Administration & Leadership* 17411432241291196.

- Mifsud, Denise. 2024. "A Systematic Review of School Distributed Leadership: Exploring Research Purposes, Concepts and Approaches in the Field between 2010 and 2022." *Journal of Educational Administration and History* 56(2):154–79.
- Mu'minah, Mu'minah, Namiroh Namiroh, and Lola Malihah. 2023. "Peran Kepemimpinan Dalam Lembaga Pendidikan Agama Islam." *Tarbiyah Darussalam Jurnal Ilmiah Kependidikan Dan Keagamaan* 7(02):75. doi: 10.58791/tadrs.v7i02.358.
- Murti, Roso, and Sabarudin Sabarudin. 2023. "Implementasi Kepemimpinan Transformasional Sebagai Upaya Peningkatan Kualitas Madrasah Ibtidaiyah Negeri 1 Temanggung." *Indonesian Journal of Islamic Elementary Education* 3(2):119–31. doi: 10.28918/ijiee.v3i2.1221.
- Nafsaka, Zayin, Kambali Kambali, Sayudin Sayudin, and Aurelia W. Astuti. 2023. "Dinamika Pendidikan Karakter Dalam Perspektif Ibnu Khaldun: Menjawab Tantangan Pendidikan Islam Modern." *Jurnal Impresi Indonesia* 2(9):903–14. doi: 10.58344/jii.v2i9.3211.
- Nurdiana, A. 2023. "Peran Kepemimpinan Dalam Pengelolaan Sumber Daya Manusia Untuk Meningkatkan Kualitas Pendidikan Di STAI Siliwangi Garut." *Jurnal Ekonomi Utama* 2(3):278–86. doi: 10.55903/juria.v2i3.127.
- Pratiwi, Nila, M. A. Fatoni, M. Asbullah, Nurlelarsi Ginting, and Krisna W. Nugraha. 2023. "Kepemimpinan Transformasional Terhadap Komitmen Dan Niat Berpindah Pada Perusahaan Konstruksi Syariah." *Jesya (Jurnal Ekonomi & Ekonomi Syariah)* 6(1):545–59. doi: 10.36778/jesya.v6i1.969.
- Prijambodo, Raden Firman Nurbudi, and Ratna Novita Punggeti. 2025. "SOCIAL EMOTIONAL LEARNING (SEL) UNTUK MENINGKATKAN PARTISIPASI BELAJAR SISWA SD." *MUBTADI: Jurnal Pendidikan Ibtidaiyah* 7(1):64–86.
- Purba, Dreitsohn F., Diding Nurdin, Abubakar Diturun, Bambang Irawan, and Dani Darmawan. 2023. "Mengembangkan Kepemimpinan Pendidikan Unggul Di Era Revolusi Industri 4.0 Dan Era Society 5.0." *Educare* 3(1):1–8. doi: 10.56393/educare.v3i1.1401.
- Puspasari, Maria Dwi. 2023. "Penerapan Kepemimpinan Transformasional Dalam Pengelolaan Madrasah Modern." *Refresh: Manajemen Pendidikan Islam* 1(2):40–47.
- Putra, Andika E. 2024. "Peran Mediasi Kinerja Perawat Pada Pengaruh Kepemimpinan Transformational Manajer Terhadap Medication Safety Di Ruang Perawatan Inap Rumah Sakit Pekanbaru." *Jurnal Manajemen Kesehatan Yayasan Rs Dr Soetomo* 10(1):17. doi: 10.29241/jmk.v10i1.1789.
- Sabilla, Sahla, Dila Afrilla, Nabila, Sri S. Andesti, and Ranasari B. Esthi. 2024. "Berbagi Pengetahuan Dalam Webinar Mengenai Organizational Leaderships for Young Generation." *Jurnal Pengabdian Kepada Masyarakat Tunas Membangun* 4(2):89–95. doi: 10.36728/tm.v4i2.3910.
- Salsabila, Erza Nasywa, Nur Fitri Risnaidi Putri, and Muhammad Alkirom Wildan. 2024. "Peran Kepemimpinan Transformasional Dalam Pengembangan Sumber Daya Manusia." *J-CEKI: Jurnal Cendekia Ilmiah* 4(1):727–39.
- Sania, Salma, Imas Komalasari, and Upi L. Resnasari. 2024. "Aktualisasi Kepemimpinan Transformasional Dalam Meningkatkan Mutu Sekolah Di SMK Nahdlatul Ulama Kota Tasikmalaya." *An-Nahdliyyah: J. Stud. Keislam.* 2(2):38–60. doi: 10.70502/ajsk.v2i2.102.
- Sarifuddin, Sarifuddin, Dapid Rikardo, and Imam Safi'i. 2022. "Pengaruh Kepemimpinan Transformasional, Budaya Organisasi, Dan Motivasi Terhadap Kinerja Tenaga Pendidik Dan Kependidikan Di Politeknik Pelayaran Banten." *E-*

- Journal Marine Inside* 1(2):33–45. doi: 10.56943/ejmi.v1i2.10.
- Sheena, Dan, Pascale Benoliel, and Izhak Berkovich. 2025. "A Qualitative Exploration of Principals' Transformational Leadership and Transactional Leadership Behaviors during the COVID-19 Crisis: The Rise of Integrated Crisis Leadership." P. 1576165 in *Frontiers in Education*. Vol. 10. Frontiers Media SA.
- Sholehah, Riskawati. 2025. "Kompetensi Sosial-Emosional Guru Madrasah Ibtidaiyah Dalam Membentuk Lingkungan Belajar Yang Adaptif Dan Inovatif." *ELEMENTARY: Journal of Primary Education* 3(1):26–32.
- Sudarmadi, Syarfuni, and Akmaluddin Akmaluddin. 2024. "Pengaruh Kepemimpinan Transformasional Dan Budaya Organisasi Terhadap Kualitas Kehidupan Kerja Dan Dampaknya Terhadap Kinerja Pegawai Tenaga Kependidikan Tingkat SMP Di Kabupaten Aceh Selatan." *Arus Jurnal Sosial Dan Humaniora* 4(1):351–61. doi: 10.57250/ajsh.v4i1.412.
- Sugiarto, Sugiarto, and Ahmad Farid. 2024. "Kepemimpinan Transformasional Dalam Meningkatkan Mutu Madrasah Ibtidaiyah Wali Songo Asy-Syirbaany Tangerang Selatan." *Didaktika Jurnal Kependidikan* 13(2):1767–80. doi: 10.58230/27454312.429.
- Suheri, Edi. 2025. *Transformasi Kepala Sekolah: Pelatihan Untuk Kepemimpinan Yang Efektif Dan Inovatif*. PT. Revormasi Jangkar Philosophia.
- Tran, Van D., Thi Huynh, and Thi A. D. Le. 2023. "Effects of Principals' Leadership Styles on Teachers' Commitment in Vietnam." *International Journal of Evaluation and Research in Education (Ijere)* 12(3):1572. doi: 10.11591/ijere.v12i3.25225.
- Ueda, Natsumi, and Adrianna Kezar. 2024. "A Systematic Review: Pedagogies and Outcomes of Formal Leadership Programs for College Students." *Cogent Education* 11(1):2314718.
- Xu, Wen, and Katina Zammit. 2020. "Applying Thematic Analysis to Education: A Hybrid Approach to Interpreting Data in Practitioner Research." *International Journal of Qualitative Methods* 19:1609406920918810.
- Yayu, Zhang. 2024. "University Administrators' Leadership Style Influencing Instructors' Job Satisfaction in Shanxi, China." *Pacific International Journal* 6(4):160–64. doi: 10.55014/pij.v6i4.506.