

## How does Teacher leadership increase student learning motivation in Islamic Education? Why must it be conducted?

Selvia Zuni Murningsih, Nurtanio Agus Purwanto, Muh. Saidil Ikhwan

Universitas Negeri Yogyakarta  
[ikhwansaidil@gmail.com](mailto:ikhwansaidil@gmail.com)

**Abstract.** *Students' motivation plays a fundamental role in enhancing their academic performance, which is particularly true in Islamic education. Students with high motivation are likelier to engage actively with the learning material, retain knowledge, and demonstrate improved outcomes. One key factor in cultivating this motivation is the leadership provided by teachers in the classroom. Therefore, this research aims to determine teacher leadership strategies to increase student learning motivation at one Islamic education centre in East Lombok. This research is qualitative research and a phenomenological perspective that focuses on teacher leadership. The subjects of this research were two teachers and four students at one Islamic education in East Lombok. The research was carried out at an Islamic education centre in East Lombok. Interviews and documentation are data collection techniques used in this research. The results of this research show that the teacher's leadership strategy in increasing student learning motivation is by being a good listener, encouraging students to be more active in class, using the right learning method, fulfilling students' learning needs, time discipline, and being a role model in class. The study results imply that teachers, with their learning leadership, can increase student learning motivation.*

**Keywords:** *Learning Motivation, Teacher leadership, Teaching Strategies*

### INTRODUCTION

In the world of education, teachers are required to be able to work professionally which is teachers using their skills, values, and dedication to lead students in order to provide knowledge and educate the nation's generation (Risdiyana, 2021). Teachers in the learning process help students to understand what they are learning. Therefore, teachers must have appropriate teaching methods to achieve learning goals. Teachers must be able to increase students' learning motivation (Brophy, 2017) because that is one alternative for realizing learning goals. If students do not have high motivation, it is certain that learning objectives will be difficult to achieve.

A teacher is an educator at school. It is very important for teachers to shape and develop the potential of the young generation. They are not only teachers in the classroom, but they are also motivators, mentors, and role models for their students (Ula & Nganjuk, 2019). Teachers are very important to inspire and guide students to achieve academic achievements, acquire social skills, and form good character (Aviatin et al., 2023). Teachers are also responsible for creating a positive and supportive learning environment where each student feels valued and encouraged to achieve their best.

Teachers have an important role in increasing students' learning motivation. They not only have to deliver lessons, but also have to be able to create an interesting and inspiring learning environment. Teachers can increase students' interest and enthusiasm for learning by using innovative and creative approaches (Aviatin et al., 2023). They can teach in a variety of different ways. Various previous studies on how teachers can increase student learning motivation. Research by Sari & Hendro, (2017), Chairiyah et al., (2024) reveals that teachers have a significant impact on

increasing student learning motivation. Therefore, an understanding of how teachers can manage learning activities is needed so that it can have an impact on student motivation.

Leadership is not just an individual role, but a collective process that involves teachers in influencing and supporting learning in schools (Leithwood et al., 2021)(Dewi et al., 2020). In the context of education, Pineda-Báez et al., (2020) explains that teacher leadership is a key element in creating a collaborative learning environment, where teachers act as change agents who empower their students and colleagues.

Teacher leadership is a teacher's ability to motivate, lead, and guide students and colleagues to achieve educational goals (Warren, 2021). An effective teacher not only teaches students but also serves as an inspiration, role model, and advocate for their academic, social, and emotional progress. In addition, teacher leadership includes the ability to create an inclusive and supportive learning environment, encourage students to work together, and manage the classroom well to create a good learning atmosphere (Harris & Jones, 2019).

The research conducted at one of Islamic education in East Lombok. Schools located in East Lombok district, West Nusa Tenggara Province. One of Islamic education in East Lombok is one of the favorite schools because the programs offered can help students in a good learning process. One of Islamic education in East Lombok has carried out evaluation activities every year to see how far students have progressed. Meanwhile, the teachers who teach have carried out evaluations every mid-semester and have made progress in the academic achievement of each student. This can be seen from the results of the scores collected by one of the teachers who teaches at one of Islamic education in East Lombok. However, the role of teacher leadership in helping manage the learning process needs to be improved in order to achieve maximum goals.

Students at one of Islamic education in East Lombok still have problems in the learning process. Students still feel that there are too many hours of lessons so they can't concentrate and become monotonous in learning. Moreover, the current curriculum policy needs to be adjusted for students (Kurniati et al., 2022). Even though the latest curriculum aims to help students more easily understand learning, however, students at one of Islamic education in East Lombok need adjustments in using the curriculum and do not need a little time to apply it in daily activities in the school environment.

Many previous studies have focused on how teacher leadership can improve students' learning motivation (Nafia & Suyatno, 2020). Such as research conducted by Tiauw & Khoe, (2022) The study explains that teacher leadership has an impact on developing students' learning motivation, however, previous studies have only focused on the mediator variable, namely collaborative learning. So in this study, the focus is on how teacher leadership can improve students' learning motivation through good communication strategies, performance, and teaching skills.

Based on these problems, researchers are interested in implementing teacher leadership strategies in increasing students' learning motivation at one of Islamic education in East Lombok. The problem formulation in this research can be formulated as how teacher leadership strategies can increase student learning motivation at one of Islamic education in East Lombok. This research aims to determine teacher leadership strategies in increasing student learning motivation at one of Islamic education in East Lombok.

## **METHOD**

This study uses a qualitative approach and a phenomenological perspective. Qualitative research is a research approach that produces descriptive data in the form of written or spoken words from the people being observed (Lichtman, 2023). Donal Ary said that qualitative research has six characteristics: paying attention to context and situation, natural background, humans as the main instrument, descriptive data, appearing together with observations, and analyzing data inductively (Saputra et al., 2023).

To overcome how the problems mentioned in the background are solved, the researcher displays the stages in the research method which can be seen in the following image:

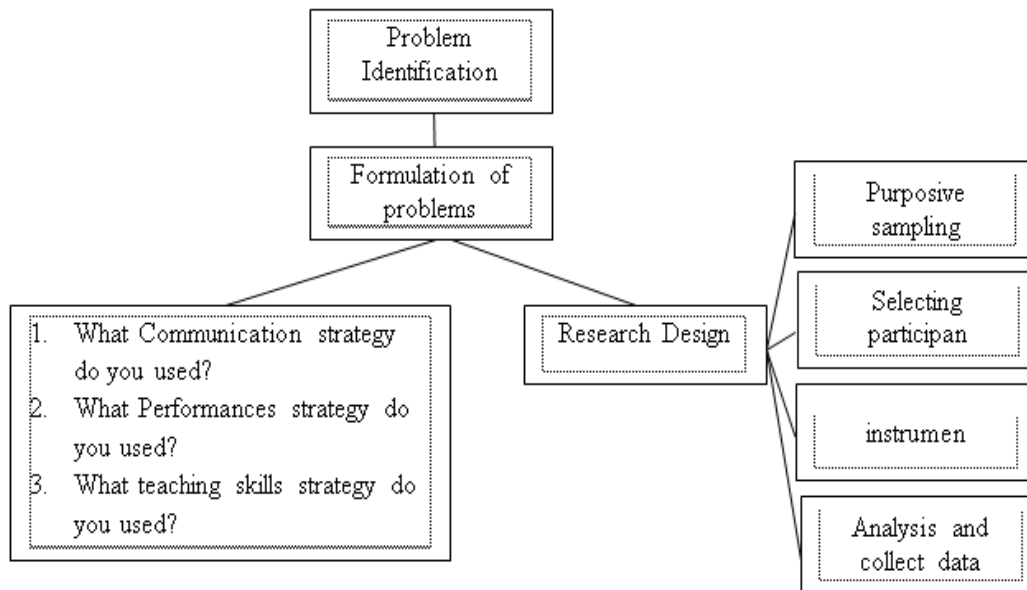


Figure 1. research method

Purposive sampling was chosen in this study because it allows researchers to specifically select participants who have direct relevance to the phenomenon being studied. The participants were two teachers and four students as a research sample. By using this sampling technique, researchers can select participants as objects in the study. This is in line with what is said Savin-Baden & Major, (2023) that sampling technique is a technique to determine the research object to be studied.

This research was conducted at one of Islamic education in East Lombok, West Nusa Tenggara Province. According to Groenland & Dana, (2020), The research subjects are individuals (teachers and students) from an Islamic education institution where the study variables are very important because it contains data about the variables studied and observed by the researcher. In this research, the research subjects were teachers and student of at one of Islamic education in East Lombok.

Data collection in this research was carried out using 2 techniques, namely: interviews and documentation. According to Sugiyono, (2019), the different types of credibility testing include extended observation, increased persistence in research, triangulation, peer discussion, negative case analysis, and member review. Therefore, data analysis in this research uses Data Collection, Data Reduction, Data Display, and Conclusion Drawing/Verification (Miles et al., 2014).

## FINDINGS

Based on the results of interviews conducted, researchers found that there were three elements of strategy in increasing student learning motivation carried out by teachers at at one of Islamic education in East Lombok. This can be seen in the following table 1 below:

Table 1. Results of interview

| No | Research formulation  | Results  |
|----|---|--|
| 1  | What is your strategy to increase student motivation learning especially in communication ? | {teacher}"What I do in class is a form of my professionalism as a teacher, namely when students have problems related to learning or other things, then I as a teacher listen and identify all the problems experienced by students. |

|   |   |  |
|---|---|--|
|   |   | When students do not understand the subject matter at that time, then I try to simplify it as best as possible"<br>{Student}"Sometimes I don't understand the explanations from the teachers in class. However, the teachers always try to provide further understanding about the difficult lessons."   |
| 2 | What is your strategy to increase student motivation learning especially in teaching skills ? | {teacher}"I try to use new methods when students still do not understand the lesson. Sometimes I look at the situation at that time, what makes them happy and keep them enthusiastic in attending class"<br>{Student}"I am very happy with the teaching method which is fun and does not burden our minds as students"  |
| 3 | What is your strategy to increase student motivation learning especially in performance?      | {teacher}"Time discipline is my priority because it is proof to students that there is no such thing as being lazy in continuing to learn so that commitment, discipline, and being a role model in the classroom can motivate children on their own."<br>{Student}"We see that the teachers are always disciplined in giving us lessons, this indirectly motivates us because of that." |

How does teacher leadership in the classroom enhance students' learning motivation by implementing the following strategies:

### Communication Strategy

This research process was carried out by conducting resource interviews. Based on the results of interviews that have been conducted, researchers found that the condition of student learning motivation at one of Islamic education in East Lombok does not yet have high learning motivation. So it is necessary to improve the existence of teacher leadership strategies in increasing student learning motivation. The following are the communication strategies used:

#### *Be a good listener*

Research findings demonstrate that teachers' use of communication strategies as part of their leadership approach has a direct impact on students. They stated that:

"I conduct classroom teaching with a focus on establishing effective communication with students. This approach serves as one of my strategies for building rapport, enabling me to listen to their concerns and address any issues they may face (MZ/20/03/24)"

"During classroom learning, I admittedly do not fully grasp the material; however, the teacher consistently listens to and pays attention to us as students, especially when we face difficulties (AZ/26/03/24)

The interview findings indicate that effective communication between teachers and students plays a crucial role in enhancing the classroom environment. Teachers emphasize the importance of establishing rapport with students, which allows them to address students' concerns and challenges more effectively. One teacher highlighted that listening to students' difficulties helps create a supportive learning atmosphere, even when students may not fully understand the material. This approach not only fosters trust but also ensures that students feel valued and understood, contributing to a more motivating and responsive learning experience

#### *Encourage students to be more active in clas*

Research findings demonstrate that teacher leadership can enhance students' learning motivation by encouraging active participation in classroom learning. They stated that:

"I take great satisfaction when students actively engage in discussions and exchange opinions in class. I often provide feedback in the form of simple quizzes related to the subject matter being taught at the time. This approach encourages students to think creatively, innovatively, and actively in responding to the quizzes I present. Such active participation is an effective way to enhance their understanding, foster healthy competition, and boost their learning motivation (NI/20/03/24)"

“My friends and I were given engaging quizzes that helped us think critically to answer them and made us feel excited in the process. We also frequently engaged in discussions with one another, debating the answers we each provided (UF/26/03/24)”

The research findings highlight that teacher leadership plays a significant role in enhancing students' motivation by encouraging their active participation in class. Teachers believe that fostering engagement through activities such as quizzes encourages students to think critically and creatively. One teacher shared that providing simple quizzes related to the lesson helps stimulate innovative thinking and active involvement, while also promoting healthy competition. Students, in turn, appreciate these activities, as they feel excited and challenged, often engaging in discussions with peers to debate answers. This interaction not only strengthens their understanding of the material but also boosts their motivation to learn

### **Teaching skills strategies**

#### *Using the right learning method*

Research shows that teachers' leadership in classroom learning can enhance students' motivation to learn. Teachers strive to deliver lessons by implementing effective teaching strategies in the classroom. They stated that:

“I utilize teaching methods based on the context at hand. The selection of appropriate teaching methods is crucial to enhancing the quality of learning for students. This approach helps foster students' motivation and drive to learn, ensuring they remain engaged and do not become bored during the learning process (DR/21/03/24)”

“In the classroom, I participate in the learning process from start to finish, and we engage in various activities that allow us to learn continuously throughout the lesson (RR/27/03/24)”

The research findings underscore the importance of using the right teaching methods to enhance student motivation in the classroom. Teachers recognize that selecting appropriate methods based on the context is essential for improving the quality of learning. One teacher emphasized that this approach not only helps maintain students' engagement but also motivates them to continue learning without becoming bored. Another teacher highlighted the importance of active participation throughout the lesson, engaging students in various activities that promote continuous learning from beginning to end. These strategies collectively contribute to a more dynamic and motivating learning environment.

#### *Fulfilling students' learning needs*

The results of this research demonstrate that teacher leadership in enhancing students' learning motivation also depends on the students' individual needs. The teacher stated that:

“Students' needs for the type of learning they desire are the best way to motivate them in the learning process. I use the differentiated learning model to address their learning needs effectively (SD/21/03/24)”

The research findings suggest that effective teacher leadership in motivating students is closely tied to addressing their individual learning needs. One teacher emphasized that understanding and catering to students' specific preferences for learning is the most effective way to motivate them. To meet these needs, the teacher uses a differentiated learning model, which allows for a more personalized approach to teaching. This strategy ensures that all students can engage with the material in a way that suits their learning styles, ultimately enhancing their motivation and overall learning experience.

### **Performance strategy**

#### *Time discipline*

The results demonstrate that students are motivated when teachers maintain discipline in managing class time. The teacher stated that:

“Overall, the trust I have built starts with discipline in managing time during teaching, whether it is at the beginning or end of the lesson. Time discipline becomes a point of focus for students, and indirectly, it motivates them to improve their learning (FG/22/03/24)”

The research findings highlight the significance of time discipline in enhancing student motivation. One teacher shared that the trust built with students begins with maintaining discipline in managing class time, whether at the start or end of the lesson. By prioritizing time management, teachers set clear expectations for students, creating a structured learning environment. This approach, in turn, motivates students to stay focused and improve their learning, as they recognize the importance of time discipline in achieving their educational goals.

#### *Be a role model in class*

Research shows that teacher leadership in the classroom, when implemented with the teacher positioning themselves as a role model, is the best way to enhance students' motivation to learn. The teacher stated that:

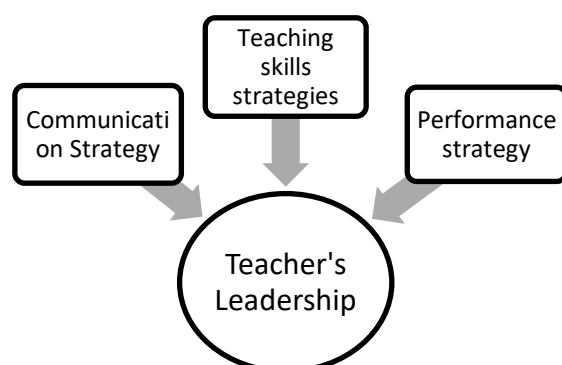
“Being a good example is one of the characteristics of a good teacher to students. This is because they will emulate not only behaviors but also attitudes and traits in their lives. Therefore, as a teacher, it is essential to continuously strive to be someone admired and respected in the classroom (HJ/27/03/24)”

The research findings emphasize the importance of teacher leadership in the classroom, particularly when teachers position themselves as role models. One teacher stated that being a good example is a key characteristic of effective teaching, as students tend to emulate not only behaviors but also attitudes and traits that they observe in their teachers. Therefore, the teacher highlighted the importance of continuously striving to be someone who is admired and respected in the classroom. This approach fosters a motivating environment, as students are inspired to model their actions and attitudes after those of their teacher.

## DISCUSSION

### Teacher leadership strategies in increasing students' learning motivation

Teacher leadership to increase student learning motivation is very important and has a big impact on student learning achievement. Previous studies, Öqvist & Malmström, (2016), Mulyana, (2017), Chairiyah et al., (2024) indicated that there are relationship between teacher leadership and student motivation found that teachers who show strong and inspiring examples can create a positive and supportive learning environment. These teachers have the ability to inspire and encourage their students to learn.



**Figure 2. Strategic of teacher's leadership**

To find out how teacher leadership strategies are implemented by teachers at one of Islamic education in East Lombok is to see how the efforts made can fully increase student learning motivation at one of Islamic education in East Lombok. Increasing student motivation to learn is

one of the tasks that teachers must carry out. In this case, increasing student learning motivation was carried out by one of teacher in East Lombok in its implementation, namely:

*Teacher leadership through communication strategies*

Increasing student learning motivation through teacher leadership communication strategies is the teacher's effort to provide the best to students at one of Islamic education in East Lombok. When delivering material, teachers must have clear and directed communication. So that students feel able to understand and provide input on the lesson material in class. This statement is supported by research results Yusriah, (2019) which state that communication strategies are carried out by considering readiness and motivation, attention-getting tools, active student participation, disclosure and feedback. If the teacher has carried out thorough communication and preparation, then it can be ensured that students can understand the lesson and are motivated to learn. Duta et al.,(2015) emphasized that without communication, the teaching and learning process will not take place. Therefore, teachers who have good communication skills will create a more successful teaching and learning atmosphere for their students.

Teachers at one of Islamic education in East Lombok apply verbal communication well. If there is learning material that students do not understand, the teacher provides understanding by explaining the material with communication that is easy to understand. This communication is important in attracting students' attention in order to increase their motivation in learning so they don't get bored. Taylor, (2018) clearly provide an understanding that good communication with students can help them overcome difficulties in learning. Therefore, teachers must be able to provide good communication using their methods and situations when carrying out learning in class.

In addition to clear and easy-to-understand verbal communication, teachers can also apply non-verbal communication as a strategy to increase students' learning motivation. Non-verbal communication, such as body movements, facial expressions, and eye contact, can strengthen the message conveyed by the teacher and provide a positive nuance in learning. According to Liu, (2021), students tend to be more motivated when teachers show enthusiasm and emotional involvement through non-verbal cues. For example, a sincere smile, hand gestures that support the explanation of the material, and intense eye contact can make students feel more appreciated and cared for. In this way, non-verbal communication can help create a more dynamic and interactive classroom atmosphere, where students feel comfortable asking questions or contributing to class discussions.

Furthermore, teachers who successfully combine good interpersonal communication with classroom leadership strategies can increase overall student engagement. Teachers who care about the development of each student, not only as students, but also as individuals with unique needs, are able to build stronger and more trusting relationships. This is in line with Vygotsky's theory of social learning, where interactions between teachers and students play an important role in developing students' cognitive abilities. Open and respectful communication will encourage students to be more active in learning, dare to express their opinions, and be motivated to continue learning. Therefore, the teacher's ability to communicate effectively, both verbally and non-verbally, is an important key in creating a productive and motivational learning environment for students.

*Teacher leadership through teaching skills strategies*

Teaching skills strategies in increasing student learning motivation cannot be separated from the professionalism of a teacher. Teachers at one of Islamic education in East Lombok provide total teaching and use teaching methods that are relevant to students considering that the independent curriculum policy which is the guideline has been implemented. Teachers use contextual nuanced learning methods, or learning from the environment. Students are given the

opportunity to learn from every problem that occurs in their lives. This statement is supported by Kurniawan et al., (2018) revealing that surrounding experiences can provide motivation and enthusiasm for learning in class. The use of methods that utilize the environment is a method that is relevant to students' needs so that they can be motivated.

Teachers who have good teaching skills will have an impact on student learning motivation (Sitorus & Sojanah, 2018). Good teaching skills include the ability to convey subject matter in a clear and interesting way, use various teaching strategies that suit students' learning styles, and be able to motivate and inspire students to learn. Teachers who are skilled in the use of innovative teaching strategies have the ability to make the learning experience interesting and engaging for students, which in turn increases their interest in learning (Fauziyah, 2021). In addition, teachers who have good teaching skills are also able to meet students' unique needs. They can identify student strengths and weaknesses and provide appropriate guidance and support according to each student's needs. By giving students individual attention and providing constructive feedback, teachers can increase students' self-confidence and increase their desire to learn. As a result, teachers with good teaching skills are essential to creating a motivating and supportive learning environment for students.

In addition to using contextual learning methods that are relevant to students' lives, it is important for teachers to continue to develop their teaching skills to suit the dynamics of educational development and student needs. Teaching skills not only involve mastering open materials, but also the ability to create positive interactions in the classroom, build good relationships with students, and create a conducive learning atmosphere. For example, the application of interactive learning approaches, such as group discussions, simulations, or problem-based projects, can trigger students' active involvement in the learning process. When students feel appreciated and directly involved in the learning process, their motivation to understand the material and achieve good learning outcomes will increase (Filgona et al., 2020). Furthermore, the application of good classroom management skills also plays an important role in increasing students' learning motivation. Teachers who are able to manage the class well, maintain discipline, and create a safe and comfortable atmosphere will provide students with space to study calmly and focused. According to Cicekci & Sadik, (2019), an orderly and structured classroom atmosphere allows students to feel more motivated because they can learn without being distracted by things that distract them. Thus, good teaching skills are not only limited to the ability to deliver material effectively, but also include the ability to create a learning environment that supports students' academic and emotional development. This is the reason why professional, ethical, and skilled teachers are very involved in fostering students' learning motivation and forming meaningful learning experiences.

#### *Teacher leadership through performance strategies*

Teacher strategy performance is one of the strategies in increasing student learning motivation at one of Islamic education in East Lombok. Teachers with good performance will have a direct impact on student learning motivation (Utami & Wedasuwari, 2019). Teachers have enthusiasm and totality in carrying out their duties. so that in every school performance evaluation. Teachers are always given direction by the principal to maintain their performance so that students still look enthusiastic and indirectly they will be motivated.

Teacher strategy performance is one of the important strategies for increasing student learning motivation (Pujoandika & Sobandi, 2021). Teachers who can manage the classroom well, provide positive reinforcement to students, and create a stimulating learning environment tend to have students who are more engaged and motivated. In addition, teacher strategy performance also involves the ability to provide constructive feedback to students. Teachers who can provide clear, specific, and problem-solving-oriented feedback will help students to improve their performance and increase learning motivation (Octavia, 2019). Through effective feedback, teachers can identify



students' individual needs and challenges, and provide the necessary support to help them achieve their learning goals. Therefore, good teacher strategic performance in providing effective classroom management and providing constructive feedback is an important factor in increasing student learning motivation.

Collaboration between teachers and students in the learning process is also an important part of an effective teacher performance strategy. Teachers who involve students in planning class activities or determining how to solve problems create a sense of responsibility and ownership in students towards their own learning process. This, as expressed by Francis & Oluwatoyin, (2019), will make students more motivated to achieve because they feel they are part of the decision-making process in the classroom. Thus, optimal teacher performance is not only focused on delivering material, but also on efforts to encourage active student participation and build a collaborative learning environment. This is what ultimately becomes the foundation for increasing student learning motivation in a sustainable manner.

## CONCLUSION

Based on the analysis of the results and discussions that the researcher has presented, the results of the study indicate that the teacher's leadership strategy in increasing student learning motivation is by being a good listener, encouraging students to be more active in class, using the right learning method, fulfilling students' learning needs, time discipline and being a role model in class. The results of the study imply that teachers with their learning leadership can increase student learning motivation. This study has limitations, namely the researcher only focuses on student learning motivation without looking at other factors that may be variables that can interfere with the results of the study. Therefore, further researchers can discuss more broadly about teacher leadership in the context of public schools and student learning motivation in the context of deep appreciation for students who have achievements in increasing their learning motivation in class.

## REFERENCES

- Aviatin, R., Robandi, B., & Komalasari, Y. (2023). Keteladanan Guru dalam Mendidik Peserta Didik. *Jurnal Pendidikan Indonesia*, 12(1).
- Brophy, J. E. (2017). Fostering student learning and motivation in the elementary school classroom. In *Learning and motivation in the classroom* (pp. 283–306). Routledge. <https://doi.org/10.4324/9781315188522-15>
- Chairiyah, T. A., Siregar, A. M., Sahputra, M., Lika, N. P., Tanjung, S. W., & Wasiyem, W. (2024). Hubungan Kepemimpinan Guru Terhadap Motivasi Belajar Peserta Didik SMK Kota Medan. *Tarbawi Ngabar: Jurnal of Education*, 5(1), 71–92. <https://doi.org/10.55380/tarbawi.v5i1.642>
- Cicekci, M. A., & Sadik, F. (2019). Teachers' and Students' Opinions about Students' Attention Problems during the Lesson. *Journal of Education and Learning*, 8(6), 15–30. <https://doi.org/10.5539/jel.v8n6p15>
- Dewi, E. R., Hidayatullah, C., Oktaviantari, D., Raini, M. Y., & Islam, F. A. (2020). Konsep Kepemimpinan Profetik. *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial Dan Keislaman*, 5(1), 147–159. <https://doi.org/10.1016/j.sbspro.2015.04.064>
- Duta, N., Panisoara, G., & Panisoara, I.-O. (2015). The Effective Communication in Teaching. Diagnostic study regarding the academic learning motivation to students. *Procedia-Social and Behavioral Sciences*, 186, 1007–1012.
- Fauziyah, R. N. (2021). Strategi Guru dalam Menerapkan Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan (PAIKEM) pada Pembelajaran Pendidikan Agama Islam di SDN X Astanaanyar Kota Bandung. *Jurnal Riset Pendidikan Agama Islam*, 120–126.
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.

- <https://doi.org/10.9734/ajess/2020/v10i430273>
- Francis, O. B., & Oluwatoyin, F. C. (2019). Principals' Personnel Characteristic Skills: A Predictor of Teachers' Classroom Management in Ekiti State Secondary School. *International Journal of Educational Leadership and Management*, 7(1), 72–103. <https://doi.org/10.17583/ijelm.2019.3573>
- Groenland, E., & Dana, L.-P. (2020). *Qualitative methodologies and data collection methods: Toward increased rigour in management research*. World Scientific. <https://doi.org/10.1142/11449>
- Harris, A., & Jones, M. (2019). Teacher leadership and educational change. In *School Leadership & Management* (Vol. 39, Issue 2, pp. 123–126). Taylor & Francis. <https://doi.org/10.1080/13632434.2019.1574964>
- Kartono, K. (1994). *Pemimpin dan Kepemimpinan: Apakah pemimpin abnormal itu*.
- Kurniati, P., Kelmaskouw, A. L., Deing, A., Bonin, B., & Haryanto, B. A. (2022). Model proses inovasi kurikulum merdeka implikasinya bagi siswa dan guru abad 21. *Jurnal Citizenship Virtues*, 2(2), 408–423.
- Kurniawan, J., Effendi, Z. M., & Dwita, S. (2018). The Effect of school environment, family environment and learning motivation on students' learning performance. *First Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2018)*, 43–48.
- Leithwood, K., Jantzi, D., & Steinbach, R. (2021). Leadership and other conditions which foster organizational learning in schools. In *Organizational learning in schools* (pp. 67–90). Taylor & Francis. <https://doi.org/10.1201/9781003077459>
- Lichtman, M. (2023). *Qualitative research in education: A user's guide*. Routledge. <https://doi.org/10.4324/9781003281917>
- Liu, W. (2021). Does teacher immediacy affect students? A systematic review of the association between teacher verbal and non-verbal immediacy and student motivation. *Frontiers in Psychology*, 12, 713978.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd. Thousand Oaks, CA: Sage.
- Mulyana, N. (2017). Hubungan Gaya Kepemimpinan Guru dalam Meningkatkan Motivasi Belajar Penjas pada Siswa Sekolah Dasar. *Jurnal Pendidikan Jasmani Dan Olahraga*, 2(1), 41–47.
- Nafia, Z. I., & Suyatno, S. (2020). The effect of teachers' leadership on students' motivation in al-Islam Tambakbayan elementary school. *Universal Journal of Educational Research*, 8(5), 1907–1915.
- Octavia, S. A. (2019). *Sikap dan kinerja guru profesional*. Deepublish.
- Öqvist, A., & Malmström, M. (2016). Teachers' leadership: A maker or a breaker of students' educational motivation. *School Leadership & Management*, 36(4), 365–380. <https://doi.org/10.1080/13632434.2016.1247039>
- Pineda-Báez, C., Bauman, C., & Andrews, D. (2020). Empowering teacher leadership: a cross-country study. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2018.1543804>
- Pujoandika, R., & Sobandi, A. (2021). Dampak kinerja guru dan motivasi belajar dalam upaya meningkatkan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 6(1), 47–56.
- Risdiany, H. (2021). Pengembangan profesionalisme guru dalam mewujudkan kualitas pendidikan di indonesia. *Al-Hikmah (Jurnal Pendidikan Dan Pendidikan Agama Islam)*, 3(2), 194–202. <https://doi.org/10.31004/edukatif.v3i3.434>
- Saputra, I., Asrori, A., & Linda, R. (2023). Pola Komunikasi Inter Personal Kepala Sekolah (Studi Kasus Pola Komunikasi Antara Kepala Sekolah Dan Guru). *Unisan Jurnal*, 2(3), 529–539. <http://journal.an-nur.ac.id/index.php/unisanjournal/article/view/957>
- Sari, S., & Hendro, O. (2017). Pengaruh Kreativitas, Komunikasi, dan Kepemimpinan Guru Terhadap Prestasi Belajar Siswa pada SMP Negeri di Kecamatan Ilir Timur II Palembang. *Jurnal Ecoment Global*, 2(1), 74–87. <https://doi.org/10.35908/jeg.v2i1.216>

- Savin-Baden, M., & Major, C. (2023). *Qualitative research: The essential guide to theory and practice*. Routledge.
- Sitorus, W. I., & Sojanah, J. (2018). Meningkatkan motivasi belajar siswa melalui keterampilan mengajar guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(2), 233–238.
- Sugiyono, S. (2019). Metodologi Penelitian Kualitatif Kuantitatif Dan R&D. Bandung: Cv. Alfabeta.
- Taylor, S. (2018). To understand and be understood: facilitating interdisciplinary learning through the promotion of communicative competence. *Journal of Geography in Higher Education*, 42(1), 126–142. <https://doi.org/10.1080/03098265.2017.1379059>
- Tiauw, V., & Khoe, Y. T. (2022). The Effect Of Teacher Leadership And Student Motivation Through Collaborative Learning On Students'cognitive Abilities At Xyz Primary School. *JOHME: Journal of Holistic Mathematics Education*, 6(2), 122–137.
- Ula, M., & Nganjuk, N. (2019). Tantangan Profesionalisme Guru pada Era Globalisasi. *Journal Lentera. Kajian Kegamaan, Keilmuan Dan Teknologi*, 18(2), 175-186. <https://doi.org/https://doi.org/10.29138/lentera.v18i2.149>
- Utami, N. M. S., & Wedasuwari, I. A. M. (2019). Determinants of teacher performance and education power through work motivation, learning leadership, and organizational culture. *International Journal Of Sustainability, Education, And Global Creative Economic (Ijsegece)*, 2(2), 13–20.
- Warren, L. L. (2021). The importance of teacher leadership skills in the classroom. *Education Journal*, 10(1), 8–15. <https://doi.org/10.11648/j.edu.20211001.12>
- Yusriah, Y. (2019). Strategi Komunikasi Dalam Pembelajaran. *JPPi (Jurnal Pendidikan Islam Pendekatan Interdisipliner)*, 3(1), 16–27. <https://doi.org/10.36915/jpi.v3i1.46>