

The Effect of Transformational Leadership of Madrasah Principals and Teacher Performance on Madrasah Quality

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Abstract. This study aims to determine the effect of transformational leadership of madrasah principals and teacher performance on the quality of madrasah. The methodology used in this study is a descriptive method with a quantitative approach. The sample on this research is 70 teachers of State Islamic Senior High School (MAN) at Solok, West Sumatera, Indonesia. Data were collected using a Likert scale model questionnaire via a google form. Prerequisite tests performed were normality test, linearity test, homogeneity test, multicollinearity test, and heteroscedasticity test with SPSS application. The results of the prerequisite test state that all data are normally distributed, two independent variables have a linear relationship, the respondents from a homogeneous sample, there are no symptoms of multicollinearity, and two independent variables do not occur heteroscedasticity. Data were analyzed using simple regression, multiple regression, and partial correlation analysis. The results showed that the influence of transformational leadership of the madrasah principal on the quality was 0.846 (strong correlation), with an effect of 71.6%. In addition, the influence of teacher performance on the quality of madrasah was 0.740 (strong correlation), the effect is 54.8%. Furthermore, the influence of transformational leadership of madrasah principals and teacher performance on the quality of madrasah was 0.861 (strong correlation), while the effect is 73.3%, and other factors influenced the remaining 26.7%.

Keywords: Madrasah Principals, Madrasah Quality, Teacher Performance, Transformational Leadership

INTRODUCTION

A quality madrasah is one of the wishes of the community. Good learning services in madrasahs will also affect the process and student learning outcomes. Therefore development in the field of education must be carried out continuously and comprehensively, including improving learning services which is the primary goal of madrasah.

According to the Big Indonesian Dictionary (1999), the measure of good and bad of an object, the state of the degree of intelligence, intelligence is called quality. Quality is a condition, scope, achievement by a set standard. A quality school will have goals and quality programs following the standards set by the school. Therefore, academic results are said to be of high quality if students excel in academics and extracurricular activities by completing certain levels of education. In addition, the quality of education can be seen from the regularity of effective and efficient work administration for all madrasah residents. School quality will be seen if the implementation of education is carried out effectively in the rules, and the effectiveness of education can create school quality based on the vision, mission, and objectives of the learning system in madrasah.

In this case, Hoy, Miskel & Tarter (2013) states that school quality is influenced by: organizational culture, principal leadership, infrastructure, organizational atmosphere, teacher performance, and funding. According to Townsend and Butterworth (1992), several things that determine the realization of a quality education process, among others: a) the effectiveness of the principal's leadership style; b) active participation and sense of responsibility of teachers and staff; c) continuity of effective teaching and learning process; d) relevant curriculum; e) have a directed

vision and mission; f) conducive school climate, and g) intrinsic parental and community involvement.

In the 4.0 era, school principals must develop effective leadership according to the times (Demina, Zulmuqim, Marhen, & Marwan, 2021). One of the principal leadership styles is the transformational style. Leadership transformational is the principal of the madrasah who has a leadership style by motivating madrasah members such as students, educators, and staff to work with quality. Madrasah residents are willing to sincerely carry out the vision and mission of the madrasah (Syaiful, 2017). Transformational leadership is a challenge in an ever-changing era that begins with fulfilling self-esteem needs and providing the best. The achievement of madrasah quality by the leadership by applying transformational leadership is energy in improving the quality of teachers.

In addition to the transformational leadership of madrasah principals, improving teacher performance in madrasahs also affects the achievement of madrasah quality. Performance problems are the concern of all parties. The community recognizes government performance, and students or parents recognize teacher performance. Efforts were made to achieve good performance. Because of teacher performance, the government has budgeted 20% more for education funds than the previous year. So the teacher must be competent in their field and able to serve optimally. The indicators of the quality of teacher performance are (1) ability to plan and prepare lessons, (2) assignment, (3) mastering teaching materials, (4) mastering teaching methods, (5) class control, and (6) ability to provide an assessment.

Mulyasa (2006) states that quality schools are manifested by teacher performance such as: First, the teacher has a significant commitment to students' interests. Second, the teacher understands the suitable materials and methods for students. Third, learning outcomes are monitored by a responsible teacher, the fourth teacher thinks systematically, and the fifth teacher has a professional environment that is part of the community.

Several studies related to the transformational leadership of madrasah principals, teacher performance, and madrasah quality, such as Komariah & Triatna (2016), stated that "the principal's transformational leadership and teacher performance simultaneously affect school quality. Meanwhile, Maris, Komariah, & Bakar (2016) states that the principal's transformational leadership and teacher performance simultaneously at A-accredited public elementary schools have a significant effect on acceptable school quality. The results of research from Samtono (2012) describe that "various efforts to improve the quality of schools are through training and improving the quality of teachers, procuring learning tools and resources and improving infrastructure.

Based on observational data, it can be seen that the performance of teachers at MAN in Solok is still at a sufficient level, with a value range of 75 to 80. In learning planning, some teachers have not made their learning implementation plans, are still copying what is on the internet and then replacing it with their name so that it has not been adapted to the students' circumstances in the madrasah. The implementation of learning carried out by teachers is still focused on textbooks in the madrasah. At the same time, subject teachers in a suitable category evaluate learning. Meanwhile, based on data from the Department of Education and Culture of West Sumatera regarding the academic quality of Islamic Senior High School (MA) students throughout Solok, it was found that students with National Examination scores below the standard graduation standards set by the Department of Education and Culture of West Sumatra in the 2018/2019 academic year were 5, 5.

Based on the formulation of the problem, the purpose of this study was to determine the effect of transformational leadership of madrasah principals on madrasah quality, to determine the effect of madrasah teacher performance on madrasah quality, to determine the effect of madrasah principals' transformational leadership and teacher performance on madrasah quality.

METHOD

This research is quantitative research with a survey technique. In this study, there are three research variables where the independent variables are the transformational leadership of the madrasah principal and teacher performance, while the dependent variable is the quality of the madrasah. The object of research is the madrasah principal and teacher. The population in this study were all teachers at State Islamic Senior High School (MAN) in Solok, West Sumatera, Indonesia, as many as 85 PNS teachers. The sampling technique used proportional random sampling. The research takes place in three madrasahs, namely MAN 1 Solok with a sample of 35 people, MAN 2 Solok with a sample of 23 people, and MAN 3 Solok with a sample of 12 people.

Instruments were distributed to respondents using a google form with permission from the principal of the madrasah. Before the research instrument is used, the instrument is tested first by paying attention to the implementation procedure according to Sugiyono (2013), that is: 1) validate the instrument to a team of experts, 2) determine the test respondents, the test respondents are the teachers of Private Islamic Senior High School (MAS) in Solok Regency and Solok City as many as 34 teachers, 3) Test the validity and reliability of the instrument. The following are the results of the instrument validity test, and the results of the research instrument reliability test can be seen in Table 1.

Table 1. Result of Validity Test and Instrument Reliability Test

No	Variable	Number of valid Instruments	Number of Invalid Instruments	Alpha Cronbach	Role of Thumb	Information Reliability
1.	Transformational leadership	28	1	0,93	0,60	Very high
2.	Teacher Performance	37	10	0.848	0,60	Very high
3.	Madrasah Quality	27	11	0,850	0.60	Very high

The table above shows that for the transformational leadership variable, 28 items can be used for research. For the teacher performance variable, as many as 37 items, and for the madrasah quality variable, the items used for research are 27 items. The reduction of invalid items does not affect the representativeness of the instrument to retrieve the data needed in future research. While the reliability test is shown that in the test each variable is obtained Alpha Cronbach(α) more than 0.6 that is has a very high-reliability value which means the variable can be called very reliable. It means that the three instrument variables have perfect consistency used in collecting research data.

Techniques in analyzing the data obtained using descriptive and inferential techniques (Normality Test, Linearity Test, Homogeneity Test, Multicollinearity Test, Heteroscedasticity Test). Requirements in performing regression analysis are normally and linearly distributed data. The research hypotheses were tested using the techniques of partial correlation analysis, simple regression, and multiple regression using SPSS version 24.

FINDINGS

Descriptive Statistical Analysis

Before discussing the results of hypothesis testing, here are the results of research data obtained during the study: Here's Table 2.

Table 2. Research Data Classification

Category	Transformational Leadership Data		Teacher Performance Data		Madrasah Quality Data	
	Number of Respondents	Percentage (%)	Number of Respondents	Percentage (%)	Number of Respondents	Percentage (%)
Very good	28	40	42	60	34	49
Good	23	32,9	14	20	27	39
Currently	13	18,6	7	10	3	4
Little good	4	5,7	4	5,8	4	5
Not good	2	2,8	3	4,2	2	3
Amount	70	100	70	100	70	100

The Transformational Leadership of Madrasah Principals

The study results explained that the madrasah principal's transformational leadership variable obtained a total score of 115, the lowest score was 85, and the highest score was 140. The data processing results obtained an average score (mean) of 122.69, modus by 120, a median of 125, and a standard deviation of 11.29. The difference in average score, modus, and median, does not exceed one standard deviation. This data means that the frequency distribution of the transformational leadership variable of the madrasah principal tends to be expected.

The frequency of transformational leadership of madrasah principals in the class average is 27.14%, above the average is 52.86%, and below the average is 20.01%. This data means that most of the Madrasah Principal's Transformational Leadership scores are above the class average score interval. The results showed that as many as 64 (91.4%) respondents gave statements that were in perfect interval classes so that it can be said that the transformational leadership of the principal of MAN in Solok, in general, was good and needed to be maintained.

The Teacher Performance

Based on the description of the research data, it was determined that the four teachers' performance indicators were tested. It could be concluded that the teacher's performance is almost evenly distributed in each indicator related to each other. The study results explained that the Teacher Performance variable obtained a total score of 185, the lowest score is 120, and the highest score is 185. The data processing results obtained an average score of 167.49, modus of 170, median of 171, and standard deviation (standard deviation) of 14.97. The difference between the mean, modus, and median scores does not exceed one standard deviation. This data means that the frequency distribution of teacher performance variable scores tends to be expected. The conclusion is that the teacher performance indicator with the highest average score is the learning evaluation or assessment indicator with a score of 320 and the lowest score is the learning planning indicator, which is 310.

The results showed that as many as 66 (94.29%) respondents gave statements that were in good and excellent interval classes, or most of the respondents stated that the teacher's performance was in a perfect category, so it can be said that the performance of MAN teachers in Solok, in general, it is excellent and needs to be maintained.

Madrasah Quality

Based on the description of the research data, it was determined that of the 11 madrasah quality indicators tested. It could be concluded that the quality of madrasah is almost evenly distributed in each indicator related to each other. The study results explained that the variable quality of MAN at Solok obtained a total score of 135, the lowest score was 82, and the highest score was 135. The results of data processing obtained an average score of 120.73. The modus is 119, the median is 121, and the standard deviation (standard deviation) is 10.74. The difference between

the mean, modus, and median scores does not exceed one standard deviation. This data means that the frequency distribution of the score of the madrasah quality variable tends to be expected.

The teacher's performance indicator has the highest average score, the learning environment indicator with a score of 329, and the lowest in the high expectation indicator, which is 305. Five categories can be made from the frequency distribution of transformational leadership scores: very good, good, moderate, not good, and not good (Sudijono, 2010). This study indicates that 59 (84.29%) respondents or most of the respondents stated that the quality of madrasahs was categorized as good and very good, so in general, it can be said that the quality of madrasahs is good and needs to be maintained.

Inferential Statistical Analysis

Normality test

Normality Test according to Ghozali (2013) testing in the regression model, the confounding variable or residual has a normal distribution. The conclusion is that the data distribution is normal. It is proven by the statistical test results of the graph method through the standard P-P Plot, where the points are around the diagonal line so that the data is said to be normally distributed. Based on the output above, it is concluded that the data is normally distributed. This data is evidenced by a significant value of $0.200 > 0.05$.

Linearity Test

The linear pattern on hubs X and Y and no linear pattern on *Deviation from Linearity* meet linearity requirements.

Homogeneity Test

The *Levene Statistic* value used for homogeneity for the X1 variable is 2.086, a significant value of 0.51. For the variable X2 *Levene Statistics*, the number is 1.673 with a significant value of 0.81. Thus it can be concluded that the respondents came from a homogeneous sample.

Multicollinearity Test

The results of the multicollinearity calculation show that all independent variables have a tolerance value of 0.1, which is 0.860. So that, there is no multicollinearity meaning that there is no correlation between the independent variables. The calculation results also show that all independent variables have a VIF of less than 10, namely 1.163. So it can be concluded that there is no symptom of multicollinearity.

Heteroscedasticity Test

Based on the output above, it can be seen that the significant value of X1 to Y of $0.474 > 0.05$ does not occur heteroscedasticity, X2 to Y of $0.303 > 0.05$ does not occur heteroscedasticity. The conclusion is that the two independent variables do not occur heteroscedasticity. With the fulfillment of all classical regression assumptions above, it can be said that the multiple linear regression model used in this study is feasible or appropriate so that interpretations can be taken and can proceed to the following analysis, namely hypothesis testing using multiple regression analysis.

Furthermore, the results of hypothesis testing 1, 2, and 3 will be presented. Based on the results of data processing using SPSS software ver. 24 for both simple and multiple regression is positive and significant, while the magnitude of the influence of the variables X1, X2 on Y can be stated as follows.

That there is an effect of transformational leadership of the madrasah principal (X1) on the quality of the madrasah (Y) is 71.6%, while the remaining 28% ($100\% - 71.6\%$) is influenced

by other variables outside this regression equation. That there is an effect of teacher performance (X2) on the quality of madrasahs (Y) is 54.1%, while the remaining 45.2% (100% - 54.8%) is influenced by other variables outside this regression equation. That there is an effect of transformational leadership (X1) and teacher performance (X2) together on the quality of madrasahs (Y) is 73.3%, while the remaining 26.7% is influenced by other variables outside this regression equation or the variables studied in this study.

DISCUSSION

Transformational Leadership of Madrasah Principals

This study aims to examine the effect of transformational leadership of madrasah principals and teacher performance on the quality of madrasah. The findings have been carried out show that the first hypothesis states that there is a significant difference between the transformational leadership of the madrasah principal on the quality of the madrasah. Transformational leadership provides more opportunities and motivation for madrasah residents to work according to a noble value system so that school residents can work sincerely, always contribute optimally to the goals of the madrasah. As the highest leader in educational institutions, the principal of the madrasah has the authority as an educational policymaker to develop a higher quality education pattern.

The respondents stated many as 70 respondents, 91.43%, stated that the transformational leadership of the madrasah principal was excellent. This statement is different from data from madrasahs which state that the transformational leadership of madrasah principals is still low. The difference between schools and the results of this study could be due to several factors. Among them is the assumption that the teacher is reluctant to give statements by the actual reality. To prove it needs to be studied in further research.

The results of data analysis illustrate that the duties and functions of the madrasah principal as a leader in the madrasah have been carried out well. A madrasah principal who has been able to bring out the pride and confidence in his subordinates or co-workers, inspire, and motivate subordinates in achieving the ideal goals for a madrasah good.

Teacher Performance

According to Yamin (2010), performance is a person's level of achievement in carrying out duties and responsibilities for the goals to be achieved. Usually, a person's performance will be seen from the results of one's work, work efficiency, and satisfaction. A person's performance can reflect a person's ability to do a job. Usually, someone with good performance will have a promising job career as good.

Of the 70 respondents, 66 respondents or 94.29% stated that the teacher's performance was excellent. The results of this study differ from the results of observations that have been described previously, which states that the performance of MAN teachers in Solok, in general, is still sufficient. Several things cause the difference between the study of the problem and the study results. Some of them are the teacher does not give statements according to the reality, or the respondent does not pay close attention to the statement. Independent research is needed about the differences between the study of the problem and the study results. The data analysis results in the implementation of learning tasks are planning, processing, and evaluating student learning outcomes.

Madrasah Quality

According to Priansa (2014), the three dimensions of madrasah quality influence each other, namely, if the input and process are reasonable, it will produce good output. 59 of 70 respondents or 85% stated that the quality of MAN in Solok was good and based on instrument

indicators. It is also concluded that the quality of a madrasah is summarized in ready-to-process inputs, high outputs, and already-produced outcomes.

The Effect of Transformational Leadership of Madrasah Principals on the Quality of Madrasah

This study shows a positive and significant relationship between the principal's transformational leadership of madrasah and the quality of the madrasah, which is in the strong category. The correlation coefficient is 0.846, and the determinant coefficient is 0.712. Meanwhile, the contribution of transformational leadership of madrasah principals is 71.2% to the quality of madrasah in MAN throughout Solok, and other factors influence the rest.

In the results of the analysis of research data, there is a significant value of transformational leadership. It is proven that there is an influence of transformational leadership on the quality of the madrasah. So it can be said that the higher the level of transformational leadership carried out by the principal of the madrasah, it will be sure that the quality of the madrasah also increases, and the lower the level of transformational leadership of the principal of the madrasah, the quality of the madrasah will also decrease.

In line with the research of Maris, Komariah, & Bakar (2016), in the journal of Educational Administration, who argued that the principal's transformational leadership is in the very high category. So it can be seen that the principal has implemented transformational leadership indicators. The madrasah principal's leadership pays more attention to teacher activities during the learning process, in the form of learning practices, because this leadership has a transformational focus on the teacher as the spearhead of learning. The previous study found that the performance of the principal in realizing the vision, mission, and goals of the madrasah according to a mutual agreement, the ability to provide verbal examples and attitudes to all madrasah residents, and the ability to provide support and facilities for each planned program aimed at improving the quality of education guided by the quality standards of education (Sorayya, 2018).

The results of this study show that the transformational leadership of the madrasah principal is essential for improving the quality of the madrasah so that the higher the madrasah principal performs his duties with the transformational leadership model according to its components continuously, it can be ascertained the improvement of the quality of madrasah. Based on the results of data processing regarding the effect of transformational leadership of madrasah principals on the quality of madrasah at MAN in Solok, the regression equation $Y = 21.991 + 0.805 X_2$ with a correlation coefficient value of 0.846 is in a strong category based on the correlation interpretation table, while the effect is 71.2%. Based on the research findings, it can be concluded that the research hypothesis, which states transformational leadership of madrasah principals, has a significant effect on the quality of madrasah.

The Effect of Teacher Performance on Madrasah Quality

This study's results indicate a positive and significant relationship—teacher performance with madrasah quality in the strong category. The correlation coefficient is 0.740, and the determinant coefficient is 0.541. Meanwhile, the contribution of teacher performance is 54.1% to the quality of madrasah in MAN throughout Solok, and other factors influence the rest. This research is in line with that conducted by Fahmi, Hardiansyah, & Suryanata (2018) that states there is a relationship between teacher performance and the quality of education.

Based on the results of data processing in this study regarding the effect of teacher performance on the quality of madrasah at MAN in Solok, the regression equation was obtained $Y = 31,757 + 0,531 X_2$ with a correlation coefficient of 0.740 is in a strong category based on the correlation interpretation table while the effect is 54.1%. Based on the research findings, it can be concluded that the research hypothesis states that teacher performance has a significant effect on the quality of madrasah.

The Effect of Transformational Leadership of Madrasah Principals and Teacher Performance on Madrasah Quality

This study indicates a positive and significant relationship between transformational leadership and teacher performance with the quality of madrasah MAN in Solok, which is in the solid category. The principal's policy and teacher's competence to the Transformational Leadership of Madrasah Principals is 82.1%.

The results of this study are also in line with the research of Girsang & Munir (2015). There is an influence between the transformational leadership of madrasah principals on the quality of schools on the quality of private high schools accredited A in the Bandung City, where the influence is in the strong category on school quality. Besides that, to create a good Madrasah Principal Transformational Leadership, teacher pedagogic competence is also needed in designing and managing to learn well so that the planned goals can be achieved. The relationship between the transformational leadership of the madrasah principal and teacher performance on the quality of the madrasah is also following the results carried out by previous researchers such as Maris, Komariah, & Bakar (2016) stated that "The principal's transformational leadership and teacher performance simultaneously affect school quality.

Based on the data processing results in this study regarding the effect of Transformational leadership of madrasah principals and teacher performance on the quality of madrasah in MAN throughout Solok, we obtained the regression equation $Y = 31,757 + 0,531 X_2$ with a correlation obtained of 0.861 (strong correlation). In contrast, the effect is 73.3%, and the remaining 26.7% is influenced by other factors such as financing, infrastructure, and madrasah climate. Based on the research findings, it can be concluded that the research hypothesis, which states, transformational leadership of Madrasah principals and teacher performance has a significant effect on the quality of madrasah.

CONCLUSION

Based on the analysis and discussion of the research results, it can be concluded that there is an influence between transformational leadership (X1) and madrasah quality (Y) of 71.2%. In comparison, the remaining 28.4% is influenced by other variables outside this regression equation or variables not examined. In addition, there is an influence between teacher performance (X2) and madrasah quality (Y) of 54.1%, and empirically the strength of the influence of professional competence on teacher performance is represented by the influence (r) of 0.740. (3) There is an effect of transformational leadership (X1) and teacher performance (X2) that correlates to the quality of madrasah (Y) (R_{x1x2y}) of 0.861 with an effect (adjusted R^2) of 0.733 significant level of $0.000 < \alpha$ at a significant level $= 0.05$. There is the influence of transformational leadership (X1) and teacher performance (X2) which is 73.3%, and empirically the strength of the influence of transformational leadership and teacher performance on the quality of madrasah is represented by the influence (r) of 0.861. At the same time, the remaining 26.7% is influenced by other variables outside this regression equation or variables not examined.

Based on the research results on the effect of transformational leadership of madrasah principals and teacher performance on the quality of madrasah, it was found that the indicators for providing material in the classroom. The teacher's performance still needs to be improved by involving teachers in scientific work forums, seminars on learning methods, attending online and offline training, and reading from various sources. Furthermore, the next researcher can examine other factors of improving the quality of madrasah so that they are helpful for the development of educational administration disciplines, significantly improving the quality of madrasah.

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