



**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE ON TEACHER PERFORMANCE THROUGH INTEGRATED QUALITY MANAGEMENT AND WORK MOTIVATION IN PUBLIC JUNIOR HIGH SCHOOLS IN PAREPARE CITY  
(STUDY ON PUBLIC JUNIOR HIGH SCHOOL IN PAREPARE CITY)**

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**Abstract**

This study was prepared with the aim of analyzing and describing the effect of transformational leadership style on integrated quality management, work motivation, and teacher performance. The effect of integrated quality management and work motivation on teacher performance, as well as the effect of transformational leadership style on teacher performance through integrated quality management and work motivation in public junior high schools in Parepare City.

This research was conducted in 5 (Five) State Junior High Schools in Parepare City for approximately 2 (two) months, starting from July to September 2023. The approach used in this research is a quantitative approach with a total of 218 respondents, namely teachers with ASN and non-ASN status. Using a questionnaire that contains questions with a Likert scale to represent respondents' opinions, using descriptive analysis to provide an overview of the research variables derived from respondents' answers.

The results showed that directly transformational leadership style did not have a significant effect on teacher performance, as well as integrated quality management in public junior high schools in Parepare City. Transformational leadership style can have a positive and significant effect on teacher performance if mediated by integrated quality management, as well as if mediated by teacher work motivation.

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**Keyword :**

Transformational Leadership, Management, Motivation, Performance

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**1 Introduction**

In the field of formal education, the success of a student in absorbing knowledge is largely determined by the role of the teacher, namely when the teaching and learning process takes place at school. The success of the performance shown by the teacher is influenced by the surrounding environment, especially the principal as the helm in the school organization. A principal who is able to motivate and empower teachers to create good performance and is able to act as a professional teacher in addition to the teacher himself who is able to improve the quality of his own work.

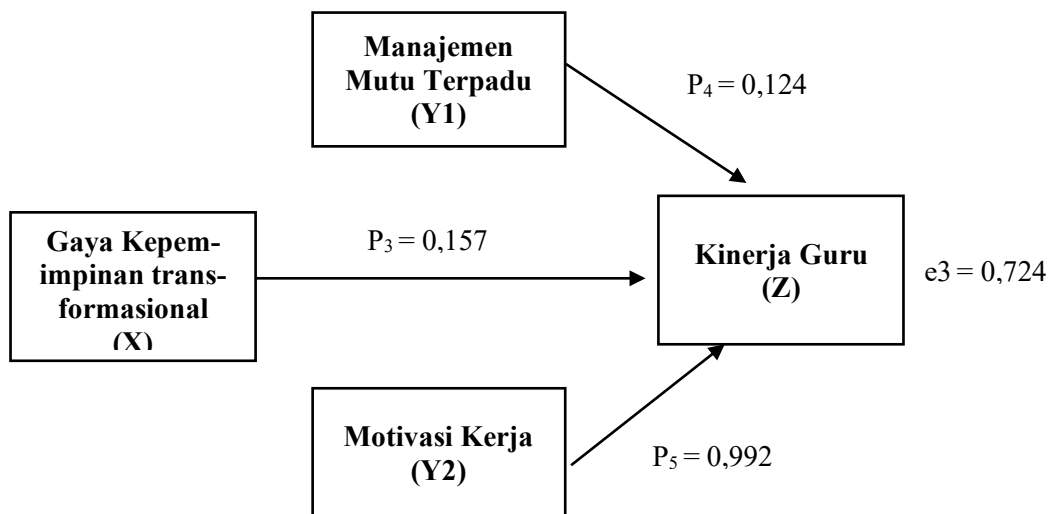
The government has made efforts to improve the performance of teachers in schools through improving welfare as stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers in which it is said that every teacher is entitled to income above the minimum living needs and social welfare security. But to earn more income is not easy, because it is only given to teachers who already have an educator certificate and meet the requirements of 24 hours face-to-face at school.

Teacher performance is one of the factors that become a benchmark for school success. Performance is performance. Performance can also be interpreted as work performance, work implementation, or performance results (Hafidulloh et al., 2021).

## 2 Research Method

This study uses the Correlation research design type, which is research conducted to see the relationship between two variables. Correlation does not guarantee causality, but causality does guarantee correlation. Correlation is one of the statistical data analysis techniques used to find relationships between two or more variables that are quantitative. Two or more variables are said to be correlated if changes in one variable will be followed by changes in the other variable regularly in the same direction (positive correlation) or opposite (negative correlation). (Andi Ibrahim et al., n.d. : 2018).

## 3 Result and Discussion



**Picture 4 1**

The R-Square ( $R^2$ ) determination value shows 0.476 or 47.6%. This means that 47.6% of the variation in the ups and downs of the Teacher Performance variable (Z) can be explained by variations in Transformational Leadership Style (X), Integrated Quality Management (Y1), and Work Motivation (Y2). Meanwhile, the remaining  $100 - 47.6 = 52.4\%$  is explained by other variables outside the model studied. As for the value of  $e_3 = \sqrt{1-0.476} = 0.724$ .

Research indicators can be trusted in measuring each construct, as proven by Cronbach's alpha and composite reliability for each indicator in each research construct which is more than 0.70 to test the research hypothesis.

The following table 1 is presented based on the results of the measurement evaluation (hypotesis) for direct influence:

No	Hipotesis	Value	Sig	Conclusion
1	Transformational Leadership Style Positively and Significantly Affects Integrated Quality Management	0,834	0,000	H1 diterima
2	Transformational Leadership Style Has a Positive and Significant Effect on Teacher Work Motivation	0,713	0,000	H2 diterima
3	Transformational Leadership Style Has No Positive and Significant Effect on Teacher Performance	0,157	0,217	H3 ditolak
4	Integrated Quality Management does not have a positive and significant effect on teacher performance	0,124	0,279	H4 ditolak
5	Work Motivation Has a Positive and Significant Effect on Teacher Performance	0,992	0,000	H5 diterima
6	Transformational Leadership Style Positively and Significantly Affects Teacher Performance through Integrated Quality Management	0,103	0,000	H6 diterima
7	Transformational Leadership Style Positively and Significantly Affects Teacher Performance through Work Motivation	0,707	0,000	H7 diterima

### **The Influence of Transformational Leadership Style on Integrated Quality Management at SMP Negeri Kota Parepare**

Based on research that has been conducted where the results of the path analysis test obtained a path coefficient of 0.834 with a significance level of 0.000 and a calculated value of 22.188 and a table value of 1.967. Thus, the tcount of 22.188 is greater than the ttable of 1.967 and the significance value of 0.000 is smaller than 0.05 which indicates that transformational leadership style has a positive and significant effect on integrated quality management, meaning that improvement of transformational leadership style will be followed by improvement of integrated quality management assuming other factors that influence the size of transformational leadership style are considered constant.

This is in line with previous research by (Handayani N & Muliastri E, 2021) showing that transformational leadership can improve the quality of basic education management. In addition, research (Artanto D, 2022) reveals that transformational leadership is a leadership model that is oriented towards a major change for the institution he leads so that employees will continue to make improvements in accordance with existing goals and vision and mission.

The findings in this study revealed that one indicator that greatly influences the variable of transformational leadership style towards integrated quality management in SMP Negeri Kota Parepare is that a principal is able to provide opportunities for teachers to work better accompanied by a good relationship between the principal and teachers and staff who can realize good learning quality continuously. The principal of Parepare City Public Junior High School also has the ability to empower all available resources in their schools to advance education in schools.

A principal will be a role model for teachers in the school in terms of service, making policies or decisions, being an example, being responsible, creating a culture of cooperation, and bringing change, being one of the

indicators that have a very good response. However, in some respondents' answers, teachers at SMP Negeri Kota Parepare still found that a small number of teachers still think that the principal is not worthy to be his role model, this is based on the choice of strongly disagreeing answers chosen by respondents.

Principals with a vision of advancing the school through integrated quality management can increase enthusiasm for their school residents to carry out the school's mission well and consistently sustainably, so that teachers consider the school to be a common property and it is their obligation to work together to advance the school through improving school quality.

If all principals at SMP Negeri Kota Parepare are able to become role models and are able to provide motivation to teachers and staff, of course integrated quality management of schools can be carried out well, because with good management can improve the quality of education in schools on an ongoing basis.

According to (Tatang Ibrahim & Rusdiana, 2021), one of the characteristics that must be possessed by schools to improve quality is strong school leadership. The headmaster as the leader of the organization has a strong role in coordinating, mobilizing, and harmonizing all educational resources available in the school. The leadership of the Principal is one of the factors that can encourage the school to be able to realize the vision, mission, goals, and objectives of the school through programs that are implemented in a planned and phased manner. Therefore, school principals are required to have strong management and leadership skills in order to be able to make decisions and initiatives to improve school quality

This research reinforces that one of the factors in the development of integrated quality management is a transformational leadership style, with a transformational leadership style that is developed optimally, especially in SMP Negeri Kota Parepare, integrated quality management will automatically develop as well.

### **The Effect of Transformational Leadership Style on Teacher Work Motivation at Parepare City Public Junior High School**

Based on research that has been conducted where the results of the path analysis test obtained a path coefficient of 0.713 with a significance level of 0.000 and a calculated value of 14.926 and a table value of 1.967. Thus, the tcount of 14.926 is greater than the ttable of 1.967 and the significance value of 0.000 is smaller than 0.05 which shows that transformational leadership style has a positive and significant effect on work motivation, meaning that the Transformational Leadership Style will be able to increase Work Motivation by 0.713 points. This suggests that improvements in transformational leadership styles will be followed by increases in teacher motivation assuming that other factors affecting the size of transformational leadership styles are considered constant.

The findings in this study revealed that one of the indicators that greatly influenced the variable of transformational leadership style on work motivation in SMP Negeri Kota Parepare was a leader or principal who was able to motivate teachers to work better accompanied by encouragement from within themselves by the teacher concerned in carrying out duties responsibly, then it will have a positive and significant influence.

Based on the results of the study that teachers who have high motivation as a result of the principal's encouragement, will make various changes in improving learning that will have a positive impact on the progress of their students. The feeling of pleasure and comfort in completing their work spurs teachers to give birth to various new innovations in learning. At the end of the activity, the teacher has a sense of pride in completing his work well and on time.

Furthermore, the principal at SMP Negeri Kota Parepare who has a transformational leadership style will certainly provide opportunities for teachers to participate in self-development activities, so that teachers will be motivated to participate in self-development activities and make innovations in learning that will improve the quality of students.

Similarly, the principal as the helm of SMP Negeri Kota Parepare who always instills a positive culture to all school residents, especially to teachers who will complete their duties and responsibilities well and on time, will gain respect from subordinates and Other school residents, so that teachers will feel calm at work because of mutual respect, a sense of belonging between school residents.

This is in line with previous research by (Nurfidiawati, 2020) in her research stating that there is a positive relationship between transformational leadership and work motivation, namely assuming that the higher the

transformational leadership, the higher the work motivation the employee has. Similarly, research (Kartawidjaja J, 2020) states that transformational leadership has a positive and significant effect on employee motivation. In the book (Darmadi & Ratna Sari, 2021), it is explained that the task of the leader is to encourage subordinates to have competence and opportunities to develop in anticipating every challenge and opportunity at work. According to Bass in Khoirus Madi (2011: 7) defines transformational leadership as the ability that a leader has to influence his subordinates, so that they will believe, emulate, and respect him. Furthermore, Bass in Khoirus Madi (2011: 8) terms transformational leadership as "Four I's", which include —individualized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

This research reinforces that one of the factors in the development of teacher work motivation is a transformational leadership style, with a transformational leadership style developed optimally by the principal at SMP Negeri Kota Parepare it can have a positive influence automatically on teacher work motivation which will develop well as well.

### **The Effect of Transformational Leadership Style on Teacher Performance at SMP Negeri Kota Parepare**

Based on research that has been conducted where the results of the path analysis test obtained a path coefficient of 0.157 with a significance level of 0.217 and a calculated value of 1.237 and a table value of 1.967. Thus the tcount of 1.237 is smaller than the ttable of 1.967 and the significance value of 0.217 is greater than 0.05 which indicates that directly, transformational leadership style does not have a positive and significant influence on teacher performance, meaning that improvement of transformational leadership style will not be followed by improvement of teacher performance.

According to (Mughtar et al., 2020) Transformational leadership styles can inspire positive change in those (members) who follow. This type of leader pays attention and is directly involved in the process including in terms of helping the group members to successfully complete their tasks. Leaders tend to have a positive spirit for their subordinates so that their enthusiasm can affect their members to be more energetic.

The findings in this study showed that the transformational leadership style applied by the principal at SMP Negeri Kota Parepare did not have a positive and significant influence on teacher performance.

Although the principal has been active in providing encouragement and positive enthusiasm to teachers to make learning changes in accordance with curriculum development, it turns out that there are still teachers who cannot leave their comfort zone by continuing to carry out activities according to the old model, such as in teaching and learning activities. Teachers still maintain the lecture model without paying attention to curriculum development that is centered on the individual needs of learners.

Research shows that principals with transformational leadership styles are willing to listen to the difficulties and complaints experienced by teachers in completing their work with an average score of 4.54, including to deal with students who are considered less interested in learning, play a lot in class, and do not understand the material presented by the teacher, then the principal provides suggestions and input to find solutions to the problems experienced by teachers. However, this has not been able to have a significant influence on teacher performance.

Furthermore, the headmaster has treated teachers as individuals, not just as members of a working group, which is one indicator of transformational leadership style with an average score of 4.40, but apparently it has not been able to significantly affect the improvement of teacher performance.

The results of this study are in line with previous research by (Cahyono H, 2019) showing that transformational leadership does not have a positive and significant effect on the performance of PDP Jember employees. Furthermore, research conducted by (Amalia et al., 2016) states that transformational leadership style does not have a significant effect on performance. It can be interpreted that the high and low of the Transformational Leadership Style does not affect the increase or decrease in employee performance. Similarly, research by (Martha A et al., 2020) in her research states that transformational leadership style, although it has a positive influence, is not significant on employee performance.

Leadership style is an external factor that can affect teacher performance, but the results of this study show that leadership style has a weak effect on improving teacher performance, which means that high and low teacher performance is not significantly influenced by transformational leadership style in SMP Negeri Kota Parepare.

### **The Effect of Integrated Quality Management on Teacher Performance at SMP Negeri Kota Parepare**

Based on research that has been conducted where the results of the path analysis test obtained a path coefficient of 0.124 with a significance level of 0.279 and a calculated value of 1.084 and a table value of 1.967. Thus, the tcount of 1.084 is smaller than the ttable of 1.967 and the significance value of 0.279 is greater than 0.05 which indicates that integrated quality management does not have a positive and significant influence on teacher performance, meaning that the improvement of integrated quality management will not be followed by an improvement in teacher performance.

In this study, it was found that the principal of SMP Negeri Kota Parepare had implemented integrated quality management. In one of the variable indicators, namely having a good relationship with teachers and staff to realize good learning quality with the highest average score among other indicators, namely 4.69, it has not been able to improve teacher performance. Principals who have a positive relationship with teachers are not able to determine teacher performance improvement, there are still several other factors that can help to improve teacher performance.

Furthermore, in another indicator, namely the principal supervising learning to teachers, there were answers with an average of 4.48 also not able to affect teacher performance. Based on the results of supervise learning research conducted by school principals has also not been able to significantly affect teacher performance.

From several respondents' answers and data processing results in this study, it was found that in SMP Negeri Kota Parepare, the relationship between integrated quality management and teacher performance did not have a significant effect.

This is in line with previous research by (Elvita et al., 2019) concluded that the Transformational Leadership of School Principals in fact does not have an influence on the Quality of Public Elementary School Education in Pekanbaru City. Similarly, research conducted by (Roswirman & Elazhari, 2021) found that there was no effect of Integrated Quality Implementation on Teacher Performance.

According to West-Burnham (1997) Integrated Quality Management Education is all functions of the school organization into a holistic philosophy built on the concepts of quality, teamwork, productivity, and achievement and customer satisfaction. Meanwhile, Integrated Quality Management (TQM) Education according to Edward Sallis is a philosophy of continuous improvement, which can provide a set of practical tools to each educational institution in meeting the needs, desires, and expectations of its customers, now and for the future (Tatang Ibrahim & Rusdiana, 2021).

Schools in Parepare City, especially public junior high schools that are the subject of research, have an important role to create a good learning atmosphere and learning process so that students can actively develop all their potential through quality assurance of school education.

Integrated Quality Management in educational institutions at SMP Negeri Kota Parepare which is expected to function to produce education in accordance with the National Education System, by conducting quality planning, organizing quality, controlling quality, controlling and evaluating quality carried out by each member in the school organization, apparently does not have a significant influence on teacher performance. There are several other factors that affect the improvement of teacher performance at SMP Negeri Kota Parepare.

Thus, the hope that integrated quality management can create a quality culture whose goal is for every school citizen is to please all, therefore integrated quality management requires a change in teacher attitudes and work methods. Every teacher must be aware of it and for that also need to change the way the principal manages and leads. Teachers at SMP Negeri Kota Parepare need a comfortable environment, need encouragement and recognition for their successful achievements. For this reason, leadership is required that can appreciate what is achieved and guide towards higher success.

### **The Effect of Work Motivation on Teacher Performance at Parepare City Public Junior High School**

Based on research that has been conducted where the results of the path analysis test obtained a path coefficient of 0.992 with a significance level of 0.000 and a calculated value of 6.439 and a table value of 1.967. Thus, the tcount of 6.439 is greater than the ttable of 1.967 and the significance value of 0.000 is smaller than 0.05 which indicates that work motivation has a positive and significant effect on teacher performance, meaning that improvement in work motivation will be followed by an increase in teacher performance.

The results showed that, in SMP Negeri Kota Parepare, the variable of work motivation, namely the indicator of teachers encouraged to perform tasks responsibly received an average score of 4.66 which means, each teacher when given duties and responsibilities, will have their own motivation to complete these tasks and responsibilities. By completing tasks and responsibilities well, it will automatically improve teacher performance.

Danim (2004) states that, employee work motivation is defined as any force that arises from within the individual to achieve certain goals or benefits in the world of work or in the field of life in general. Motivation can also be interpreted as factors that direct and encourage a person's behavior or desire to perform an activity expressed in the form of hard or weak effort. (Agustini F, 2019).

In SMP Negeri Kota Parepare, it was found that teachers had a feeling of pleasure and comfort in completing work well and on time with an average score of 4.63 being the second indicator that affected teacher performance. A comfortable work environment is one of the determining factors for improving teacher performance. A comfortable work environment can be a support and encouragement for work, such as having colleagues who support each other, superiors who can protect their employees to a solid work team.

When teachers feel comfortable in the school environment where they work, teachers will be encouraged to innovate learning for student self-development. To make these innovations, teachers try to continue to develop themselves through useful activities such as trainings. Thus the teacher will feel proud after completing the work on target.

This is in line with previous research by (Nurul Fauzyah, 2020) revealed that teacher work motivation has an influence on teacher teaching performance. This means that to improve teacher performance, among others, it can be done by increasing teacher work motivation plus an explanation that if work motivation is low, then performance will also be low. Vice versa if work motivation is high, performance will also be high. Furthermore, research conducted (Irma Tarigan & Indah Rianti, 2022) shows that the relationship between work motivation and teachers' performance is quite strong, which means that the higher the level of work motivation, the higher the level of teacher performance.

This research reinforces that one of the factors in improving teacher performance is work motivation, with work motivation originating from within teachers that is developed optimally with the support of the principal, especially in SMP Negeri Kota Parepare, it will automatically affect teacher performance that will develop as well.

### **The Influence of Transformational Leadership Style on Teacher Performance through Integrated Quality Management at SMP Negeri Kota Parepare**

Based on research that has been conducted where the results of the path analysis test obtained a path coefficient of 0.103 with a significance level of 0.000 and a calculated value of 4.128 and a table value of 1.967. Thus, the tcount of 4.128 is greater than the ttable of 1.967 and the significance value of 0.000 is smaller than 0.05 which shows that transformational leadership style has a positive and significant effect on teacher performance through integrated quality management, meaning that the improvement of transformational leadership style will be followed by improvement of teacher performance through integrated quality management assuming other factors that affect the size of the style Transformational leadership is considered constant.

According to (Mughtar et al., 2020) Transformational leadership styles can inspire positive change in those (members) who follow. Leaders tend to have a positive spirit for their subordinates so that their enthusiasm can affect their members to be more energetic. The leader will be very concerned about the welfare and progress of each of his subordinates.

Integrated quality management of performance, is an organizational effort to improve individual and team performance on an ongoing basis to achieve its goals. According to Armstrong (1998) performance management is influenced by individual, leadership, team, system and situational factors. Basically, individual factors (personal factors) such as skills, knowledge, attitudes, and willpower are things that are often used as a benchmark for a person's success to excel in his work. However, in reality there are many other factors that affect a person's performance in an organization. In addition to skill, knowledge, ability, referring to several opinions (Armstrong & Angela Baron (1998), Cardy and Dobbins (1994), and Deming (1986), other determinants of performance include leader, team, system, and contextual/situational factors.

In SMP Negeri Kota Parepare it was found that the principal had implemented a transformational leadership style through integrated quality management. The principal is able to maintain a good relationship with the teacher, so that the teacher can actively participate in carrying out school activities in a sustainable manner in accordance with the plan that has been prepared together. Teachers make the principal an example in completing their duties and responsibilities.

Through integrated quality management that is well managed by schools with a transformational leadership style, the principal can have a positive and significant influence on improving teacher performance in SMP Negeri Kota Parepare.

This research reveals that teacher performance that is a benchmark for the success of a school institution will be influenced by transformational leadership styles through integrated quality management management, so that plans that have been prepared with teachers and other school residents and stakeholders can improve teacher performance in carrying out their duties and responsibilities so that it will provide student output in accordance with the expectations of the law.

These results illustrate that improvements in transformational leadership styles can result in improved teacher performance through integrated quality management. However, keep in mind that these results are only valid if other factors influencing the transformational leadership style are considered constant. Thus, this study provides a solid foundation to drive improvements in transformational leadership styles as a first step towards improving teacher performance in the context of integrated quality management.

This study reinforces that one of the factors that can mediate the improvement of teacher performance with transformational leadership style, namely through integrated quality management, where previously the results showed no significant influence between transformational leadership styles on teacher performance, but after mediation by integrated quality management variables, a positive and significant influence was found on teacher performance in SMP Negeri Kota Parepare.

### **Pengaruh Gaya Kepemimpinan Transformasional terhadap Kinerja Guru melalui Motivasi Kerja pada Parepare City Public Junior High School**

Based on research that has been conducted where the results of the path analysis test obtained a path coefficient of 0.707 with a significance level of 0.000 and a calculated value of 6.925 and a table value of 1.967. Thus, the tcount of 6.925 is greater than the ttable of 1.967 and the significance value of 0.000 is smaller than 0.05 which shows that transformational leadership style has a positive and significant effect on teacher performance through work motivation in SMP Negeri Kota Parepare, meaning that the improvement of transformational leadership style will be followed by an increase in teacher performance through work motivation assuming other factors that influence the magnitude The smallness of the transformational leadership style is considered constant.

In this study, it was found that the transformational leadership style variable with the principal indicator provides good motivation for teachers to work better with an average score of 4.61, it turns out that this can spur teachers to be encouraged to do their duties responsibly and complete work on target.

Furthermore, the principal of SMP Negeri Kota Parepare always encourages teachers to use creativity in completing work to be motivated to innovate learning for students' self-development. This can have an impact on improving teacher performance with the ability to get closer to students, able to understand the characteristics of students, and able to assist students to innovate related to learning materials.

Improving teacher performance in providing objective assessments to students, being able to compile learning steps, mastering classroom conditions, to carry out learning in accordance with the plans that teachers make is the result of teacher motivation accompanied by a transformational leadership style carried out by the principal. This is in line with research conducted by (Eliyana A, 2020) revealing that transformational leadership has a significant positive effect on work performance with work motivation as its intervening variable, which shows that high support shown by leaders will be able to provide high motivation to employees to work better. Furthermore, research conducted by (Martha A et al., 2020) shows that transformational leadership styles that initially have a positive and insignificant influence on employee performance mediated by work motivation variables become positive and significant, meaning that the work motivation variables here successfully

mediate the relationship of transformational leadership styles to employee performance that were initially positive but not significant to positive Significant.

This study reinforces that one of the factors that can mediate the improvement of teacher performance with transformational leadership style, namely through work motivation, where previously the results showed no significant influence between transformational leadership styles on teacher performance, but after mediating by work motivation variables, a positive and significant influence was found on teacher performance in SMP Negeri Kota Parepare.

#### 4. Conclusions

Based on the results and discussion, it can be concluded that directly the leadership style can have a positive and significant effect on improving integrated quality management and teacher work motivation by motivating teachers to work better and the principal has a good relationship with teachers and staff, so that teachers can perform duties responsibly. However, directly the transformational leadership style does not have a significant influence on teacher performance, nor does integrated quality management in SMP Negeri Kota Parepare, directly have a significant influence on teacher performance.

Transformational leadership style can have a positive and significant influence on teacher performance if mediated by integrated quality management, as well as if mediated by teacher work motivation.

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