

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP THE PRINCIPAL'S INFLUENCE ON TEACHER PERFORMANCE MOTIVATION IMPROVEMENT: A SYSTEMATIC LITERATURE REVIEW

Aini Septia Rahmalita¹, Dewi Sumiyarsih Syam², Rusdinal³, Nurhizrah Gistituati⁴, Anisah⁵
^{1,2,3,4,5}Universitas Negeri Padang, Padang, Indonesia

Email: ainiseptia2000@gmail.com¹, dewisumiyarsih81syam@gmail.com²,
rusdinal@fip.unp.ac.id³, gistituatinurhizrah@gmail.com⁴, anisah@fip.unp.ac.id⁵

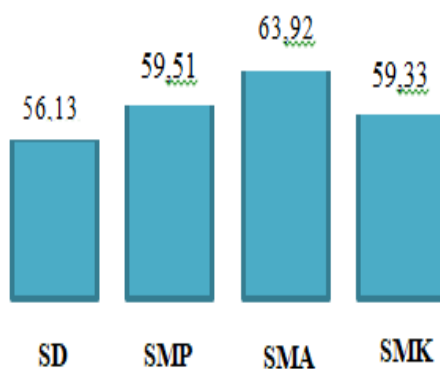
Abstract: *The problem of low teacher competence as reflected in the results of the Teacher Competency Test has a direct impact on the quality of learning. One of the factors that can influence the improvement of teacher performance is achievement motivation, which is influenced by the principal's leadership style. This study aims to examine the influence of transformational leadership on teacher achievement motivation through a systematic literature review approach. The method used is a literature review by analyzing articles from 2020-2025 obtained through Google Scholar and has gone through a peer-review process. The analysis was conducted using thematic synthesis on eleven articles that met the inclusion criteria. The results showed that transformational leadership characterized by idealized influence, inspirational motivation, intellectual stimulation, and individual attention significantly boosted teachers' achievement motivation. This leadership strategy is proven to create a supportive work environment, motivate teachers to develop their competencies and increase dedication to professional duties. This study makes an important contribution to education management by confirming that the implementation of transformational leadership is key in promoting teacher quality and education as a whole.*

Keywords: Transformational Leadership; Achievement Motivation; Literature Review.

Introduction

The main focus of the government through the Ministry of Education and Culture is to build a culture that recognizes the importance of teachers' roles in determining the quality of education. This perspective arises from the understanding that the main issue in education does not lie in the overall poor quality of teachers but rather in the need for improvement and proper support for teachers to perform their roles optimally (Arzfi et al., 2022). The role of teachers is very important in shaping the landscape of education and student development. Teachers are also seen as facilitators who help students in the process of self-development and critical thinking, as well as managing the classroom to ensure that learning activities can be achieved (Yuniar et al., 2022). They manage the classroom environment to ensure that learning activities are effective and productive. By acting as mentors and partners, teachers help students interpret and engage with the material, fostering an active and innovative learning atmosphere (Sapitri et al., 2024). This engagement not only enhances understanding but also boosts motivation and retention, ultimately leading to improved academic performance and the development of valuable skills for future endeavors.

However, there is an issue regarding teacher performance as seen from the results of the teacher competency test. Data shows that as many as 912,505 teachers out of 2.6 million teachers in Indonesia are deemed not to have the appropriate competence to teach. They consist of 605,217 elementary school teachers, 167,643 middle school teachers, 75,684 high school teachers, and 63,962 vocational school teachers (Candra Wijaya et al., 2023). In addition, it is recorded that 15% of teachers are teaching outside their area of expertise. The teacher competency test is an exam conducted to measure and assess the competence of teachers (Wardhani, 2017). The Teacher Competency Test is very important because it reflects the readiness and effectiveness of teachers in providing quality education (Omar et al., 2018). Here is the table of Teacher Competency Exam scores :



Picture 1 Teacher Competency Test Score

Based on the image above, it can be said that the results of the teacher competency tests at each level of education vary, and the data above also shows that the teacher competency test scores have not yet reached their maximum. The phenomenon of low teacher competency scores will impact the quality of teacher performance in the learning process, leading to inadequate preparation of teaching methods, media, and evaluations. Therefore, it is necessary to find solutions to address these issues, as motivation is an important factor in improving teachers' competencies, which will in turn affect their performance. Motivated teachers are more likely to engage in professional development and improve their skills.

The improvement of teachers' work motivation also requires the role of leadership within it. Transformational leadership significantly affects teacher motivation, which in turn improves teacher performance. Principals are encouraged to demonstrate intellectual stimulation, attention, and inspiration to enhance teacher motivation and overall performance in the school environment (Taufan et al., 2024). The principal must also be able to create and foster an environment where teachers feel valued and supported, which in turn can increase their motivation to work effectively. With the implementation of workshops and development training programs, educational institutions can strengthen the relationship between transformational leadership and teacher work motivation, which in turn can enhance the effectiveness and efficiency of teacher performance.

This research aims to examine and analyze the influence of transformational leadership on enhancing teachers' achievement motivation through a literature review approach. Transformational leadership, characterized by the leader's ability to inspire, motivate, and provide individual attention as well as encourage innovation and a shared vision, is believed to play a strategic role in shaping a work environment that supports the professional growth of teachers. Therefore, this study aims to summarize previous scientific findings to strengthen the theoretical and practical understanding of how the characteristics of transformational leadership can be the main drivers in building teachers' motivation to achieve optimal performance in the school environment.

Method

The research method used is a literature review, which aims to examine and analyze various sources, such as books and articles, to uncover theories relevant to the research problem concerning the influence of transformational school leadership on the improvement of teachers' achievement motivation (Antika et al., 2022). The selected literature includes studies published between 2020 and 2025 to obtain a comprehensive understanding of the development of concepts in the current context.

The literature used comes from academic journals, research articles, and relevant scientific publications in the trusted database, Google Scholar. Only peer-reviewed articles were selected to ensure the quality and validation of the findings. The inclusion criteria used include articles published between 2020 and 2025, studies that explicitly discuss transformational leadership related to the improvement of teachers' achievement motivation, and research conducted in various industries and organizations to obtain a broad perspective, as well as using articles in English and Indonesian. Exclusion criteria include articles that are not relevant to the research topic, articles that only mention transformational leadership of school principals in general without examining its influence on teachers' achievement motivation, and articles that are not fully accessible. Data from the selected articles were analyzed using thematic synthesis methods, where findings from various studies were categorized and synthesized based on variables, namely: The influence of transformational leadership on the improvement of teachers' achievement motivation. This analysis will help in identifying general patterns, research gaps, and relationships between the variables being studied.

Findings and Discussion

Findings

Transformational Leadership

The transformational leadership of the principal has a positive impact on the improvement of teacher performance. This means that the more effective the transformational leadership of the principal, the better the performance of the teachers (Riski et al., 2021). Leadership is defined as the capacity and readiness to influence, direct, and guide others in achieving the established goals. This role includes structured work management, playing an important part in driving motivation, strengthening group dynamics, and creating a collaborative organizational atmosphere (Chaniago et al., 2020). There are various leadership styles that can be applied according to specific situations and conditions, one of which is transformational leadership. This leadership style has garnered attention due to its ability to inspire and engage employees, as well as create an environment that supports innovation and adaptation (Najihah, 2024). This leadership model was first introduced by James V. Downton and developed by James MacGregor Burns (Hendriani et al., 2024). This leadership articulates a new vision, demonstrates passion and confidence, prioritizes ethics, and aligns individual motivations with the organization's vision to inspire extraordinary follower commitment (Bush, 2018).

Transformational leaders not only serve as guides but also as individuals capable of building emotional bonds and enhancing their followers' motivation, thereby creating a positive and spirited work environment. To understand how transformational leadership can have a significant impact, it is important to first recognize the factors that shape the characteristics and behaviors of a leader in this leadership style. Here are the transformational leadership factors proposed by Bass & Riggio :

- 1) Ideal influence, this involves leadership behavior used to build trust and appreciation from followers. This appreciation and trust form the foundation for accepting radical and fundamental changes in the way individuals and organizations conduct their work. In the new formation, idealized influence is divided into two subtypes: attributed idealized influence, which refers to the extent to which followers perceive leaders based on charismatic, confident, strong attitudes, and focus on ideal and ethical behavior, and idealized influence as behavior, which refers to actions or behaviors that focus on values, beliefs, and a sense of responsibility towards tasks..
- 2) Inspirational motivation is one of the important aspects of transformational leadership that demonstrates a leader's ability to inspire and instill confidence in team members towards the organization's vision and goals. Leaders who apply this principle strive to change the mindset and expectations of group members so that they are confident that every challenge and organizational problem can be overcome together. This is done by conveying a clear, meaningful, and inspiring vision, so that all members feel they have the same direction and purpose. In addition to providing direction, leaders also offer emotional encouragement that motivates members to contribute to the fullest.
- 3) Intellectual stimulation is a leadership style that encourages the enhancement of creativity and critical thinking among followers. In the context of transformational leadership, leaders actively challenge team members to think outside the box by encouraging them to question long-held assumptions, habits, and beliefs that have been taken for granted. Leaders help followers reframe existing problems and encourage them to view familiar situations from different perspectives, leading to the emergence of more innovative approaches.
- 4) Individual attention is one of the characteristics of transformational leadership that demonstrates the leader's concern for the needs, potential, and development of each individual in the team. In practice, leaders do not treat all members uniformly, but instead provide a personal approach tailored to the character, strengths, and goals of each individual. The main goal of this behavior is for leaders to deeply understand what each member needs to succeed and to help them develop their abilities and potential to the fullest. Leaders act as active guides or mentors who provide support, motivation, and constructive feedback, so that members feel valued and motivated to grow. (Gistituati, 2021).

Teacher Motivation

The success of an organization is not solely determined by how great the leadership is in building relationships with people outside the organization, but also influenced by how strong the leader is in building relationships with the people within the organization, namely the organization's members. Similarly, in schools, the success of education is not solely determined by adequate facilities but is also influenced by how leaders treat other elements of the school, including the teachers (Windryani et al., 2022). In the world of education, the role of teachers is vital in determining the quality of learning and student achievement. To achieve optimal results, teachers are not only required to have pedagogical and professional competencies but also a high motivation to excel. Teacher achievement motivation is one of the important aspects in the world of education that directly affects the

quality of learning and the performance of teachers in schools. Teachers who have high achievement motivation will tend to be more diligent, persistent, and consistent in carrying out their duties as educators. In this context, achievement motivation is not just a desire for success, but rather a driving force to achieve professional excellence. Achievement motivation is an internal drive within individuals to reach standards of excellence, including aspects of task mastery, responsibility, and the desire to achieve better results. In the world of education, this motivation drives teachers to work harder, set specific targets in teaching, and continuously evaluate themselves for improvement (Ani, 2024).

Teacher achievement motivation is an internal drive to excel, which leads to a desire for student success, performance improvement, and effective teaching. High achievement motivation fosters enthusiasm, energy, and competitiveness, positively impacting the educational process and student outcomes (Darsiah, 2023). Teachers with high achievement motivation will demonstrate greater dedication, be able to manage the classroom well, and show creativity in delivering learning materials (Lestari, 2024). In addition, teacher achievement motivation also refers to the desire of teachers to teach effectively and perform their duties well (Hardiyanto & Eripuddin, 2018). Based on several explanations, it can be concluded that the achievement motivation of teachers is an internal drive within a person to achieve excellence and optimal results in the tasks performed, including in the context of the teaching profession. This motivation is reflected in the spirit of continuous learning, innovation, and self-development to achieve higher professional standards. In the world of education, teachers' achievement motivation is very important because it directly impacts performance, the quality of learning, and students' learning outcomes. Here are some factors that influence achievement motivation according to Chung and Megginson, namely :

- 1) Individual factors refer to personal characteristics that influence the extent to which a person is driven to achieve their best performance in their professional tasks. These factors consist of, first, needs, which refer to basic drives that arise from within the individual to fulfill something deemed important for the continuity of life, comfort, or self-actualization. Second, goals are the targets that someone wants to achieve as a result of certain efforts or actions. Third, attitude refers to an individual's tendency to respond to something positively or negatively, which is reflected in their thoughts, feelings, and behaviors. Fourth, abilities refer to an individual's potential or capacity to perform a task or activity well.
- 2) Organizational factors refer to all aspects that originate from the work environment or institution that influence an individual's motivation to achieve good performance. This factor includes: first, salary payment (pay) which pertains to direct recognition of an individual's work and contribution. Second, job security refers to the guarantee or assurance that someone can maintain their position in a job without the fear of sudden loss. Third, co-workers refer to the good relationships among workers because a positive social environment creates a sense of togetherness and support. Fourth, supervision refers to the process of monitoring and evaluating the execution of tasks or work to ensure that goals are achieved according to the established standards. Fifth, praise refers to the recognition or appreciation of someone's achievements, efforts, or positive behavior. Sixth, the job itself (job self) refers to the tasks or work performed through meaning, challenges, and opportunities for growth. (Rismawan, 2015).

Discussion

This literature review uses several stages of a systematic literature review. Starting with searching for articles using the keywords transformational leadership and achievement motivation from teachers. This search yielded articles related to the variables chosen by the researcher for analysis. The next step is to filter the more relevant peer-reviewed articles. The filter results show 11 relevant articles discussing the influence of transformational leadership on the improvement of teachers' achievement motivation. The final stage is analysis to create various proposed models.

Tabel 1
Previous Research on the Influence of Transformational Leadership on
Improvement of Teacher Achievement Motivation

No	Research Title	Author	Research Results
1.	Research Results: The Influence of School Culture, Transformational Leadership Style, and Work Motivation on the Performance of Vocational High School Teachers	Zulkarnaen, Yetti Supriyati, I Ketut R. Sudiarditha (2020)	Transformational leadership has a positive influence on teacher motivation, amounting to 67.1%

2.	Transformational Leadership of School Principals in Enhancing Teacher Motivation and Commitment	Sabariah, Abdul Khair, Muhammad Hizri, Rufi'I, Sulistiami, Agustina Rahmi (2024)	Transformational leadership style can enhance teachers' motivation, such as enthusiasm for completing tasks, being responsible, and being able to generate new ideas.
3.	The Influence of the Principal's Transformational Leadership Style, Achievement Motivation, and Job Satisfaction on the Organizational Commitment of Public Junior High School Teachers in Tanjung Morawa District	Elsida Aritonang & Deswidya, S Hutaauruk (2024)	The transformational leadership style of the principal significantly affects teachers' achievement motivation with a t-value of 19.78 > t-table 1.98 at a 5% significance level.
4.	The Influence of Transformational Leadership and Principal Communication on the Achievement Motivation of Teachers at Semparuk Public Elementary School	(Yuliati & Reksohadipodjo, 2021)	Transformational leadership and the principal's communication together have a significant impact on teachers' achievement motivation, with an R2 value of 58.7%.
5.	The Influence of Transformational Leadership of School Principals on Teacher Motivation and Performance in Elementary Schools	Zulfahmi, Nurmalina & Imam Hanafi (2024)	Transformational leadership of the principal has a positive impact on the motivation and performance of teachers in elementary schools.
6.	The Influence of Transformational Leadership of Madrasah Principals, Work Motivation, and Work Discipline on the Performance of Madrasah Aliyah Teachers	Nur Rohma Kurniawati (2023)	The transformational leadership style of the madrasah principal has a positive and significant impact on teacher motivation, which in turn affects teacher performance with a contribution of 45.8%.
7.	The influence of transformational leadership, work culture, and work motivation on teacher performance during the pandemic	Selvi novalianti, Sri setyaningsih & Griet Helena laihad (2021) (2022)	Transformational leadership has a positive impact on teachers' work motivation, which in turn improves teachers' performance during the pandemic.
8.	The influence of transformational leadership and work culture on teacher performance through work motivation at the Sugihwaras Cluster 01 elementary school in Bojonegoro.	Kariyono (2024)	Transformational leadership and work culture significantly influence teacher performance through work motivation
9.	The influence of transformational leadership on teacher work motivation in Islamic vocational high schools	Andika Saputra & Ridho Alfani Suri (2024)	The transformational leadership of madrasah principals has a significant influence on teachers' work motivation.
10.	The influence of transformational leadership of the principal and work culture on teacher work motivation at SMP Negeri sub rayon 11, Semarang City	Bambang Wasminto, Widya Kusumaningsih, Qristin Violinda (2025)	The transformational leadership of the principal and the work culture significantly contribute to teachers' work motivation with an R Square value of 0.456 (45.6%).
11	The influence of transformational leadership of the principal and work culture on teacher work motivation at SMP Negeri sub rayon 11, Semarang City	(Kotimah & Rindaningsih, 2025)	This research shows that transformational leadership has a significant impact on teacher work motivation in Islamic schools.

Source: Results of Google Scholar Data Analysis

Transformational leadership is a highly relevant and strategic approach in efforts to enhance teacher achievement motivation, especially in facing the challenge of low scores in the Teacher Competency Test (UKG). Based on the findings from 11 research articles, all of them state that transformational leadership has a positive and significant impact on teacher motivation. This is in line with transformational leadership theory, which emphasizes four main dimensions: idealized influence (providing an example and moral integrity), inspirational motivation (inspiring with high vision and hope), intellectual stimulation (encouraging critical and innovative thinking), and individualized consideration (attending to individual development needs). These dimensions are capable of creating a work environment that motivates teachers to achieve higher performance, not only out of obligation but also due to internal drive and personal meaning towards their profession.

In the context of teacher achievement motivation, transformational leadership plays a crucial role in shaping teachers' self-efficacy, fostering commitment to improving the quality of learning, and encouraging active participation in continuous professional development. Strategies that school leaders can implement include: building empathetic and open communication to recognize the specific needs of each teacher; granting trust and responsibility to teachers to lead learning programs; creating an environment that supports the exploration of new ideas and reflection on teaching practices; and providing positive reinforcement for teachers' achievements, whether in the form of recognition, further training, or career support. In this framework, transformational leadership becomes a driving force that not only influences short-term work motivation but also builds a long-term achievement spirit.

Thus, to address the issue of low UKG scores and the lack of enthusiasm among teachers in improving their quality, the implementation of transformational leadership strategies is not only an alternative solution but also an urgent necessity in modern school governance. School leaders who can authentically practice transformational leadership will be able to cultivate a school culture that is adaptive, collaborative, and focused on the professional growth of teachers. This becomes an important foundation in realizing quality education supported by highly motivated, competent, and competitive teachers.

Conclusion

Transformational leadership has proven to significantly contribute to the improvement of teachers' achievement motivation, especially in facing the challenge of low scores in the Teacher Competency Test (UKG), which reflects the weak spirit of self-development and professionalism among educators. This leadership style emphasizes four main integrated strategies, namely: idealized influence (leaders become role models and moral inspirations), inspirational motivation (leaders build a collective vision and spirit), intellectual stimulation (leaders encourage teachers to think critically and innovatively), and individualized consideration (leaders understand the unique needs and potential of each teacher). These strategies directly encourage teachers to improve their performance, confidence, and willingness to continue learning, especially in enhancing UKG results. Principals who implement transformational leadership are able to create a positive, collaborative, and competitive work culture, so that teachers feel valued, motivated, and competitive. Therefore, the implementation of this leadership strategy becomes a relevant and applicable solution in the effort to strengthen the quality of education through the enhancement of teacher motivation and performance.

References

- Ani, A. (2024). Motivasi Berprestasi dalam Konteks Pendidikan. *Jurnal Pendidikan Profesi*, 9(1), 32–42.
- Antika, A., Ismiati, I., & Andekamarleni, W. (2022). Tinjauan Pustaka: gambaran aktivitas fisik dengan kejadian obesitas remaja. *Jurnal Promosi Kesehatan Poltekkes Bengkulu*, 1(1).
- Aritonang, E., & Hutauruk, D. S. (2024). Jurnal Pendidikan Sains dan Komputer Pengaruh Gaya Kepemimpinan Transformasional Kepala sekolah, Motivasi Berprestasi dan Kepuasan Kerja terhadap Komitmen Organisasi Guru SMP Negeri di Kecamatan Tanjung Morawa Jurnal Pendidikan Sains dan Komputer. *Jurnal Pendidikan Sains Dan Komputer*, 4(1), 1–9.
- Arzfi, B. P., Ananda, R., Putri, V. M., & Gistituati, N. (2022). Implementasi Supervisi oleh Kepala Sekolah dalam Meningkatkan Kompetensi Pedagogik Guru di Sekolah Dasar. *Jurnal BASICEDU*, 6(4), 5946–5952.
- Bush, T. (2018). Transformational leadership: Exploring common conceptions. *Educational Management Administration & Leadership*, 46(6), 883–887. <https://doi.org/10.1177/1741143218795731>
- Candra Wijaya et al. (2023). *Manajemen Pengembangan Kompetensi Guru*. UMSU Press.
- Chaniago, Z. I., Oktaviani, M., Tamin, B., Islam, U., Imam, N., & Padang, B. (2020). Peran Kepemimpinan Di

- Lembaga Pendidikan Islam. *Produ: Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam*, 2(1993), 38–49.
- Darsiah, D. (2023). Motivasi Berprestasi Guru dalam Meningkatkan Kinerja Guru di MA Syaikh Zainuddin NW Anjani. *Jurnal Manajemen Dan Ilmu Pendidikan*, 5(1), 1–10. <https://doi.org/10.36088/manazhim.v5i1.2285>
- Gistituati, N. (2021). *Psikologi Manajemen dan Kepemimpinan*. PT Rajagrafindo Persero.
- Hardiyanto, H., & Eripuddin, E. (2018). Upaya Peningkatan Motivasi Berprestasi Guru dalam Pencapaian Tujuan Pendidikan Nasional. *Jurnal Bahasa Inggris Dan Pendidikan*, 4(1).
- Hendriani, S., Sari, R. Y., & Gistituati, N. (2024). Pengaruh Gaya Kepemimpinan Terhadap Efektivitas Pengambilan Keputusan. *Jurnal Niara*, 17(1), 171–184.
- Kotimah, K., & Rindaningsih, R. (2025). Pengaruh Kepemimpinan Tranformasional terhadap Motivasi Kerja Guru di Sekolah Islam. *Tsaqofah*, 5(1).
- Kurniawati, N. . (2023). Pengaruh Gaya Kepemimpinan Tranformasional Kepala Madrasah Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru Madrasah Aliyah. *Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 583–595.
- Lestari, L. (2024). Pengaruh Motivasi Berprestasi terhadap Kinerja Guru Madrasah Ibtidaiyah Negeri di Kota Metro. *Jurnal Program Studi Administrasi Pendidikan*, 2(1), 18–25.
- Najihah, A. (2024). Membentuk Masa Depan: Peran Integral Gaya Kepemimpinan dalam Membentuk Keberhasilan Organisasi. *Jural Sejarah Dan Ilmu Sosial*. <https://doi.org/https://doi.org/10.58355/historical.v3i1.101>
- Novalianti, S., Setyaningsih, S., & Laihad, G. . (2022). Pengaruh Kepemimpinan Tranformasional, Budaya Kerja dan Motivasi Kerja terhadap Kinerja Guru pada Masa Pandemi. *Jurnal Manajemen Pendidikan*, 10(2), 16–23.
- Omar, R., Ahmad, N. A., Hassan, S. A., & Roslan, S. (2018). Importance Of Teachers' Competency Through Students' Perception In Relationships Between Parental Involvement And Motivation With Students' Achievement. *Sains Humanika*, 10(3–3), 17–23. <https://doi.org/10.11113/sh.v10n3-3.1511>
- Riski, H., Rusdinal, R., & Gistituati, N. (2021). EDUKATIF : JURNAL ILMU PENDIDIKAN Kepemimpinan Kepala Sekolah di Sekolah Menengah Pertama. *Jurnal Ilmu Pendidikan*, 3(6), 3531–3537.
- Rismawan, E. (2015). Pengaruh supervisi kepala sekolah dan motivasi berprestasi guru terhadap kinerja mengajar guru. *Jurnal Administrasi Pendidikan*, XXII(1), 114–132.
- Sabariah, S., Khair, Ab., Hizri, M., Sulistiami, S., & Rahmi, A. (2024). Kepemimpinan Tranformasional Kepala Sekolah dalam Meningkatkan Motivasi dan Komitmen Guru. *Jurnal Manajemen Pendidikan Dan Studi Islam*, 11(1), 69–81.
- Sapitri, N., Sahwal, S. S., Satifah, D., & Takziah, N. (2024). Peran Guru Profesional Sebagai Fasilitator Dalam Kegiatan Pembelajaran Di Sekolah Dasar. *CaXra: Jurnal Pendidikan Sekolah Dasar*, 3(1), 73–80. <https://doi.org/10.31980/caxra.v3i1.878>
- Saputra, A., & Suri, R. (2024). Pengaruh Kepemimpinan Tranformasional Kepala Madrasah terhadap Moivasi Kerja Guru di Sekolah Menengah Kejuruan Islam. *Jurnal Pendidikan Islam Dan Sosial Keagamaan*, 3(3), 50–65.
- Taufan, A., Aryanti, P. T., & Sasmita, R. (2024). Transformational Leadership on Teacher Performance Through the Mediating Role of Motivation. *Jurnal Manajemen Pendidikan Islam*, 9(1), 133–149.
- Wardhani, F. R. (2017). Analisis Kompetensi Guru Berbasis Uji Kompetensi Guru (UKG) Pada Guru Sekolah Menengah Kejuruan (SMK) Bidang Keahlian Administrasi Perkantoran di Surakarta Tahun Ajaran 2015/2016. *Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 1(1), 75–84.
- Wasminto, B., Kusumaningsih, W., & Violinda, Q. (2025). Pengaruh Kepemimpinan Tranformasional Kepala Sekolah dan Budaya Kerja Terhadap Motivasi Kerja Guru di SMP Negeri Sub Rayon 11 Kota Semarang. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 7(2), 2309–2321.
- Windryani, F., Marsidin, S., Syahril, & Anisah. (2022). Hubungan Kepemimpinan Kepala Sekolah dengan Etos Kerja Guru di SLTA se-Kecamatan Natal. *JOHEM: Journal Higher Educational Management*, 1, 14–19. <https://johema.ppp.unp.ac.id/index.php/johema/article/view/2/2>
- Yuliati, Y., & Reksohadipodjo, S. (2021). Pengaruh Kepemimpinan Tranfromasional dan Komunikasi Kepala Sekolah terhadap Motivasi Berprestasi Guru Sekolah terhadap Motivasi Berprestasi Guru Sekolah Dasar Negeri Sempuruk. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 10(5).
- Yuniar, R., Nurhasanah, A., Hakin, Z. R. H., & Yundari, I. A. V. (2022). Peran guru dalam pelaksanaan model pbl (problem based learning) sebagai penguatan keterampilan berpikir kritis. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 7(2), 1134–1150.
- Zulfahmi, Z., Nurmalina, N., & Hanafi, I. (2024). Pengaruh Gaya Kepemimpinan Tranformasional Kepala Sekolah terhadap Motivasi dan Kinerja Guru di Sekolah Dasar. *Jurnal Of Global and Multidisciplinary*, 2(10), 3386–3402.
- Zulkarnaen, Z., Supriyati, Y., & Sudiarditha, I. K. R. (2020). motivasi kerja terhadap kinerja guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 175–185.