

**IMPLEMENTATION OF TRANSFORMATIONAL LEADERSHIP IN
IMPROVING THE PERFORMANCE OF TEACHERS AND EMPLOYEES IN
MA HASYIM ASY'ARI PARE KEDIRI**

Moh Khoirul Anwar
e-mail: Guswarcb1@gmail.com

Abstract: This research was intended to explore and transform science into an integral and operational system of Islamic education. The approach in this study was quantitative while qualitative analysis was still considered. There were two variables in this study, guidance and counseling as independent variables, and student learning achievement as the dependent variable. Guidance and counselling variables were estimated to affect student achievement. The source of this research data was obtained by observation, interview, questionnaire and documentation methods. The results of this study proved that guidance and counseling services affected the process of improving student learning achievement. This was based on questionnaire score data that had been calculated with the product moment formula that produced a correlation index value (r_{xy}) of 0.681. These results proved to be greater than the significance values at 1% of 0.463 and 5% of 0.361. Thus, the quality, effective, and ideal education was one that integrated three main areas of activity in synergy i.e. the field of administration and leadership, instructional fields or curricular, and the field of guidance and counseling. Education that only carried out administrative and instructional fields by ignoring the field of guidance and counseling would only produce smart and skilled students in academic aspects but with lack of ability or maturity in the aspect of personality.

Keywords: Transformational leadership, teacher performance, MA Hasyim Asy'ari

A. Introduction

In the 21st century marked by globalization, human life has undergone fundamental changes that are different from the order of life in the previous century. These major and fundamental changes occur in the patterns of human thinking that are increasingly dynamic and broad, causing each change to be unpredictable. The 21st century is also said to be an age where humans can criticize and ask for what is appropriate from what they give humanely. Even in Maslow's motivational terminology, humans in this era are human beings who have the desire to actualize themselves, which has implications for the form of service and respect for humans themselves.¹

We can note the changing dynamics of human history in that century (21st century); including the development of science and technology, the development of knowledge about leadership paradigms includes the leadership style, leadership typology, leadership models, and leadership theory. Drucker stated, management challenges in the 21st Century are related to "knowledge workers, which require new management paradigms, new strategies, change leaders, information challenges, knowledge-based employee productivity, and self-management ability."²

H. Hadari Nawawi in the book "Leadership Activate the Organization" records 4 leadership styles³ each of which has weaknesses and strengths in its application, all depends on the conditions faced by the organization.⁴ And researchers focused research on transformational leadership style because it was considered to be more effective in the organization.⁵

Good management is what can synergize all components of the organization, both upper, middle, and lower level management. However, effectiveness in achieving an organizational goal will always depend on how the leadership pattern of leader since the leader is the holder of control of organisation's progress and retreat.

¹ Aan Komariah, et al., *Visionary Leadership Menuju Sekolah Efektif*, (Jakarta, Bumi Aksara, 2008), cet. Ke-2,77.

² Drucker statement quoted in *Kepemimpinan Abad 21*, <http://zanikhan.multiply.com/journal/item.1064>, 23 Maret 2018.

³Expert Leadership style, Charismatic leadership style, Paternalistic leadership style, Transformational Leadership Style.

⁴ H. Hadari Nawawi, *Kepemimpinan Mengefektifkan Organisasi*, (Yogyakarta, Gadjah Mada University Press, 2006), 2nd edition, 72-265

⁵ Based on research of 30 researchers quoted by Dwi Suryanto in *Bukti-Bukti Ilmiah Kepemimpinan Transformasional*, <http://www.pemimpin-unggul.com/buku/bukti.html>, 23 Maret 2018.

The leader is a person who is aware of the principles of organizational development and human performance so that he strives to develop his leadership aspect in its entirety through motivating staff and calling for higher ideals and moral values.⁶

To advance an educational institution, a leader must strive to create innovative and creative changes by establishing an established work team so that the achievement of school objectives is carried out in participatory collaboration.

A person who is appointed as a leader certainly has advantages that are not owned by the teacher and other employees, especially if the principal has to make more effective changes and make the school he leads become superior.

Dr. Peter Wylie in *Troubled Employees, Tips for Improving Performance* They mention the characteristics of creative principals, i.e: (a). It tends to encourage change, the principal as an agent of change, plans, implements, and evaluates school programs that lead to school change to be better, (b). Objectively, the headmaster provides objective assessments to the members of the organization he leads, his alignment with those who are committed to the progress of the institution is needed, (c). Positive thinking, trust in the job description that has been decided, (d). Broad insight, full of brilliant ideas so that school programs are always innovative and not rigid, (e). Ideally, a trait that is needed by the principal to be a role model for his subordinates, (f). High motivation, energetic (a body that is healthy and full of enthusiasm), intellectual (extraordinary intelligence) is also the principal's capital to encourage the subordinates, (g). "Can do" oriented / spirit, thinking ahead for school progress.⁷

I conducted participatory research for two months in the "Field Work Practice (PPL)" activity in MA Hasyim Asy'ari Pare Kediri. So that the researcher could give a little description of the activities of the principal and his subordinates that could make empirical evidence in the research and become initial hypothesis.

Among them was the headmaster of the MA Hasyim Asy'ari Pare Kediri who had a strong desire to always make changes, with evidence, he has programs of different activities than before and is always evaluated, such as full day school starting in the 2017/2018 school year, of course these changes adjust to important issues desired by the school community.

⁶ Aan Komariah, et al., *Visionary Leadership Menuju Sekolah Efektif*

⁷ Peter Wylie, et al., *Karyawan Bermasalah, Kiat Meningkatkan Kinerja Mereka*, (Jakarta: Erlangga, 1997), 3rd edition, vol. 1,196.

The headmaster of MA Hasyim Asy'ari Pare Kediri had a firm principle so that activities that are perceived as positive and still appropriate and in accordance with the wishes of the school community are maintained and implemented, such as BTQ (Read and Write Al-Qur'an) and istighotsah activities every Friday before learning would be started.

The headmaster of MA Hasyim Asy'ari Pare Kediri was an idealistic, high motivated, energetic and intellect person, he proved it with his discipline which must also be applied by teachers, employees and students. He had three principles of discipline that could motivate, i.e.: (1). time discipline, (2). learning discipline, and (3). administrative discipline.

With these three disciplines the principal could move the organization he leads and creates changes to be a strong and superior school, of course it could be proven by many rewards obtained by MA Hasyim Asy'ari Pare Kediri from the competitions that had been participated.⁸

The headmaster of MA Hasyim Asy'ari Pare Kediri positively thought of his subordinates. He showed this by his belief in the job discription that he arranged in such how to make the school to be directed in accordance with the vision, mission and goals of the school.

The head master of MA Hasyim Asy'ari Pare Kediri is charismatic⁹ so that the staff respect to him, believe to him, and be a role model to make the best decision for school interest.¹⁰

Apart from the importance of leaders role in educational institutions, the performance of teachers and employees were also very instrumental in it. Because to run the school management, it was also necessary to have HRD participation.

In the management perspective, to always improve teacher performance and to reach certain standards, it required a management performance.

.Robert Bacal in his book "Performance Management" stated that performance management, as: "... a continuous communication process and carried out in partnership between an employee and his direct supervisor. This process involves building clear

⁸ Such as Taekwondo winner in district level, East Java Traditional Dance in District level, and so on.

⁹ H. Hadari Nawawi in "Kepemimpinan Mengefektifkan Organisasi" stated that charismatic leader has some indicator i.e. have confident, percaya diri, have ideal vision and mission to create a better future, agent of change, and have environmental sensitivity, and optimize source to create change.

¹⁰ Leadership description of head master resulted from PPL 2017 in MA Hasyim Asy'ari Pare Kediri.

expectations and understanding of the work to be done. This is a system. That is, he has a number of parts that all must be included, if this performance management system is to provide added value to organizations, managers and employees ”¹¹

in MA Hasyim Asy'ari Pare Kediri, it was very clear how good communication was established between the principal, the teacher, and the employees. Even researchers had seen and followed directly the headmaster, the teachers and the employees sang happily after healthy walk and game competitions at the commemoration of the 63rd anniversary of the Republic of Indonesia.

From the general description of the principal's leadership, the performance of MA Hasyim Asy'ari Pare Kediri's teachers and employees above, the researcher felt the need to research more about how the transformational leadership pattern, what became the principal indicator of MA Hasyim Asy'ari Pare Kediri to be referred to as transformational leader and how to implement the transformational leadership pattern of the principal of MA Hasyim Asy'ari Pare Kediri in improving the performance of teachers and employees as well as supporting and inhibiting factors in its implementation.

B. METHOD

This study used a phenomenological approach of Alfred Schutz as one of the figures of this theory. The existence of researchers' personal views on the subject world had implications for the need to make interpretations of events produced.¹²

The type of this research used was qualitative research based on: data that appeared in the form of words and not a series of numbers, and with descriptive methods, meaning that it described variable by variable, this method was used to describe systematically and deeply the facts or characteristics of a particular population or certain field in this case the study of transformational leadership.

The research area that was used as the object or target in this study was the leadership principal of MA Hasyim Asy'ari Pare Kediri, the reason for choosing leadership in this school was due to indications the pattern of transformational leadership led in the school with the research subjects: the head master.

¹¹ Akhmad Sudrajat, *Manajemen Kinerja Guru*, <http://akhmadsudrajat.wordpress.com/2008/02/03/manajemen-kinerja-guru/>, 3 Juli 2018.

¹² Sudarwan Denim, *Menjadi Peneliti Kualitatif*, (Bandung: Pustaka Setia, 2002), cet. Ke-2, 64.

In this study, the data collection would be carried out directly by researchers in real situations (natural conditions). The techniques used are documentation, field observations and interviews.

Data analysis techniques in this study, carried out after the data were obtained through in-depth interview and observation techniques. Then the data were analyzed in an interconnected manner to get a temporary guess, which was used as the basis for collecting the next data, then confirmed with the informant continuously triangulating.

Triangulation is a data validity checking technique that utilizes something other than that data for checking purposes or as a comparison to that data.¹³

The triangulation technique used in this study was data triangulation using various data sources such as documents, archives, interview results, observation results or also by interviewing more than one subject that was considered to have a different perspective. As Yin stated, data triangulation is intended to be used multi source in data collection.¹⁴

C. RESULT AND DISCUSSION

1. Transformational Leadership of Headmaster of MA Hasyim Asy'ari Pare Kediri and Its Implementation

Head master of MA Hasyim Asy'ari Pare Kediri had a Transformational Leadership Style with the following leadership characters:

1) *Idealized influence*, behavior that results in respect and trust from the person they lead

From the observations that the researchers carried out illustrate that Ms. Latifatul M was a Headmaster who had high authority before the members of her organization, she was a respected, respected and appropriate Headmaster to be a role model for its members. The proof was that every school activity which was an implementation of school programs, teachers and employees who had received a decree to become coordinators or committee, they were going well with no loss of communication with the Headmaster.

¹³ Suprayogo, et al., *Metodologi Penelitian Sosial Agama*, 178.

¹⁴ *Ibid.*, 178.

Ms. Latifatul M had "three principles of discipline" which must also be followed by members of the organization and students, i.e. time discipline, learning discipline, and administrative discipline.

Even so, she was not just a necessity but also applied it better than all members of her organization. The following was a statement in an interview conducted at MA Hasyim Asy'ari Pare Kediri. According to Mrs. Ertati (vice of Public Relations) that Mrs. Latifatul M Suwanto was the Headmaster who became role model for teachers and employees, in applying discipline she was indiscriminate, senior or junior teacher students or employees had to apply three discipline i.e learning, administration, and time discipline, but she not only required the teacher and her employees then she did not want to do it, instead she exemplified and applied the three disciplines in her duties and activities at school. Thus, she was authoritative and highly respected by all teacher and the employee.

The Headmaster also told researchers when interview with her, directly said: "Then the timeliness of carrying out the main tasks such as giving an assessment, the assessment is for example the 15th is complete when someone finishes at seven o'clock with the completion of the eleven o'clock, for those who finish at seven o'clock will be patched, for those who finish at eleven are given an explanation. If indeed it can be accepted and can be carried out in the framework of fastabiquil khairat, then those who carry out their duties on time properly will be endowed with other duties. "

From the results of the interviews that the researcher presented above, it was very clear, that the leadership he carried out in MA Hasyim Asy'ari was not just that she used her authority as a leader to instruct and influence members of her organization in order to implement the principles she had and school programs. what she has poured, but more than that she provided examples of the implementation, she carried out all the school assignments better than her members, that is what makes the Headmaster of MA Hasyim Asy'ari Pare Kediri became admired, respected, and thus bringing him into an authoritative person in the eyes of her members.

The Headmaster also revealed the same thing as the researcher presented above, here was his expression: "The third is in terms of management, manpower management. Because I was always in school unless the service came out, I didn't

believe the reports, what I believed was observation, so someone when I wasn't there I reduced the volume when there was me plus it didn't become a measure for me. So there is no I, must carry out what has been planned. An example of teaching, if there is a first hour in, the entry must not be in the office, if there is someone looking for it like this, sir, I cannot trust, so what I believe is reality. then the next one, giving permission, permitting it to all is permissible, when their spouse or their children were sick, or their parents were hospitalized, did not send letters first and just called by phone stated three days of hospitalization. ”

She was always careful in carrying out every activity programmed, especially the financial problems that were considered as the most vulnerable from other office matters. Because it's so prone to financial problems, so that in planning she always involved people who were in charge and experts in managing school finances. Linearly, she involved all parts of the finance, starting from the staff, then the treasurer staff then proceeded to the school treasurer and told the teacher council to then be given to the school committee and then given to the student guardian.

In terms of financial distribution, she was very careful, to the point that she did not dare to put money into the Madrasah Chief's office except the Headmaster right and if there was such an urgent expense — for example, a guest or a family member who died or became ill — then the financial would be issued as needed.

So detailed were the planning, implementation processes, and evaluations that the Headmaster has described above, so it was appropriate if the teacher and employee she leads were respectful and obey her.

2) *Inspirational motivation*, always provide challenges for the work done by the team and pay attention to the meaning of the work for them.

The headmaster of the MA Hasyim Asy'ari Pare Kediri had its own definition of motivation, as she said: "If I say this motivation to someone, someone could be motivated if there is an intention, therefore I usually used religious language, meant at least people did the task sincerely, then the second was love the job then the third go to work like we get a call from something we love, if in the language of "*klaker*" I like to come dating with our girl/boyfriend. The work was carried out according to

sincerity, as we eat, we go to school like we want to eat, we find work then we carry out, that was general motivation ".

The leader showed or demonstrated commitment to organizational goals through staff-observable behavior. The leader was a motivator eager to continue to arouse enthusiasm and optimism of the staff.

In terms of evacuating the entire board of teachers and employees, he did it very carefully and fairly. Mrs. Latifatul M preferred to motivate her teachers and employees in a "philosophical" way

This meant that she tended to incorporate her motivation into the heart, so that she could feel immediately. So, what emerges was self-awareness in carrying out their respective duties and responsibilities. She also did not pay much attention to the terms "senior and junior" and higher or lower levels of education in the recruitment of structural positions and promotions. Instead of that, she paid more attention to the value of the performance of teachers and employees.

Various methods were carried out by the Headmaster to motivate her members, for example by:

1. Conducting punishment for the teacher that violated the principle of discipline of the school rules, provided rewards for teachers and employees who were truly accomplished in carrying out their duties, these rewards could be intensive, award certificates, or inviting teachers and employees out of town.
She revealed: "To motivate work, in real terms, after the work program we gave and then we carried it out, sometimes we invite jokes, talk, and give rewards, and if indeed there is an HR or incentives we must give it".
2. Enacting credit numbers to then be used as a reference for appointments and promotion for teachers and school employees.
3. Holding a selection of "exemplary teachers" in certain events, for example in the HARDIKNAS (Education Day) program.

The headmaster also added that in motivating teachers and employees she was more oriented towards motivation in a philosophical manner. That is, a person could be motivated if the person had a strong intention to work and sincerity in receiving the mandate and to carry out the mandate, and love work.

She could more "involve" into the souls of the individual members of her organization, which means that she could convince them of a reward either punishment from school or from God.

Apart from that, to motivate teachers and their employees, she was always taking time to joke together in their spare time and not in school service, because it would be able to further harmonize the relationship between the headmaster, teacher and employee. On the one hand she must be able to make herself as a headmaster and on the other hand she must also be able to become a family member of the school that also needed attention from others.

3) *Intellectual stimulation*, i.e. leaders who practiced innovations.

As a leader, the Madrasah Chief leads her members by activating innovations. Her attitude and leadership were based on developing science and intellectually, she was able to translate it in the form of productive performance.

In connection with her innovation ability, as conveyed by Mrs. Mukhlisoh (Vice of curriculum), that her ability was undoubtedly, did not underestimate, even though she was a bachelor's degree in PAI, but she had much experience in education, she have became teacher for a few years, deputy head for several years, and headmaster (before in MA Hasyim Asy'ari Pare Kediri) so whatever the school matters she understood and mastered, for other knowledge about education she never missed out and was able to master so could be directly informed and guided to the teacher in accordance with her position.

This is in line with what was conveyed by Leithwood, that transformational leadership led HR to grow sensitivity of organizational coaching and development, joint vision development, distribution of leadership authority, and building school organizations that were a necessity in the school restructuring scheme.¹⁵

¹⁵ Sudarwan Danim, *Menjadi Komunitas Pembelajar, Kepemimpinan Transformasional dalam Komunitas Organisasi Pembelajaran*, 54

4) *Individualized consideration*, a person who was attentive in listening and following up on complaints, ideas, hopes, and all input given by her team.

She was a leader who with all her strength thinks, ponders and always identified needs and recognized the abilities of her employees. She also provided opportunities for her employees to learn as much as possible, and be good coaches and mentors for them. As stated by Mrs. Nur Sa'adah (PAI teacher) that she was a Headmaster who could guide. I am one of the proofs, I am a transfer teacher from MTs in Pare who is less able to develop, then the Education Office moved me to MA Hasyim Asy'ari Pare Kediri, thank God I started to move to this school a lot of insight and guidance about learning from her, and I know for myself, said the friends of transfer teachers from MTS, they were transferred by the service to this school because the agency assessed that Mrs. Latifatul M could guide them to be more advanced ".

From the statement above it had been revealed, that the Madrasah Head MA Hasyim Asy'ari Pare Kediri is a leader who is able to provide guidance to teachers and employees, even the Office of P and K is believed to be able to provide more guidance to teachers who are less competent, so "problem" teachers will be transferred to MA Hasyim Asy'ari Pare Kediri to make teachers more professional.

According to him, activities that are felt to need further guidance, so he programmed by bringing resource persons who are more competent and professional, so that the ability of teachers and employees is better and more capable and trustworthy in carrying out their respective duties.

Whereas if there are still teachers and employees who do not know about school assignments and their administration, then the Madrasah Head can directly handle it or be handed over to the representative of the Madrasah Head who has followed the previous guidance.

2. Supporting Factor and Challenge in Implementing Leadership of Headmaster of MA Hasyim Asy'ari Pare Kediri

a. Supporting Factor

Paying attention to what had been conveyed by the Headmaster in the previous interviews it could be ascertained that in implementing the leadership style she applied so many supporting factors, including:

- 1) Competent and adequate human resources, it could be seen from the table listing the names of teachers and the division of tasks that were already available in the decree of head master, it could be said that teachers and employees in charge of running management and learning processes were in accordance with their respective competencies, especially in the recruitment of teachers and the election of the Deputy Chief of Madrasah was so cautious.
- 2) The input of many students and through selection, it was very supportive because with the input of students, the greater the financial income for the school, so that the process of activities becomes smooth.
- 3) The teacher and employee councils that support and like the character or leadership style of the Headmaster, so with this support, the Headmaster became easy to utilize existing teachers and employees.

b. Challenge

In carrying out any activity, it would certainly not be separated from the constraints, especially in leading the organization, everyone would certainly have different principles, however, even if the constraints must exist, the Headmaster must deal with it as a challenge that must be used and a threat that must be immediately resolved.

Next the researcher would describe some of the obstacles faced by the head of MA Hasyim Asy'ari Pare Kediri and how she reacted. She said that indeed there were opportunities where there would be threats, if there were no problems with constraints for me, there were only small riots, meaning this, when I came to MA Hasyim Asy'ari Pare Kediri the teachers were 45, this policy that I had done was usually my weakness that I was not able to adapt so well, but for example it was not in accordance with the rules even though it was bitter, I do. Well that's where there

arose a sense of discomfort, if in the cool language there are pros and cons. Then the problem of discipline, I came here entering 6.40 at 7:00 a.m. more than one quarter there were still many students and teachers who were late, yes we tried for one week basically obligatory, like it or not the entry 06:40 which caused the ripples. Then in the placement of professional people, once again for me there are no obstacles, there are only small ripples how I manage the ripples so that this year everything is on time and so on.

Considering the results of the interviews above, it could be concluded that the constraints or what is called by the Headmaster "small ripples" arose from the insiders themselves who were not very fond of the policies of the Madrasah Chief who they think was too fair and wise.

Her policies that make "small ripples" were:

- (1) Control and disciplinary implementation of tasks;
- (2) School administration discipline;
- (3) The division of tasks in accordance with the competence of the teacher.

Even though some of the things that were "ignored" by the teacher who contradicted her were indeed really had to be repaired and really implemented.

Therefore, the headmaster of MA Hasyim Asy'ari Pare Kediri was never shaken and affected by the conditions in implementing the policies she took, what was important for her was that Headmaster could be an example and be transparent in everything, especially the school financial reports. As she said: "But the key is only one, the first one a leader must be a role model for attendance, the second school is right to carry out the third administrative task, and the main thing is financial openness."

D. Conclusion

Based on the results of the research described, it can be concluded that:

1. The head leadership style of MA Hasyim Asy'ari had a character known as 4 I, namely: (1). idealized influence, (2). inspirational motivation, (3). intellectual stimulation, (4). Individualized consideration, Considering the leadership character of the Headmaster of MA Hasyim Asy'ari was the same as the indicators of the

Transformational Leadership Style, it was certain that she used the Transformational Leadership Style.

2. In implementing the transformational leadership style he applied the concept of "4 I", namely: (1). idealized influence, behavior that produces respect and trust from the people they lead. (2). inspirational motivation, reflected in behaviors that always provide challenges for the work done by staff and pay attention to the meaning of work for staff. (3). intellectual stimulation, which is the leader who activates innovations. (4). Individualized consideration, the leader reflects herself as a caring person in listening and following up on complaints, ideas, hopes, and all input provided by the staff.
3. Supporting Factor
 - a. Competent and adequate human resources;
 - b. Input of many students and through selection;
 - c. Teacher and employee councils that support and like the character or style of leadership of the principal.
4. Challenge

A small number of members of the organization were less fond of her policies regarding:

- a. Placement of the Employee Sort List must be written in accordance with the order.
- b. Control and disciplinary implementation of tasks.
- c. School administration discipline.
- d. The division of tasks in accordance with the teacher's competence.

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