



Transformational Leadership on Teacher Motivation in Educational Management

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ABSTRACT

Transformational leadership has an important role in improving teacher motivation in education management. This study aims to analyze the application of transformational leadership by madrasah principals in MA Nurut Taqwa and its impact on teacher motivation. The research method used is qualitative with an in-depth interview approach to the madrasah principal, teachers, and education personnel. The results showed that the madrasah principal applied transformational leadership through inspirational motivation, idealized influence, intellectual stimulation, and individualized attention. This has a positive impact on teacher motivation in improving the quality of learning. Supporting factors include a conducive work culture and foundation support, while inhibiting factors are limited resources and high teacher workload. Therefore, strategies to improve transformational leadership are needed to support teacher motivation in improving learning effectiveness.

Keywords: *Transformational leadership, teacher motivation, education management, MA Nurut Taqwa*

INTRODUCTION

Educational leadership greatly influences the direction, policies, and effectiveness of school management. One popular leadership model that is often studied and applied in education is transformational leadership. This model emphasizes the leader's ability to empower, motivate, and enhance individual and organizational performance through progressive and innovative large-scale change (Ammar et al., 2025). In schools, principals as leaders are expected to apply transformational leadership to improve teacher performance. One way to motivate teachers is through educational achievement. Motivated teachers will show extraordinary dedication, innovation in teaching, and active involvement in professional development. Unfortunately, low teacher motivation is often a significant challenge in the world of education, which can be caused by various factors, including a lack of support from principals, an unfavorable work environment, and minimal recognition of teacher achievements (Huda, 2025). Therefore, it is important to identify how transformational leadership can have a positive impact on teacher motivation.

Transformational leadership has four main pillars that are interrelated, namely ideal role models, inspirational motivation, intellectual stimulation, and individual consideration. These four pillars enable a leader to foster strong relationships with educators, provide clear yet flexible direction, and encourage them to continuously learn

and innovate (Palembangan & Sihotang, 2023). Leaders who apply this model not only manage, but also act as agents of change who are able to create a school climate conducive to professional growth in education (Shobri, 2025).

Despite the many benefits of transformational leadership, challenges in its implementation remain. Not all school principals have the competence or willingness to apply this leadership model. In addition, external factors such as education policy, government support, and the socioeconomic conditions of teachers also influence the effectiveness of transformational leadership in increasing teacher motivation. Therefore, continuous efforts are needed to improve the capacity of school leaders to effectively implement transformational leadership (Palembangan & Sihotang, 2023).

Based on this description, this study aims to analyze transformational leadership on teacher motivation in education management. By understanding the relationship between the two variables, it is hoped that a more effective strategy to increase teacher motivation through transformational leadership will be found, which can contribute to improving the overall quality of education (Efendi, Sunaryo, and Harijanto, 2023). In the world of education, leadership plays a crucial role in determining the quality of learning. An effective leader can create a systematic and conducive work environment, motivate educators, and guide the institution toward achieving its vision and mission (Putri, Salsabila, and Marini, 2024).

In the context of Islamic education, the role of leadership in madrasahs is becoming increasingly important because it is not only responsible for academic aspects, but also for the quality of character building of students in accordance with Islamic values. One of the leadership models widely applied in education is transformational leadership (Al Kadri, 2016). This model emphasizes the leader's ability to inspire, instill positive values, and encourage innovation and creativity in the organization (Widagdo et al., 2025). Transformational leaders strive to build close relationships with teachers and educational staff, thereby creating a harmonious and productive work culture. Transformational leadership has four main dimensions, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. School principals who frequently apply transformational leadership will be able to create a more dynamic work environment that supports the professional growth of teachers. (Wiyono, 2023).

Motivation is a series of psychological processes that encourage, direct, and maintain a person's behavior to achieve certain goals (Emda, 2017). Etymologically, the word "motivation" comes from the Latin word "movere," which means "to move." In the context of psychology, motivation functions as an internal driver that provides energy and direction to an individual's actions. Motivation encompasses various elements, such as needs, desires, or goals that influence human behavior. Motivation has a theoretical basis that can be explained through various approaches, such as Maslow's hierarchy of needs theory, Herzberg's two-factor theory, and Vroom's expectancy theory. Maslow, for example, argues that human motivation is rooted in a hierarchy of needs, ranging from physiological needs to self-actualization. Meanwhile, Herzberg's theory distinguishes between factors that fulfill basic needs (hygiene) and intrinsic

motivational factors that drive job satisfaction. From this perspective, motivation can be viewed as a multidimensional phenomenon involving internal and external factors.(Maulana and Abidin, 2024). Motivation can be divided into two main types, namely intrinsic and extrinsic motivation (Atmaja, 2024). ntrinsic motivation comes from within the individual, such as curiosity, personal satisfaction, or the desire to improve one's abilities (Segara, Salma, and Siregar, 2025). In contrast, extrinsic motivation comes from external factors, such as rewards, money, or recognition from others. The balance between these two types of motivation is very important in building a person's commitment and long-term success (Rahmawati et al., 2023).

There are various factors that influence a person's level of motivation, both from an individual and environmental perspective. Individual factors include personality, needs, and values(Zebua, Waruwu, and Santosa, 2024).On the other hand, environmental factors include social support, organizational climate, and opportunities for growth. The combination of these internal and external factors influences the extent to which a person is motivated to act. (Yanuarini and Triwahyuningsih, 2016). Motivation plays a central role in human life, especially in the context of education, work, and self-development. In education, motivation is key to student learning success, as it can increase interest, concentration, and effort (Azhar and Wahyudi, 2024). In the workplace, motivation influences employee productivity, creativity, and satisfaction. Meanwhile, in everyday life, motivation is the main driver for achieving personal goals and facing challenges. (Simatupang and Bui, 2025).

To increase motivation, a holistic approach is needed, both through self-development and external influences. For example, individuals can set specific and realistic goals to build intrinsic motivation (Hanaris, 2023). Meanwhile, organizations or institutions can create a supportive environment, such as providing fair rewards, development opportunities, and a positive work atmosphere. Thus, motivation can be maintained and enhanced to support individual and group achievements. Teachers are individuals who play a central role in the educational process, both as educators and instructors. According to Dri Atmaka (2004), teachers are responsible for assisting students in their physical and spiritual development.

In the context of formal education, teachers serve as facilitators who facilitate the transfer of knowledge, skills, and values to students. In addition, teachers also act as mentors who help students develop their full potential, both academically and in terms of character. As professional educators, teachers are not only required to master the subject matter, but must also have good pedagogical, social, and personal competencies. These competencies enable teachers to create a conducive learning environment, motivate students, and provide meaningful learning experiences. In a broader definition, teachers are not limited to formal education, but also include anyone who teaches something new to others. (Arifin, 2017).

In the modern era, the role of teachers has become increasingly complex as they must be able to adapt to technological developments and community needs. Teachers are required to be more professional, competent, and innovative in managing learning. One way to improve teacher professionalism is through scientific publications, which

enable them to share their knowledge and experiences and develop their profession. (Hsb, 2024). Thus, teachers are not only sources of knowledge, but also agents of change who contribute to the formation of a high-quality generation. Teachers play a very important role in shaping the character of the nation, because they not only teach knowledge, but also moral and ethical values to students. Therefore, teachers are often referred to as “unsung heroes” who have a great responsibility in educating the nation. Educational management is a branch of social science that studies human behavior in the context of education, both as subjects and objects, with the aim of managing resources effectively and efficiently to achieve predetermined educational goals. (Huda, 2022). Conceptually, educational management must involve a process of planning, organizing, implementing, and supervising various educational activities, thereby creating a structured and focused system. This approach enables educational institutions to optimize their human, material, and financial resources. As a discipline, educational management focuses not only on administrative aspects, but also on the development of creativity, innovation, and the quality of educational organization performance. (Shobri et al., 2023).

In the context of MA Nurut Taqwa, the transformational leadership of the madrasah principal is an important factor in increasing teacher motivation. Teacher motivation greatly influences the effectiveness of the learning process. Teachers who are highly motivated tend to be more enthusiastic in teaching, strive to improve their competence, and are more concerned about the development of their students. However, in practice, not all madrasah principals are able to apply transformational leadership optimally. Various obstacles, such as limited resources, high workloads, and resistance to change, often hinder the implementation of this leadership model. Therefore, this study is important to analyze the extent to which transformational leadership is applied at MA Nurut Taqwa and its impact on teacher motivation. This study also aims to identify factors that support and hinder the implementation of transformational leadership in the madrasah environment. By understanding these factors, it is hoped that more effective strategies can be formulated to improve the quality of leadership in madrasahs.

In addition, this study is relevant in the context of education policy in Indonesia, which increasingly emphasizes the importance of transformational leadership in improving the quality of education. Through various policies, the government has encouraged madrasah principals to develop a more adaptive and innovative leadership style in order to face the challenges of **21st-century** education. This study is also expected to contribute to the development of leadership theory in the context of Islamic education. Studies on transformational leadership in madrasahs are still relatively limited, so this research can add insight into the application of this leadership model in Islamic-based educational institutions.

With this research, it is hoped that the principal of MA Nurut Taqwa can better understand the importance of transformational leadership and implement it more effectively. Teachers, as key elements in the learning process, will also benefit from increased motivation and improved work ethic. Practically speaking, the results of this

study can serve as a reference for other educational institutions to implement transformational leadership. The recommendations generated in this study can be used by madrasah principals and policymakers to design more optimal leadership strategies. From the above explanation, it can be concluded that transformational leadership is an important aspect in increasing teacher motivation at MA Nurut Taqwa. Therefore, this study is very relevant to provide a deeper understanding of the relationship between transformational leadership and teacher motivation in the context of madrasah education management.

METHOD

This study used a qualitative approach with an interview method. Data collection techniques were carried out through in-depth interviews with the head of the madrasah, several teachers, and other educational staff at MA Nurut Taqwa. Informants were selected based on purposive sampling techniques in order to obtain relevant and in-depth data. The data obtained from the interviews were analyzed using thematic analysis techniques, namely by identifying patterns and main themes that emerged from the interview results. Data validity was maintained through source triangulation and member checking to ensure the validity of the information obtained. This approach was chosen because it aimed to explore in depth the phenomena occurring in the field and understand how transformational leadership affects teacher motivation from the perspective of the informants.

Data collection was carried out through in-depth interviews with the head of the madrasah to understand the leadership strategies applied, as well as with teachers to find out how this leadership affected their work motivation. Observations were made to directly observe the interactions between the madrasah principal and teachers, as well as to observe the working environment at MA Nurut Taqwa. Official madrasah documentation, such as the madrasah principal's work program, academic policies, and teacher performance evaluations, were analyzed to strengthen the research findings.

The data obtained was analyzed using thematic analysis techniques. The analysis steps carried out included: Data Reduction, summarizing and selecting relevant information from interviews, observations, and documentation. Data Presentation, compiling findings in the form of descriptive narratives to illustrate patterns that emerged from the collected data. Drawing Conclusions, concluding the research results based on the analyzed data, as well as providing recommendations that can be applied by the madrasah. To ensure data validity, this study used triangulation techniques, which involve comparing information from various sources, including interviews, observations, and documentation. In addition, member checking was also carried out by confirming the interview results with informants to ensure data accuracy. The object of this study is the transformational leadership of madrasah principals and its influence on teacher motivation at MA Nurut Taqwa. The focus of this study includes the leadership strategies applied by madrasah principals, factors that support and hinder the application of transformational leadership, and its impact on the enthusiasm and work motivation of teachers in carrying out their duties.

FINDINGS AND DISCUSSION

Findings

1. The Application of Transformational Leadership at MA Nurut Taqwa

The interview results show that the principal of MA Nurut Taqwa has implemented transformational leadership through various strategies, such as inspiring teachers, encouraging innovation in learning, and building effective communication with all teaching staff. The principal also frequently gives awards and appreciation to teachers who excel, thereby creating a positive work environment. (interview, Ana Lutfiya Awalia, TU,, 2025)

Transformational leadership is the ability to inspire and motivate staff and students to achieve common goals. At MA Nurut Taqwa, we apply this principle by encouraging active participation from all parties in decision-making and embracing innovation (interview, Ana Lutfiya Awalia, TU,, 2025). We hold monthly discussion forums where all teachers and students can provide input. In addition, we also implement a mentoring program that aims to develop the personal potential of each individual in the school (interview, Zakinah, Head of Madrasah,, 2025).

As a teacher, I feel an increase in collaboration and communication among colleagues. Our principal always encourages us to share ideas and best practices, which creates a positive and innovative work atmosphere (interview, Brian Zaidan, English teacher,, 2025). Of course, we recently conducted a collaborative project between classes, where students from various levels worked together to complete tasks. This not only taught them teamwork, but also increased their sense of ownership of their learning (interview, Zakinah, Head of Madrasah,, 2025). In addition, the principal is also active in providing guidance to teachers, both in pedagogical and managerial aspects. Teachers are given the opportunity to attend training and seminars to improve their professional competence. The implementation of periodic performance evaluations is also one of the strategies to encourage improvement in the quality of teaching at the madrasah.

2. The Effect of Transformational Leadership on Teacher Motivation

The teachers interviewed revealed that the inspiring and supportive leadership of the madrasah principal had increased their motivation to teach. They felt more appreciated, motivated to improve their competence, and more enthusiastic in teaching students. In addition, school principals who are able to serve as role models in the work environment also have a positive impact on the work culture at the school (interview, Zainab, mathematics teacher,, 2025).

Transformational leadership at this school greatly influences my motivation. Our principal always tries to appreciate the contributions of each teacher. With this support and recognition, I feel more enthusiastic about developing better teaching methods (interview, Ira Magfirah, Chemistry teacher,, 2025). As a new teacher, I feel very accepted and empowered. Transformational leadership here creates a positive and inclusive environment. I feel encouraged to share ideas and contribute, which makes me more motivated to learn and teach well (interview, Miftahul Ulum, Civics teacher,, 2025).

The impact is very significant. When I feel motivated, I am more enthusiastic in delivering material and interacting with students. I am also more open to trying new methods in teaching, because I know that the principal supports innovation and creativity, which motivates me to learn and teach well (interview, Miftahul Ulum, Civics teacher,, 2025). However, there are several challenges, such as high workloads and limited resources. Teachers who feel overwhelmed by administrative tasks sometimes experience a decline in motivation. Therefore, policies are needed to balance teachers' workloads with efforts to increase their motivation (interview, Zakinah, Madrasah Principal,, 2025). Overall, the results of the study show that transformational leadership has a significant impact on increasing teacher motivation. With the right approach, this leadership model can be applied more effectively to improve the quality of education at MA Nurut Taqwa.

3. Supporting and Hindering Factors

Several supporting factors in the implementation of transformational leadership at MA Nurut Taqwa include a positive work culture, support from the foundation, and leadership training for madrasah principals. Meanwhile, the inhibiting factors found are limited resources, a high workload for teachers, and differences in the level of teacher adaptation to the changes implemented by the leadership (interview, Zakina, Principal,, 2025). The main supporting factor is the support of the entire staff. We have a solid and supportive team, which facilitates the implementation of various programs. In addition, open communication between management and staff is also very important. We always encourage discussion and feedback to improve the quality of leadership (interview, Zakinah, Principal,, 2025).

Of course, one of the main obstacles is the lack of adequate training and development for staff. Although we try hard, sometimes we do not have sufficient resources to provide the necessary training. In addition, there are some staff members who may not fully understand the concept of transformational leadership, which affects its implementation in the field (interview, Zakina, Principal,, 2025). One of the main supporting factors is the high motivation of the principal. He always gives clear directions and fosters enthusiasm among us. In addition, the collaborative program between teachers is also very helpful in creating a positive and supportive work atmosphere (interview, Ira Magfirah, Chemistry teacher,, 2025).

I feel that sometimes there is resistance from some colleagues who are more accustomed to the old ways. They are reluctant to try new approaches offered by transformational leadership. Furthermore, the lack of resources such as books and teaching aids is also an obstacle, because without adequate tools, it is difficult to implement innovative teaching methods (interview, Ira Magfirah, Chemistry teacher,, 2025).

Discussion

1. Application of Transformational Leadership at MA Nurut Taqwa

The application of transformational leadership at MA Nurut Taqwa can be examined from the perspective of leadership theory, which emphasizes inspiration, innovation, and attention to individuals. In the context of education, the head of the

madrasah acts as an agent of change who encourages teachers to develop professionally and has a positive influence on the learning environment. Based on transformational leadership theory, the principal at MA Nurut Taqwa has implemented leadership strategies by providing a clear vision, increasing teacher involvement in decision-making, and building strong relationships with teaching staff.

2. The Influence of Transformational Leadership on Teacher Motivation

From an educational psychology perspective, teacher motivation is greatly influenced by external factors such as the leadership of the school principal. Transformational leadership that emphasizes appreciation and professional development can increase teacher job satisfaction. This is in line with Herzberg's theory of work motivation, which states that motivating factors such as rewards and self-development contribute to improved performance. Teachers who receive support and appreciation from the principal tend to be more enthusiastic in teaching and have a higher level of satisfaction with their work.

3. Supporting and Hindering Factors

Supporting factors in the implementation of transformational leadership at MA Nurut Taqwa include a conducive work culture, the commitment of the school principal, and the support of the foundation and education stakeholders. A work culture that supports innovation and collaboration is a key factor in promoting the effectiveness of transformational leadership. However, there are several inhibiting factors, such as limited resources, high teacher workload, and resistance to change. These factors can hinder the effectiveness of transformational leadership and reduce teacher motivation. Therefore, strategies are needed to overcome these obstacles, such as improving teacher welfare, optimizing task distribution, and implementing continuous professional development programs.

CONCLUSION

Based on the results of the study, it can be concluded that the transformational leadership applied by the principal at MA Nurut Taqwa has a positive impact on teacher motivation. Inspirational leadership strategies, individual attention, and rewards contribute to an increase in teacher morale. However, there are challenges that must be overcome, such as limited resources and high workloads. Therefore, policies that support the development of transformational leadership are needed to improve the effectiveness of education and teacher welfare at MA Nurut Taqwa. With inspirational leadership, optimal support, and good communication, teachers feel more motivated in carrying out their duties. However, to further improve the effectiveness of transformational leadership, there needs to be an improvement in resources and policies that support the continuous development of teacher competencies.

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