



THE LEADERSHIP ROLE OF THE MADRASAH HEAD IN DEVELOPING TEACHER PROFESSIONALISM

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Article History

Received May 28, 2024
Revised June 21, 2024
Accepted June 30, 2024

Keyword:

Leadership, Madrasah Heads, Developing Teacher, Professionalism Teacher

Abstract

This research aims to explain the leadership role of the madrasa head as a leader and manager in developing teacher professionalism at Madrasah Aliyah Negeri 1 Situbondo. This research uses a qualitative approach, a case study type, a technique for determining research subjects with purpose, and data collection techniques using (1) semi-participant observation, (2) semi-structured interviews, and (3) documentation. Meanwhile, data analysis uses Miles Huberman and Saldana's interactive model with the following steps: (1) data collection, (2) data condensation, (3) data presentation, and (4) concluding. Triangulation and member checks are used to measure data validity. Three types of triangulations are used, namely source and method triangulation. Research results are 1). The leadership role of the madrasah head as a leader in developing teacher professionalism at Madrasah Aliyah Negeri 1 Situbondo: The madrasah head makes planning, implementation, and evaluation as well as work programs, such as drafting and creating semester programs together with teachers. Implementing teacher delegation in workshop or training activities periodically requires every teacher to update learning tools (content, methods, media, teaching materials in the lesson plan), provide advice, motivation, and suggestions, and solve problems in dealing with issues in madrasas related to teaching and learning, and provide leeway and flexibility for teachers who wish to pursue higher education or a master's degree. 2). The leadership role of the madrasa head as a manager in developing teacher professionalism at Madrasah Aliyah Negeri 1 Situbondo: The madrasa head provides opportunities for students to develop their talents and interests to improve the quality of the madrasa, creating an atmosphere that builds teacher discipline, class supervision and teacher performance assessment and provide evaluation of the results of class supervision by providing input on errors/discrepancies found and providing solutions to teachers at Madrasah Aliyah Negeri 1 Situbondo.



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INTRODUCTION

Madrasah is a formal educational institution. Formal education lasts for a limited period, so madrasas carry out teaching and learning activities that contain elements of providing knowledge (transfer of knowledge) and instilling values (transfer of value). The provision of knowledge and values is given by professional staff to professional teachers (Price & Weatherby, 2018). Professional teachers are teachers who can manage themselves in carrying out their daily tasks. Teacher professionalization is seen as a process that moves from ignorance to knowledge, from immaturity to maturity, from being directed by other-directedness to being self-directed. Teachers must have the ability and motivation. This means that someone will work professionally if they have high work abilities and sincerity to do their job as well as possible (Priansa, 2017).

The duties of the head of a madrasah are to carry out managerial responsibilities, develop entrepreneurship, and supervise teachers and education staff (Minister of Religion Regulation no. 24 of 2018 concerning Amendments to Regulation of the Minister of Religion Number 58 of 2017 concerning Madrasah Heads). The head of the madrasah should provide direction through regular coaching. In coaching, communication occurs between the head of the madrasah and the teacher. Madrasah heads must have good communication skills with teachers. With good communication, they can understand each other's strengths and weaknesses. The advantages of madrasa heads can be used as an example for teachers. As in the word of Allah, which states that Rasulullah SAW is the best example for Muslims in Surah Al-Ahzab verse 21

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: "Indeed there is in (the person of) the Messenger of Allah a good role model for you (namely) for those who hope for (the grace of) Allah and (the arrival of) the Day of Judgment and he often mentions the name of Allah."

Using the person of Rasulullah SAW as an example, the madrasa head can guide his subordinates (teachers) by religious law. With suitable examples, the madrasa's social and work patterns can be directed to the policies the madrasa head has programmed.

This research was conducted at Madrasah Aliyah Negeri 1 Situbondo because it is better than other madrasas in the Besuki Situbondo area. It is said to

be better because the community is interested in enrolling their children in this madrasa and can produce students who excel. Most importantly, there is the role of the madrasa head as a leader who always listens and pays attention to aspirations, needs, feelings, and interactions in carrying out a particular task; the madrasa head as a manager always looks at the group as a whole, not just a collection of individuals, activities that are oriented towards training and educational guidance programs on teacher resources in the context of developing and increasing teacher professionalism in educational institutions require methods, forms, techniques and strategic efforts to create quality, professional teacher resources. And have a high level of commitment to produce outstanding students. This can be seen from the student's report cards and the students' polite attitude toward teachers and friends, so this can be a provision for continuing to a higher level of madrasah. Teacher professionalism can be determined by looking at the teacher's ability to prepare for teaching well, face all problems that arise in teaching and learning activities, carry out assessments well, carry out madrasa duties other than teaching duties, and the teacher's ability to communicate with students with teachers and with Madrasah head ([Observation at MAN 1 Situbondo, 2023](#))

According to the Head of the Madrasah, educational institutions pay attention to the professional performance of their teachers. This can be seen from the number of teachers, the majority of whom have bachelor's degree (S1) qualifications, some of whom have or are currently studying at master's level (S2). To increase teacher competency, madrasa heads send teachers to seminars and training, optimizing MGMP to develop teacher competency. Complete infrastructure is also a supporting factor in developing teacher professionalism at Madrasah Aliyah Negeri 1 Situbondo ([Observation at MAN 1 Situbondo, 2023](#))

Madrasah Aliyah Negeri 1 Situbondo is a state madrasa in great demand, especially in Sempolan and its surroundings. This is due to many factors, including that it is a madrasah whose educational facilities/infrastructure are pretty complete, the teaching and learning process is conducive, the majority of its teaching staff have bachelor's degrees, and some of them have already studied Masters, as well as many graduates who are accepted into public and private madrasahs which are considered favorites and of good quality. The selection of the research location was carried out purposively, considering that the head of Madrasah Aliyah Negeri 1 Situbondo had implemented the K13 Curriculum.

Based on the observations, information was found that this madrasa has experienced changes from year to year. Thus, effective leadership can move its followers to achieve the goals formulated together. This change can be seen in an increase in the number of students and the average Madrasah Examination score. Students who graduate year after year. This increase occurred because most of the teachers at Madrasah Aliyah Negeri 1 Situbondo already had good teaching skills and a sense of professionalism ([Observation at MAN 1 Situbondo, 2023](#)).

Teacher professionalism will only develop with participation from the madrasa head. As the leader of this madrasa, the madrasa head has a role in increasing teacher professionalism. For this reason, the head of the madrasah has

made various efforts, including adding more classrooms because the number of students has also increased, giving teaching assignments to teachers using a semi-maple system (subjects), and increasing the professionalism of teachers. The efforts that the head of the madrasah has made will impact the quality of the madrasah. For this reason, madrasa heads need to advance and develop the professionalism of teachers in these madrasas.

METHOD

This research uses a qualitative approach. The type of research carried out by researchers is a case study type of descriptive research on the problem being researched. The research location is Madrasah Aliyah Negeri (MAN) 1 Situbondo. Data Sources The research data sources or informants in this research were one supervisor, one school principal, six teachers, and two administrative staff. Meanwhile, additional data sources are sources outside words and actions, namely written data sources, including organizational structure, vision and mission, teacher conditions, and school achievements.

Data analysis in this research uses the model ([Miles and Huberman, 1994](#)), which divides the analysis steps into three parts: data reduction, data display, and conclusion/verification. Data reduction includes selection activities for data collected from research results adjusted to the research focus. Data can be presented by describing the data or information from research results as they are. Concluding is carried out through the following stages:

- 1) Recording all findings in the field both through interviews and documentation studies in the form of field notes;
- 2) Reviewing interview notes and documentation to separate data considered relevant and irrelevant to the research focus;
- 3) Data that has been classified will be described, taking into account the focus and objectives of the research; and
- 4) Making a final analysis to write a report.

Three methods are carried out to test the data's validity: triangulation, member checking, and detailed descriptions. Triangulation was carried out in the following way ([Moleong, 2005](#)): (1) comparing the results of interviews between research subjects, (2) comparing the results of interviews and the documentation obtained. Member check is the process of checking data obtained by researchers with data providers. The purpose of member checking is to find out how far the data obtained matches what was provided by the data provider. If the data providers agree with the data found, it means the data is valid, so it is more credible. The description is carried out by researchers so that the process of reporting research results is more careful and fulfills all the data collected. This is done in the leadership role of the madrasa head in developing teacher professionalism at Madrasah Aliyah Negeri 1 Situbondo.

RESULTS AND DISCUSSION

The leadership role of the madrasa head as a leader in developing teacher professionalism

The Head of Madrasah Aliyah Negeri 1 Situbondo makes planning, implementation, and evaluation of work programs, such as preparation, creation of semester programs together with teachers, teacher training activities, and MGMP activities, especially general subjects, as well as implementation of teacher delegation in periodic workshops/training activities.

So, the explanation above is based on Wahjosumijo's theory. The head of the madrasah can delegate if the educational staff can deal with a problem and is willing to increase their professionalism. This role is called delegating so that the educational staff are left to carry out their activities through general supervision as they mature (Wahjosumijo, 1999).

As a leader, the madrasa head must be able to provide guidance and supervision, increase the willingness of teaching and education staff, open two-way communication, and delegate tasks (Wuradji, 2008). Wahjosumijo stated that the madrasa head, as a leader, must have unique characteristics, including personality, basic skills, professional experience, knowledge, and administrative and supervisory expertise (Mulyasa, 2007). Implementation of teacher delegation in periodic workshops/training/technical guidance activities. In an organization, the head of the madrasah has a vital role in coordinating, mobilizing, and harmonizing all educational resources available at the madrasah. So the role of the madrasa head is one of the factors that can encourage madrasahs to realize the goals and objectives of their madrasahs through programs implemented in a planned and gradual manner, such as the Head of MAN 1 Situbondo often holding or implementing teacher seminar training (workshops) and technical guidance for his subordinates, and collaborate with other institutions. So, this is one of the activities that increase teacher competence.

The Head of Madrasah Aliyah Negeri 1 Situbondo routinely guides teachers through efforts to require each teacher to update learning tools (content, methods, media, teaching materials in RPPs), as well as providing facilities and supporting capacity to encourage the development of teachers' professional competence. Achieving educational goals that are realized in the form of a learning process in a madrasah cannot be separated from the role of the madrasah head through preparing the madrasah work program, which is an obligation of the madrasah head and mobilizing subordinates for school programs, as well as creating semester programs, annual programs, lesson plans, teaching tools, and Teachers are the spearhead in achieving the success of their students. A teacher is the central role whose competence must continually be improved to realize the institution's achievement.

Based on the explanation above regarding each teacher completing learning tools (content, methods, media, teaching materials in the RPP) and others, Wahjosumijo's theory is that Human Skills require special attention from school

principals because they require human skills. A school principal can understand other people's hearts, attitudes, and motives ([Wahjosumijo, 1999](#)).

- 1) Technical Skills
 - a) master knowledge of methods, processes, procedures, and techniques to carry out special activities; and
 - b) the ability to utilize and use facilities and infrastructure.
- 2) Human Skills
 - a) the ability to understand human behavior and cooperation processes;
 - b) the ability to understand the hearts, attitudes and motives of other people;
 - c) the ability to communicate clearly and effectively; and
 - d) the ability to create effective, cooperative, practical, and diplomatic cooperation capable of acceptable behavior.
- 3) Conceptual Skills
 - a) analytical and rational thinking skills;
 - b) expert or competent in various kinds of concepts;
 - c) able to analyze various events, and able to understand various trends;
 - d) able to anticipate orders; and
 - e) able to recognize various opportunities, and social problems.

The Madrasah Principal, as a leader, can build teacher motivation by involving teachers in every activity and program at the Madrasah. The Madrasah Principal always pays attention and encourages teachers to improve their performance by giving rewards or awards to teachers who excel in the various tasks. The ability to make decisions will be reflected in his ability to motivate his subordinates and make decisions together with the education staff at the madrasah ([Majid, 2005](#)) make decisions for the internal interests of the madrasah and make decisions for the external interests of the madrasah and communication skills will be reflected in his ability to: communicate verbally with education staff in madrasahs, expressing ideas in written form, communicating verbally with students.

The Head of Madrasah Aliyah Negeri 1 Situbondo regularly holds monthly meetings so that it is easy to provide advice, motivation suggestions, and problem-solving in dealing with issues at the madrasah related to teaching and learning and teachers' work duties. The explanation above regarding encouraging and motivating all teachers to develop teacher professionalism is based on Wahjosumijo's theory ([Wahjosumijo, 1999](#)). The positive behavior of the madrasah head can encourage, direct, and motivate all madrasah residents to work together in realizing the madrasah's vision, mission, and goals. The effective leadership of the madrasah head can, among other things, be analyzed based on the following criteria:

- 1) Able to empower educators, teaching staff, and all other madrasah residents to create a quality, smooth, and productive learning process;
- 2) Can complete tasks and work on time and target;
- 3) Able to establish harmonious relationships with the community so that they can actively involve them in realizing the madrasah's vision mission and educational goals;

- 4) Able to apply leadership principles appropriate to the maturity level of educators and other educational staff in the madrasah;
- 5) Can work collaboratively with the madrasa management team; and
- 6) Established provisions allow us to realize the madrasah's goals actively, efficiently, productively, and accountably.

The Principal of Madrasah Aliyah Negeri 1 Situbondo provides leeway and flexibility for teachers who wish to pursue higher education, so the Principal of the Madrasah as a leader has a vital role in developing teachers' professional competence. The results of observations show that the following activities are strategies carried out by the Head of Madrasah Aliyah Negeri 1 Situbondo, namely giving permission to continue studies or master's level as well as attending training/workshops, based on the results of policy observations in the form of providing explicit unwritten permission. However, it is written in the madrasah's annual budget, namely RKAM, where there is a yearly budget for the professional development of teachers and education staff and the development of madrasah management.

So, the explanation above is by the theory according to Mulyasa and put forward by Wahjosumijo that the head of the madrasa as a leader must have unique characteristics, which include personality, basic skills, experience, and professional knowledge, as well as knowledge of administration and supervision and the head of the madrasa as a leader must be able to provide guidance and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks (Mulyasa, 2007)

Based on the description above, it can be concluded that the leadership role of the madrasa head is a leader in developing teacher professionalism at MAN 1 Situbondo; the madrasa head makes planning, implementation, and evaluation as well as work programs, such as drafting, creating semester programs together with teachers, implementing teacher delegation in workshop/training/technical guidance activities, MGMP periodically, requires every teacher to update learning tools (content, methods, media, teaching materials in lesson plans), provide advice, motivation, and suggestions, and solve problems in dealing with issues in madrasahs related to teaching and learning activities. , and provide leeway and flexibility for teachers who wish to pursue higher education or a master's degree.

The leadership role of the madrasa head as a manager in developing teacher professionalism

The existence of superior programs/activities aims to provide opportunities for students to develop their interests and talents. The role of the madrasah head is a very supportive factor in realizing the vision and mission of the Madrasah with a gradual program to improve the quality of the Madrasah regarding self-development programs (Siswadi, 2003).

Based on observations regarding self-development activities, they are activities that aim to provide opportunities for students to develop and express themselves according to their needs, talents, and interests. Self-development

activities are carried out through counseling guidance and extracurricular activities. The Head of Madrasah Aliyah Negeri 1 Situbondo provided superior activities for students to develop their interests and talents. The role of the madrasah head is a very supportive factor in realizing the vision and mission of the Madrasah with a gradual program to improve the quality of the Madrasah. So, the explanation above is based on the theory according to Supriyatno and Marno, which states, "In managing educational personnel, one of the tasks that the school principal must carry out is to carry out the maintenance and professional development of teachers and students. The principal should be able to facilitate and provide ample opportunities for teachers. Students carry out professional development activities and talent interests through educational and training activities inside and outside school (Supriyatno and Marno, 2008).

According to Paul Hersey Cs. Wahjosumidjo has quoted that to carry out managerial duties, at least three types of skills are required: technical, human, and conceptual (Wahjosumidjo, 1999). Likewise, the school principal's role as a manager requires these three types of skills. Human Skills require special attention from school principals because they require human skills for a school principal to understand other people's hearts, attitudes, and motives (Wahjosumidjo, 1999)

It creates teacher discipline by providing a transparent system to ensure the presence of teachers/principals at the Madrasah so that learning always runs effectively. An attitude is embedded in the leadership role of the head of Madrasah Aliyah Negeri 1 Situbondo, namely the teacher discipline system. Discipline shows the motivation of HR to carry out their work. Be fully aware of the rules that apply in the Madrasah. Assessing attitudes (Muhaimin, 2009), namely ensuring punctual attendance at the Madrasah, has an essential meaning in the teaching and learning process that will be carried out. Encouraging initiative and being a good manager refers to innovation in the attendance recording process. Another addition at Madrasah Aliyah Negeri 1 Situbondo that teachers must fill in when completing lessons is the teacher's journal/syllabus containing the full-day schedule carried out by the teacher in class and manual attendance provided by TU staff. Teacher Discipline There is a transparent system to ensure the presence of teachers/principals in madrasahs so that learning always runs effectively. The Head of Madrasah Aliyah Negeri 1 Situbondo creates an atmosphere that builds teacher discipline to ensure educational activities learn effectively so that teaching and learning activities run efficiently. So, the results of the findings above regarding discipline are by Mulyasa's theory of Empowering educational staff through cooperation or cooperation, which means that in increasing the professionalism of academic staff in madrasahs, madrasah heads must prioritize collaboration with educational staff and building teacher discipline to ensure educational activities and other parties – related to carrying out each activity (Yukl, 2012). As a madrasah head manager, you must be willing and able to utilize all madrasah resources to realize the vision and mission and achieve goals. The madrasah head must be able to work through other people (his representatives) and always try to be accountable for every action. The head

of the Madrasah must be able to face various problems in the Madrasah, think analytically and conceptually, always try to be an intermediary in solving multiple issues faced by the educational staff under him, and try to make satisfactory decisions (Mulyasa, 2018).

The Head of Madrasah Aliyah Negeri 1 Situbondo carries out planned coaching activities, including class supervision and teacher performance assessments in the Madrasah. The most important part of the supervision process is building teacher motivation to continue developing. The ebb and flow of human resource/teacher motivation greatly influences teacher performance in the learning process. A madrasa head is vital in maintaining and encouraging so that the flame of motivation is always there. It has been said that this can be done through mentoring, coaching, and counseling. Teacher Performance Assessment is planned to assist with teachers' learning problems so that the teacher can develop alternative solutions. The Head of Madrasah Aliyah Negeri 1 Situbondo carries out planned coaching activities, including class supervision and teacher performance assessment of Madrasah Aliyah Negeri 1 Situbondo.

So, the results of the findings above regarding Teacher Performance Assessment are by the theory according to Supriyatno and Marno that "To carry out their role and function as managers, madrasah heads must have the right strategy to empower educational staff through Teacher Performance Assessment, cooperation or cooperation, providing opportunities to education staff to improve their profession and encourage the involvement of all education staff in various activities that support the madrasa program (Supriyatno and Marno, 2008)

Several components are involved, namely the madrasa head, colleagues, and students. This activity is also known as a learning audit, which determines the teacher's readiness for learning further, including teaching materials, learning tools, and assignment documents given to students. So far, teacher assessment has been carried out regularly based on the formulation and socialization mutually agreed upon at the semester preparation meeting. Teacher performance assessment develops specific instruments that assess pedagogical skills (Sagala, 2009) and social and professional competencies. In each indicator, so that it could produce results, the total score was almost perfect. The assessment results will become review material for evaluating and determining policies or solutions to further problems. So, the cycle of developing the quality of educators, starting from planning, implementation, and evaluation, takes place continuously to achieve quality improvement.

The success of an institutional organization is primarily determined by educational management by the head of the Madrasah. Management is a continuous process, a cycle starting from planning, organizing, implementing, leading, and controlling the members' efforts and all resources to achieve predetermined goals. The principal's strategy for managing resources is:

- 1) Empowering educational staff through collaboration;
 - 2) Provide opportunities to increase the professionalism of educational staff;
- and

- 3) Encourage the involvement of all education staff in activities that support school programs.

The head of the Madrasah evaluates the results of class supervision by providing input on errors/discrepancies found and providing solutions to the Madrasah Aliyah Negeri 1 Situbondo teachers through cooperative monthly meetings. The above is by the general aim of supervision, namely to help teachers develop their abilities to become better teachers in carrying out teaching (Mulyasa, 2018) it is best to follow up every six months or a year by developing in-service training. To this theory, Madrasah Aliyah Negeri 1 Situbondo carries out teacher performance evaluations at the end of each semester. According to Paul Hersey Cs, quoted by Wahjosumihjo, in carrying out their duties, Madrasah heads as managers need teaching skills, including mastering knowledge of methods, processes, procedures, and techniques to carry out particular activities, the ability to utilize and utilize facilities and infrastructure (Wahjosumidjo, 2011).

Based on the description above, it can be concluded that the leadership role of the madrasa head as a manager in developing teacher professionalism at Madrasah Aliyah Negeri 1 Situbondo. The madrasa head provides opportunities for students to build their interests and talents to improve the quality of the madrasa, creating an atmosphere that builds teacher discipline, class supervision, and teacher performance assessment and providing an evaluation of class supervision results by providing input on errors/discrepancies found and providing solutions to teachers at Madrasah Aliyah Negeri 1 Situbondo.

The leadership role of the madrasa head as a leader in developing teacher professionalism at Madrasah Aliyah Negeri 1 Situbondo. The head of the madrasah makes planning, implementation, and evaluation as well as work programs, such as drafting and creating semester programs with teachers. Implementation of teacher delegation in workshop/training/technical guidance activities, MGMP periodically, requires each teacher to update learning tools (content, methods, media, teaching materials in the RPP), provide advice, motivation, and suggestions, and problem-solving in dealing with problems in madrasas related to teaching and learning, and giving leeway and flexibility for teachers who wish to pursue higher education or a master's degree.

The leadership role of the madrasa head as a manager in developing teacher professionalism at Madrasah Aliyah Negeri 1 Situbondo: Madrasah principals provide opportunities for students to develop students interests and talents to improve the quality of the madrasah, create an atmosphere that builds teacher discipline, class supervision and teacher performance assessment and providing evaluation of the results of class supervision by giving input on errors/discrepancies found and provide solutions to teachers at Madrasah Aliyah Negeri 1 Situbondo.

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