



# The Relationship Between Perceived Transformational Leadership Style and Organizational Commitment in Kindergarten Teachers

**Triyana<sup>1</sup>, Erni Munastiwi<sup>2</sup>, Siti Marpuah<sup>3</sup>**

UIN Sunan Kalijaga Yogyakarta<sup>1,2</sup>, University Tun Husein Onn Malaysia<sup>3</sup>

[20204032012@student.uin-suka.ac.id](mailto:20204032012@student.uin-suka.ac.id)<sup>1</sup>, [munastiwi@uin-suka.ac.id](mailto:munastiwi@uin-suka.ac.id)<sup>2</sup>, [marpuah@uthm.edu.my](mailto:marpuah@uthm.edu.my)<sup>3</sup>

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## Abstract

This study aims to determine the positive relationship between perceptions of the principal's transformational leadership style and organizational commitment in teachers/educators. Organizational commitment should be owned by every teacher/educator to achieve the goals of the educational institution listed in the vision and mission of the educational institution. However, commitment to the organization could be more concern for educational institutions. This study is to fill the literature gap and provide direction to stakeholders as a consideration for making references regarding transformational leadership style and teacher organizational commitment. The data collection method in this study used a scale with the Likert Model scale scoring technique. The hypothesis in the study is that there is a relationship between the perception of the principal's transformational leadership style and the teachers' organizational commitment. The population and sample in the study were all educators in kindergartens in Cilacap District, totaling 30 teachers/educators. Data collection methods using the Transformational Leadership Style scale and Organizational Commitment scale. The results of the Pearson Product Moment correlation analysis of the two variables amounted to (rxy) 0.402 ( $p < 0.014$ ). The results showed a positive and very significant relationship between the perception of transformational leadership style and organizational commitment in teachers in kindergarten. The coefficient of determination of the correlation coefficient is  $R^2 = 0.162$ . The conclusion from the data presented shows that leadership style provides an effective contribution to organizational commitment in teachers by 16.2%. The usefulness of this research is the need and importance of leadership style to determine the organizational commitment attached to teachers.

**Keywords:** transformational leadership; organizational commitment; kindergarten teacher.

## Introduction

Successful education depends on the principal's leadership in managing and influencing educators and education personnel. The principal is the main component of education that influences the performance of PAUD teachers and their commitment to the institution (Nurkhasyanah & Munastiwi, 2021). Leadership is influencing subordinates or groups to cooperate in achieving a goal. Leadership style is a tool that can help organizations achieve organizational goals (Kantono & Lawrence, 2017). Transformational leadership is a form developed by Bass (Putu et al., 2016).

Transformational leadership is a leader who controls the situation by conveying a clear vision of the group's goals, is passionate about work and can make group members feel recharged (motivated) and passionate/energized (Fitri et al., 2020). Five aspects of transformational leadership, including attributed charisma/leaders, put the interests of the organization above individual interests. Inspiration leadership/motivation/leaders can inspire their members and provide a vision of the future that promises members intellectual stimulation/leaders introduce ways to solve problems cleverly and creatively, individualized consideration/leaders pay attention and treat individuals precisely according to their respective personalities, and idealized influence/leaders conduct effective communication, influencing subordinates by emphasizing the importance of values and beliefs (Munandar, 2004).

Malayu suggests that leadership style is a way for a leader to influence employee behavior so that they want to work together and work productively to achieve organizational goals (Setiawan et al., 2017). Leadership style has three factors: the leader's level of education/academic qualifications, length of work/service in the organization, and length of service in his/her current position (Harsiwi, 2001).

Principals can manage an institution with the support of teachers because support can affect commitment. For this reason, strong commitment needs to be instilled in teachers/educators in managing an institution/foundation. Teacher commitment to managing the institution is an important factor for the success of education. Teacher commitment is a psychological state when teachers feel an attachment to the organization and have no desire to leave it (Octaviarnis, 2021). Commitment in organizations is considered vital because it affects behavior. As part of attitudes, organizational commitment influences various important behaviors for the organization to function effectively (Sudahono, 2019).

Organizational commitment should be owned by every employee/teacher/educator to achieve the goals of the educational institution listed in the vision and mission of the educational institution. In practice, sometimes, on the contrary, commitment to the organization is not very concerned by educational institutions. Based on the results of research by Maruf, Tison, and Haning, the employees of the Makassar city land and building department, it shows that the affective or attitudinal commitment dimension shows the highest number with an average high attitude answer of 70.22%, then followed by continuance commitment with a percentage of 58.5% and the last one is a normative commitment with a percentage of 54.53% (Maruf et al., 2001). In organizational behavior, organizational commitment is an individual's psychological bond to the organization (Baharuddin & Ismail, 2016).

Mapes states that commitment comes from the Latin committee, which means to initiate, collect, combine, entrust, and perform an action (Budiyanto, 2005). Tasmara explains the commitment to the organization as a person's principles and beliefs about their organization that bind so strongly that they can direct behavior towards a believed direction (Budiyanto, 2005). Mowday said that organizational commitment could be interpreted as the relative strength of a person's identification and involvement in the organization he follows (Hasanati, 2003). Reinforced by the statement that organizational commitment in the affective aspect can be strengthened through a prosocial sensemaking process in which employees interpret actions,

personal identity, and concern for the company. Work involvement in several studies is one form of an employee/teacher/educator having a high work commitment to the educational institution where he works (Liwun & Prabowo, 2015).

Glasser said that a high commitment usually shows loyalty and professional ability. High loyalty to superiors or institutions is usually shown by: 1) obedience; 2) respect; 3) loyalty to the organization/institution; and 4) high discipline in performance (Khairani et al., 2018). Organizational commitment has aspects, including a strong belief in accepting organizational values and goals, the desire to work and serve the organization, and the desire to maintain membership in the organization that is followed. The high commitment of employees in the company is influenced by: human values as a top priority, comprehensive two-way communication, a sense of togetherness and harmony, vision and mission, values as a basis for recruitment, job stability, and financial rewards (Dessler G, 1995).

The high commitment of employees/teachers/educators to the organization they join can reduce their intention to leave and remain part of the organization to work more effectively and loyally. If employees are not committed to the organization, work discomfort, low trust, high stress, and uncertainty will increase, which ultimately negatively impacts organizational performance (Sudahono, 2019).

Factors that influence organizational commitment, such as: 1) Personal characteristics: a) tenure, new teachers/educators with high levels of self-efficacy respond more positively to challenges coming from the environment, b) education, teachers/educators with low academic qualifications are more committed than those with higher education; 2) Organizational reliability: a) the extent to which the organization is reliable in paying attention to the interests of organizational members, b) fulfillment of teacher/educator expectations such as the existence of work compatibility between positions and educational backgrounds, c) human values as a top priority, and d) financial rewards in the form of meeting the basic needs of teachers/educators; 3) Organizational factors: a) perceptions of salary, b) the extent to which individuals feel trusted by their superiors, c) comprehensive two-way communication both between teachers/educators and kindergarten principals with teachers/educators, d) perceptions of the behavior of the kindergarten principal.

Based on identifying the problem above, it will be limited considering the author's limitations in terms of time, ability, energy, and cost. Thus the author limits it by taking the title "The Relationship between Perceptions of Transformational Leadership Style and Organizational Commitment in Kindergarten Teachers". The following is a conceptual framework for this study:

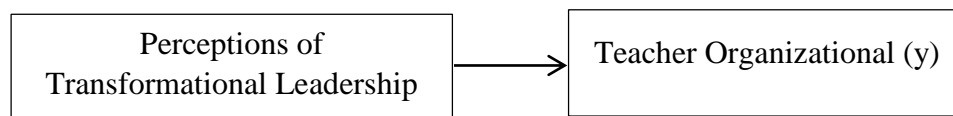


Fig. 1. Conceptual framework

## Literature Review

Previous research used as a reference in writing this journal is Alfiyanti Nurkhasyanah and Erni Munastiwi (Nurkhasyanah & Munastiwi, 2021); Fries Simatupang (Simatupang, 2021); and Samsudin and Suci Midsyahri Azizah (Samsudin & Azizah, 2021) from the three journals, the results of the study show that transformational leadership style has a meaningful, positive and significant influence on the performance of teachers and employees through work motivation. This leadership style is a modern leadership style that can change from vision and mission to action.

Transformational leadership is considered effective in any situation or culture, so there is a positive relationship between transformational leadership and effectiveness that is imitated by many subordinates at different levels of authority, making it easier to improve performance (Yukl, 2012). This theory is reinforced by the results of Lisa Gracia Kailola's research that increasing transformational leadership will impact work commitment. In this case, the principal as a role model strives to improve existing learning activities; principals can motivate teachers in the learning process at school; principals remind them of common educational goals. And foster teachers' work commitment (Kailola, 2016).

## Methods

The method in data collection uses the Likert Model scale method. The population in this study were all teachers/educators in kindergartens in the South Cilacap District, with a sample of 30 teachers/educators. The data collection method used in this study uses a scale of two scales, namely the transformational leadership style perception scale and the organizational commitment scale. The instrument in this study was adopted from Fajar Nugroho Trisunu's research, Wangsa Manggala University, 2007. There are 32 items on the organizational commitment scale which includes aspects of solid belief in accepting the values and goals of the organization, the desire to work for the organization, and the desire to maintain membership in the organization. At the same time, the transformational leadership style scale has 18 items that include aspects: charisma, inspirational motivation, intellectual stimulation, and individual attention.

Data analysis techniques for correlation hypotheses using Pearson Product Moment analysis techniques are used to test the significance of the correlation of two variables and see the relationship between the independent and dependent variables with both variables usually distributed. Pearson product-moment correlation determines the relationship between two interval or ratio scale data variables. The Pearson product-moment correlation test also requires that both variables have a normal distribution (Machali, 2021).

Table 1. Research instruments in tabular form

Question Items	Transformational leadership style instrument	Question Items	Organizational commitment instrument
1	I fully trust my superiors	1	This organization inspires me to achieve.

2	My boss has a special talent for knowing what is essential to pay attention to.	2	I feel proud to be part of this organization
3	My boss likes to give encouraging words	3	I do not feel emotionally involved with this organization
4	My boss encourages me to succeed	4	I do not feel part of the family of this organization
5	My boss allows me to think about old problems in new ways	5	I have the opportunity to get my work done
6	My boss shows me new ways to deal with problems that have been a source of confusion for me.	6	If I leave my current job, I will not feel any loss because I do not like working in this organization.
7	My boss always rewards me for doing a good job.	7	Most of the rules in this organization are to my liking.
8	My boss trains me when I need it	8	Many of my values are different from the values of this organization 8.
9	I feel calm when I am around my supervisor	9	Whatever work is given to me, I will complete it to the best of my ability 9.
10	My boss tells me about his/her expectations of high performance.	10	I feel that my current job is the most appropriate job for me 10.
11	My boss' ideas made me rethink some of the ideas I thought were perfect 11.	11	If I got a better job, I would still choose to work in this organization.
12	My boss can give me advice when I need it.	12	I do not care about the progress of this organization.
13	I feel proud to be my boss's coworker	13	I do not need to work hard because my friends do.
14	My boss can give much help to new people.	14	I am happy to spend the rest of my career with this organization.
15	In my mind, my boss is a symbol of success and accomplishment.	15	I feel that what I get in the organization I would not get if I worked elsewhere.
16	My boss encourages me to do work that exceeds my expectations.	16	The existing policies in this organization cannot bring this organization in a better direction.
17	My boss gives me reasons to change my thinking about problems.	17	I do not need to work hard for the progress of the organization
18	My supervisor is ready to give instructions or training whenever I need it.	18	I do not accept part-time jobs to concentrate on my work in this organization.

19	I want to protest the organization's policies.
20	While working here, I have tried to apply to other organizations.
21	I am confident that the organization I work for will improve.
22	The salary I receive is what I expected.
23	The decisions made by the organization are not following my wishes 23.
24	I have never had the desire to protest against existing policies.
25	The decisions made by the organization are following my wishes.
26	I feel that the organization's goals are not in accordance with my expected goals.
27	I think every policy taken by the organization is the most appropriate decision.
28	I think the rules in the organization only benefit a few parties.
29	I always arrive on time to complete all my work.
30	I am never willing to work beyond my current working hours.
31	I am willing to be placed in any department because I like working in this organization 31.
32	If there is an offer to work elsewhere, I would consider accepting it.

## Result/Findings

### *Results of Data Description*

The data obtained from the research results come from the leadership style perception scale and the organizational commitment scale in teachers, which are used as the basis for hypothesis testing. The results of the data description obtained can be seen in the table below.

Table 2. Data Description

N = 30

Variables	Empirical Data				Hypothetical Data			
	Score		Average	SD	Score		Average	SD
	Max	Min			Max	Min		
Organizational Commitment	112	72	89.20	11.424	128	32	80	16
Transformational Leadership Style	72	50	60.67	5.175	72	18	45	9

### Organizational Commitment Scale

Based on the data description above, the empirical mean organizational commitment score is 89.20, and the hypothetical mean is (128 + 32): The minimum hypothetical score obtained by the subject is  $32 \times 1 = 32$ , and the maximum hypothetical score is  $32 \times 4 = 128$ . So the hypothetical distance is  $128 - 32 = 96$  with a standard deviation of  $(128 - 32) : 6 = 16$ .

This score will be categorized to determine the high and low scores obtained by the subject. Organizational commitment scale scores can be categorized into three categories based on the hypothetical mean. Organizational commitment score categories can be seen in the following table:

Table 3. Category of Organizational Commitment Score of Teachers in Kindergarten in South Cilacap District

N = 30

Guidelines	Score	Categorization	$\Sigma$	Subject	%
$X \geq \mu + 1 \sigma$	$X \geq 96$	High	9		30
$\mu - 1 \sigma < X < \mu + 1 \sigma$	$64 < X < 96$	Medium	21		70
$X \leq \mu - 1 \sigma$	$X \leq 64$	Low	0		0
Total			30		100

Description:

 $\mu$  = Hypothetical Mean $\sigma$  = Standard Deviation

x = Subject Score

From the categorization results above, it can be seen that 0 subjects (0%) have organizational commitment in the low category, 21 subjects (70%) have the organizational commitment in the medium category, and nine subjects (30%) have organizational commitment in the high category. Most of the subjects in this study have moderate organizational commitment, namely 70%.

### Transformational Leadership Style Perception Scale

Based on the data description above, the empirical mean transformational leadership style score is 60.67, and the hypothetical mean is  $(72 + 18) : 2 = 45$ . The minimum hypothetical score obtained by the subject is  $18 \times 1 = 18$ , and the maximum hypothetical score is  $18 \times 4 = 72$ . So the hypothetical distance is  $72 - 18 = 54$ , with a standard deviation of  $(72 - 18) : 6 = 9$ .

This score will be categorized to determine the high and low scores obtained by the subject. Organizational commitment scale scores can be categorized into three categories based on the hypothetical mean. Categories of transformational leadership style perception scores can be seen in the following table:

Table 4. Category of Kindergarten Head Transformational Leadership Style Perception Score

N = 30					
Guidelines	Score	Categorization	$\Sigma$	Subject	%
$X \geq \mu + 1 \sigma$	$X \geq 54$	High	29		96,67
$\mu - 1 \sigma < X < \mu + 1 \sigma$	$36 < X < 54$	Medium	1		3,34
$X \leq \mu - 1 \sigma$	$X \leq 36$	Low	0		0
Total			30		100

Description:

$\mu$  = Hypothetical Mean

$\sigma$  = Standard Deviation

x = Subject Score

From the categorization results above, it can be seen that 0 subjects (0%) have perceptions of transformational leadership style in the low category, 1 subject (3.34%) have perceptions of transformational leadership style in the medium category, and 29 subjects (96.67%) who have perceptions of transformational leadership style in high categorization. Most in this study have a high perception of transformational leadership style, which is 96.67%.

Table 5. Categorization of Perceived Leadership Styles and Organizational Commitment Categorization

Categorization of Perceived Leadership Style	Categorization		Organizational Commitment Categorization		
	Subject	Prosentase	Subject	Prosentase	
High	29	96,67	High	9	30
Medium	1	3,34	Medium	21	70
Low	0	0	Low	0	0
Total	30	100	Total	30	100

Based on the categorization of organizational commitment data on teachers/educators in kindergartens in South Cilacap District, nine teachers (30%) have organizational commitment in the high category, 21 teachers (70%) have the organizational commitment in the medium category, and 0 teachers (0%) have the organizational commitment in the low category. From



these results, the subject's organizational commitment is in the moderate category. Organizational commitment in the moderate category is influenced by positive perceptions of the perception of transformational leadership style, as seen from the results of this study.

The results of clarifying the data of teachers in kindergartens in the South Cilacap sub-district about the perception of transformational leadership style show that about 96.67% of teachers have a positive perception of transformational leadership style in the high category, 3.34% of teachers who have a positive perception of transformational leadership style in the medium category, and 0% of teachers who have a positive perception of transformational leadership style in the low category. From these results, positive perceptions of leadership style are high. The results of the above research can be concluded that there is a positive relationship between the perception of the transformational leadership style of the kindergarten head and organizational commitment in teachers in kindergartens in the South Cilacap District.

### *Results of Data Analysis*

#### *Prerequisite Test*

Normality and linearity tests must be done before doing Pearson Product Moment correlation analysis. Fulfillment of these assumptions so that the conclusions drawn do not deviate from the truth. The assumptions that must be met are that the measured variables are close to the normal distribution and that the relationship between the independent and dependent variables is linear.

#### *Normality Test*

The normality test is carried out to determine whether the regression model is used and whether the independent and dependent variables are typically distributed (Diputri & Rahyuda, 2016). The normality test uses the Kolmogorov-Smirnov technique in the SPSS version 22 for the Windows program. The guideline to determine whether the distribution is normal is if  $p > 0.05$ , then the data distribution is standard and if  $p < 0.05$ , then the data distribution is declared abnormal.

The results of the normality test of the data distribution of the organizational commitment variable and the perception of transformational leadership style are as follows:

1) The normality test results for the distribution of dependent variable data, namely organizational commitment, show  $KS-Z = 0.110$  with a significance level of 0.200 ( $p > 0.05$ ). Based on the results obtained, the data distribution for the organizational commitment variable is normally distributed.

2) The normality test results for the distribution of independent variable data, namely the perception of transformational leadership style, show  $KS-Z = 0.108$  with a significance level of 0.200 ( $p > 0.05$ ). Based on the results obtained, the data distribution for the variable perception of transformational leadership style is usually distributed.

*Linearity Test*

The linearity test is conducted to test the relationship between the two variables, namely organizational commitment, and perceptions of transformational leadership style, whether there is a linear relationship or not. Based on the calculations, a variable is said to be linear if  $p < 0.05$ .

The results of the linearity test of the two variables show the F coefficient value of 13.266 with a significance level of 0.003 ( $p < 0.05$ ). It is concluded from the results of the data analysis that the relationship between the organizational commitment variable and the perception of transformational leadership style is linear.

*Hypothesis Test*

The results of data analysis using the Pearson Product Moment correlation test show a correlation coefficient ( $r_{xy}$ ) of 0.402 ( $p < 0.014$ ). This shows that the hypothesis of a positive relationship between organizational commitment and perceptions of transformational leadership style can be accepted. This means that the more positive the perception of leadership style, the higher the organizational commitment.

The coefficient of determination ( $R^2$ ) of 0.162 shows that the perception of transformational leadership style effectively contributes 16.7% to organizational commitment. This means that 83.8% of other variables influence organizational commitment, which is not included in this study.

**Discussion**

The description of the leadership of the kindergarten head based on data from 30 educators in the South Cilacap sub-district can be seen from several dimensions: trust, leader attention, encouragement/work motivation, solution, direction, and gifts in the form of words or goods.

Teachers will positively perceive the perception of transformational leadership style if the kindergarten principal shows concern for the needs of the teachers/educators, keeps promises, shows ability and perseverance to achieve his vision, is willing to sacrifice for the good of the organization or group, and provides motivation at work. The above is following the opinion of Avolio and Gardner that to increase the trust of followers of kindergarten principals with transformational leadership by often empowering and encouraging teachers/educators to make their own decisions, showing as a role model, and showing respect for subordinates (in this case teachers/educators) (Wahjono, 2011).

Kindergarten principals can motivate teachers/educators by providing a vision or picture of a promising future to teachers/educators and understanding the personal needs of teachers/educators to make teachers/educators understand a broader perspective. Thus it will cause individual interests to be subordinated to the interests of the foundation, team, organization, or broader interests so that individuals will work optimally for the realization of organizational goals and the organizational commitment of teachers/educators will be higher.

Based on the results of the study, most of the subjects (teachers/educators) in kindergartens in the South Cilacap sub-district perceived the transformational leadership style

positively so that it could create high organizational commitment. Therefore, the low value of organizational commitment in teachers/educators should be a serious concern and must be addressed immediately. They are considering the situation in the world of education, which increasingly demands a positive work attitude from the kindergarten principal and teachers/educators to achieve the welfare of teachers/educators, which significantly impacts the overall quality of education.

Table 6. Results of Pearson Product Moment Correlation Analysis between Perceptions of Transformational Leadership Style and Organizational Commitment

		Leadership Style	Organizational Commitment
Leadership Style	Pearson Correlation Analysis	1	.402*
	Sig. (1-tailed)		0.14
	N	30	30
Organizational Commitment	Pearson Correlation Analysis	.402*	1
	Sig. (1-tailed)	0.14	
	N	30	30
Correlation Significant at 0.05 level (1-tailed)			

The results of hypothesis testing using Pearson Product Moment correlation analysis show that the correlation coefficient ( $r_{xy}$ ) is 0.402 ( $p < 0.014$ ). This means that the hypothesis stating that there is a positive relationship between the perception of the transformational leadership style of the kindergarten principal and the organizational commitment of teachers in the South Cilacap District can be accepted. The positive relationship between the perception of the transformational leadership style of the kindergarten principal and the organizational commitment of kindergarten teachers illustrates that the more positive teachers perceive the transformational leadership style, the higher the teacher's organizational commitment will tend to be, but the more negative teachers perceive the transformational leadership style, the lower the teacher's organizational commitment will tend to be. The acceptance of the hypothesis in this study indicates that the perception of the transformational leadership style of the kindergarten principal can be considered one factor that influences organizational commitment in teachers in kindergartens in the South Cilacap District.

Table 7. Results of Association Size of Organizational Commitment to Perception of Transformational Leadership Style

R	R Squared	Eta	Eta Squared
.402	.162	.924	.853

The results of research on the subject of Teachers in Kindergarten in South Cilacap Selatan District can be seen that the coefficient of determination of  $R^2 = 0.162$ , which means

that the perception of transformational leadership style has made an effective contribution to the high and low organizational commitment of teachers/educators by 16.2%. The remaining 83.8% are other factors influencing organizational commitment, but not all factors are included in this study. Other factors could include length of service, unsupportive colleagues, education, and age. Creating high organizational commitment can be done by building a good relationship between the kindergarten principal and teachers/educators. Idealistic influence, transformational leaders behave by influencing their followers that the leader has a strong stance and commitment to leading the company (Wilyanita & Netra, 2019).

The kindergarten principal can understand the problems being faced and is willing to help when needed; it will cause teachers/educators to feel cared for and become part of the organization so that by itself, the teacher/educator will increase the sense of responsibility for the back and forth of the foundation/organization he follows. A high sense of responsibility can avoid the possibility of absenteeism by teachers/educators, boredom with work, disloyalty so that they have a feeling to move and other negative consequences.

## Conclusion

Based on the results of research and discussion, there is a significant relationship between the perception of the transformational leadership style of the kindergarten principal and organizational commitment in teachers in kindergartens in the South Cilacap District. Teachers who can perceive the transformational leadership style positively will have high organizational commitment, namely being able to see that the kindergarten head can provide a vision or picture of a promising future to teachers/educators, can understand the personal needs of teachers, act as a guide, and are willing to hear all complaints and care about the problems experienced. Meanwhile, teachers who perceive the transformational leadership style negatively will have low organizational commitment.

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