



A Vocational High School Transformational Leadership Analysis of Teacher Performance: A Literature Review Study

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ABSTRACT

Vocational High Schools play a strategic role in preparing competent human resources aligned with industry demands. The quality of vocational education is closely related to teacher performance, which is influenced by leadership practices implemented by school principals. Transformational leadership is considered a relevant leadership approach in educational management because it emphasizes inspirational vision, intellectual stimulation, individualized consideration, and motivational influence. However, previous empirical findings regarding the relationship between transformational leadership and teacher performance show varying results, creating the need for a comprehensive synthesis. This study aims to analyze the effect of transformational leadership on teacher performance in Vocational High Schools through a literature review approach. Relevant scientific articles published between 2017 and 2026 were collected from Google Scholar and ScienceDirect using keywords related to transformational leadership and teacher performance in Vocational High Schools. After screening and applying inclusion criteria, the selected articles were analyzed descriptively and comparatively. The findings indicate that most studies report a positive and significant relationship between transformational leadership and teacher performance, either directly or indirectly through mediating variables such as work motivation, organizational commitment, and job satisfaction. Overall, transformational leadership contributes to improving teacher effectiveness and the quality of vocational education.

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INTRODUCTION

Education management is a systematic process that includes planning, organizing, implementing, and controlling all educational resources to achieve goals effectively and efficiently (Jannah, 2025). In the context of vocational schools, the practice of education management is not limited to administrative aspects, but includes human resource management, the development of competency-based curriculum, and quality assurance of learning that is relevant

to the needs of the industrial world and the world of work (Maghdhuroh dkk., 2026). Thus, the success of the implementation of vocational education is highly determined by the managerial ability of the principal in integrating all organizational components in harmony (Suryanto dkk., 2025).

Leadership in the context of education has two aspects, where the term "education" refers to the place where the leadership occurs and also describes leadership traits, such as education, guidance, and coaching (Mardizal dkk., 2023). The principal in the perspective of education management functions as a manager as well as a learning leader (Said, 2018). These roles include the formulation of a strategic vision, the development of a productive school culture, the development of teacher professionalism, and the creation of a work climate that supports quality improvement (Hasibuan & Hadijaya, 2024). Therefore, the effectiveness of education management cannot be separated from the leadership style applied by school principals (Hanim & Wazir, 2022). The right leadership style contributes to the growth of organizational commitment, collaboration, and work motivation of teachers (Rhosita dkk., 2024).

One of the leadership approaches that is considered relevant in the management of vocational schools is transformational leadership (Agustina dkk., 2024). Transformational leadership emphasizes the leader's ability to inspire a shared vision, provide intrinsic motivation, stimulate innovative thinking, and give individualized attention to the organization's members (Buchori dkk., 2024). Within the framework of education management, transformational leadership is seen as a strategic approach to transform school culture to be more adaptive, participatory, and quality-oriented (Tobondo, 2025).

The implementation of transformational leadership in vocational school management has direct implications for the quality of human resources, especially teachers (Latifah et al., 2024). Teachers as the main implementers of the learning process need leadership support that is able to encourage professional development, increase work motivation, and build commitment to the school's vision (Selvi dkk., 2024). Transformational leadership plays a role in building teachers' work attachment through providing examples, strengthening organizational values, and empowering decision-making (Nisya dkk., 2026).

Vocational High School as a vocational education institution has a strategic mandate in preparing graduates who are competent, adaptive, and able to compete in the world of work and entrepreneurship (Suparyati & Habsya, 2024). Vocational schools are not only required to produce graduates with technical skills, but also non-technical competencies that are in line with technological developments and industrial needs (Sutianah, 2021). In the context of national development, the existence of vocational schools contributes to improving the

quality of human resources and the competitiveness of the nation, so that the quality of education delivery needs to be improved in a sustainable manner (Barokah dkk., 2024).

One of the main factors that determine the quality of education in vocational schools is teacher performance (Darajat dkk., 2025). Teachers occupy a strategic position as the main subject in the educational process that interacts directly in the process of learning interaction systematically and continuously (Rasyad dkk., 2024). Teacher performance can be identified through their capacity to prepare learning plans, implement learning activities effectively, carry out learning outcome assessments, and continuously improve professional competencies (Jumrawati & Karoluslina, 2025). The quality of the teaching process, student learning outcomes, and the overall reputation of the school will be influenced by teacher performance (Sakinah dkk., 2025). Therefore, improving teacher performance is a top priority in the vocational education program. (Darajat dkk., 2025).

The results of the research conducted by Sugiarto et al (2020) that Transformational Leadership has a very direct influence on teacher performance. Instead, a study conducted by Octaviarnis & Sumarsono (2021) Simultaneously significant, partially leadership is insignificant, but there is an indirect influence through organizational commitment to teacher performance. The difference in findings shows that there is an inconsistency in research results regarding transformational leadership on teacher performance in vocational schools. Some studies have found strong direct influences, while others have shown that these influences are indirect through mediating variables such as organizational commitment or work motivation. These inconsistencies indicate the need for a comprehensive study to identify more consistent patterns of relationships as well as factors that reinforce or weaken these influences.

Based on this description, this study aims to systematically analyze the relationship between transformational leadership and teacher performance in vocational schools through a literature study approach. The synthesis of various findings of previous research is expected to be able to provide a comprehensive picture of relationship patterns, consistency of results, and the contribution of transformational leadership in improving teacher performance and the quality of vocational education in a sustainable manner.

RESEARCH METHOD

The research method used in this study is a literature study. Literature studies are carried out by collecting various data sources relevant to the relevant research problem or topic (Febrianto & Siroj, 2024). This literature study

technique uses scientific articles as the main data analyzed by researchers or authors without the need for direct observation in the field (Sari & Yuliani, 2021). This study uses a literature study approach by collecting various relevant scientific articles from Sciencedirect and Google Scholar. The literature search process was carried out using the keyword "Transformational Leadership of Vocational High Schools on Teacher Performance" and was limited to the range of publication years 2017 to 2026. The focus of the study in this article is directed at the analysis of the relationship and influence of transformational leadership on teacher performance in the Vocational High School environment.

RESULT AND DISCUSSION

Results

Based on the results of the search for scientific research articles obtained, there are several studies related to Transformational Leadership on Teacher Performance in Vocational High Schools. In the identification process, there were 1,597 articles from several databases used. Then a screening process of 78 was carried out so that there were articles left. Next is the eligibility process (eligibility and suitability) leaving 31 articles. Finally, by reviewing the relationship of existing articles with vocational high schools, there are 15 articles left with titles and research results to be reviewed.

Search for reference articles obtained from the Sciencedirect database with the keyword Transformational Leadership in Vocational High Schools on Teacher Performance

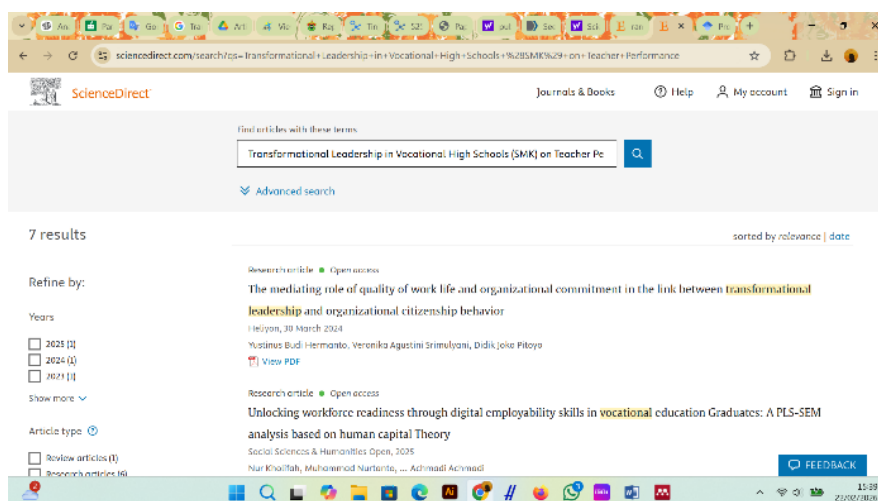


Figure 1.

Literature Search with Sciencedirect

Furthermore, the search for reference scientific articles on the Google Scholar database uses the keyword Transformational Leadership on Teacher Performance in Vocational High Schools.

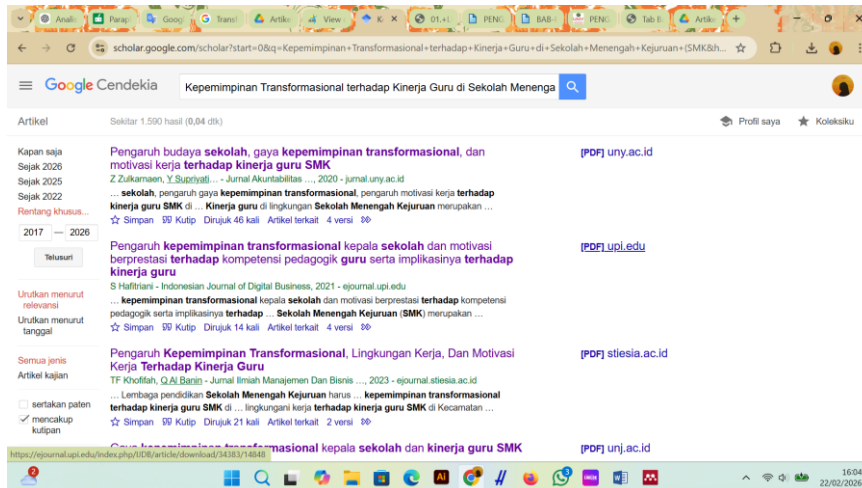


Figure 2.

Literature Search with Google Scholar

In the process of conducting a literature search, it is shown in a flowchart with two different databases as shown in the following diagram image:

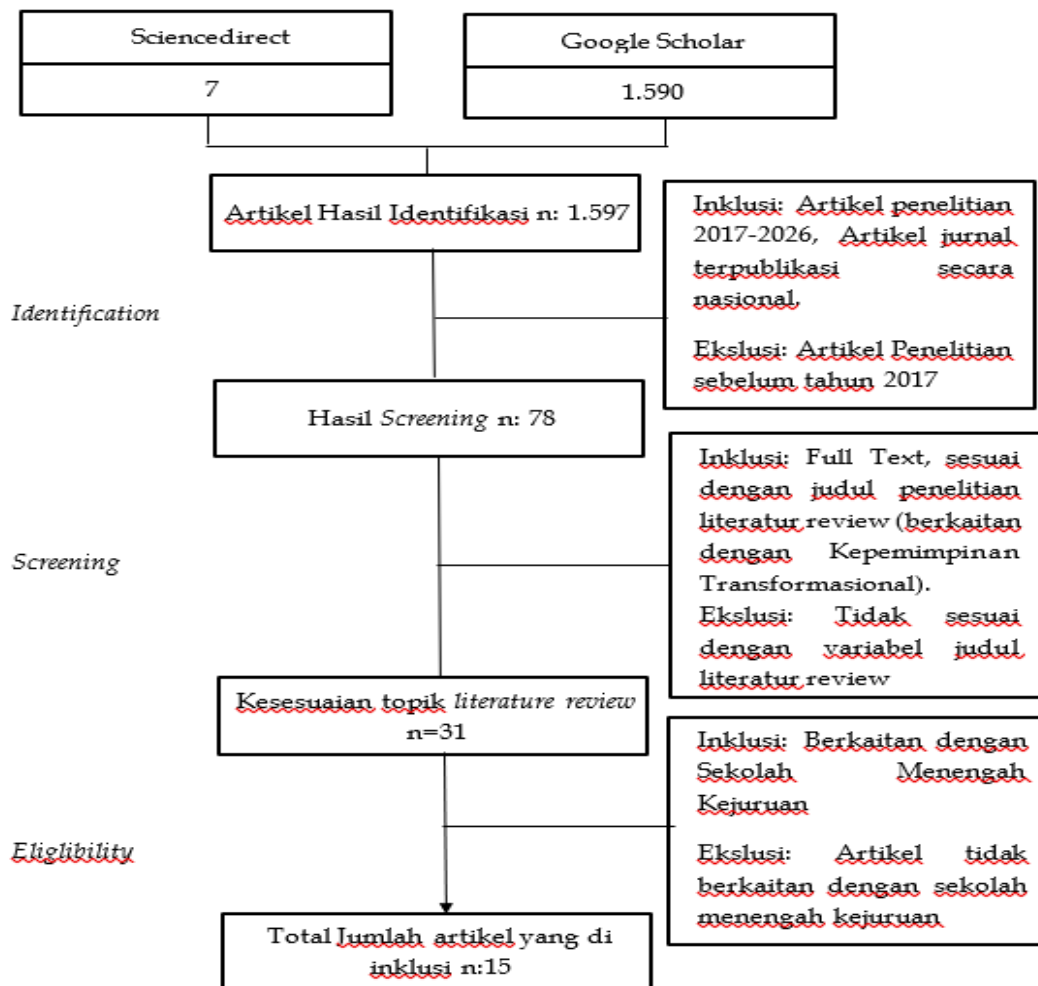


Figure 3.

Literature Search Flowchart

Based on the literature review process, it was determined that there were 15 articles that met the inclusion criteria. The research article is Transformational Leadership on Teacher Performance in Vocational High Schools in several regions.

Table 1.
Analysis of the Collection of Reference Articles (Literature)

| No | Researcher (Year) | Research Title | Research Methods | Vocational High School | Results |
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| 1. | Army Cahaya Putra Rustamaji, Dedi Purwana, Corry Yohana (2017) | "The Transformational Leadership Style of the Principal and Performance of Private Vocational School Teachers in East Jakarta" | This research was carried out hypothesis testing in the form of causality | At Private Vocational Schools in the Rayon 05 East Jakarta Area 1 | The results showed that transformational leadership had a significant positive effect on work attachment ($\beta=0.339$; $p=0.000$) and had an impact on improving teacher performance ($\beta=0.342$; $p=0.000$). |
| 2. | Imam Soetopo, Amiartuti Kusmani ngtyas, Tri Andjarwati (2018) | "The Influence of Transformational Leadership Style, Individual Characteristics, Work Environment on Work Motivation and Teacher Performance Vocational High Schools Negeri 1 Tambelangan Sampang" | This study uses a quantitative approach with a causal research design and is analyzed using Structural Equation Modeling (SEM) | Vocational High Schools 1 Tambelangan an Sampang | The results of the analysis using Structural Equation Modeling (SEM) showed that transformational leadership had a positive and significant effect on teacher performance ($p < 0.05$). |
| 3. | Nur Azizah, Murgiyanto, and Riyadi Nugroho (2019) | "The Influence of Transformational Leadership, Work Motivation Towards Commitment Organization and Teacher Performance at Vocational High Schools" | This research uses a quantitative approach, explanatory research and data analysis with Structural Equation Modeling (SEM) | Vocational High Schools Abdurrahman Wahid Lamongan | The result of the path coefficient was 0.868 and the t-statistical value was 16.98, which is greater than the critical t-1.68. This shows that the higher the application of transformational leadership by the principal, the higher |

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| | Abdurrahman Wahid Lamongan: | | | the performance of teachers. | |
| 4. | Sarah Hafitriani (2021) | "The influence of transformational leadership of the head school and motivation for achievement on pedagogic teachers and their implications for teacher performance" | This research was carried out with a quantitative approach with an explanatory research design. Data analysis was carried out through inferential statistical tests | Vocational High Schools 13 Bandung | The results of the study show that transformational leadership has a positive and significant effect on teacher performance. This is evidenced by a significance value smaller than 0.05 and a t-calculated value that is larger than the t-table. |
| 5. | Imroatin Octaviarn is, Maisyarah, and Raden Bambang Sumarsono (2021) | "The Transformational Leadership Relationship of the Head School, Organizational Communication, Organizational Commitment with the Performance of State Vocational Schools Teachers in Malang City" | This study uses a quantitative approach with descriptive and correlational designs. Using path analysis . Data analysis techniques include descriptive analysis. | Vocational High Schools in Malang City. | It was found that there was an indirect relationship between transformational leadership and teacher performance through organizational commitment of 0.031, and an indirect relationship between organizational communication and teacher performance through organizational commitment of 0.053. |
| 6. | Millennial Febriyanti Nena, Sri Zulaihati, and Ati Sumiati (2021) | "The Influence of Transformational Leadership Style, Work Motivation, and Work Discipline on Teacher Performance (Teacher Case Study Vocational Business Accounting and Vocational | This study uses a quantitative approach with a quasi experiment design using a nonequivalent control group design pattern. Data analysis with normality, homogeneity test hypothesis test using t-test | Vocational Schools in Central Jakarta | Leadership, motivation, and discipline have a significant effect simultaneously on the performance of accounting teachers in vocational schools Central Jakarta stimulates and significantly has a positive influence. Where the value of F_{cal} is greater than F_{table} , |

Management in (independent
 Central Jakarta)." sample t-test)

namely $F_{cal} (17.408) > F_{table} (2.76)$. The significance value obtained in the anova table is also F_{table} and the sig value < 0.05 is accepted.

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| 7. | Feby Yohannes Alexander (2023) | <i>"The Influence of Transformational Leadership Styles Principals and Organizational Culture Teacher Performance Through Teacher Work Discipline at Vocational High Schools Panca Dharma Balikpapan"</i> | This study uses a quantitative approach with a survey method. The data analysis technique used multiple linear regression analysis. | Vocational High Schools Panca Dharma Balikpapan | The results showed that partially the transformational leadership style had a positive and significant effect on teacher performance, which was shown by the significance value of the t-test less than 0.05. Simultaneously, the three independent variables had a significant effect on teacher performance, which was proven by the F test with a significance value of < 0.05 . |
| 8. | Mohamad Hadisal Luthfi (2024) | <i>"The Influence of Transformational Leadership and Job Satisfaction Towards the Performance of Cibinong Mechanical Vocational School Teachers"</i> | This study uses a quantitative approach with a survey method. Data analysis used multiple linear regression. | Cibinong Mechanical Vocational School | Partially, leadership and job satisfaction had a significant effect on teacher performance (t-test and F test $p < 0.05$). |
| 9. | Rina Wijayanti, Mei Indrawati, and Woro Utari (2025) | <i>"The Influence of Transformational Leadership and Professional Competence on Teacher Performance At Vocational High Schools 1"</i> | This study uses a quantitative approach with a correlational research design. Data analysis was carried out | Vocational High Schools 1 Singgah Tuban | The results of the study showed that partially, transformational leadership had a positive and significant effect on teacher performance with a significance value of < 0.05 . The results of the |

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| | | <i>Singgahan Tuban Through Work Motivation"</i> | using path analysis and multiple linear regression | | path analysis showed the influence of the mediating effect through work motivation. |
| 10. | Amin Zuhdi Almuna war, M. Giatman, and Jonni Mardizal (2025) | <i>"The Effectiveness of Transformational Leadership Styles in Improving Teacher Performance at Vocational High Schools Kosgoro 1 Padang"</i> | This study uses a quantitative approach with an explanatory research design. Data analysis used multiple linear regression and path analysis. | Vocational High Schools Kosgoro 1 Padang | Transformational leadership has a positive and significant effect on work motivation and teacher performance with a significance value of < 0.05. The results of the pathway analysis showed that work motivation significantly mediated the influence of transformational leadership and the work environment on teacher performance. |
| 11. | Reni Situmora ng, Tetti Manullang, Erika Panggabean, and Ruslan Pardosi (2025) | <i>"Optimizing Teacher Performance Through Leadership Style Transformational School Principal: Case Study at Vocational High Schools Negeri 1 Sidikalang"</i> | This study uses an inferential quantitative method with a simple linear regression approach. Data analysis was carried out by normality test, linearity test, simple regression analysis, and determination coefficient test. | Vocational High Schools 1 Sidikalang | The results showed that transformational leadership style had a positive and significant effect on teacher performance (t = 5.391; p < 0.05). The R Square value of 0.319 indicates that 31.9% of the variation in teacher performance was influenced by the principal's transformational leadership style. |
| 12. | G.A. Wijaya, I.M. Yudana, and A.A.G. | <i>"Transformational Leadership Contribution, Motivation work, work ethic, and job satisfaction"</i> | This study uses a quantitative approach with survey methods and causality | Vocational High Schools 1 Denpasar | The study showed that transformational leadership style had a positive and significant effect on teacher performance (p < 0.05). |

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| | Agung (2021). | <i>Teacher Performance at Vocational High Schools Negeri 1 Denpasar"</i> | research design. Data analysis was carried out using multiple linear regression | | The Adjusted R Square value of 0.768 indicates that 76.8% of teacher performance variation was explained by transformational leadership, work motivation, and work discipline. |
| 13. | Mulifah, Herawati, Endah Kurniawati, Joko, and Ismet Basuki (2025) | <i>"The Integration of Transformational Leadership and Maslow's Motivation into Teacher Performance at Vocational High Schools Poncol Magetan: A Quantitative Analysis"</i> | This study uses a quantitative approach with a correlation design. The analysis uses regression analysis techniques double. | Vocational High Schools Poncol Magetan | Both independent variables were shown to significantly affect teacher performance ($p < 0.05$). The analysis shows that leadership transformational and Maslow's motivations significantly affected teacher performance, with the model explaining a 27.6% variance in outcomes. |
| 14. | Rizki Firdausi Rachma Dania, and Corry Yohanna (2023) | <i>"Transformational Leadership Effectiveness and Job Satisfaction In Maintaining the Performance of Vocational Teachers in the Transition Period"</i> | This quantitative research uses a survey method or questionnaire method to look at the run-in relationships between variables in the study. | Vocational schools in the East Jakarta area | This research proves that transformational leadership, job satisfaction and readiness to change has a positive effect on employee performance. Leadership transformational and job satisfaction can affect employee performance in a way that directly, or through the mediation of readiness to change. |
| 15. | Sugiarto, Wahidin and Totok | <i>"The Influence of Transformational Leadership of the Principal and</i> | The research uses a quantitative approach | North Jakarta State | Based on the results of the first hypothesis test, it can be concluded that |

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| Amin Soefijanto (2020) | <i>Work Motivation for the Performance of North Jakarta State Vocational School Teachers"</i> | through path analysis or Path Analisis with the survey method. The data analysis of this study is a descriptive analysis and inferential analysis. | Vocational School | there is a direct positive influence of Transformational Leadership on Performance with a correlation coefficient value of 0.976 and a path coefficient value by 0.856. |
|------------------------|---|--|-------------------|---|

Based on the table above the results of the synthesis of 15 articles that meet the inclusion criteria, it is generally found that the transformational leadership of school principals has a positive and significant relationship with teacher performance in Vocational High Schools. Most studies have shown significant direct influences, while some others have shown indirect influences through mediating variables such as work motivation, organizational commitment, job satisfaction, and work discipline. Overall, 14 out of 15 articles showed significant influence (direct or indirect), while 1 article showed indirect influence through mediation variables.

Discussion

The results of this study show that transformational leadership is an effective leadership approach in improving teacher performance in vocational schools. Theoretically, transformational leadership emphasizes the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions have been proven to increase intrinsic motivation, organizational commitment, and teacher work engagement.

The findings of this study are consistent with previous research by Rustamaji et al. (2017), which showed that transformational leadership had a significant positive effect on teacher work engagement and performance in private vocational schools in East Jakarta. Similarly, Soetopo et al. (2018) found that transformational leadership positively influenced teacher performance at Vocational High Schools Negeri 1 Tambelangan Sampang. Azizah et al. (2019) also reported that transformational leadership improved organizational commitment and teacher performance at Vocational High Schools Abdurrahman Wahid Lamongan, indicating that stronger transformational leadership practices contribute to better teacher performance.

Dominant findings showing positive influences reinforce the assumption that transformational leadership creates a work environment that supports teacher professionalism. Principals who inspire a shared vision, provide individual support, and encourage innovation tend to improve teachers' performance in planning, implementing, and evaluating learning. This argument is strengthened by Hafitriani (2021), who found that transformational leadership and achievement motivation significantly influenced pedagogical competence and teacher performance. Likewise, Sugiarto et al. (2020) reported a positive influence of transformational leadership on teacher performance at North Jakarta State Vocational Schools.

However, the influence of transformational leadership on teacher performance is not always direct. Octaviarnis et al. (2021) found an indirect relationship between transformational leadership and teacher performance through organizational commitment. This finding indicates that mediating variables such as organizational commitment, work motivation, job satisfaction, and work discipline strengthen the influence of transformational leadership. In line with this, Nena et al. (2021) found that transformational leadership, work motivation, and work discipline simultaneously had a significant positive effect on vocational teacher performance in Central Jakarta.

In addition, Alexander (2023) found that transformational leadership positively affected teacher performance through work discipline, while Dania and Yohanna (2023) revealed that transformational leadership and job satisfaction improved teacher performance directly and indirectly through readiness to change. These studies confirm that transformational leadership creates positive organizational and psychological conditions before improving teacher performance.

Several studies also show that transformational leadership substantially contributes to teacher performance improvement, although it is influenced by factors such as organizational culture, professional competence, and work environment. Wijaya et al. (2021) found that transformational leadership, work motivation, work ethic, and job satisfaction explained 76.8% of the variation in teacher performance at Vocational High Schools 1 Denpasar. Likewise, Situmorang et al. (2025) and Mulifah et al. (2025) confirmed that transformational leadership significantly contributed to teacher performance improvement.

In the context of vocational schools that demand adaptation to industrial and technological developments, transformational leadership becomes increasingly relevant. Principals not only act as administrators but also as agents of change who transform school culture into a more innovative and quality-oriented environment. This statement is supported by Luthfi (2024), Wijayanti et

al. (2025), and Almunawar et al. (2025), who found that transformational leadership significantly improved teacher performance through work motivation and job satisfaction. Overall, these findings confirm that transformational leadership is highly relevant in vocational schools because it encourages innovation, adaptability, and teacher professionalism in responding to industrial and technological changes.

Overall, the reviewed studies consistently demonstrate that transformational leadership has a positive and significant contribution to improving teacher performance in vocational schools. Principals who apply transformational leadership are able to build a supportive organizational climate, increase teacher motivation and commitment, and encourage innovation in learning. However, its effectiveness is also influenced by supporting factors such as work motivation, organizational commitment, job satisfaction, work discipline, and work environment. Therefore, transformational leadership is highly relevant in vocational education because it not only improves teacher performance but also strengthens teachers' readiness to adapt to educational, technological, and industrial changes.

CONCLUSION

Based on the results of the synthesis of the 15 articles analyzed, it can be concluded that the transformational leadership of school principals has a significant role in improving teacher performance in Vocational High Schools. Most studies show positive and significant influences, both directly and indirectly through mediation variables such as work motivation, organizational commitment, job satisfaction, and work discipline. Although there are findings that show indirect influences, in general, the pattern of relationships that form shows that the more effective the implementation of transformational leadership, the higher the teacher performance produced. Therefore, transformational leadership can be seen as a strategic approach in vocational education management to encourage continuous improvement of the quality of learning and competitiveness of vocational school graduates.

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