



Increasing Madrasah Aliyah Teacher Creativity through Madrasah Principal Leadership, Madrasah Climate, and Scientific Literacy

Peningkatan Kreativitas Guru Madrasah Aliyah melalui Kepemimpinan Kepala Madrasah, Iklim Madrasah, dan Literasi Sains

Rini Dwi Yuliani¹, Azainil², & Widyatmike Gede Mulawarman³

¹Universitas Mulawarman, Samarinda, Indonesia

²Universitas Mulawarman, Samarinda, Indonesia

³Universitas Mulawarman, Samarinda, Indonesia

¹Email: riniidwiyuliani6@gmail.com, ²Email: azainilunmul@gmail.com, ³Email: widyatmike@fkip.unmul.ac.id

Abstract: This research aims to examine the leadership of madrasah heads, madrasah climate, and scientific literacy that can encourage and have a positive influence on teacher creativity at Madrasah Aliyah. Teacher creativity plays an important role in the success of the learning process, influenced by several factors such as leadership support from the madrasah head, the madrasa environment, and strong scientific literacy. This research uses a quantitative approach with a survey design, data collection is carried out through questionnaires distributed to Madrasah Aliyah teachers. Research findings reveal that the leadership of madrasah heads has a significant positive effect on teacher creativity, encouraging the exploration of new ideas and the development of creativity. Apart from that, the supportive madrasah climate encourages teacher creativity in the learning process. Scientific literacy helps teachers in designing and delivering learning with scientific knowledge. The research concluded that these three factors interact with each other and are essential in increasing teacher creativity at Madrasah Aliyah. Therefore, support from the leadership of the madrasah head, a conducive madrasah climate, and increasing scientific literacy are the keys to increasing teacher creativity in education at the Madrasah Aliyah level.

Keywords: madrasah principal leadership, madrasah climate, scientific literacy, teacher creativity, madrasah aliyah

Abstrak: Penelitian ini bertujuan untuk mengkaji kepemimpinan kepala madrasah, iklim madrasah, dan literasi sains dapat mendorong dan berpengaruh positif terhadap kreativitas guru di Madrasah Aliyah. Kreativitas guru sangat berperan penting dalam keberhasilan proses pembelajaran, dipengaruhi oleh beberapa faktor seperti dukungan kepemimpinan dari kepala madrasah, lingkungan madrasah, dan literasi sains yang kuat. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei, pengumpulan data dilakukan melalui kuesioner yang disebarkan kepada guru Madrasah Aliyah. Temuan penelitian mengungkapkan bahwa kepemimpinan kepala madrasah berpengaruh positif signifikan terhadap kreativitas guru, mendorong eksplorasi ide-ide baru dan pengembangan kreativitas. Selain itu, iklim madrasah yang mendukung mendorong kreativitas guru dalam proses pembelajaran. Literasi sains membantu guru dalam merancang dan menyampaikan pembelajaran dengan pengetahuan ilmiah. Penelitian menyimpulkan bahwa ketiga faktor tersebut saling berinteraksi dan esensial dalam meningkatkan kreativitas guru di Madrasah Aliyah. Oleh karena itu, dukungan kepemimpinan kepala madrasah, iklim madrasah yang kondusif, dan peningkatan literasi sains menjadi kunci peningkatan kreativitas guru dalam pendidikan di jenjang Madrasah Aliyah.

Kata Kunci: kepemimpinan kepala madrasah, iklim madrasah, literasi ilmiah, kreativitas guru, madrasah aliyah

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* Corresponding author: Rini Dwi Yuliani, Email: riniidwiyuliani6@gmail.com



INTRODUCTION

The world today has experienced rapid developments in science and technology which have a direct impact on life, one of which is the field of education. Currently, education has been directed at preparing students for success in the 21st century. It should be noted that learning includes matters directly related to seeking mastery of knowledge in the form of facts and concepts that exist in everyday life. Through Sovayunanto (2022) research results, it was found that out of 610 students, 408 students were in the moderate category, A total of 111 students were classified as experiencing learning loss, while the other 91 students generally did not face learning challenges. However, students in the medium category could potentially become at risk for learning loss, highlighting the need for creative strategies from teachers to address this issue.

To address the educational learning loss, teachers are tasked with leveraging their skills and creativity to motivate students and enhance their learning outcomes. Additionally, short-term educational interventions focus on boosting literacy and numeracy skills, along with assessments to evaluate students' capabilities. So teacher creativity is needed in carrying out classroom-based diagnostic assessments to identify learning achievements and needs (Arifa, 2021). There are still quite a variety of complex problems that often occur in education in the 21st century which require serious attention, such as the quality of learning and problems with teaching staff (Isma et al., 2023). Apart from that, the 21st century requires the development of 6 types of skills, namely critical thinking, creativity, communication, literacy, cross-cultural understanding, and career skills (Eriyanti et al., 2022). So it is necessary to increase teacher creativity to deal with this.

One of the government's initiatives to support education is the introduction of the Independent Learning Program. The concept of freedom to learn is designed to allow students to fully develop their talents and contribute meaningfully to the nation (Bellibaş et al., 2024). The Ministry has identified three key indicators for the success of this program: equitable student participation in Indonesian education, effective learning, and ensuring that no student is left behind. Naturally, effective learning requires teachers with high levels of creativity. Creative teachers are able to advance knowledge in science, technology, and the arts to better assist their students (Alqorni et al., 2023). This also means that a creative teacher is never content with simply conveying information but seeks to engage with students in innovative ways. Such teachers can identify the unique strengths of each student and create engaging content, making lessons more dynamic and enjoyable. Students are likely to appreciate creative teachers because their diverse teaching methods keep lessons engaging, motivating students to stay involved and tackle challenges (Rahmadhani et al., 2023).

The success or failure of a madrasah in creating an environment that supports teacher creativity is influenced by several factors, namely madrasah leadership, madrasah climate and scientific literacy. The leadership role of madrasah principals is in supporting teacher creativity by providing moral support and facilities needed for pedagogical exploration. As the leader for his subordinates, the head of the madrasah is the key in encouraging the development and progress of the madrasah who is obliged to manage various components to achieve educational and learning goals (Purawanto, 2019). Where the inspirational and supportive leadership of the madrasa head can contribute to increasing teacher creativity (Jabbar & Hussein, 2017). The strong and supportive leadership of the madrasa head can create a madrasa environment for exploring new ideas and developing creativity for teachers. In this case, the leadership of the madrasa head supports and guides in increasing teacher creativity so that the expected goals can be achieved. The leadership of the madrasah head can support the creation of a positive madrasa climate in providing a strong basis for teachers to develop their creative ideas (Subaidi et al., 2023). A positive, inclusive, and collaborative madrasa climate can create an atmosphere that is conducive to the development of teacher creativity. Research shows that a positive climate tends to have teachers who are more creative in the learning process.

With the rapid advancement of science and technology and the growing pace of globalization, teachers must be creative in managing the classroom to ensure optimal learning outcomes (Tumuheise et al., 2023). The role of teacher creativity in the learning process is the main key to success. This is because the teacher is the person who will prepare, implement and evaluate learning. So, teacher creativity is highly demanded in carrying out learning for students today. Thus, teachers are needed who have scientific literacy skills so they can be more creative in designing and delivering learning materials using scientific knowledge (Leong & Said 2023). Scientific literacy is often seen specifically in science subjects, but in this case, it is considered important to increase teacher creativity in exploring and designing more creative learning outside of science subjects in madrasas.

In the context of madrasah, the explanation above offers a fresh perspective, as previous studies have primarily concentrated on public schools or other educational institutions. This provides valuable insight into the specific needs and challenges within the madrasah setting, particularly regarding the leadership of the madrasah head, the madrasah climate, and scientific literacy—factors that are worth exploring further in

relation to teacher creativity. Therefore, this researcher aims to examine the leadership of madrasah heads, madrasah climate, and scientific literacy that can encourage and have a positive influence on teacher creativity at Madrasah Aliyah. It is expected that the findings of this research will contribute to the development of more effective management strategies for madrasah, specifically regarding the factors that influence teacher creativity.

METHODS

This research employs a quantitative approach, which emphasizes statistical data (Sudjana, 2016). According to (Sugiyono, 2021), quantitative methods are rooted in positivist philosophy and are used to investigate specific populations or samples. Sampling is usually random, data is collected through research instruments, and the analysis is quantitative/statistical, aiming to test pre-established hypotheses. The goal of gathering quantitative data in this study is to confirm, refine, expand, challenge, or disprove previous quantitative findings.

The research subjects consisted of Madrasah Aliyah teachers in Samarinda City, with the research object focusing on the leadership of the madrasah head, madrasah climate and scientific literacy on teacher creativity. The research location was set at Madrasah Aliyah in Samarinda City. The population in this study was all 291 teachers at Madrasah Aliyah Samarinda City. The sample used was partly based on the number and characteristics of a population of 184 people. The study utilizes a correlation design, examining the effect of independent variables on the dependent variable. The independent variables include Madrasah Leadership (X_1), Madrasah Climate (X_2), and Scientific Literacy (X_3), while the dependent variable is Teacher Creativity (Y).

RESULTS AND DISCUSSION

Referring to Table 1, the multiple regression test can be interpreted through the following steps. First, the constant value is 61.744, indicating that if the variables for madrasah head leadership, madrasah climate, and scientific literacy are all zero, the teacher creativity value will be 61.744. Second, the regression coefficient for Madrasah Head Leadership (X_1) is 1.187, a positive value, meaning that as the leadership of the madrasah head improves, teacher creativity also increases. Third, the regression coefficient for Madrasah Climate (X_2) is 0.269, which is also positive, implying that an improvement in the madrasah climate leads to increased teacher creativity. Fourth, the Scientific Literacy coefficient (X_3) is 1.747, a positive value, indicating that better scientific literacy contributes to higher teacher creativity.

Table 1. Multiple Regression Test

Model		Coefficients ^a		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error		
1	(Constant)	61.744	5.194	11.887	0.000
	Leadership of the Madrasah Head (X_1)	1.187	0.258	4.605	0.000
	Madrasah climate (X_2)	0.269	0.060	4.499	0.000
	Scientific Literacy (X_3)	1.747	0.261	6.682	0.000

a. Dependent Variable: Y

Source: SPSS 29 Data Processing Results, 2024

The effect of the madrasah head's leadership is demonstrated by the results of hypothesis testing, which show that variable X_1 has a t value of 4.605, exceeding the t table value of 1.973. Since the t value is higher than the t table ($4.605 > 1.973$) and the significance value is 0.000, which is below the critical significance level of 0.05 ($0.000 < 0.05$), H_0 is rejected. This means that H_a , stating "There is a significant influence between the leadership of madrasah heads and the creativity of Madrasah Aliyah teachers in Samarinda City," is accepted. The positive result indicates that as the leadership of the madrasah head improves, the creativity of the Madrasah Aliyah teachers in Samarinda City also increases.

The hypothesis testing results for the madrasah climate indicate that the X_2 variable has a calculated t-value of 4.499, which exceeds the t-table value of 1.973. With a significance level of 0.000, which is below the required threshold of 0.05 ($0.000 < 0.05$), H_0 is rejected. As a result, H_a , which asserts "There is a significant effect of madrasah climate on the creativity of Madrasah Aliyah teachers in Samarinda City," is supported. This

positive outcome suggests that improvements in the madrasah climate lead to enhanced creativity among the Madrasah Aliyah teachers in Samarinda City.

The hypothesis testing results show that variable X_3 has a t-value of 6.682, which exceeds the t-table value of 1.973. With a significance level of 0.000, which is lower than the 0.05 threshold ($0.000 < 0.05$), H_0 is rejected. Therefore, H_a , which asserts that "There is a significant effect of scientific literacy on the creativity of Madrasah Aliyah teachers in Samarinda City," is accepted. This indicates a positive correlation, meaning that an increase in scientific literacy will lead to greater creativity among Madrasah Aliyah teachers in Samarinda City.

Table 2. F Test

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	996.012	3	332.004	22.776	.000 ^b
	Residual	2623.901	180	14.577		
	Total	3619.913	183			

a. Dependent Variable: Y

b. Predictors: (Constant), X_1 , X_2 , X_3

Source: SPSS 29 Data Processing Results, 2024

According to Table 2, the computed F value of 22.776 is greater than the F table value of 2.655. This is further corroborated by the significance probability of 0.000, which is lower than 0.05, resulting in the rejection of H_0 . Consequently, the alternative hypothesis, which asserts that "There is a significant impact of the leadership of the madrasa head, madrasah climate, and scientific literacy on the creativity of Madrasah Aliyah teachers in Samarinda City," is accepted. Thus, it can be concluded that the leadership of the madrasah head (X_1), madrasah climate (X_2), and scientific literacy (X_3) have a combined effect on teacher creativity (Y).

Table 3. Determinant Test (R^2)

		Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.525 ^a	.275	.263	3.818	

a. Predictors: (Constant), X_3 , X_1 , X_2

Source: SPSS 29 Data Processing Results, 2024

According to Table 3 of the SPSS 29 model summary, the combined effect of madrasah head leadership, madrasah climate, and scientific literacy on teacher creativity, as indicated by the multiple correlation coefficient R Square, is 0.525, reflecting a positive relationship. This results in an R Square value of 0.275, which means that these three variables together account for 27.5% of the variance in teacher creativity. The remaining 72.5% is attributed to other influencing factors.

1. Madrasah Principal Leadership on Teacher Creativity

The research results show that the leadership of madrasah heads greatly influences the creativity of Madrasah Aliyah teachers in Samarinda City. This influence is positive, suggesting that as the leadership of madrasah heads improves, the creativity of the teachers in Madrasah Aliyah schools in Samarinda City will also improve. High leadership of the madrasa head will provide a strong encouragement for teachers to have good abilities which will produce maximum creativity, whereas low leadership of the madrasa head will cause the teacher's abilities to be reduced, which will result in creativity being less than optimal. Leadership is one of the important factors that influences subordinate achievement so that the success of the leadership process is the behavior of the leader concerned or the leader's style (Mulawarman & Srihandari 2021).

The current leadership of the head of Madrasah Aliyah in Samarinda City is good. This shows that the leadership of the madrasah head has an influence on increasing teacher creativity in learning. The leadership of the madrasah head in this study includes five dimensions, namely: (a) making decisions, (b) communicating, (c) personality, (d) understanding the vision and mission, and (e) knowledge. So, the leadership of the madrasah head increasingly influences teacher creativity.

2. Madrasah Climate on Teacher Creativity

The research findings indicate a significant impact of the madrasah climate on the creativity of Madrasah Aliyah teachers in Samarinda. The relationship is positive, suggesting that an improvement in the madrasah climate will lead to enhanced creativity among the teachers in the city. Madrasah climate is an atmosphere that influences everyone's performance, feeling appreciated, and creates relationships between all organizations within it. A positive madrasah environment is created when the workplace is supportive, where individuals feel safe, earn well, experience acceptance, honesty, and transparency in interactions, trust in their skills, receive praise and recognition, have opportunities to express their opinions, and sense a strong feeling of belonging (Hildayati, 2024).

The madrasah climate towards the creativity of Madrasah Aliyah teachers in the city of Samarinda is currently good in this research, including: (a) the dimension of interpersonal relationships, (b) the dimension of understanding characteristics and taking part in activities, (c) the dimension of maintaining school habits and being simple, (d) the dimension of caring for others and being open, and (d) provide support. So, the madrasah climate increasingly influences teacher creativity.

3. The Influence of Scientific Literacy on Teacher Creativity

The research findings indicate a strong correlation between scientific literacy and teacher creativity at Madrasah Aliyah in Samarinda City. The relationship is positive, suggesting that as scientific literacy improves, the creativity of teachers at Madrasah Aliyah in Samarinda will also increase. Scientific literacy refers to an individual's capacity to solve problems, encompassing aspects such as context, knowledge, competence, and attitude, which in turn enhances their awareness of both themselves and their surroundings (Dašić et al., 2024). The scientific literacy of teachers at Madrasah Aliyah in the city of Samarinda is currently good in this research, including the dimensions: (a) have knowledge about science, (b) apply it appropriately, (c) solve problems in the right way, (d) apply technology, and (e) adapt to environment. So scientific literacy increasingly influences teacher creativity.

4. The Influence of Madrasah Principal Leadership, Madrasah Climate and Scientific Literacy on Teacher Creativity

The research results regarding the leadership factors of the madrasah head, the madrasah climate, and scientific literacy on teacher creativity indicate a significant impact of these variables on teacher creativity at Madrasah Aliyah in Samarinda city. The findings reveal a positive relationship, meaning that improvements in the leadership of the madrasah head, the madrasah climate, and scientific literacy will lead to enhanced creativity among teachers at Madrasah Aliyah.

The leadership of the madrasah head can encourage creative thinking in the team by creating a positive mood which can increase self-confidence and think differently, which contributes to creativity when working in an organization and support from leaders in creating a positive mood can influence the creative performance of subordinates (Permatasari et al., 2023). Where the leadership of the madrasah head who is getting better, more inspiring and supportive can contribute to increasing teacher creativity (Jabbar & Hussein, 2017). The strong and supportive leadership of the madrasah head can create a madrasah environment for exploring new ideas and developing creativity for teachers.

The leadership of the madrasah head can support the creation of a positive madrasah climate in providing a strong basis for teachers to develop their creative ideas. A positive, inclusive and collaborative madrasah climate can create an atmosphere that is conducive to the development of teacher creativity. A positive madrasah environment stems from a supportive workplace where individuals feel secure, receive fair compensation, experience acceptance, and encounter honesty and openness in interactions. It also involves having confidence in one's skills, being acknowledged and appreciated, having the chance to express their opinions, and feeling a sense of community and inclusion (Hildayati, 2024). The better the madrasah climate, the better the teachers will be at increasing their creativity.

Scientific literacy is important to increase teacher creativity in exploring and designing more creative learning outside of science subjects in madrasah. Scientific literacy is a form of ability to apply scientific knowledge in the form of identifying, making decisions and drawing conclusions related to interactions with science, the environment, technology and society (Liu, 2020). As an educator, you can improve by cultivating a strong foundation in scientific literacy, so you will have the ability to provide accurate and up-to-date knowledge to your students, thus helping them increase their understanding and creativity in science (Asiyah et al., 2024).

Based on the results above, it is clear that the leadership of the madrasah head, a positive madrasah climate, and strong scientific literacy are essential to positively impact teacher creativity at Madrasah Aliyah. Teachers play a crucial role in determining the quality of educational outcomes. The success of education largely depends on how well teachers prepare themselves and develop creative abilities to foster exceptional students. Each teacher is expected to demonstrate creativity to achieve optimal results and accomplishments. With strong scientific literacy, supported by effective leadership and a positive madrasah climate, it is hoped that teacher creativity will be positively influenced.

The research findings indicate that the leadership of the madrasah principal, madrasah climate, and scientific literacy collectively have a positive impact on teacher creativity. This suggests that the variables of madrasah principal leadership (X_1), madrasah climate (X_2), and scientific literacy (X_3) together influence the teacher creativity variable (Y), demonstrating the effect of these factors on teacher creativity.

CONCLUSION

Based on the analysis of data, descriptions, research findings, and discussions, it can be concluded that: first, the leadership of the madrasah head has a highly significant direct positive impact on teacher creativity, indicating that the leadership of the madrasah head influences teacher creativity. Effective leadership from the madrasah head can positively affect the creativity of teachers in madrasah. Second, the madrasah climate has a strong positive effect on teacher creativity, indicating that it plays a significant role in fostering creativity among teachers. A positive madrasah environment can enhance teacher creativity in madrasah. Third, scientific literacy has a highly significant positive impact on teacher creativity, indicating that it plays a role in enhancing teacher creativity. Forth, there is a direct positive influence simultaneously or simultaneously between the leadership of the madrasah principal, madrasah climate and scientific literacy on teacher creativity, which is very significant, meaning that simultaneously these three variables on the leadership of the madrasah principal, madrasah climate and good scientific literacy will have an influence both for teacher creativity and strengthening the school climate is predicted to increase scientific literacy. A madrasah in which there is the leadership of the madrasah head is able to support teachers' creative abilities, the madrasah climate is able to help teachers support and develop creativity and good scientific literacy and is able to increase teachers' creative abilities.

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