
Analysis of the Principal's Leadership Strategy with the Trilogy Ki Hajar Dewantara Concept in Improving the Quality of Education at Bajing Kulon 04 Elementary School Kroya District, Cilacap Regency

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ABSTRACT

The Principal has an important role in leading, planning, developing, supervising and evaluating school activities, with the concept of the Ki Hajar Dewantara trilogy can improve the quality of education at SD Negeri Bajing Kulon 04, Kroya District, Cilacap Regency. The purpose of the study was to determine the principal's strategy in implementing the concept of the leadership trilogy of Ki Hajar Dewantara, to improve the quality of education at SD Negeri Bajingkulon 04, Kroya District, Cilacap Regency. This research uses a qualitative approach with a descriptive method. Data collection is obtained through interviews, observation, and documentation. The subjects of the study were principals, teachers, and supervisors. The results of the study were found, namely the principal's strategy was prepared by the principal with the approval of educators and education staff who conveyed during the meeting, The obstacles faced by the principal were in the form of teachers who still arrived late and did not implement the rules in an orderly manner, lack of teacher concern when facing the acceptance of new students, The principal's solution applied provided an example, with the concept of the Ki Hajar Dewantara trilogy, with the character and behavior of Ki Hajar Dewantara setting an example for teachers, providing direction/coaching both personally and through work meetings, fulfilling the required school infrastructure, collaborating with school supervisors in coaching programs, involving teachers in participating in KKG.

Keywords: Leadership, Trilogy Ki Hajar Dewantara, Quality of Education.

INTRODUCTION

Educational goals can be achieved by involving all major components. The main components include curriculum, teacher or teacher performance, students, methods, models, techniques, strategies, learning media and infrastructure. The school, as an institution that provides services, must be able to create quality services. According to Pasande (2020), quality service is an important indicator of achieving quality education results.

Education requires leadership. While leadership is a universal phenomenon, action can manifest as a leader's activity of giving orders, guiding and influencing work groups or other people to achieve certain goals effectively and efficiently (Husaini & Fitria, 2019).

The headmaster, as the person in charge of education at the school level, has the authority and discretion to develop various school programs and manage and supervise them. The main

task of the principal is to build and develop his school so that education and teaching become more effective and efficient. This can only be implemented properly and smoothly if there is harmonious cooperation with all teachers. Therefore, what must be done is to foster cooperation with all teachers so that a harmonious relationship occurs. So this is the essence of the main duties of the school leader in the field of personnel.

The achievement of educational goals is certainly held in schools, as said by Ghavifekr et al. (2020) 'schools are a place for organizing institutions to run educational programs that aim to increase the potential of students in accordance with the times'. School can also be said to be a place to grow the development of character and motivation of students. So a comfortable, clean, neat and pleasant school atmosphere is needed. Ristianah et al. (2022). In this regard, the success of the school requires cooperation between the principal, teachers, education staff, parents, the community in organizing a quality school.

Low teacher performance will reduce the quality of education and vice versa, the higher the teacher's performance will make effective learning activities. Good results in learning require careful planning (Mauladani, 2021). To find out how much the teacher is doing, a strategy is needed for the principal as a leader that is carried out continuously. The strategy aims to help teachers who find difficulties in carrying out their duties as teachers who have professional, pedagogic, personality and social abilities in school (Wilson et al., 2020). In addition, leadership strategies can also be used as a strategy to find out about school needs that must be owned to support the smooth running of learning process activities (Ikhsandi & Ramadan, 2021). In its implementation, the principal's strategy requires careful planning about the implementation of his leadership, so that it can be effective and even improve teacher performance results so as to improve the quality of school education itself. (Yunus et al., 2021).

Teachers can improve their performance, so the role of the principal as a *leader* or leader is needed. In the world of education, the principal as a leader contains a closely interconnected meaning, moving early to walk ahead, taking the first step, doing first, pioneering directing the thoughts, opinions, actions of others, guiding, guiding, moving others through their influence. (Thierry et al., 2023).

According to Brown et al. (2023) leadership can be interpreted as a person's ability to move, direct, as well as influence the mindset, how each member works to be independent in working for the benefit of accelerating the achievement of predetermined goals. The leadership of the principal is a person who has special abilities that are better than others so that they can influence, direct and guide others to jointly carry out certain activities for the achievement of a goal that has been set together, for that a basic and fundamental strategy is needed that will be used by an institution to achieve its goals and objectives (Bawamenewi, 2021; Mustari, 2022).

It is a misconception that there are still principals who think the purpose of becoming a school head is only to achieve a position, and there are still many who do not work as leaders but are only limited to working according to the rules or meeting work targets. It requires knowledge, ability, art, prediction, and accuracy in acting or making decisions. The current

condition has not shown maximum results so that various efforts and appropriate strategies are still needed to improve school achievement with the hope that there will be an increase in all quality school indicators. The leadership of the principal is one of the important factors that influence the quality of education in schools.

Not a few amateur education leaders who do not have a clear vision and mission about the educational institution or school they lead (Tanjung et al., 2021). Conditions like this will have a negative impact on school institutions, especially in the field of school climate and culture. Leaders who are not qualified will make the organization they lead difficult to develop. This must be taken seriously, because the principal is a figure who plays an important role in building quality schools.

The success of the school is determined by the principal, teachers and staff, and other stakeholders. School principals are one of the components of education that play the most role in improving the quality of education. The effectiveness of the school is strongly influenced by the leadership of the principal marked by 3 criteria: (1) able to create a conducive atmosphere for students to learn, (2) teachers are involved and develop personally and professionally, and (3) the whole community gives support and high expectations (Kyriacou & Khozim, 2021). (Mulyasa, 2017:90). The phenomenon that is happening now shows that there are still principals who fail to lead the school. There have been a number of cases involving the Principal. As reported by online mass media that there are 9 school principals in DKI Jakarta Province fired for various violations (<http://news.liputan6.com>, accessed August 26, 2020). The behavior of the Principal reflects the absence of leadership spirit as taught by Ki Hajar Dewantara.

Speaking of the principal's leadership, he remembered the Father of Education, Ki Hajar Dewantara. He is a national figure who cares deeply about education. As a tribute to his services, May 2 was designated as National Education Day.

Ki Hajar Dewantara uses the concept of the Leadership Trilogy, namely *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, *Tut Wuri Handayani* which means guiding by example, building by building will and encouraging creativity by providing strength (Febriyanti, 2021). The concept of the Leadership Trilogy is very well and appropriately applied by the principal in leading its members to improve performance with the aim of increasing school progress and development.

Ki Hajar Dewantara provides opportunities for many people to obtain educators at Taman Siswa college. In running Taman Siswa, Ki Hajar Dewantara has a trilogy of leadership. If the Principal implements the leadership trilogy of Ki Hajar Dewantara, teachers will certainly strive to provide better performance so that the quality of education can improve. Carrying out his leadership in Taman Siswa, Ki Hajar Dewantara uses the concept of leadership trilogy that we often hear, namely *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, *Tut Wuri Handayani* (guiding by example, fostering by building will, and encouraging creativity by giving strength) (Amaliyah, 2021). The leadership trilogy is very good if applied by the

principal in leading its members, namely teachers, to improve their performance further so that it will provide progress in the development and quality of education.

Regarding teacher performance and education quality, all schools desire to improve their quality of education. One of them is SD Negeri Bajingkulon 04, located in Kroya District, Cilacap Regency. SD Negeri Bajingkulon 04 is a public elementary school. Its school performance can be said to be good. The development of this school is very rapid and quite significant. The quality of education at SD Negeri Bajingkulon 04 is not inferior to other public schools and is increasing day by day.

Skinner revealed that "strategy is a philosophy related to tools to achieve goals" (Al-Filali et al., 2024). A strategy is an overall approach related to the implementation of ideas, planning, and activity within a certain period of time. A good strategy is coordinating the work team, having a theme, identifying supporting factors that are in accordance with the principles of rational implementation of ideas, being efficient in funding, and having tactics to achieve goals effectively. Strategy is distinguished from tactics that have a narrower scope and shorter time, although in general people often confuse the two words (Ilie & Mondragón Quintana, 2023).

RESEARCH METHODS

This research uses a descriptive qualitative method with a phenomenological approach. The main purpose of this study is to describe the principal's leadership strategy in improving the quality of education at SD Negeri Bajing Kulon 04, Kroya District, Cilacap Regency, by adopting the concept of the Ki Hajar Dewantara trilogy. The qualitative method is chosen because it allows the researcher to directly enter into the object of study so that problems can be clearly identified and explained through in-depth exploration of the object of research. As explained by Mertens (2023) qualitative research produces descriptive data in the form of words or images.

The object of this research is the leadership of the principal at SD Negeri Bajing Kulon 04 in the context of improving the quality of education. Research data sources include primary data obtained directly from observations, interviews, and documentation. The population of this study includes all parties related to improving the quality of education in the school, while samples are taken from principals, teachers, and administrative staff who are considered to have relevant information about the topic studied.

This study's data collection techniques included field observation, in-depth interviews, and documentation. Observations were made to observe the principal's leadership practices directly. Interviews were conducted to gather information from principals, teachers, and staff about the leadership strategies applied. Documentation was used to collect written data relating to leadership policies and practices in schools.

Data analysis was conducted using Miles and Huberman's interactive analysis model (Mertens, 2023). This analysis process consists of three main components: data collection, data reduction, and data presentation. Data collection is done through observation, interviews, and documentation. Data reduction involves filtering and simplifying data to focus on information

that is important and relevant to the principal's leadership strategy. Data presentation is carried out in the form of short descriptions, charts, or the like to facilitate understanding.

Conclusions and verification are carried out continuously throughout the study. Initial conclusions are provisional and subject to change if not supported by solid evidence. However, if the initial conclusion is consistent with the evidence found in the field, then the conclusion is considered credible (Hasan et al., 2023).

Data validity tests are carried out through several criteria such as credibility, transferability, dependability, and confirmability (Mertens, 2023). Triangulation techniques, which involve checking data from multiple sources in various ways and times, are used to ensure the validity of the data. Researchers use triangulation techniques and source triangulation to validate findings.

Using descriptive phenomenological qualitative method, this study aims to provide a comprehensive picture of the principal's leadership strategy in improving the quality of education at SD Negeri Bajing Kulon 04 in accordance with the concept of the Ki Hajar Dewantara trilogy.

RESULTS OF RESEARCH AND DISCUSSION

Strategy is an overall approach related to the implementation of ideas, planning, and activities within a certain period of time. In a good strategy there is coordination of work teams, having a theme, identifying supporting factors that are in accordance with the principles of rational implementation of ideas, efficient in funding, and having tactics to achieve goals effectively and efficiently.

The concept of strategic management is a system that, as a whole, has various components that are interconnected and influence each other and move simultaneously (together) in the same direction as well. Therefore, the concept of strategy management cannot be separated from the elements of strategy. The elements of strategy are components that are interconnected and influence each other. The elements of the strategy include the following: 1) Planning, which is the process of defining organizational goals, creating strategies to achieve those goals, and developing plans for organizational work activities; 2) Formulation, namely the process or procedure of formulating a strategy to be used to achieve a certain goal; 3) Implementation, namely the process of interaction between goals and actions carried out in order to realize these goals; 4) Evaluation, which is an effort to measure and value the achievement of previously planned results objectively.

The principal as an education manager in the school has a very important role in determining or bringing the school he leads to obtain good quality education. This condition can certainly be realized well, if the principal is able to create strategies that are relevant to the conditions in improving the quality of education. Based on this concept, the strategy is a comprehensive, comprehensive and integrated plan that is directed to achieve goals. It can be concluded that the principal's strategy is a series of plans as targets, policies or objectives set

by a principal in education according to existing conditions, so as to realize the improvement of the quality of education.

The principal's strategy is the most determining factor in the success of improving the quality of education in schools. To improve the quality of education, school principals must develop several steps to achieve this goal. The strategic steps that must be taken by the principal to improve the quality of education include: planning, implementation, supervision and evaluation: 1) The principal's strategy in planning the quality of education. The principal's strategy in planning to improve the quality of education involves all elements of the school and works closely with the school committee, teachers, and the community. The quality planning process is carried out at the beginning of the academic year and then at the beginning of the semester. By involving all these elements, it is hoped that there will be an awareness of having responsibility in the implementation later and can run smoothly.

The strategy of the head of SD Negeri Bajingkulon 04, Kroya District, Cilacap Regency in implementing the quality of education The principal as the main responsibility in implementing the strategy in improving the quality of education always provides motivation, guidance and direction to all school residents. In order to improve the quality of education, the main factor lies in the teachers under the leadership of the principal. Teachers must be empowered and given broad authority in the learning process. The primary function of leaders in improving quality is to empower teachers and give them broad authority to enhance learner learning.

The strategy of the head of SD Negeri Bajingkulon 04, Kroya District, Cilacap Regency in supervising the quality of education The principal realizes that supervision plays a very important role in the success of the quality of education in schools. Supervision is carried out not to find faults but to both find existing shortcomings and then find solutions in solving problems. The effort of coaching by the principal to the teacher is very decisive because the teacher is the person most responsible for supervising the implementation of education in schools. Supervisors function to *assist*, support, and share.

The Head of SD Negeri Bajingkulon 04, Kroya District, Cilacap Regency during class hours went around the entire class to see the teaching and learning process. This is done to see the activeness of the teaching and learning process. The principal, when supervising, does not interfere with teaching and learning activities. By frequently touring the school, the principal knows how the learning process is taking place. Knowing which classes are empty and not so that school order is well maintained.

The Head of SD Negeri Bajingkulon 04, Kroya District, Cilacap Regency supervises the teaching of teachers. Supervision is carried out not to find fault with teachers or criticize teachers but in order to improve the quality of education that is being carried out Academic supervision or better known as teaching supervision "upholds the practice of continuous quality improvement (*continuous quality improvement*) as one of the basic principles of integrated quality management (Satori, 2006: 6). After conducting supervision, the principal followed up by evaluating the education quality improvement strategy program to develop a plan. The

principal's strategy in evaluating the quality of education as the last process in organizational activities is evaluation or assessment. Evaluation will measure the extent to which the results are achieved against the target goals of the organization that have previously been decided, whether achieved or not. Assessment is the process of collecting and processing information which is then used in considering a decision. The target of evaluation is the organization's system, which is made up of inputs, processes, and outputs. Each organizational system has its own characteristics. While the purpose of the evaluation is to determine the level of achievement of results against school goals.

Internal evaluation of the school is carried out by the principal assisted by other education personnel. Then, the results of the evaluation are discussed together, and all teachers, employees, and the school committee are involved. The principal followed up by evaluating the education quality improvement strategy program to develop an improvement plan at a later time to determine the next steps to take. The task of the head of SD Negeri Bajingkulon 04 Kroya District, Cilacap Regency as a leader to meet the needs of the group, must also influence what group is perceived to be a realistic need, which is in accordance with reality. The duties of a leader include: 1) Exploring the needs and desires of his group; 2) From these desires can be obtained those that are realistic and that are truly attainable; 3) Convince the group of what they want, what is realistic and what is actually imaginary; 4) Find a way that can be taken to achieve/realize these desires.

The leadership concept of Ki Hajar Dewantara, which is used as a foothold for leaders in Taman Siswa, is *Ing Ngarsa Sun Tuladha Ing Madya Mangun Karsa Tut Wuri Handayani*. The concept of leadership of Ki Hajar Dewantara is familiar to hear, especially Tut Wuri Handayani which is used as a symbol of the Ministry of Education and Culture of the Republic of Indonesia. So it is often found in schools.

Ing Ngarsa Sung Tuladha

Ing Ngarsa Sung Tuladha, means that a leader must be able to be an example for his subordinates, both his attitude and mindset. Subordinates will do what their leader exemplified. If the leader sets a good example, then subordinates will also behave well. In this case, the leader must always give direction and be willing to explain things to subordinates so that they understand what is meant by the leader.

Ing Madya Mangun Karsa

Ing Madya Mangun Karsa, it means that if the leader is among his subordinates, the leader must be able to provide inspiration and motivation for his subordinates, so that students are expected to be more advanced in work. If the leader always encourages his subordinates, then his subordinates will be more active because they feel cared for and always get positive thoughts from their teachers so that subordinates always look forward and are not fixated on their current condition. This motto can be realized by means of discussion, but the condition that must be met is that all subordinates or the majority of subordinates must understand or master the discussion material. If the subordinate does not master then the discussion will not

take place, because only the first motto will apply, namely *ing ngarso sung tuladha*, or the one in front of giving an example.

Tut Wuri Handayani

Tut wuri handayani means that if subordinates are familiar with the material, then they are good at many things, so leaders must respect their subordinates' abilities. Leaders are expected to give confidence that subordinates can carry out their duties well. The leader must not underestimate the ability of his subordinates. This motto is realized by assigning tasks, working independently or giving authority in work.

The motto of the Ki Hajar Dewantara trilogy in the context of leadership will create a respected and authoritative leader because it describes a leader who is able to place himself wherever he is but still authoritative.

SWOT analysis (strengths), weaknesses, opportunities, and threats include evaluation activities on the education system's internal strengths and weaknesses as well as opportunities and threats derived from educational values.

Implementation *Ing Ngarsa Sung Tuladha*: A leader must be able to behave *Ing Ngarsa Sung Tuladha* so principal of SD Negeri Bajingkulon 04 is a role model. The leader must have more value than his followers or the community he leads. The principal's example is the character/personality of the principal and can set an example and can be used as a foothold by school residents to do something. All behaviors and attitudes carried out by the principal of SD Negeri Bajingkulon 04 Kroya District greatly affect the attitudes of employees, civil servants and students so that the principal must be able to maintain trust in him: Responsibility, Exemplary, Listen to others. Implementation in the Middle of *Mangun Karsa*, It means that a school principal, if he is in the midst of his followers, must be able to provide motivation so that all can unite all movements and behaviors simultaneously to achieve common goals. The principal is the driving force for school resources (teachers, employees, and students). The Head of SD Negeri Bajingkulon 04, Kroya District, Cilacap Regency must have high motivation so that he is expected to be able to become a person who encourages school resources. Implementation of the principal in order to build the will of the pamong, employees, and students: Empowering staff, Providing excellent service, Focus on the learners.

The implementation of *Tut Wuri Handayani*, meaning to follow from behind and *Handayani* means to give a moral boost or encouragement. So it means that *Tut Wuri Handayani* is what the principal of SD Negeri Bajingkulon 04 did must provide morale encouragement and morale from behind. The purpose of *Tut Wuri Handayani* is that school principals must give freedom to their citizens to be able to develop their creativity and give direction if needed. The freedom of the principal is given to all the citizens of the school he leads. The principal implements through delegation of duties and authority to individual staff and students.

Based on the results of the research and discussion above, it can be understood that the head of SD Negeri Bajingkulon 04, Kroya District, Cilacap Regency is a leader who needs to apply a good leadership style in implementing school management. This leadership is the

strategy of the head of the school in an effort to improve the quality of education. The strategy that can be carried out by the principal is to apply the leadership concept of Ki Hajar Dewantara.

The leadership strategy of Ki Hajar Dewantara or better known as the trilogy of Ki Hajar Dewantara leadership consists of *ing ngarsa sung tuladha*, *ing madya mangun karsa*, and *tut wuri handayani*. The trilogy is a strategy implemented by the head of SD Negeri Bajingskulon 04, Kroya District, Cilacap Regency in an effort to improve the quality of education. In this study, the leadership concept applied by the Head of SD Negeri Bajingskulon 04 Kroya District, Cilacap Regency was described in accordance with the indicators *in ngarsa sung tuladha*, *ing madya mangun karsa*, and *tut wuri handayani* which saw the leadership implemented by the principal.

CONCLUSION

The leadership concept that was planned by the Head of SD Negeri Bajingskulon 04, Kroya District, Cilacap Regency is the leadership concept of Ki Hajar Dewantara, namely the Trilogy *in ngarsa sung tuladha*, *ing madya mangun karsa*, and *tut wuri handayani* implemented by the Principal. 1) The principal's strategy is prepared, implemented and acted out by the principal with the approval of educators and education personnel conveyed during the meeting, 2) obstacles faced by the principal in the form of teachers who still arrive late and do not implement regulations in an orderly manner, lack of teacher concern when facing the acceptance of new students, 3) The principal's solution applied provides an example, with the concept of the Ki Hajar Dewantara trilogy, setting an example and providing direction / guidance both personally and through work or personal meetings, fulfilling the required school infrastructure, collaborating with school supervisors in coaching programs, involving teachers in workshops, educational seminars, trainings and participating in KKG activities.

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