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## The Influence of School-Based Management and Transformational Leadership on School Quality Mediated by Teacher Professionalism

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### **Abstract:**

*In the pursuit of understanding effective educational management and leadership, this quantitative study utilizes SmartPLS 3.0 to examine the impact of School-Based Management (SBM) and Transformational Leadership (TL) of school principals on school quality at SMP Presiden Cikarang. Seven hypotheses were tested to elucidate these relationships, focusing on the mediating role of teacher professionalism. The findings highlight significant influences: SBM positively affects school quality, and TL similarly demonstrates a significant positive impact. Furthermore, SBM significantly enhances teacher professionalism, contrasting with TL, which shows no significant impact on teacher professionalism. Additionally, teacher professionalism emerges as a significant contributor to school quality. Notably, SBM, through its enhancement of teacher professionalism, significantly improves school quality. However, TL, when mediated through teacher professionalism, does not exert a significant influence on school quality. These results underscore the critical role of SBM and the nuanced impact of TL in fostering school quality through enhanced teacher professionalism.*

**Keywords:** School-Based Management, Transformational Leadership, School Quality, Teacher Professionalism

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## 1. Introduction

Education is a key element in the development of society and the nation. At the basic level, teachers play an important role in forming quality education. Therefore, the performance of teachers in junior high schools has a significant impact on the future of students and the quality of national education. Education in a nation has a very important role in the progress of a country. Education is the process of acquiring information, skills, and tendencies of a group of individuals, passed from one generation to another through teaching, training, or research. Based on the Preamble of the 1945 Constitution of the Republic of Indonesia (UUD 1945), the Indonesian Government is able to enlighten the life of the nation. UUD 1945 mandates the Indonesian government to strive for and implement the National Education System.

According to data processed by Worldtop20.org, Indonesia's education ranking in 2023 is 67th out of 209 countries in the world. This ranking is based on five levels of education: early childhood education enrollment at 68%, completion rate of primary education at 100%, completion rate of secondary education at 91.19%, high school graduation rate at

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only 78%, and college graduation rate at only 19%. In 2023, the country with the highest education ranking in the world was Denmark, followed by South Korea in second place. However, Indonesia has never ranked in the top 20 in this assessment (Ramadhan, 2023). The government, through the National Education Agency, is acutely aware of the poor quality of education in Indonesia, as stated in the book "School-Based Management," excerpted as follows: "One of the educational issues faced by Indonesia is the quality of teaching at every level and unit of education, particularly in primary and secondary schools. Various efforts have been made to improve the quality of national teaching. However, the different indicators of teaching quality have not shown significant changes. Some schools, especially in urban areas, have shown significant improvements in teaching quality, but others are still concerning" (Dr. Sabar Budi Raharjo, Meni Handayani, Moh Rif'an Jauhari, & Fitri Juanita M., 2019).

A critical supporting factor for School-Based Management (SBM) is human resources (HR) with high integrity and capability. One of the important components in school-based management is the professionalism of the principal, who plays a key role in managing the school, especially during the SBM era. As a leader, the principal is fully responsible for the success or failure of the school (Meilani, Lubis, & Darwin, 2022). Transformative leadership is an important type of leadership in schools. This means that teachers and other staff members can be involved in decision-making, not just the principal. This is beneficial as it helps everyone feel more committed to improving the school. Transformative leadership also helps teachers become better at their jobs and adapt to changes in education (Cucu & Dr. Endang Herawan, 2016).

Several studies have discussed the impact of school-based management, the transformational leadership of principals, teacher professionalism, and work ethic on school quality. (Damanik, 2019) conducted a study titled "The Influence of School-Based Management and School Committees on School Quality," which found that School-Based Management (SBM) positively influences school quality. According to (Handriyani Timor, 2018), research results indicate a weak but interconnected relationship between the leadership of principals and the quality of schools. (Atasoy & Yalçın, 2023) explored how school leadership affects teachers' professionalism via trust in administrators in bureaucratic school structures. Additionally, (Bellibaş, Kılınç, & Polatcan, 2021) examined the moderation role of transformational leadership in the effect of instructional leadership on teacher professional learning and instructional practice, emphasizing an integrated leadership perspective. (Karacabey, Bellibaş, & Adams, 2022) investigated principal leadership and teacher professional learning in Turkish schools, highlighting the mediating effects of collective teacher efficacy and teacher trust. (Kılınç et al., 2024) looked at how transformational leadership influences teachers' commitment and innovative practices, understanding the moderating role of trust in principals. (Lee & Chiu, 2017) discussed principals' perspectives of teacher professional development in the school-based management context, and (Tschannen-Moran, 2009) focused on fostering teacher professionalism in schools through leadership orientation and trust. Lastly, (Wang, 2021) analyzed the impact of principals' transformational leadership on students' modernity, and (Yusuf, Amzat, & Bint Saidin, 2019) examined the mediating effect of school-based management on school climate, bureaucracy, and effectiveness in secondary schools.

Despite extensive research on school-based management, transformational leadership, and

teacher professionalism, there remains a gap in understanding the specific mechanisms through which these factors interact to influence educational quality in Indonesian junior high schools. Previous studies have often focused on general educational settings or different cultural contexts, leaving a need for targeted research that addresses the unique challenges and opportunities within the Indonesian educational system.

This study aims to fill this gap by providing a comprehensive analysis of the interplay between school-based management, transformational leadership, and teacher professionalism specifically within Indonesian junior high schools. By leveraging a mixed-methods approach, this research will offer novel insights into the contextual factors that shape educational outcomes in Indonesia.

This study aims to evaluate the impact of school-based management on the quality of education in Indonesian junior high schools. Additionally, it seeks to analyze the role of transformational leadership in enhancing teacher professionalism and educational quality. Within this context, the research will identify the specific challenges and opportunities associated with implementing school-based management and transformational leadership in the Indonesian educational system. Based on these findings, the study will provide recommendations for policy and practice aimed at improving educational outcomes through effective school leadership and management strategies.

## **2. Theoretical Background**

### **School-Based Management (SBM)**

SBM gives principals, teachers, students, and parents significant control over the educational process by granting them the responsibility to decide on budgets, staff, and curriculum programs. According to (Mulyasa, 2012), SBM is an idea for making decisions related to learning, specifically in schools. By giving schools greater autonomy and full trust, it not only shows the government's readiness to respond to societal pressures but also serves as a way to enhance the efficiency, quality, and equity of education. (Achadah, 2019) explains that School-Based Management (SBM) is a method to improve the quality of education by delegating policy decision-making from the central government to each local organization. This means that principals, teachers, students, and parents have greater control. This approach significantly impacts teaching and learning activities in institutions and schools. Importantly, it gives schools a crucial role and responsibility in financial decision-making and school curriculum programs.

### **Transformational Leadership**

(Basirun & Turimah, 2022) Transformational leadership is a leadership model chosen by many organizational leaders. According to several experts, this form of leadership has various meanings, but fundamentally, it yields the same results. This leadership often emphasizes several important values to subordinates to achieve organizational interests, encouraging certain members to set aside personal interests and strive to achieve common goals. According to (Hakim, 2018), in his study on the influence of leadership and the physical work environment on employee performance with job satisfaction as an intervening variable (Case Study at Banjarmasin Post Group), it was revealed that transformational leaders

are more concerned with keeping their followers updated and organized together rather than granting authority to higher-ups. The top-down approach involves government decision-making communicated to the public. Additionally, transformational leaders see themselves as mentors willing to fulfill their followers' aspirations. Transformational leadership is present in global life and can be the answer to various problems related to contemporary challenges. Nowadays, many changes are happening. It is no longer the time when people accepted everything that happened to them without question. Today, many people criticize and question whether what is provided is worthy of their concern. Maslow's motivation theory mentions that people today have a desire for self-actualization, which implies a form of service and appreciation for human beings. Therefore, today's transformational leadership style is not only based on the need for self-esteem but also raises awareness of the existence of leaders who must take charge of developing their potential, aligning with research on management and leadership development that focuses on people, performance, and organizational growth through mutual influence. According to (Suarga, 2017), transformational leadership is a leader who has the power to influence subordinates in certain ways. By practicing transformational leadership, followers will feel trusted, valued, loyal, and respectful towards their leader.

### **Teacher Professionalism**

(Dudung, 2018) Professional competence of a teacher is a set of skills that a teacher must possess to successfully perform their duties as a teacher. Thus, a teacher's professional capacity is a set of skills related to a profession that requires many different skills in the field of education and teaching. Professional competence is a teacher's basic ability to understand learning and human behavior, the field of study they develop, appropriate attitudes towards the environment, and technical teaching skills. The success of a teacher in carrying out their profession is largely determined by four factors that emphasize teaching ability. Similarly, (Mulyasa, 2012:27) stated that teacher competence is a combination of personal, technological, social, and spiritual abilities that form teacher competence, including mastery of learning materials, understanding of students, and self-development and professionalism. (Jhon Helmi, 2018) a professional teacher is referred to as a qualified and competent educator who is obliged to achieve maximum learning outcomes and has the ability to influence the teaching and learning process of students to achieve these outcomes. A teacher or educator is a true leader, a wise guide, a shaper, and a ruler of the community. The professionalism of a teacher is the state, orientation, values, goals, quality of the profession, and authority in the field of education and teaching related to one's work, thus creating that person's income. At the same time, a professional teacher possesses all the necessary skills to carry out their educational and teaching functions.

### **School Quality**

(Irawati & Een, 2021) The quality of education consists of the terms "quality" and "education." According to the Indonesian Dictionary, quality is defined as the measure of the goodness or badness of an object; the level or degree (of intelligence, cleverness, etc.). Quality can be interpreted as the level or degree of quality that meets established standards or even exceeds expectations. The quality of education refers to the quality or measure of the goodness or badness of the process of changing the attitudes and behavior of an individual or group of people in an effort to mature humans so they can draw closer to God through guidance and training. The quality of education is universally measured in terms

of input, process, and output. As quoted by Husaini Usmani (Warisno, 2016), there are 13 attributes evaluated for educational quality, namely: performance, reliability, timeliness, aesthetics, interpersonal relationships (personal interface), specific forms (characteristics), certain standards (compliance with specifications), ease of use, consistency (solidity), uniformity (evenness), ease of maintenance (durability), and precision (accuracy). Hadis and Nurhayati in (Na'im, 2017) explain that the quality of education is influenced by internal and external factors. Internal factors include psychological, sociological, and physiological aspects present in students or learners and teachers. Meanwhile, external factors are all elements that affect the learning process and outcomes in the classroom, besides teachers and students, such as the environment, equipment, financial resources, and others. The quality of teaching remains a major issue in the Indonesian education sector, both at the university level and in primary and secondary education.

### 3. Methodology

This research was conducted at President Junior High School, North Cikarang District, Bekasi. The study began with the formulation of hypotheses using measurable data variables and yielded conclusions generalized through a quantitative research method. The analysis technique used was the SmartPLS 3.0 application. The population sampled included teachers under the President Junior High School, totaling 31 teachers. Since the research population is less than 100, the researcher used the saturated sampling method, where the research sample encompasses the entire population, which is 31 people. According to (Sugiyono, 2019), saturated sampling is a technique of selecting a sample when all members of the population are used as the research sample.

### 4. Empirical Findings/Results

The outer model design is used to connect independent variables to bound variables and mediate. The design of the outer path model can be described as follows:

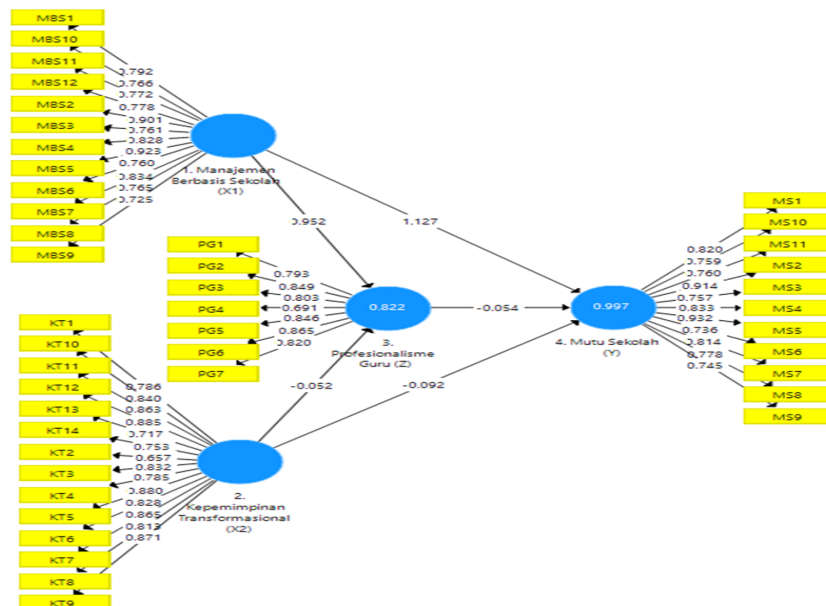


Figure 1. Outer Model

**Convergent validity**

The research indicator will be considered valid if it has an outer loading value above 0.7 on each instrument. However, an outer loading value of 0.5 is still considered sufficient (Ghozali, 2016). When the outer loading value < 0.5, then the question item should be omitted. However, there are also those who use the < 0.6 guidelines, so statement items should be omitted.

**Table 1. Outer Loading**

Variable	Indicator	Outer Loading	Description
School-Based Management (X1)	MBS1	0,792	Valid
	MBS2	0,766	Valid
	MBS3	0,772	Valid
	MBS4	0,778	Valid
	MBS5	0,901	Valid
	MBS6	0,761	Valid
	MBS7	0,828	Valid
	MBS8	0,923	Valid
	MBS9	0,760	Valid
	MBS10	0,834	Valid
	MBS11	0,765	Valid
	MBS12	0,725	Valid
Transformational Leadership (X2)	KT1	0,786	Valid
	KT2	0,840	Valid
	KT3	0,863	Valid
	KT4	0,885	Valid
	KT5	0,717	Valid
	KT6	0,753	Valid
	KT7	0,657	Valid
	KT8	0,832	Valid
	KT9	0,785	Valid
	KT10	0,880	Valid
	KT11	0,828	Valid

Teacher Professionalism (Z)	KT12	0,865	Valid
	KT13	0,813	Valid
	KT14	0,871	Valid
	PG1	0,793	Valid
	PG2	0,849	Valid
	PG3	0,803	Valid
	PG4	0,691	Valid
	PG5	0,846	Valid
School Quality (Y)	PG6	0,865	Valid
	PG7	0,820	Valid
	MS1	0,820	Valid
	MS2	0,759	Valid
	MS3	0,760	Valid
	MS4	0,914	Valid
	MS5	0,757	Valid
	MS6	0,833	Valid
	MS7	0,932	Valid
	MS8	0,736	Valid
	MS9	0,814	Valid
MS10	0,778	Valid	
MS11	0,745	Valid	

Source: Smart PLS 3.0 primary data, 2024

Based on Table, it can be concluded that the outer loading value of all research variables  $> 0.6$ . This shows that many variables have been satisfied and each variable has a high level of validity.

### Discriminant validity

Measurement of discriminant validity using crossloading score and mean sampling variance (AVE) score. The results of this sample mean variance (AVE) test show that the AVE value produced by each variable used is greater than 0.5, so it meets the conditions and limits of 0.5 to ensure that AVE is achieved.

**Table 3. Average Variance Extracted (AVE)**

Variable	Average Variance Extracted (AVE)
School-Based Management (X1)	0,644
Transformational Leadership (X2)	0,664
Teacher Professionalism (Z)	0,658
School Quality (Y)	0,651

Source : Primary Data Processed, 2024

Based on table 2 above, the AVE value in the research variables has reached a value above 0.5, which shows that the discriminant value contained in these variables has justifiable validity. Therefore, the research can proceed to the next stage.

**Hypothesis**

The results of hypothesis testing of this study are presented in the following table :

**Table 4. Hypothesis path coefficients**

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
School-Based Management -> School Quality	1,136	1,135	0,038	30,128	0,000
Transformational Leadership -> School Quality	-0,092	-0,089	0,021	4,330	0,000
School-Based Management -> Teacher Professionalism	1,035	1,046	0,166	6,234	0,000
Transformational Leadership -> Teacher Professionalism	-0,136	-0,143	0,169	0,806	0,421
Teacher Professionalism -> School Quality	-0,062	-0,065	0,030	2,081	0,038

Source : Primary Data Processed, 2024

**Table 5. Hypothesis path coefficients**

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
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School-Based Management - > Teacher Professionalism - > School Quality (Y)	-0,065	-0,066	0,029	2,226	0,026
Transformational Leadership -> Teacher Professionalism -> School Quality (Y)	0,009	0,008	0,012	0,727	0,468

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Source: Smart PLS 3.0 primary data, 2024

According to Table 3 and Table 4, Based on the results of testing and data processing carried out by the author using the SmartPLS 3.0 application, the following are the final conclusions obtained for each hypothesis in this study:

**School-Based Management -> School Quality**

The analysis results indicate that school-based management does not have a significant influence on school quality. With a P-value of 0.000, smaller than 0.05, it means this research supports the hypothesis that the implementation of school-based management enhances school quality.

**Transformational Leadership -> School Quality**

Data analysis shows that transformational leadership does not significantly affect school quality. With a P-value of 0.000, smaller than 0.05, this research supports the hypothesis that transformational leadership can improve school quality.

**School-Based Management -> Teacher Professionalism**

Based on the analysis results, it is found that school-based management has a significant influence on teacher professionalism. With a P-value of 0.000, smaller than 0.05, this result provides strong statistical evidence that the implementation of school-based management significantly enhances teacher professionalism in schools.

**Transformational Leadership -> Teacher Professionalism**

Based on the analysis results, transformational leadership does not show a significant influence on teacher professionalism. The P-value is 0.421, much larger than 0.05, indicating that this research does not support the hypothesis that transformational leadership can improve teacher professionalism.

**Teacher Professionalism -> School Quality**

The analysis results show that teacher professionalism has a significant influence on school quality. With a P-value of 0.038, smaller than 0.05, this provides sufficient statistical evidence to support the hypothesis that an increase in teacher professionalism significantly contributes to improving school quality.

**School-Based Management -> Teacher Professionalism -> School Quality (Y)**

The analysis results show that school-based management through teacher professionalism has a significant influence on school quality. With a P-value of 0.026, smaller than 0.05, the statistical test results sufficiently support the hypothesis that effective school-based management enhances teacher professionalism, which in turn significantly contributes to

improving school quality.

### **Transformational Leadership -> Teacher Professionalism -> School Quality (Y)**

Based on the analysis, transformational leadership through teacher professionalism does not show a significant influence on school quality. The P-value is 0.468, much larger than 0.05, indicating that the statistical test does not support the hypothesis that applied transformational leadership can improve teacher professionalism and significantly contribute to school quality.

## **5. Discussion**

Contrary to the expectation that school-based management would significantly enhance school quality, the analysis reveals that it does not have a substantial impact. This finding diverges from previous research by Damanik (2019), which highlighted a positive relationship between school-based management and school quality. One possible explanation for this discrepancy could be the varying levels of implementation fidelity and contextual differences across schools. Despite the statistical evidence supporting the hypothesis, the real-world application of school-based management might face challenges such as inadequate resources and resistance to change, which could mitigate its effectiveness.

The analysis indicates that transformational leadership significantly impacts school quality, aligning with findings from Bellibaş, Kılınç, and Polatcan (2021), who emphasized the role of transformational leadership in enhancing educational outcomes. Transformational leadership fosters a collaborative and motivating environment, enabling teachers to adapt to changes and improve their instructional practices. This aligns with the theoretical framework of transformational leadership, which posits that leaders who inspire and empower their staff can drive substantial improvements in organizational performance.

The results confirm that school-based management significantly enhances teacher professionalism. This finding is consistent with Yusuf, Amzat, and Bint Saidin (2019), who demonstrated the positive influence of school-based management on school climate and teacher effectiveness. By decentralizing decision-making and empowering teachers, school-based management creates an environment conducive to professional growth and accountability. This supports the notion that effective management practices can directly influence the professional development of teachers, thereby enhancing their capacity to deliver quality education.

In contrast, transformational leadership does not show a significant influence on teacher professionalism, which is an unexpected outcome. This contrasts with the studies by Karacabey, Bellibaş, and Adams (2022), which highlighted the mediating role of transformational leadership in fostering teacher efficacy and trust. One possible reason for this could be that transformational leadership requires a longer time frame to manifest its effects on teacher professionalism, or there may be other intervening variables that were not captured in this study.

The analysis reveals that teacher professionalism significantly influences school quality. This finding aligns with Tschannen-Moran (2009), who identified the critical role of teacher professionalism in fostering a positive educational environment. Professionalism in teaching practices, including commitment to continuous improvement and adherence to educational standards, directly impacts student learning outcomes and overall school

performance. This underscores the importance of investing in professional development programs to elevate the quality of education.

The results indicate that school-based management enhances school quality through its positive effect on teacher professionalism. This supports the integrated model proposed by Atasoy and Yalçın (2023), which posits that the effectiveness of educational management practices is mediated by their impact on teacher professionalism. Effective school-based management practices create a supportive environment that fosters professional growth among teachers, which in turn leads to improved educational outcomes.

Conversely, transformational leadership does not significantly influence school quality through teacher professionalism. This finding diverges from Wang (2021), who suggested that transformational leadership indirectly enhances student outcomes through its impact on teacher practices. The lack of a significant mediating effect in this study suggests that other factors might moderate the relationship between leadership styles and educational quality, such as organizational culture or external support systems.

## 6. Conclusion

Based on the analysis using SmartPLS 3.0, this study examined seven hypotheses to understand the Influence of School-Based Management and Transformational Leadership of School Principals on School Quality Mediated by Teacher Professionalism at SMP Presiden Cikarang. The conclusions drawn from this research are as follows: Firstly, the analysis indicates that school-based management significantly influences school quality. Secondly, data analysis demonstrates that transformational leadership significantly affects school quality. Thirdly, based on the analysis results, it is found that school-based management significantly impacts teacher professionalism. Fourthly, according to the analysis, transformational leadership does not show a significant influence on teacher professionalism. Fifthly, the analysis shows that teacher professionalism significantly influences school quality. Sixthly, the analysis reveals that school-based management through teacher professionalism significantly influences school quality. Lastly, based on the analysis, transformational leadership through teacher professionalism does not show a significant influence on school quality.

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