

Contribution Leadership Transformational and Leadership Learning InImproving the Quality of Education High School in Banten Province



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ABSTRACT: Transformational leadership and learning leadership play a crucial role in improving the quality of education. These two types of leadership complement each other and focus on personal, professional, and organizational development to create a better and higher-quality learning environment. This research is expected to provide a deeper understanding of how transformational leadership and learning leadership contribute to influencing educational quality through the development of self and professional growth of qualified educators are teachers from several high schools in Banten Province in this study included 35 participants, using a quantitative research approach with the Product Moment method. Data was collected through a questionnaire administered to the respondents, with the entire population serving as the sample technique employed is the Product Moment analysis technique using SPSS software. The results of this study show evidence that transformational leadership and learning leadership have a significant impact on educational quality

KEYWORD: Transformational Leadership, Learning Leadership and Educational Quality

INTRODUCTION

Man is God's highest creature compared to other creatures of God. Humans awarded ability for thinking, ability For sorting and choosing which is good and which is bad. By excess that's it man should capable manage environment with good. Not only in the environment that needs managed with good , life social even humans need managed with good for that's it needed source Power quality human beings . Source soulful power leader, at least for lead himself alone.

Leadership is the ability that a person has to influence others to work towards achieving goals and objectives. Another definition of leadership is the ability and readiness of a person to influence, guide and direct or manage others so that they are willing to do something to achieve common goals. In this sense, someone who wants to be recognized as a leader must have advantages in several of the above functions, namely: influencing, guiding to managing others (Fatonah, 2013: 2). In implementing leadership, there are many leadership models that can be applied, including Transformational Leadership and Learning Leadership. Transformational leadership is a leadership style that emphasizes the inspiration and motivation of organizational members to achieve higher common goals, has been proven to have a positive impact on organizational performance (Alessa, 2021: 16506-16515). Transformational leadership plays a very important role in the process of improving employee or employee performance, this is indicated by evidence that if a leader has a high transformational attitude, he will provide a positive example to employees. (Aprilinda and Budiman, 2021:84-846)

Meanwhile, according to Southwork (2002:65), learning leadership is a strong concern for teaching and learning, including professional learning by teachers according to student development. Learning leadership has a primary concern for learning components to suit student development. Learning leadership for quality improvement needs to be followed up as educational professionals and work together, coordinate and support each other to ensure that educational tasks in schools successfully deliver to the stage of educational goals. (Eppendi et al., 2023: 121-131)

In research This aiming For test hypothesis that There is significant relationship between leadership transformational and leadership learning Head school with improvement quality results exam schools in high schools in Banten Province in 2023. Research This expected can become base For designing leadership programs head school in increase quality education . For obtain valid data from study this , researcher use method quantitative product moment pearson , Analysis correlation pearson or also known as Product

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Moment correlation is analysis For measure existence closeness connection linearly between two variables that have normal data distribution . (El- Hashash & Shiekh, 2022:36-48).

THEORETICAL FRAMEWORK

According to Saleem in (Aprilinda and Budiman, 2021: 840-846) in the phenomenon that occurred based on the journal he wrote, namely regarding the impact of leadership style on job satisfaction, in the study it was stated that transformational leadership style has a positive influence on job satisfaction in the political field so that through the right leadership style it will affect job satisfaction of the people involved including every employee who is under the leadership of that person. Transformational leadership has a very strong impact on its followers and on the organization or society in general because of its impact that is able to face internal and external changes. (Bass & Avolio, 1993). The transformational leadership of kindergarten principals has a fairly strong and significant correlation with the organizational citizenship behavior of kindergarten teachers throughout Udus Regency. This shows that transformational leadership has a significant influence on organizational citizenship behavior in kindergarten teachers throughout Kudus Regency. (Putrianti and Kurniady, 2013: 02).

This transformational leadership is truly interpreted as true leadership because this leadership really works towards the target of directing the organization to a goal that has never been achieved before. Leaders must actually be able to direct the organization in a new direction (Yukl, 2010). According to Bass and Silin in (Yukl, 2010) transformational leadership consists of four components: 1) Charisma, 2) Individual Consideration, 3). Intellectual Stimulation, 4) Inspirational. In theory, transformational leadership is a leadership model for someone who tends to motivate employees or subordinates to work better by focusing on behavior to help transformation between employees/individuals and organization/company. Organizational culture in an organization is usually associated with the values, norms, attitudes and work ethics shared by each component of the organization. These elements are the basis for monitoring employee behavior, the way they think, work together and interact with the environment. If the organizational culture is good, it will be able to increase organizational commitment and will be able to contribute to success to the company (Rifai, 2020:213-223)

Learning Leadership

The main objective of learning leadership is to provide excellent service to all students so that they are able to develop their potential, talents, interests and needs. In addition, it is also to facilitate learning so that students' learning achievements increase, learning satisfaction increases, learning motivation increases, curiosity is realized, creativity is fulfilled, innovation is realized, an entrepreneurial spirit is formed, and awareness of lifelong learning because science and technology and art are developing rapidly and growing well (Wahyudi, Narimo and Wafroturohmah, 2020:47-55). Learning Leadership according to Eggen & Kauchak (2004) is an action taken (Principal) to develop a productive and satisfying work environment for teachers which is ultimately able to create better student learning conditions. Aspects of learning leadership according to (Syahril, 2020) are three categories such as Learning Leadership, planning for the implementation of learning that is on the side of students, and reflection and improvement of quality. The main objective of learning leadership is to provide excellent service to all students so that they are able to develop their potential, talents, interests and needs. In addition, it is also to facilitate learning so that students' learning achievements increase, learning satisfaction increases, learning motivation increases, curiosity is realized, creativity is fulfilled, innovation is realized, an entrepreneurial spirit is formed, and awareness of lifelong learning because science and technology and art are developing rapidly and growing well.

The Quality of Education

Education quality is a measurement or standard of quality used to assess how well an educational system fits the requirements and expectations that have been established. It addresses a variety of issues, including as student learning outcomes, teaching effectiveness, curriculum, physical facilities, human resources, management, and a variety of other elements that contribute to a positive learning experience. (Arcaro, 2018:75). Quality evaluation in education may be carried out along four primary dimensions: input quality, process quality, output quality, and outcome quality. The quality and characteristics of students and human resources participating in the educational process are referred to as input quality. This comprises the student's past educational history, IQ, cognitive and non-cognitive talents, motivation, and other characteristics that impact student learning capacity. Good Quality input will serve as a solid foundation for generating good educational outcomes. The implementation of learning activities in the classroom or other learning settings influences the process's quality. This includes the teaching techniques utilized, relationships between instructors and students, the use of educational materials, the use of technology, and a variety of other elements that contribute to learning effectiveness.

Quality procedures will guarantee that students are actively engaged, that deep learning is encouraged, and that appropriate skills

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are developed. The learning results attained by students in the form of information, abilities, attitudes, and understanding acquired during the educational process are referred to as output quality. This includes assessing student learning outcomes via tests, examinations, assignments, projects, and other means. The attainment of predefined skills and learning objectives will be reflected in high output quality. The long-term influence of education on students and society at large is referred to as outcome quality. This involves long-term monitoring and evaluation of students' progress after they leave the educational system, such as their capacity to seek higher education, enter the labor force, contribute to society, and confront life's problems. Good quality results will demonstrate the relevance of education to society's needs as well as students' future ability to adapt and develop. (Mulyasa, 2016: 9).

The input, process, output, and outcome of education are all generally measured. In terms of educational quality, 13 characteristics are evaluated, namely: Performance, that is, determining how well education meets the aims and criteria specified. Timelines, that is, determining the amount to which instruction is supplied on a predefined timetable. Reliability that is, evaluating the consistency and dependability of education in producing the intended results. Durability refers to analyzing education's potential to give long-term and sustained advantages to pupils. Aesthetics that is, evaluating the visual and aesthetic qualities of student learning experiences. Personal interface, specifically analyzing the relationship between instructors and students as well as education's capacity to satisfy the requirements of individual pupils. Ease of use, or the degree to which education is simple to use and accessible to students and other users. Features involves evaluating the additional benefits or characteristics provided by education. Conformance to specifications, specifically analyzing how well education fits established standards and specifications. Consistency, specifically examining consistency in the delivery and execution of education on a regular basis. Consistency, specifically measuring consistency in the delivery of education in different locations or settings. Serviceability that is, measuring education's ability to satisfy demands and deliver adequate services to pupils. Correctness, specifically analyzing the correctness of information and knowledge imparted to pupils via education (Nasir, 2019: 2).

RESEARCH METHOD

Study This aiming test whether there is connection between leadership transformation and leadership learning head school in a way simultaneously in improvement quality education School High School in Banten Province . Research This started with to study theories and knowledge that have been There is so that appear because problem . Problem the tested For know reception or rejection based on the data obtained from field . The data obtained from field in form score leadership transformational and score leadership learning , and scores quality education in form numbers that are of a nature quantitative analyzed with statistics and results described . Variables in study consists of from two independent variables that is Leadership Transformational as variable (X1) and Leadership Learning as a variable (X2), and one dependent variable namely the Quality of Education as a variable (Y). The design his research is as following.

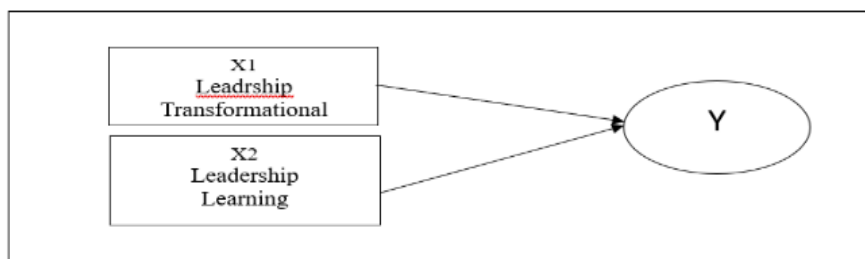


Figure 1 Design Study

Study This implemented during period time One week in odd semester year 2024/2025 academic year , namely in October 2024. Research This conducted in several high schools in Banten Province .

According to (Hafni Sahir, 2022:34) the definition population is a generalized area consisting of above : object / subject that has quality and characteristics certain conditions set by researchers For studied and then withdrawn conclusion . The population that the researcher set is a teacher who is in several local high schools Banten Province .

The sample is subject research . Researcher find with using the total sampling technique, because population have homogeneous members , namely power educators at Banten Province High Schools , then taking the sample that is all over existing education staff as many as 35 teachers.

Study This use questionnaire and study instrument forms document . The questionnaire used in the form of questionnaire closed that is aiming For to obtain description in a way general about connection contribution leadership Transformational and Leadership Learning with the Quality of Education.

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Questionnaire arranged based on Leadership variables Transformational and Leadership Learning . Next , the instrument grid is arranged in form statement . Instrument grid with alternative answer use ordinal scale with score 5,4,3,2,1. Ordinal scale of aspect its categorization each other separate . Data categorization is made based on characteristics special , whereas For data categorization is arranged based on characteristics . Alternative answer score highest 5 and score lowest 1.

RESEARCH OF RESULTS

Study This done For test the dependent variable with independent with using a questionnaire instrument that has been arranged in the form of operational indicators . The number of respondents 35 teachers. Object study is the names of the variables circulated to respondents at Banten Province High School in October 2024.

Data that has been collected must fulfil prerequisites to be able to processed in stages next . Description data collection is divided in three matter in accordance with number of independent and dependent variables . The results of the data collection obtained through questionnaire for each variable with ordinal scale is inputted in Microsoft Excel with score 5,4,3,2,1 appropriate with answer respondents

1. Prerequisite Test Results

a. Normality Test Results

Data normality test using Kolmogorov Smirnov Technique (KS test) because Respondent study more of 30, namely as many as 35 respondents . Normality test done with objective For evaluate distribution residual data on variables X1 and X2 with Y, is it? distribution of the data normally distributed or No .

Based on results calculation , obtained mark significance (Sig.) as following :

Table 1 Normality Test Results

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			35
Normal a,b	Parameters	Mean	.0000000
		Std. Deviation	.23450817
		Most Differences	
	Extreme	Absolute	.097
		Positive	.097
		Negative	-.073
Test Statistics			.097
Asymp . Sig. (2-tailed)			.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the results of the table above can writer interpret that unstandardized value (residual value) Asymp . Sig (2-tailed) is 0.200 which means more big from mark significant 0.05 then can said research data normally distributed. Next reinforced with histogram and p-plot of residuals below this:

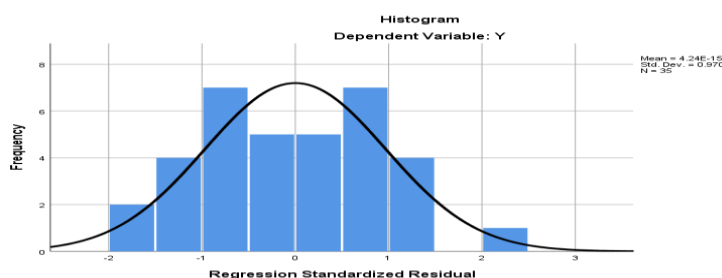


Figure 2 Residual Histogram

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b. Linearity Test Results

Linearity test aiming For know form connection between independent variables and dependent variables, linearity test here means existence connection like a straight line .

Based on testing linearity using SPSS then you can results in the table below This :

Table 2 Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			.102	2	.051	.887	.422
Linearity			.062	1	.062	1,070	.309
Quality of Education	Between Groups	Deviation from Linearity	.040	1	.040	.704	.408
* Transformational Decree	Within Groups		1,841	32	.058		
Total			1,943	34			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			.073	2	.037	.628	.540
Linearity			.022	1	.022	.377	.544
Quality of Education	Between Groups	Deviation from Linearity	.051	1	.051	.880	.355
* Learning Policy	Within Groups		1,869	32	.058		
Total			1,943	34			

Based on the table above, researchers can conclude that Leadership variable relationship Transformational with the variable of education quality having a sig deviation from linearity of 0.408 > 0.05, then can be interpreted that there is linear relationship. Next connection between Leadership variables Learning with the variable of education quality having a sig deviation from linearity of 0.355 > 0.05, then can be interpreted that there is linear relationship.

c. Multicollinearity Test Results

Multicollinearity test aiming for test what is the regression model found existence correlation between the independent variables (independent) and condition:

- 1) If the value tolerance > 0.10 means No happen multicollinearity
- 2) If the VIF value < 10.00, it means No happen multicollinearity

Based on testing multicollinearity using SPSS then you can results in the table below This :

Table 3: Multicollinearity Test Result

		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.531	.336		13.489	.000		
	Leadership Transformational	-.128	.137	-.295	-.935	.357	.301	3.317
	Leadership Learning	.055	.124	.140	.444	.660	.301	3.317

a. Dependent Variable: Quality of Education

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Results of the multicollinearity test For tolerance value of $0.305 > 0.10$ and VIF value of $3.281 < 10.00$ which means both of them show the occurrence multicollinearity.

d. Homogeneity Test Results

Homogeneity test aiming For now The same whether or not two fruit variants distribution or more on research variables . As base taking decision can be seen in the interpretation below This:

- 1) If the value significance > 0.05 then data distribution is homogeneous
- 2) If the value significance < 0.05 then data distribution is No homogeneous

Based on testing homogeneity using SPSS then you can results in the table below This :

Table 4 Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Leadership Transformational	Based on Mean	1.699	8	25	.148
	Based on Median	.474	8	25	.863
	Based on Median and with adjusted df	.474	8	17.808	.858
	Based on trimmed mean	1.581	8	25	.181
Leadership Learning	Based on Mean	2.133	8	25	.071
	Based on Median	.702	8	25	.687
	Based on Median and with adjusted df	.702	8	20.758	.687
	Based on trimmed mean	2.072	8	25	.078

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Leadership Transformational	Between Groups	2.713	9	.301	1.010	.458
	Within Groups	7.458	25	.298		
	Total	10.171	34			
Leadership Learning	Between Groups	2.063	9	.229	.545	.827
	Within Groups	10.508	25	.420		
	Total	12.571	34			

Based on the table above can writer interpret that the variable (X1) Leadership Transformational own mark significance of $0.148 > 0.05$ which means data distribution is homogeneous or No happen heteroscedasticity . Next is the variable (X2) Leadership Learning own mark significance of $0.071 > 0.05$ which means data distribution is homogeneous or No happen heteroscedasticity .

2. Hypothesis Test Results

a. Correlation Test Results

(Partial)

1. Relationship between X1 and Y

Testing hypothesis first , to analyze connection leadership Transformational (X1) with quality of education (Y). Data obtained from results correlation test calculation with using SPSS is as following:

Table 6 Correlation Test Results

Correlations			
		Quality of Education	Leadership Transformational
Quality of Education	Pearson Correlation	1	-.468**
	Sig. (2-tailed)		.005
	N	35	35
Leadership Transformational	Pearson Correlation	-.468**	1
	Sig. (2-tailed)	.005	
	N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

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Based on the output table above can concluded that mark significance $0.005 < 0.05$ which means show Leadership Transformational with quality of education has correlation . Pearson Correlation in analysis negative value $r_{count} -0.468 > r_{table} 0.325$. With thus can concluded that there is correlation between Leadership Transformational with the Quality of Education, with degrees connection negative value and form connection Moderate Correlation.

2. Relationship between X2 and Y

Testing hypothesis first, to analyze connection leadership Learning (X2) with quality of education (Y). Data obtained from results correlation test calculation with using SPSS is as following:

Table 7 Correlation Test Results

Correlations			
		Quality of Education	Leadership Learning
Quality of Education	Pearson Correlation	1	.149
	Sig. (2-tailed)		.393
	N	35	35
Leadership Learning	Pearson Correlation	.149	1
	Sig. (2-tailed)	.393	
	N	35	35

Based on output table above can concluded that mark significance $0.543 > 0.05$ which means show Leadership Learning with quality of education is not correlated . Pearson Correlation in analysis negative value $r_{count} -0.106 < r_{table} 0.325$. With thus can concluded that there is correlation between Leadership Transformational with the Quality of Education, with degrees connection negative value and form connection Moderate Correlation.

a. Correlation Test Results Multiple (Simultaneous)

Testing hypothesis third , namely For test connection Leadership Transformational and Leadership Learning in a way together with quality of education. With using the SPSS program obtained results testing correlation double as following :

Table 8 Correlation Test Results Multiple

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.507 ^a	.257	.211	.212	.257	5.536	2	32	.009

a. Predictors: (Constant), Leadership Transformational, Leadership Learning

b. Dependent Variable: Quality of Education

Based on the correlation test output double in the table above obtained mark significance F Change $0.009 > 0.05$ which means show existence correlation between Leadership Transformational and Leadership Learning in a way together with the Quality of Education in general simultaneously , and the R value of 0.507 refers to the guidelines interpretation that degrees connection that is Moderate Correlation

3. Significance Test

Significance / probability give description about How results study own chance For true . Researcher choose significance of 0.05 which means researcher determine results study have chance For Correct by 95% and for a mistake of 5%. With using SPSS, the results measurement significance or data probability can described as following :

- 1) Analysis Connection Leadership Transformational with Quality of Education

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Based on The results of the correlation test above show that the data obtained mark significance connection Leadership Transformation with The quality of education shows value 0.005. This value more small from 0.05. According to criteria taking decision, if mark significance < 0.05 means there is significant correlation between Leadership Transformational and Leadership Learning with quality of education.

2) Analysis Connection Leadership Learning with Quality of Education

Based on The results of the correlation test above show that the data obtained mark significance non- certified teacher relationship with The quality of education shows value 0.543. This value more big from 0.05. According to criteria taking decision , if mark significance > 0.05 means No there is significant correlation between non- certified teachers with quality of education.

3) Analysis Connection Leadership Transformational and Leadership Learning with the Quality of Education.

In general together , the relationship between certified teachers and non- certified teachers with quality of education is not own significant relationship . This conclusion can proven from the data showing mark significance / probability of 0.009. According to with criteria , if number significance results study more small of 0.05, and correlated in a way simultaneous of 0.507, then can interpreted that Leadership Transformational and Leadership Learning in a way together with the quality of education significant and with form "Medium" Correlation .

4. DISCUSSION

Based on the results data research that has been done testing hypothesis , obtained results interpretation as following :

1) Analysis Connection Leadership Transformational with Quality of Education

Based on hypothesis test results first on top can concluded that mark significance $0.009 < 0.05$ which means show Leadership Transformational with Education quality correlates . Pearson Correlation in analysis negative value $r_{count} -0.468 < r_{table} 0.325$, with thus there is connection between Leadership Transformational with quality of education.

2) Analysis Connection Leadership Learning with Quality of Education

Based on hypothesis test results both above obtained mark significance $0.871 > 0.543$ which means show results between Leadership variables Learning with quality of education is not correlated , and value $r_{count} 0.029 < r_{table} -0.106$ can concluded that No There is connection Leadership Learning with quality of education.

3) Relationship Leadership Transformational with Quality of Education

Based on hypothesis test results third above obtained mark significance F Change $0.009 > 0.05$ which means show existence connection Leadership Transformational and Leadership Learning in a way together with quality of education in general simultaneously, and the R value of 0.507 refers to the guidelines interpretation coefficient "Medium" correlation.

The results of the research and discussion show that there is a difference in the level of correlation between transformational leadership and learning leadership with improving the quality of education in Banten Province, namely: 0.468 (47 persen) : 0.149 (15 percent) , which means the relationship between transformational leadership and improving the quality of higher education is 0.468 (32 percent higher)

CONCLUSION

Based on description and results research that has been delivered , can concluded that improvement quality source Power humans , in particular in sector education , is very dependent on the quality leadership head school as one of the component main in system Education . Research This confirm importance Leadership Head School in influence quality school , which in turn impact on quality education in Indonesia. Leadership Transformational and Leadership Learning, Second type leadership this each other complete and have impact positive to quality Education. Leadership transformational push change and innovation in organization education, while leadership learning focus on improvement quality of teaching and learning process through development teacher competence and culture collaboration. Combination from both of them can create environment more education quality, which in the end increase results education and success student. With Thus, the quality education No only determined by policy regulation alone, but also by effective implementation in increase ability and quality Leadership. Quality leadership naturally can increase quality of learning process teaching. Improvement quality Study teach will have an impact on increasing quality education. Based on results discussion and data analysis through proof the hypothesis raised from problem connection Leadership Transformational and Leadership Learning with quality of education can take conclusion as following : 1) Connection Leadership Transformational with Quality of Education. Based on hypothesis test results first on top can concluded that mark significance $0.009 < 0.05$ which means show Leadership Transformational with Education quality correlates. Pearson Correlation in analysis negative value $r_{count} -0.468 < r_{table} 0.325$, with thus there is connection between Leadership Transformational with quality of education. 2) Connection Leadership Learning with Quality of Education. Based on hypothesis test results both above obtained mark significance $0.871 >$

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0.543 which means show results between Leadership variables Learning with quality of education is not correlated , and value rcount $0.029 < r_{table} -0.106$ can concluded that No There is connection Leadership Learning with quality of education. 3) Connection Leadership Transformational with Quality of Education. Based on hypothesis test results third above obtained mark significance F Change $0.009 > 0.05$ which means show existence connection Leadership Transformational and Leadership Learning in a way together with quality of education in general simultaneously, and the R value of 0.507 refers to the guidelines interpretation coefficient "Medium" correlation

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