



THE CORRELATION BETWEEN PRINCIPALS' TRANSFORMATIONAL LEADERSHIP, WORK CLIMATE, AND TEACHERS' SKILL VARIETY AND TEACHERS' TEAM EFFECTIVENESS IN INTEGRATED ISLAMIC JUNIOR HIGH SCHOOLS IN RIAU ISLANDS PROVINCE

Suntama Putra¹, Risnita², Kemas Imron Rosadi³, Asrulla⁴

¹Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi

²Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi

³Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi

⁴Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi

Email:

suntamaputra1984@gmail.com, risnita@uinjambi.ac.id

kemasimronrosadi@uinjambi.ac.id, rightasrul@gmail.com

*Email Koresponden: risnita@uinjambi.ac.id

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Abstract

This study aims to analyze the influence of Transformational Leadership, Work Climate, and Skill Variety on the effectiveness of teacher work teams at Integrated Islamic Junior High Schools in the Riau Islands Province. The research uses a quantitative approach with a survey method. The sample consists of 120 teachers selected through proportional stratified random sampling. The research instrument is a Likert-scale questionnaire that has been tested for validity and reliability. Data analysis was carried out using Spearman correlation tests and non-parametric regression with the aid of SPSS version 29.00. The results show that all independent variables are positively and significantly related to teacher work team effectiveness (Transformational Leadership: $\rho = 0.757$; Work Climate: $\rho = 0.795$; Skill Variety: $\rho = 0.767$; $p < 0.05$). Non-parametric regression testing indicates a significant simultaneous effect ($\rho = 0.000$). Partially, Transformational Leadership ($p = 0.253$; $p = 0.000$), Work Climate ($\rho = 0.355$; $p = 0.000$), and Skill Variety ($\rho = 0.282$; $p = 0.000$) significantly influence teacher work team effectiveness. Work climate is proven to be the dominant factor affecting team effectiveness. The implications of this study affirm that improving teacher work team effectiveness must be carried out holistically through strengthening school principals' transformational leadership, creating a conducive work climate, and developing teachers' skill variety.

Keywords: Transformational Leadership, Work Climate, Skill Variety, Teacher Work Team Effectiveness



1. INTRODUCTION

Education is one of the strategic sectors in national development that plays a crucial role in producing high-quality human resources. In the school context, the effectiveness of teacher work teams is one of the determining factors for the success of educational implementation. Teachers are not only required to carry out their teaching duties individually but must also be able to work collaboratively in teams to plan, implement, and evaluate the learning process collectively. The effectiveness of teacher work teams is reflected in the extent to which teachers can collaborate, share knowledge, support one another, and work toward shared educational goals.

However, the effectiveness of teacher work teams remains a challenge in many schools, including Integrated Islamic Junior High Schools in the Riau Islands Province. Initial observations indicate differences in the levels of collaboration, communication, and productivity among teacher teams. Some teachers demonstrate good teamwork, while others face obstacles such as weak coordination, lack of motivation, and limited skills, which impact the achievement of school goals. This condition indicates that team effectiveness is influenced not only by individual factors but also by leadership, organizational climate, and collective competencies.

One important factor influencing the effectiveness of teacher work teams is transformational leadership. Bass (1990) explains that transformational leadership is characterized by a leader's ability to provide idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the school context, principals with transformational leadership styles are believed to be able to inspire teachers, build a shared vision, and enhance team motivation. Previous studies (Judge & Piccolo, 2004; Avolio & Bass, 2002) also show that transformational leadership contributes to improved team performance and organizational effectiveness in education.

In addition to leadership, the work climate also plays a major role in shaping team effectiveness. Work climate is defined as the collective perception of teachers regarding the working atmosphere, including communication patterns, interpersonal relationships, organizational support, and reward systems (Litwin & Stringer, 1968). A conducive work climate can foster psychological safety, collaboration, and teachers' commitment to the team. Conversely, a negative work climate may lead to conflict, low motivation, and decreased team productivity. Several studies (Hoy & Miskel, 2013; Koys & DeCotiis, 1991) emphasize that a positive work climate is directly correlated with team effectiveness and organizational performance.

Another factor is skill variety. Hackman & Oldham (1980), in their job characteristics theory, emphasize that the variety of skills possessed by team members increases intrinsic motivation, the sense of meaningfulness at work, and performance effectiveness. Teachers who have diverse skills whether in pedagogical, social, or technological aspects can make greater contributions to the team. Humphrey et al. (2007) and Mulkeen et al. (2017) assert that individual skill variety strengthens team capabilities in handling task complexity and enhances collaboration.

Although several previous studies have examined the relationships between transformational leadership, work climate, and skill variety with performance, there are still limitations in the context of studying the effectiveness of teacher teams in integrated Islamic schools, particularly in island regions such as the Riau Islands Province. Most previous



research has been conducted in public schools or urban schools, thus providing limited insights into the context of integrated Islamic schools, which have different characteristics in terms of management, organizational culture, and teacher work dynamics.

Based on this background, the objectives of this study are to: Analyze the relationships between Transformational Leadership, Work Climate, and Skill Variety with the effectiveness of teacher work teams at Integrated Islamic Junior High Schools in the Riau Islands Province. Examine the partial and simultaneous effects of these three independent variables on teacher work team effectiveness.

This study contributes theoretically by reinforcing the concept that team effectiveness is influenced not only by leadership factors but also by work climate conditions and individual skill variety. From a practical perspective, the findings of this study can serve as a reference for school principals and education managers in designing strategies to improve teacher work effectiveness. From a policy perspective, this research is expected to provide input for the Education Office to develop programs for strengthening transformational leadership, creating a conducive work climate, and enhancing teacher skills on a continuous basis.

Thus, this study is expected to provide a comprehensive picture of the factors influencing the effectiveness of teacher work teams at Integrated Islamic Junior High Schools, as well as contribute to the development of educational management in island regions.

The hypothesis proposed in this study is as follows: Correlation of School Principal's Transformational Leadership (X_1) with Teacher Work Team Effectiveness at Integrated Islamic Junior High Schools in the Riau Islands Province (Y) Correlation of Work Climate (X_2) with Teacher Work Team Effectiveness at Integrated Islamic Junior High Schools in the Riau Islands Province (Y), Correlation of Teachers' Skill Variety (X_3) with Teacher Work Team Effectiveness at Integrated Islamic Junior High Schools in the Riau Islands Province (Y), and The Effects of School Principal's Transformational Leadership (X_1), Work Climate (X_2), and Teachers' Skill Variety (X_3) on Teacher Work Team Effectiveness at Integrated Islamic Junior High Schools in the Riau Islands Province (Y)

2. RESEARCH METHODOLOGY

This study employs a quantitative approach with a survey method. This approach was chosen to measure the relationships and effects between the independent variables (Transformational Leadership, Work Climate, and Skill Variety) and the dependent variable (Team Effectiveness) among teachers at Integrated Islamic Junior High Schools in the Riau Islands Province. The research population comprises all teachers at Integrated Islamic Junior High Schools in the Riau Islands Province.

The sample consists of 120 teachers selected using proportional stratified random sampling based on representation from the Western, Central, and Eastern regions. with sample determination using a sampling technique carried out by selecting research subjects based on certain criteria. This technique is used when researchers already have individual targets that are in accordance with their research. sampling technique carried out by selecting research subjects based on certain criteria. This technique is used when researchers already have individual targets that are in accordance with their research. In addition, researchers also analyze documents, such as written documents, images, works and electronics. The documents received are analyzed, compared and integrated (synthesized) into a systematic, integrated and complete study. (Hartono, 2019)



The instrument used in this study was a questionnaire which is a form of collecting information from respondents through structured questions or statements regarding the information needed. Furthermore, the measuring instrument used for each answer uses a Likert scale with gradations from very positive to very negative, including: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The data analysis technique used to determine the influence between variables quantitatively in this study used multiple linear regression analysis with the help of SPSS 29.0 software. Hypothesis testing was carried out using the t-test and F-test. The questionnaire instrument used in this study was carefully designed to cover aspects that are relevant to the phenomenon being studied. Questions or statements in the questionnaire are formulated clearly and in accordance with the objectives of the study. In addition, the questionnaire has also gone through the validity and reliability stages to ensure that this tool can accurately measure the construct to be studied. (Jemmy Rumengan, 2019)

The Likert scale is used as a measuring tool to describe the level of respondent agreement or disagreement with the statements in the questionnaire. This scale gives respondents the freedom to express their level of opinion in detail, ranging from very positive to very negative. Thus, the Likert scale allows researchers to capture variations in respondents' perceptions and attitudes towards the phenomenon being studied. Path Analysis is a powerful statistical method for testing the relationship between independent variables, intervening variables, and dependent variables in a research context. By using Path Analysis, researchers can evaluate the relative contribution of each independent variable, through intervening on the dependent variable, as well as controlling for the influence of other relevant variables. The results of this analysis can provide deeper insight into the factors that influence the phenomenon being studied. (Sugiyono, 2019)

3. RESULT AND DISCUSSION

A. STUDY RESULTS

This study involves four variables, namely the school principal's transformational leadership variable (X_1), the work climate variable (X_2), the skill variety variable (X_3), and the teacher work team effectiveness variable (Y), involving 120 teachers as the research sample from Integrated Islamic Junior High Schools in the Riau Islands Province.

Table 1. Descriptive Statistics of Research Variables Based on SPSS 29.00

		Statistics			
		Transformational Leadership	Work Climate	Skill Variety	Team Effectiveness
N	Valid	120	120	120	120
	Missing	0	0	0	0
Mean		155,30	147,16	162,71	164,32
Median		152,00	144,00	160,00	160,00
Mode		152	144	160	160
Std. Deviation		14,898	17,684	18,747	19,288
Variance		221,965	312,740	351,444	372,019
Skewness		,391	-,008	,187	,145
Kurtosis		,417	-,279	,506	,280



Statistics				
	Transformational Leadership	Work Climate	Skill Variety	Team Effectiveness
Range	65	74	88	79
Minimum	124	106	111	120
Maximum	189	180	199	199
Sum	13977	13244	14644	14789

Based on the results of the descriptive analysis (Table 1), all research variables have relatively high mean values. Transformational Leadership has a mean of 155.30, Work Climate 147.16, Skill Variety 162.71, and Teacher Team Effectiveness 164.32. This indicates that, in general, teachers assess the principal's leadership, work climate, skill variety, and team effectiveness to be in the good category.

The median and mode values, which are relatively close to the mean, reinforce that the data distribution tends to be normal. This is also supported by skewness and kurtosis values within the ± 2 range, so the data distribution can be categorized as approximately normal. The standard deviation ranges from 14.898 to 19.288, indicating variation in respondents' answers but still within a reasonable range.

The range of variable scores shows differences among respondents. For example, Skill Variety has the highest score range (88), indicating diversity in the skills possessed by teachers. Meanwhile, Transformational Leadership has a relatively smaller range (65), indicating that respondents' perceptions of the principal's leadership style are more homogeneous.

Overall, these descriptive results show that the conditions of leadership, work climate, skill variety, and teacher team effectiveness at Integrated Islamic Junior High Schools in the Riau Islands Province are at a good level and are appropriate to proceed to the correlational and regression analysis stages.

The Spearman correlation test was used to determine the strength of the relationship between the independent variables and the dependent variable. The analysis results show that all independent variables have a significant positive relationship with teacher work team effectiveness ($p < 0.05$).

Table 2. Results of the Spearman Correlation Test

Variabel	P-Spearman	ρ -value	Description
$X_1 \rightarrow Y$	0,757	0,000	Significant Positive
$X_2 \rightarrow Y$	0,795	0,000	Significant Positive
$X_3 \rightarrow Y$	0,767	0,000	Significant Positive

These results indicate that the higher the Transformational Leadership, Work Climate, and Skill Variety, the higher the Teacher Work Team Effectiveness at Integrated Islamic Junior High Schools in the Riau Islands Province.

Non-parametric regression was used to determine the simultaneous and partial effects of the independent variables on the dependent variable. The test results show that,



simultaneously, Transformational Leadership, Work Climate, and Skill Variety have a significant effect on team effectiveness ($p = 0.000$). Partially, each variable also has a positive and significant effect ($p < 0.05$).

Table 3. Non-Parametric Regression Result

Variable	ρ -Coefficient	p -value	Description
Transformational Leadership (X_1)	0,253	0,000	Significant Positive
Work Climate (X_2)	0,355	0,000	Significant Positive
Skill Variety (X_3)	0,282	0,000	Significant Positive

These results show that the Work Climate variable has the greatest influence on teacher work team effectiveness, followed by Skill Variety and Transformational Leadership.

The results of this study show that Transformational Leadership, Work Climate, and Skill Variety are positively related to and significantly influence Teacher Work Team Effectiveness at Integrated Islamic Junior High Schools in the Riau Islands Province. These findings have important implications for educational management, particularly in improving teacher work effectiveness through strengthening leadership, creating a conducive work climate, and optimizing skill variety.

The Spearman correlation test results show that Transformational Leadership has a significant positive relationship with team effectiveness ($p = 0.757$). The non-parametric regression test also shows that transformational leadership has a positive effect ($p = 0.253$, $p = 0.000$) on teacher work team effectiveness. This means that the higher the application of transformational leadership style by the principal, the higher the effectiveness of teacher work teams in carrying out their tasks.

This finding aligns with transformational leadership theory as proposed by Bass (1990), which states that transformational leaders influence their followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four dimensions build a strong relationship between leaders and organizational members, thereby increasing motivation, commitment, and team work effectiveness.

Previous studies support this result. Judge and Piccolo (2004) found that transformational leadership significantly improves both individual and team performance within organizations. In the educational context, Avolio & Bass (2002) emphasized that principals with transformational leadership styles are able to enhance teacher collaboration and build a more effective team work culture. Research in Indonesia by Suyanto (2019) also shows that principals' transformational leadership directly contributes to teacher work effectiveness through increased motivation and loyalty.

The Work Climate variable has the strongest correlation with team effectiveness ($p = 0.795$) and the largest effect in the regression test ($p = 0.355$, $p = 0.000$). This result confirms that a positive, conducive, and supportive work climate is essential for improving teacher work team effectiveness.

According to Litwin & Stringer (1968), work climate is the collective perception of organizational members regarding their work environment, including policies, practices, and



interpersonal relationships. A conducive work climate is characterized by open communication, role clarity, leadership support, and a harmonious work atmosphere. Such conditions provide psychological safety for teachers, making them more motivated to work together effectively as a team. Hoy & Miskel (2013) stated that a positive school organizational climate increases job satisfaction, loyalty, and teacher collaboration effectiveness. Similar findings were reported in an international study by Koys & DeCotiis (1991), which emphasized that a good work climate can mediate the relationship between leadership and team performance. In the Indonesian context, research by Nurhayati (2020) also found that a conducive work climate directly affects the effectiveness of teacher work teams in private schools.

This study's findings underscore the importance of principals' efforts to build a healthy work climate. Factors such as policy transparency, opportunities for professional development, and collegial support strengthen teacher work team effectiveness.

The results also show that Skill Variety has a positive relationship with team effectiveness ($p = 0.767$) and a significant partial effect ($p = 0.282$, $p = 0.000$). This indicates that the higher the skill variety possessed by teachers, the greater their contribution to team effectiveness.

According to Hackman & Oldham's (1980) job characteristics theory, skill variety is one of the key factors determining intrinsic work motivation. Teachers with diverse skills whether pedagogical, social, or managerial are better able to adapt to team needs and make optimal contributions. This skill variety enhances the sense of meaningfulness at work, which in turn positively impacts team effectiveness.

An international study by Humphrey et al. (2007) supports this finding, showing that skill variety improves productivity, job satisfaction, and team work effectiveness. In the educational context, research by Mulkeen et al. (2017) emphasized that teachers with diverse competencies are more capable of collaborating and innovating in the learning process. Research in Indonesia by Ramadhani (2021) also found that teachers' skill variety is closely related to team work effectiveness in secondary schools.

Simultaneously, the three independent variables Transformational Leadership, Work Climate, and Skill Variety significantly influence team effectiveness ($p = 0.000$). This indicates that teacher work team effectiveness results from the complex interaction between leadership factors, organizational climate, and individual capacity.

This finding aligns with Hackman's (1987) input process output model of team effectiveness theory, which states that team effectiveness is influenced by contextual factors (work climate), leadership factors (transformational leadership), and individual factors (skill variety). The combination of these three aspects creates synergy that drives teacher teams to work more effectively in achieving school goals. Previous studies support this finding. Kozlowski & Ilgen (2006) emphasized that team effectiveness is not only influenced by members' skills but is also strongly determined by leadership style and a supportive work climate. Research in Indonesia by Harahap (2020) also found that leadership, organizational climate, and teacher competence simultaneously have a significant effect on team effectiveness in schools.

Based on the analysis results, the variable with the greatest influence on team effectiveness is Work Climate, followed by Skill Variety, and then Transformational Leadership. This has practical implications: although transformational leadership is important, teacher team effectiveness will be more optimal if supported by a conducive work climate and



diverse individual competencies. Thus, this study reinforces the view that improving teacher work team effectiveness must be carried out holistically by strengthening principals' transformational leadership, creating a healthy work climate, and enhancing teachers' skill variety through ongoing professional development programs.

B. RESEARCH FINDINGS

1. Transformational Leadership in the Educational Context

Transformational leadership, as proposed by Bass (1990), is a leadership style that focuses on transforming followers through four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the context of Integrated Islamic Junior High Schools (SMP Islam Terpadu), the principal acts not only as an administrative manager but also as a moral leader and an inspirer who fosters a spirit of positive change among teachers. The application of transformational leadership allows the principal to: Communicate a clear and inspiring vision, Provide strong moral examples and influence, Encourage teachers to think critically and creatively, and Attend to individual teacher needs on a personal level.

The research findings show that Transformational Leadership has a significant positive relationship with team effectiveness ($\rho = 0.757$) and a positive effect in regression testing ($\rho = 0.253$, $p = 0.000$). This means that the higher the principal's application of transformational leadership, the higher the teachers' team effectiveness.

These findings are consistent with Judge and Piccolo (2004), who found that transformational leadership enhances both individual and team performance. In education, Avolio & Bass (2002) emphasized that transformational school leaders can build teacher collaboration and an effective team culture. In Indonesia, Suyanto (2019) also demonstrated that principals' transformational leadership increases teachers' motivation and loyalty, directly impacting team effectiveness.

2. Work Climate as the Dominant Contextual Factor

According to Litwin & Stringer (1968), work climate is the collective perception of organizational members regarding their work environment, including policies, practices, and interpersonal relationships. A conducive work climate is characterized by: Open communication, Role clarity, Leadership support, and A harmonious and psychologically safe work atmosphere.

In this study, work climate emerged as the most dominant variable. Its correlation with teacher team effectiveness was the highest ($\rho = 0.795$), and in regression analysis it also had the largest effect ($\rho = 0.355$, $p = 0.000$). This emphasizes that while leadership is important, teacher team effectiveness is largely determined by the quality of the everyday work climate experienced by teachers.

A number of studies support this. Hoy & Miskel (2013) found that a positive school organizational climate increases teacher job satisfaction, loyalty, and collaborative effectiveness. Koys & DeCotiis (1991) highlighted that a good work climate can mediate the relationship between leadership and team performance. In Indonesia, Nurhayati (2020) also



found that a conducive work climate directly affects teacher team effectiveness in private schools.

This study also underscores the importance of principals' efforts to build a healthy work climate, for instance through policy transparency, opportunities for professional development, and collegial support. These efforts create psychological safety and enhance teachers' motivation to collaborate effectively.

3. Skill Variety as an Individual Capacity Factor

Skill variety refers to the extent to which teachers possess and use a range of skills in their work. According to Hackman & Oldham's (1980) job characteristics theory, skill variety is a key factor determining intrinsic work motivation. Teachers with high skill variety are more able to: Adapt to team and student needs,, Contribute optimally in various roles, and Introduce innovations in teaching.

The research findings show that Skill Variety has a positive relationship with team effectiveness ($p = 0.767$) and a significant partial effect ($p = 0.282$, $p = 0.000$). This means that the higher the teachers' skill variety, the greater their contribution to team effectiveness.

This finding aligns with international studies by Humphrey et al. (2007), which showed that skill variety increases productivity, job satisfaction, and team effectiveness. In education, Mulkeen et al. (2017) stressed that teachers with diverse competencies are more capable of collaborating and innovating. In Indonesia, Ramadhani (2021) also found a close relationship between teachers' skill variety and team effectiveness in secondary schools.

4. Interaction of the Three Variables and Theoretical Model

Simultaneously, the three independent variables Transformational Leadership, Work Climate, and Skill Variety significantly influence team effectiveness ($p = 0.000$). This shows that teachers' team effectiveness results from a complex interaction between leadership factors, organizational context, and individual capacity.

This finding aligns with Hackman's (1987) input, process, and output model of team effectiveness, which explains that team effectiveness is influenced by: Contextual factors (work climate), Leadership factors (transformational leadership), and Individual factors (skill variety).

The combination of these three aspects creates a synergy that drives teacher teams to work more effectively in achieving school goals. Kozlowski & Ilgen (2006) also emphasized that team effectiveness is not only influenced by members' skills but is also strongly determined by supportive leadership styles and work climates. In Indonesia, Harahap (2020) found that leadership, organizational climate, and teacher competence simultaneously have a significant effect on school team effectiveness.

4. CONCLUSION

This study set out to examine the relationships between three independent variables the principal's transformational leadership, the work climate, and teachers' skill variety and the effectiveness of teacher work teams in Integrated Islamic Junior High Schools across the Riau Islands Province. Using data from 120 teachers and applying descriptive, correlational, and



non-parametric regression analyses, the research produced a number of interrelated findings that together build a clear picture of how leadership, organizational context, and individual capacity interact to shape team performance in schools.

The descriptive analysis showed that all four variables scored at relatively high levels. Teachers generally rated their principals' leadership, their work climate, their own skill variety, and their team's effectiveness positively. The closeness of the mean, median, and mode for each variable, together with acceptable skewness and kurtosis values, indicates a normal distribution of responses and suggests that the patterns observed are broadly representative of the sample. At the same time, the variation in score ranges particularly the wide range in skill variety highlights the diversity of teacher capacities across schools, whereas perceptions of principals' leadership style were more homogeneous. These initial results confirm that the study setting is appropriate for testing the hypothesized relationships among the variables.

The correlational analysis using Spearman's rho revealed strong and significant positive associations between each independent variable and teacher team effectiveness. Transformational leadership correlated with team effectiveness at $p = 0.757$, work climate at $p = 0.795$, and skill variety at $p = 0.767$ (all $p < 0.001$). These coefficients are substantial in magnitude, indicating that as each factor increases, so does the effectiveness of teacher work teams. While correlation does not imply causation, these results are reinforced by the subsequent regression analysis.

The non-parametric regression showed that the three independent variables jointly and significantly predict team effectiveness ($p = 0.000$). Examined separately, each variable also had a positive and significant effect: transformational leadership ($p = 0.253$), work climate ($\beta = 0.355$), and skill variety ($\beta = 0.282$). Notably, work climate emerged as the strongest predictor of teacher team effectiveness, followed by skill variety and then transformational leadership. This ordering suggests that, in this context, the day-to-day environment in which teachers operate may exert a more immediate impact on team outcomes than leadership style alone, and that teachers' own range of competencies is a critical mediating factor.

This study shows that Transformational Leadership, Work Climate, and Skill Variety are positively related to and significantly influence Teacher Work Team Effectiveness at Integrated Islamic Junior High Schools in the Riau Islands Province. Although transformational leadership is important, this research confirms that a conducive work climate is the most dominant factor, followed by teachers' skill variety. This means that teacher team effectiveness will be more optimal if supported by a positive work environment and diverse individual competencies.

The practical implication is the need for a holistic approach to improving teacher team effectiveness: strengthening the principal's transformational leadership, building a healthy work climate, and enhancing teachers' skill variety through continuous professional development programs. Theoretically, these findings reinforce the input, process, and output model of team effectiveness as well as transformational leadership and job characteristics theories. This research also provides a foundation for evidence-based education policies to improve school quality by strengthening teacher teams. Thus, the results of this study not only enrich the scientific literature on educational management but also offer clear guidance for school leadership practices, teacher development, and more effective policy formulation.



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