



Shared Leadership Analysis in Increasing Student Learning Motivation

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Abstract. This study examines the implementation of shared leadership in enhancing student learning motivation at SDN No 14/III Tanjung Pauh Mudik. The main focus is the collaboration between the principal and teachers through regular reflection and active participation in decision-making. This research employs a qualitative approach using interviews and observations. The findings reveal that shared leadership has a positive impact on students' motivation and academic achievement. Collaborative reflection enables teachers to evaluate and develop more effective learning strategies. The learning environment becomes more inclusive and supports student engagement. However, several challenges were identified, such as limited resources and differing perceptions between teachers and school management regarding the implementation of proposed ideas. The study highlights the importance of improved coordination, decision-making transparency, and sufficient resource support. Thus, shared leadership can serve as an effective strategy to create a collaborative school culture and foster greater student motivation in the learning process.

keywords: inclusive leadership, motivation transformation, principal-teacher synergy, reflective learning innovation

Abstrak. Penelitian ini mengkaji penerapan kepemimpinan bersama (shared leadership) dalam meningkatkan motivasi belajar siswa di SDN No 14/III Tanjung Pauh Mudik. Fokus utama adalah kolaborasi antara kepala sekolah dan guru melalui refleksi rutin serta partisipasi aktif dalam pengambilan keputusan. Penelitian ini menggunakan pendekatan kualitatif dengan teknik wawancara dan observasi. Hasil menunjukkan bahwa kepemimpinan bersama memberikan dampak positif terhadap motivasi dan prestasi belajar siswa. Refleksi bersama memungkinkan guru mengevaluasi dan mengembangkan strategi pembelajaran yang lebih efektif. Lingkungan belajar menjadi lebih inklusif dan mendukung partisipasi siswa. Namun, ditemukan pula beberapa tantangan seperti keterbatasan sumber daya dan perbedaan persepsi antara guru dan pihak manajemen sekolah terkait implementasi ide. Penelitian ini menegaskan pentingnya koordinasi yang lebih baik, transparansi dalam pengambilan keputusan, serta dukungan sumber daya yang memadai. Dengan demikian, kepemimpinan bersama dapat menjadi strategi efektif dalam menciptakan budaya sekolah yang kolaboratif dan memotivasi siswa untuk lebih aktif dalam proses pembelajaran.

Kata kunci: inovasi pembelajaran reflektif, kepemimpinan inklusif, sinergi kepala sekolah-guru, transformasi motivasi

INTRODUCTION

Leadership in the world of education greatly determines the success of the learning process because the role of leaders is key in directing and managing teaching and learning activities (Muttaqien, Mustofa, Yumnansa, Malik, & Buzairi, 2023). A centralistic and hierarchical leadership model is considered inappropriate to face the increasingly complex and dynamic challenges of

education. Therefore, shared leadership is present as an innovative solution that invites all parties in the school, such as principals, teachers, and staff, to work together and participate in collective and systematic decision-making and learning management (Herawati & Fajriati, 2023).

The concept of shared leadership is based on the shared division of responsibilities and leadership roles among all school members (Hamid et al., 2023), so that it is not only the principal who leads alone (Printy & Liu, 2021). This approach emphasizes the importance of open communication, constructive dialogue, and continuous collective reflection to create an inclusive and participatory work atmosphere. Especially in elementary education, this model is believed to be able to improve the quality of school management while encouraging student learning motivation through continuous improvement of the learning process and adaptation to student needs (Sulastri, Nurkolis, & Kusumaningsih, 2024).

Learning motivation is an important factor that encourages students to be active and enthusiastic in participating in learning, because without sufficient motivation, the learning process tends to be less than optimal (Mahdali & Abdulloh, 2022). This encouragement from within students motivates them to learn consistently so that their learning outcomes and character development increase significantly. Therefore, leadership is needed that can create a learning environment that is supportive, conducive, and provides positive stimulation so that students feel motivated and more enthusiastic in undergoing their learning process (Mahdali & Abdulloh, 2022).

Sulistyaningsih (2025), stated that effective Shared Leadership is able to create a school climate that supports student learning motivation because principals, teachers, and staff jointly design and implement learning strategies. The school atmosphere becomes more open and responsive to the needs of students so that personalized and relevant learning is created that makes students feel valued and motivated to learn (El-Sabagh, 2021). In addition, collaborative leadership encourages teachers to innovate and improve teaching methods so that the learning process becomes more interesting and challenging which ultimately affects students' overall motivation (Badri & Azisi, 2024).

SDN No 14/III Tanjung Pauh Mudik Village, Kerinci – Jambi is one of the elementary schools that adopts a joint leadership model as an effort to increase student learning motivation. This school continues to encourage collaboration between principals and teachers in strategic decision-making and routinely reflects on the learning process to improve the quality and effectiveness of teaching. However, schools still face obstacles such as limited

resources and differences in views among members which sometimes hinder the implementation of joint leadership to the maximum. With this approach, the school seeks to create an inclusive academic environment and encourage active participation from teachers, staff, and students to achieve sustainable improvement in the quality of education and a comfortable and supportive learning environment.

The implementation of joint leadership in elementary schools is supported by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 concerning Strengthening Character Education (Hendarman et al., 2018). This regulation emphasizes the importance of the active involvement of all school residents in building a positive culture and improving the quality of education. With this regulation, school principals and teachers are given the opportunity to share leadership roles together, so that it can be an effective strategy in realizing the goal of a more quality and inclusive national education. This approach also encourages collaboration and synergy between school members in order to create a conducive learning environment and support the development of students' character (Firnando, 2023).

Education in Indonesia faces challenges that affect the effectiveness of leadership and student learning motivation, such as inequality in the quality of teachers, limited learning facilities, and lack of adequate leadership training for school principals, thus hindering their capacity development (Armadan, 2023). A work culture that still tends to be hierarchical and does not support collaboration is also a serious obstacle in creating a participatory and collaborative leadership system. This problem makes it difficult to implement joint leadership optimally in many schools, so that efforts to improve the quality of education and student learning motivation are limited (Munap, 2017).

Previous research has shown that the application of joint leadership in the school environment can have a significant impact on increasing student learning motivation and the quality of the learning process. For example, a study conducted by Umar (2024), states that teachers' involvement in school decision-making creates a sense of ownership of teaching responsibility, which directly increases student enthusiasm and participation in the classroom. In addition, research by Neliwati (2023) revealed that the practice of collaborative reflection between principals and teachers is able to encourage the creation of learning strategies that are more creative and responsive to the needs of students. These results indicate that collective and participatory leadership not only strengthens the relationship between

school elements, but is also able to build a positive learning climate and support students' active involvement in learning activities.

This research focuses on four main indicators in the implementation of shared leadership that contribute to increasing student learning motivation; 1. collaboration in decision-making; namely the involvement of teachers and staff in determining school policies that have a direct impact on learning, 2. joint reflection; namely routine evaluation activities carried out by school principals and teachers to review the learning process and find solutions to various challenges that arise (Mirsa, Herawati, & Widiyan, 2024), 3. open communication; which encourages the free exchange of ideas and opinions between school residents without fear or pressure, so as to create a healthy working atmosphere. 4. support for learning innovation; namely the space and encouragement from the school management for teachers to try new learning approaches that are more in line with the needs of students (Sholeh, 2023).

The purpose of this study is to understand and analyze how the application of shared leadership in SDN No 14/III Tanjung Pauh Mudik Village can play a role in increasing students' learning motivation. This research aims to explore in depth the collaborative practices carried out between principals, teachers, and staff in managing learning and to review the extent to which their involvement affects the learning atmosphere and student morale.

RESEARCH METHODS

This research uses a qualitative narrative approach that aims to deeply understand the phenomena that occur in the school environment in the context of shared leadership. This approach was chosen because it is able to capture the meaning behind the real experiences of the research subjects holistically and contextually. In line with the opinion (Sugiyono, 2016), a qualitative approach is used to examine the natural condition of objects with the researcher as the main instrument, where data collection is carried out through triangulation, analysis is inductive, and the final result focuses on meaning rather than generalization.

The research population included all educators and staff at SDN No 14/III Tanjung Pauh Mudik with a purposive sample selected based on their active role in decision-making and the implementation of learning in schools. Informants consist of principals, teachers, and staff who are able to provide in-depth information related to the application of shared leadership and its influence on students' motivation to learn. Data was collected through

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interviews and direct observation of the leadership process and its impact on students, then analyzed through the stages of reduction, presentation, and conclusion drawing and verification to ensure the accuracy and validity of the research results.

RESULTS AND DISCUSSION

To show that collaboration in decision-making is one of the important aspects in the implementation of effective joint leadership at SDN 14/III Tanjung Pauh Mudik, the principal actively invites teachers and staff to participate in various meetings and discussions. In this activity, they jointly determine policies that are directly related to the teaching and learning process and overall school management. This involvement of teachers and staff not only provides an opportunity for them to express ideas and opinions, but also fosters a shared sense of responsibility in achieving the school's shared goals. In this way, each member of the school feels valued and motivated to contribute to the maximum for the progress and success of the educational process in the school.

The results of the study show that the implementation of joint leadership at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi has a significant influence on increasing students' enthusiasm for learning. In the decision-making process, all teachers and staff are actively involved, providing opportunities for them to convey various ideas that are then taken into consideration in setting policies. This approach results in more inclusive and responsive decisions to the needs of students, thus fostering a sense of shared ownership of the strategic steps taken. This condition ultimately strengthens the motivation of teachers in carrying out their responsibilities at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi.

After the decision-making process, joint reflection activities became a routine part that was no less important at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi. In this reflection forum, teachers and staff collectively evaluate the implementation of learning and interaction with students. Through these evaluations, they are able to identify strengths and areas that need improvement, while also developing creative solutions to meet various challenges. Joint reflection also increases the awareness of each member of their vital role in supporting students' learning motivation, so as to create a work culture that complements and supports each other in the environment of SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi.

Open communication is also the main pillar in the implementation of joint leadership at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi.

Intense and transparent communication between principals, teachers, and support staff allows the exchange of ideas, criticism, and suggestions to run smoothly without hindrance. This condition encourages the creation of harmonious working relationships and strengthens coordination between members. With effective communication, any obstacles in policy implementation can be overcome immediately so that the learning process and increasing student motivation can run more optimally at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi.

Furthermore, support for learning innovation is a serious concern for the leadership team of SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi. The principal and team actively facilitate teachers to develop learning methods that are more interesting and in accordance with the needs of students. Innovative training and discussions are routinely held to improve teachers' competence in implementing new approaches. The school environment that supports this makes teachers feel valued and motivated to keep innovating and improving learning quality, which has a positive impact on the learning motivation of students at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi.

Overall, the results of this study confirm the importance of implementing joint leadership in the context of basic education as a strategic step in spurring student learning motivation. Collaborative and reflective work practices, supported by open communication and the encouragement of innovation, are key to the school's success in responding to today's educational challenges. Therefore, the continuous strengthening of the implementation of these aspects is highly recommended so that the quality of education at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi and other schools with similar conditions can continue to improve.

The application of joint leadership in the elementary school environment has proven to play an important role in increasing students' enthusiasm for learning. This approach emphasizes the importance of the involvement of all elements of the school, especially teachers and principals, in building an open and equal communication culture. The decision-making process at SDN No 14/III Tanjung Pauh Mudik in Kerinci Regency is carried out collaboratively, so that teachers feel that they have space to voice their ideas and actively participate in designing learning strategies. This active involvement creates a sense of collective responsibility for students' progress, and impacts their increased motivation to learn in the classroom.

In addition, at SDN No 14/III Tanjung Pauh Mudik, open communication is also reflected in the practice of learning evaluation that involves students

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directly. Teachers not only provide assessments, but also invite students to express their opinions and difficulties they experience during the learning process. However, there are still challenges in maintaining the consistency of communication among all teachers, so it is necessary to continue to strive so that this open culture can run comprehensively and have a maximum impact on student learning motivation.

Leadership that is carried out together opens up the widest possible opportunities for teachers to play a role in determining the direction and policies of learning in schools. When decisions are made through cooperation and deliberation, teachers feel valued and fully involved in the ongoing process so that a greater sense of responsibility for what is being carried out grows. This involvement fosters a spirit to continue to develop which then encourages teachers to create learning that is not only creative but also more engaging for students. From this process, students' enthusiasm for learning slowly grows because what they receive in the classroom feels more meaningful and in accordance with their way of learning.

Active participation of teachers in the decision-making process helps to form a reflective culture that is carried out together. This reflection evolves from a routine into a positive habit but develops into a positive habit in a work environment where teachers are open to sharing their experiences, talking about their successes and challenges they face every day. From this reflection room, various new ideas and approaches were born, ranging from how to build a conducive classroom atmosphere to the use of learning methods that are more in line with the real conditions of students in the field. In this way, reflection becomes a powerful link between planning and action, ultimately creating a learning atmosphere that is more in line with the needs of students.

At SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi, open communication plays a vital role an important force that maintains the harmony of relationships between educators, the principal is present not only as a leader but also as an active listener. Teachers are given space to express opinions and criticisms without fear so that an atmosphere of mutual trust is created that encourages collaboration and fresh ideas in learning. The presence of this communication makes the school atmosphere more comfortable for all parties. Through well-established communication, teachers become more confident to try new approaches that meet the needs of their classes. They feel supported by leaders and colleagues. This encourages the birth of various more interesting teaching methods such as project-based learning and educational games that make students actively

involved. This process also opens up opportunities for teachers to continue learning and inspire each other.

The change in approach at SDN No 14/III Tanjung Pauh Mudik Kerinci Jambi has had a real impact on students' enthusiasm for learning. As a result, children have become more active in discussing and not hesitating to express opinions in class while teachers are increasingly motivated to see the positive response. Support for learning innovation is manifested not only verbally but also through the provision of infrastructure and moral encouragement for teachers to try new methods. The principal shows a strong commitment to create a climate that supports teachers to innovate so that teachers have the flexibility to explore various approaches according to student characteristics such as the use of digital media, experimentation or learning outside the classroom. This condition increases the motivation of students who are more enthusiastic about participating in lessons actively, discuss and show improvement in learning outcomes. Learning becomes a fun and challenging activity with an atmosphere that encourages curiosity and enthusiasm for learning Sustainable.

Overall, the implementation of leadership along with an emphasis on collaboration, reflection, open communication, and innovation support has created positive changes in the learning environment in schools. The collective work culture that is built encourages the creation of a learning process that is more creative, participatory, and oriented to the needs of students. With a leadership model like this, schools have a great opportunity to continue to grow and maintain the sustainability of students' learning motivation in the long term.

Collaboration in decision-making is an important principle in effective joint leadership (Suryadi, Pamungkas, Wahyudi, & Setiawan, 2023). The involvement of various parties in this process increases the sense of responsibility and shared commitment so that the decisions taken become more targeted and have a positive impact because they consider the diverse needs of the organization's members. Juridically, the strengthening of this collaboration is regulated in the Regulation of the Minister of Education and Culture Number 8 of 2017 Article 4 paragraph (1) which requires school principals to actively involve all school residents in strategic decision-making to support the achievement of educational goals optimally (Wiedarti, Laksono, & Retnaningsih, 2018).

Based on the observations of researchers at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi, collaboration in decision-making is very real through the active participation of all teachers and school staff. Every

important decision related to the learning process and school management is always discussed together in regular meetings involving various elements. In the meeting, teachers and staff were given space to express their ideas, inputs, and concerns openly. This process not only becomes a forum for exchanging opinions, but also builds a democratic atmosphere that fosters mutual respect and solidarity among team members. As a result, the resulting policies are not only the result of unilateral decisions, but decisions that are collectively supported by all parties. The existence of this full support strengthens the commitment of teachers and staff in carrying out their duties to the maximum, so that it has a positive impact on the smooth running of learning activities and the achievement of overall school goals.

After decision-making, a joint reflection process is routinely carried out to evaluate policy implementation and learning. This reflection allows teachers and staff to identify the strengths and weaknesses of program implementation, as well as design innovative solutions to make the teaching and learning process more effective and attractive for students (A. B. Putra, Nasution, & Yahfizham, 2024).

The joint reflection that is routinely carried out at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi, is a crucial moment for teachers and staff to collectively evaluate the implementation of learning and the effectiveness of the policies that have been taken. In this reflection forum, each team member is given the opportunity to share their experiences, challenges, and successes experienced during the learning process. The open discussion not only focused on identifying problems, but also directed at finding innovative solutions and continuous improvements. Through this approach, teachers and staff not only feel more valued for their roles, but also foster a greater sense of responsibility for the quality of teaching provided. Their motivation to continue to develop themselves and improve learning methods is increasing, so that it has a positive impact on the learning atmosphere of students and the achievement of optimal learning outcomes at school.

Open communication in the context of education is one of the crucial factors that can affect students' motivation and enthusiasm for learning (H. Umar & Masnawati, 2024). Educational communication theory emphasizes that a school environment that encourages two-way dialogue between teachers, students, and related parties will create a more inclusive and supportive learning atmosphere (Yusuf, 2024). With transparent and participatory communication, students feel valued and cared for, thus

fostering confidence and a desire to actively contribute to the learning process.

SDN No 14/III Tanjung Pauh Mudik in Kerinci Regency provides a concrete picture in building the spirit of learning through open communication practices. 1. The principal routinely facilitates dialogue forums between teachers to discuss challenges and formulate solutions together. 2. Teachers are invited to be involved in evaluating the learning process to increase the effectiveness of learning activities. 3. Teachers provide space for students to express their opinions and learning needs directly. 4. Cooperation with parents is built through periodic meetings that encourage a shared understanding of the child's learning progress. Regular reflection sessions between teachers encourage the birth of learning methods that are more in line with the characteristics of current students.

The implementation of shared leadership in primary schools is a strategic approach to building a participatory learning culture, where the active involvement of principals and teachers in the decision-making process encourages a sense of shared ownership of learning objectives and creates a collective commitment to achieve optimal learning outcomes as the basis for the birth of learning innovations that suit the needs of students (Iriana et al., 2025).

Based on the observations of researchers at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi, a real form of collaboration can be seen from the involvement of teachers in designing learning strategies and evaluating their implementation together, where the principal provides a regular discussion space that allows teachers to convey the challenges faced in the classroom while building solutions collectively. This process encourages the birth of new approaches that are able to increase students' interest in learning because the methods applied really consider the real conditions that occur in the school, coupled with activities such as weekly reflections and sharing of good practices that help strengthen the collaborative work atmosphere and support continuous learning innovation.

When viewed from a juridical perspective, the application of joint leadership in basic education units is in line with the principles of national education law that prioritize participation, transparency, and shared responsibility (T. M. Putra, 2019). In formal education rules, school principals have the authority to manage and lead, but in their implementation it is required to involve teachers and other stakeholders to realize the goals of education in a democratic manner (Hadziq, 2017).

Furthermore, the researcher's observation shows that learning innovation at SDN No 14/III Tanjung Pauh Mudik is not only developed from the internal initiatives of teachers and principals, but is also strengthened through the active involvement of parents. The school regularly holds meetings with students' parents to discuss student learning progress and gather input. This two-way communication pattern strengthens cooperation between schools and families, as well as fosters mutual awareness of the importance of the role of parents in supporting the educational process. Family support, both emotionally and in the supervision of learning at home, has been proven to be able to increase students' motivation to learn consistently.

From what the researcher saw, the involvement of parents at SDN No 14/III Tanjung Pauh Mudik was not only limited to attendance at regular meetings, but also active participation in supporting the children's learning process at home. Communication between schools and parents takes place openly and continuously, creating a strong synergy in building students' motivation to learn. Parental support, both through moral encouragement and supervision of learning activities at home, is an important factor that strengthens the success of learning innovations in schools. With harmonious collaboration between the school and the family, students' learning motivation can continue to be maintained and improved consistently.

CONCLUSION

Joint leadership at SDN No 14/III Tanjung Pauh Mudik, Kerinci, Jambi has proven effective in increasing students' enthusiasm for learning. This is achieved through collaboration in decision-making that actively involves teachers and staff, creating a sense of responsibility and shared ownership of school policies. Regular joint reflection strengthens learning evaluation and encourages method innovation according to student needs, which increases learning motivation. Open communication between principals, teachers, staff, students, and parents also builds a supportive and participatory school climate. Parental support through two-way communication strengthens the synergy of school and family, supporting the sustainability of students' learning motivation. Thus, shared leadership that integrates collaboration, reflection, open communication, and innovation serves as a key strategy in creating a dynamic and sustainable learning environment.

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