
EARLY CHILDHOOD EDUCATION PRINCIPALS' STRATEGIES IN IMPLEMENTING TRANSFORMATIONAL LEADERSHIP TO EMPOWER TEACHERS IN AN ERA OF CHANGE

By

Iwan Perdana¹, Yuliana Nurhayati²

¹Universitas Islam Kalimantan MAB Banjarmasin

²STKIP Islam Sabilal Muhtadin Banjarmasin

Email: iwanperdana.ansmid@gmail.com, ana@stkipismbjm.ac.id

Article History:

Received: 13-11-2025

Revised: 20-11-2025

Accepted: 16-12-2025

Keywords:

Transformational
Leadership; Teacher
Empowerment; Early
Childhood Education;
Phenomenology; Principal

Abstract: *This study intends to explore the subjective experiences of school principals in implementing transformational leadership to empower Early Childhood Education (PAUD) teachers. A phenomenological approach is utilised to understand the essential meaning of the experience. Data were acquired through in-depth interviews with four PAUD principals and were evaluated thematically. The findings of the study reveal three main themes, namely (1) Leadership as Inspiration and Exemplary in an Empowering Space, (2) Mentoring Strategies through Communication, Mentoring, and Appreciation to Fight Resistance, and (3) Leadership Success through Changing the "Soul" of Teachers and a Living School Climate. This study concludes that the effectiveness of transformational leadership in early childhood education lies in the ability of principals to connect inspirational values with contextual and empathetic mentoring strategies, thereby awakening the professional "soul" of teachers. Implication: leadership development programs should place greater emphasis on building reflective capacity and coaching skills that align with the unique characteristics of early childhood education units.*

INTRODUCTION

The 21st century is marked by fundamental changes that affect every aspect of human life, including education. Educational transformation is not merely about technological integration but a systemic imperative that entails the philosophical, pedagogical, and organisational reimagining of modern educational institutions (Srivastava, 2023). These global dynamics create a complex landscape in which academic institutions worldwide, including those at the Early Childhood Education (PAUD) level, face simultaneous challenges that require a strategic and sustained response (Kurniawan, 2025).

In the global era, PAUD teachers are required to integrate 21st-century skills (4Cs: Creativity, Collaboration, Communication, and Critical Thinking) into their instruction. Early childhood teachers must be able to adapt learning to the standards of scientific and

technological advancement, while ensuring that learning remains relevant to the characteristics of early childhood development (Husain & Kaharu, 2020). These challenges are increasingly increasing along with rapid and dynamic curriculum changes, such as the implementation of the Independent Curriculum, which demands flexibility and a deep understanding of how to facilitate more open and needs-oriented learning for children (Nuraeni et al., 2025).

School leadership is a key determinant of an educational ecosystem that empowers all stakeholders. Transformational leadership styles have proven to be the most effective approach to achieving this goal. Transformational leadership styles emphasise the leader's ability to inspire, motivate, stimulate intellectual growth, and provide individualised attention to each member of the school organisation (Hermansah et al., 2025).

Transformational leadership is the most successful way to make meaningful change in schools. This leadership paradigm is grounded in power-sharing and empowerment, which engage the entire school community in the process of change. Research involving 925 teachers in Turkey found that school leadership significantly increases the use of innovative learning methods, with effects mediated by trust in administrators, teacher professionalism, and psychological empowerment (Yaln et al., 2025).

Transformational leadership in Muhammadiyah schools has shown its ability to promote positive social change and empower staff and students. Principals serve as agents of change, motivating and empowering the school community to achieve broader educational goals, thereby creating an inclusive and participatory environment (A'yun & Sulisworo, 2024).

In Indonesia, interest in researching transformational leadership in education continues to grow. Empirical studies indicate that research on transformational leadership is concentrated at the primary and secondary education levels, leaving early childhood education as an underexplored context (Anindita et al., 2025). Research by Harefa, Kumpangpune, and Tumbelaka (2021) also identified that transformational leadership styles are better at influencing, moving, and motivating early childhood educators so that educational vision goals can be achieved (Harefa et al., 2021). Saud (2025) found that PAUD managers who implement transformational leadership can drive collaboration between teachers, parents, and the community even though they are faced with limited facilities, low teacher understanding, and minimal community participation (Saud, 2025).

In prior research, the balance between positivist and interpretive approaches to understanding the principal's leadership experience remained suboptimal. The existing literature tends to examine causal relationships or correlations between variables using quantitative methods, reflecting the dominance of the postpositivist paradigm in educational leadership research (Aquino, 2025; Ahmed et al., 2024).

Research with a quantitative design often uses predefined variables and standardised instruments to measure research constructs. This approach is indeed practical for testing specific hypotheses and building generalisations across populations, but it often ignores the nuances, local contexts, and subjective meanings that flow in the daily lives of school principals (Cinantya et al., 2024; Uy et al., 2023).

Previous research, including Sari & Mulyati (2020) and Dewi & Asmani (2021), has identified significant challenges in the operational context of early childhood education

(Cinantya et al., 2025; Aslindah et al., 2025). Teachers' resistance to change has been recognized as a substantive obstacle to the implementation of educational innovation (Rahmadani et al., 2024). Similarly, the limitations of the leadership abilities of PAUD heads are reflected in research on leadership competencies and human resource management (Bahera et al., 2025). However, such studies often identify problems without examining how principals concretely navigate, adapt, and address these challenges in daily practice.

Research on leadership transformation in educational institutions shows that effective strategies involve more than just top-down implementation (Anwar et al., 2025). However, details on how early childhood education leaders develop "lived" strategies—arising from interactions, learning, and continuous adaptation in the field—are still poorly documented in ethnographic or phenomenological terms.

Phenomenological research has a unique ability to elucidate the essence of researchers' life experiences, explore how they construct meaning from the situations they encounter, and understand internal struggles that conventional quantitative instruments may not detect.

Phenomenological research in the context of early childhood education and school leadership in Indonesia has significant implications. First, it results in a partial understanding of the complex realities of educational leadership. School principals not only respond to external stimuli or passively accept leadership concepts, but actively interpret, adapt, and negotiate these meanings in their local contexts, taking into account the organisation's culture, community characteristics, and personal values (Suratman et al., 2024). Second, the dominant focus on causal relationships can oversimplify inherently complex and nonlinear social processes. While quantitative research may find that transformational leadership correlates with teacher commitment, phenomenological research can uncover how principals strategically and contextually implement various elements of transformational leadership, how they overcome implementation barriers, and how they experience the tension between theoretical ideals and practical realities (Gutierrez-Atienza, 2023).

This research was formulated to answer the central question: What is the experience of school principals in implementing transformational leadership to empower PAUD teachers in the era of change? This central question is elaborated into three guiding questions: (1) How do school principals interpret the concept of transformational leadership and teacher empowerment in the context of early childhood education? (2) What strategies are lived and experienced by school principals in overcoming challenges to realize the empowerment of PAUD teachers? (3) How does the principal interpret the signs of success in the realization of the "soul of a great PAUD teacher"?

LITERATURE REVIEW

The theory of transformational leadership, popularized by Bass (1985), has become a cornerstone of modern leadership studies. This concept emphasises a leader's ability to awaken followers' awareness of the importance of achieving organisational outcomes, activate a stronger sense of hierarchy, and encourage them to prioritise organisational interests over personal interests. Transformational leadership serves as a driver of positive change, encouraging innovation and performance improvement across formal and informal organizational contexts (Munif, 2024). Bass formulated four vital components of

transformational leadership, known as the 4 I is: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

In the context of education, transformational leadership plays an important role as a driver of change, not only providing direction but also empowering educators and the broader academic community to address the challenges of dynamic times. That is why this leadership is considered a key pillar in the development of national educational quality, especially in the digital era and Society 5.0, which demands adaptive and innovative educators (Rastiana et al., 2025).

A systematic literature review suggests that principals' effectiveness in implementing transformational leadership is closely linked to their capacity to foster open communication, provide ongoing professional support, and cultivate a positive and inclusive work climate. This makes school principals the primary catalyst for ongoing teacher performance improvement (Hermansah et al., 2025). In addition, the implementation of transformational leadership practices in various schools, both at the elementary and madrasah levels, emphasises that the development of a clear vision, inspirational motivation, intellectual stimulation, and individual attention to the needs of teachers are central aspects that support the success of innovative education and learning (Riyadi, 2025). The findings on madrasahs also show the positive impact of transformational leadership among madrasah heads on improving the quality of education, teacher motivation, and students' academic achievement, as a concrete manifestation of this leadership model in the context of religious education (Cahya et al., 2025).

Teacher empowerment at the PAUD level has unique characteristics because it operates within a highly relational, care-based context. Empowering leadership in early childhood education must be sensitive to teachers' emotional needs and support contextual professional development (Rizqiana & Suriansyah, 2025). Research shows that PAUD heads who adopt empathetic leadership can create a supportive work climate, increase teacher satisfaction and performance, and build a positive, safe, and meaningful learning environment (Rizqiana & Suriansyah, 2025).

Empowering early childhood education instructors also requires meaningful partnership with families and communities. Participatory empowerment models that involve teachers, parents, and community leaders, with cycles of planning, action, reflection, and evaluation, have been shown to increase teachers' capacity to design contextual learning and to strengthen the role of communities in quality education (Noya et al., 2025).

An era of modern change, typified by uncertainty, technological developments, and new demands on education, requires adaptive leadership. Adaptive leadership in early childhood education is characterized by flexibility, collaboration, innovation, and adaptability to change (Mariam & Suriansyah, 2025). Contextual professional development for early childhood education teachers is essential for empowering them to adapt to changing times. The analysis shows that the learning model based on the Honing, Compassion, and Nurturing pattern can increase teachers' interest in learning, strengthen social-emotional skills, and enhance confidence in adopting learning innovations (Vitasari & Somanedo, 2025). Empowerment also requires consideration of the principal's strong managerial abilities. School principals with strong managerial abilities can carry out management functions—planning, organizing,

implementing, and supervising—that enhance teacher performance and learning quality (Fauziana et al., 2025).

METHODS

This study employs a qualitative phenomenological design. The phenomenological approach was chosen because it matches the research purpose of understanding the meaning of specific individuals' lived experiences of a phenomenon (Creswell & Poth, 2018)—in this case, the experience of leading and empowering early childhood education teachers. The underlying paradigm is interpretive/constructivist, which believes that reality is socially constructed through individual experiences and interactions.

Participants and Research Locations.

The research participants were four PAUD principals selected through purposive sampling. The inclusion criteria for participants are: (1) serving as principal for at least 2 years; (2) having experience in guiding or empowering teachers; and (3) willing to share experiences in depth. The names of the participants are called pseudonyms, not real names. Participants came from various sub-districts in Banjarmasin City to enrich the variety of experience contexts. The research was conducted in the natural environment where the participants worked.

Data Collection Procedures.

Primary data are collected through semi-structured, in-depth interviews conducted via the edubanua.com application. The interview guidelines were developed based on research questions, with open-ended questions that allowed participants to explore their experiences freely. Each interview is automatically recorded in the app after participants have voluntarily agreed to participate, and the recording is then transcribed verbatim for analysis.

Data Analysis

Data analysis employed phenomenological thematic analysis (van Manen, 1990), which focused on revealing the thematic essence of the excavated experience. The analysis process follows the following stages: (1) Read the transcript holistically to get a sense of the overall experience; (2) Sorting of Significant Statements that are directly related to the phenomenon of leadership and empowerment; (3) Formulation of meanings of these significant statements; (4) Grouping Meanings into Themes; (5) Preparation of Narrative Descriptions that describe the essence of the participant's experience; and (6) Unification of Narrative Descriptions into a Comprehensive Statement of Essence.

RESULTS AND DISCUSSION

Based on a thematic analysis of interview transcripts from four PAUD principals, three main themes emerged that addressed the research questions.

Leadership as Inspiration and Exemplary in an Empowering Space

All participants interpreted transformational leadership as essentially a human-centred practice, with two keywords consistently emerging: "inspire & motivate" and "lead by example". For them, being a transformational leader is not about formal power but rather about the ability to awaken teachers' intrinsic potential.

"Transformational leadership is a leadership style that inspires and motivates others to reach their best potential... I adopted it after seeing a leader (my mother) who was able to lead the team through a crisis." (Riana, Interview, November 25, 2025).

"For me, transformational leadership is a way of leading that can set an example or an example for teachers." (Wati, interview, November 28, 2025)

This meaning is then operationalized in early childhood education through actions that aim to create a safe space and foster trust. Empowerment is interpreted as the process of building teachers' confidence, involving them in decision-making, and providing room for improvement, even through mistakes.

"... Leaders not only direct, but also build trust, provide space for growth, and encourage others to reach their next potential." (Sari, Interview, November 28, 2025).

"My philosophy was formed... When I see teachers more enthusiastic when they are involved in school activities, which creates confidence and value..." (Wati, interview, November 28, 2025)

These findings are in line with the theory of *Individualized Consideration* Bass (1985) and reinforce the finding that cultural context plays a critical function in determining how leaders should operate. Research shows that an effective leadership style cannot be separated from the socio-cultural setting in which it is applied (SantAnna, 2025). Leaders must develop cultural knowledge and multicultural wisdom in order to decrease misunderstandings and cultural disputes and increase team cohesion (Huang, 2023).

These findings are in line with the theory of *Individualized Consideration* Bass (1985) and reinforce the finding that cultural context plays a crucial role in shaping how leaders should operate. Research shows that an effective leadership style cannot be separated from the socio-cultural setting in which it is applied (SantAnna, 2025). Leaders must develop cultural awareness and multicultural wisdom in order to reduce misunderstandings and cultural conflicts and improve team cohesion (Huang, 2023).

Leadership Success through Changing the "Soul" of Teachers and a Living School Climate

The indicators of empowerment success identified by the participants were all qualitative and transformative, referring to changes in attitudes, climate, and impacts on children. The concept of a "great teacher soul" refers to a teacher who has rediscovered passion, creativity, and a deep commitment to his or her profession.

"Success can be seen from the change in attitude and behavior of teachers who not only focus on administrative tasks, but also show a high commitment to student development and learning innovation." (Riana, Interview, November 25, 2025).

Participants detailed these signs of success into observable indicators: (1) Teachers are more enthusiastic, creative, courageous, and caring; (2) The growth of collaboration between teachers; (3) Students are more active in learning; and (4) Increased parental involvement.

"Indicators that make me believe: 1. Teachers are more enthusiastic; 2. Teachers are more creative; 3. Teachers care more; 4. Teachers are more courageous; 5. Teachers are more collaborative; 6. Students are more active; 7. Parents are more involved." (Mila, Interview, December 2, 2025).

Importantly, this success is not seen as an individual achievement of the principal, but as a collective achievement.

"This change is not only because of me, but also because of the cooperation and commitment of the teachers." (Mila, Interview, December 2, 2025).

These findings broaden our understanding of educational leadership success. In PAUD, the common meaning is manifested in a school climate full of enthusiasm and a sense of collective responsibility for children's development, which is clear evidence of the empowerment of the "soul" of teachers. Research shows that effective PAUD heads create a conducive school climate by involving the entire community in the Joint vision and mission.

Transformational and participatory leadership strategies have been proven to build synergy between teachers, parents, and other stakeholders (Fauziana et al., 2025). This reflects how common meaning is constructed not only in formal structures, but also in everyday emotional and relational experiences. This collective responsibility manifests itself in active collaboration between educators and stakeholders. Research on collaborative leadership demonstrates that when administrators involve teachers in decision-making and empower them, a sense of shared ownership of the quality of education is established (Permatasary et al., 2025).

Leadership models that distribute pedagogical responsibilities and share vision result in better structural quality, processes, and effects in early childhood education (Heikka et al., 2025). The concept of empowering the "soul" of the teacher you mentioned reflects the importance of intrinsic motivation and professional commitment. Transformational leadership that inspires, motivates, and empowers teachers significantly increases their professional commitment (Anwar et al., 2025). Teachers who feel empowered show increased engagement, creativity, and job satisfaction. Active support from school principals in facilitating professional development through training, workshops, and providing flexibility to experiment with new teaching methods has been proven to increase educational effectiveness (Anwar et al., 2025).

Thus, the common meaning in early childhood education is not just a vision-mission document, but a tangible manifestation in the form of an energetic school climate, authentic collaboration, and teachers who feel empowered to provide quality education for children. Empirical research proves that when these three elements—a vibrant climate, collective responsibility, and teacher empowerment—work together, educational outcomes improve significantly. The principal's support for teachers' mental well-being also plays a crucial role, as teachers who receive support have higher work productivity (Murtisari et al., 2025)

CONCLUSION

Based on the phenomenological exploration of the experiences of four PAUD principals, it may be argued that adopting transformational leadership to empower teachers is a very personal and relational endeavor. The essence of this experience lies in the ability of the principal to interpret leadership as a form of exemplary service and inspiration, which is then realized through empathetic and consistent micro-mentoring strategies, such as intensive communication, mentoring, and appreciation. The success of this process is not measured by numbers, but is interpreted through a qualitative transformation in the "soul" of teachers—which can be seen from increased enthusiasm, creativity, and collaborative commitment—as well as the creation of a school climate that is lively and has a beneficial impact on students.

The practical implication of this study is the importance of designing a leadership development program for PAUD heads that focuses on strengthening coaching competencies, reflective communication, and collaborative mentoring, rather than on managerial skills alone. For subsequent researchers, it is recommended to explore teachers' perspectives on their experiences of being empowered or examine external supporting factors (such as school or parental support) that can strengthen the effectiveness of transformational leadership in early childhood education units.

Acknowledgements

The authors would like to express their deepest gratitude to the four PAUD principals who were willing to share their valuable experiences, time, and insights throughout the research process.

REFERENCE

- [1] Anwar, S., Utaminingsih, S., Trihandayani, E., L, M., & Binhayeeckhonoh, H. (2025). Transformational Leadership and Teacher Commitment: a Case Study in Early Childhood Education in Serpong, South Tangerang. *Al-Fikrah: Jurnal Manajemen Pendidikan*. <https://doi.org/10.31958/jaf.v13i1.13849>
- [2] A'yun, U. Q., & Sulisworo, D. (2024). Exploring the Influence of Transformational Leadership on Educational Outcomes in Muhammadiyah Schools. None. <https://doi.org/10.12928/cece.v1i1.818>.
- [3] Ahmed, S., Bano, N., & Ahmed, I. (2024). Experiencing School Leadership A Phenomenological Study of the Mental Models of Secondary School Principals in Karachi. *Academy of Education and Social Sciences Review*. <https://doi.org/10.48112/aessr.v4i4.939>.
- [4] Anindita, L. M., Aina, N., Wahyuni, P., Aslamiah, A., & Cinantya, C. (2025). Implementasi Gaya Kepemimpinan Transformasional untuk Peningkatan Profesionalisme Pendidik PAUD. None. <https://doi.org/10.60126/maras.v3i2.968>.
- [5] Anwar, S., Utaminingsih, S., Trihandayani, E., L, M., & Binhayeeckhonoh, H. (2025). Transformational Leadership and Teacher Commitment: a Case Study in Early Childhood Education in Serpong, South Tangerang. None. <https://doi.org/10.31958/jaf.v13i1.13849>.
- [6] Aquino, A. J. (2025). Voices of the Stakeholders: Exploring the Lived Experiences with the Principals Leadership. None. <https://doi.org/10.70838/pemj.350301>.
- [7] Aslindah, A., Brantasari, M., Pratiwi, Y. I., Meyssi, M., & Mailina, M. (2025). Strategic Leadership Role of the Principal in the Implementation of Holistic Integrative Early Childhood Services at TK Islam Silmi Samarinda. *Borneo Educational Journal (Borju)*. <https://doi.org/10.24903/bej.v7i2.2137>.
- [8] Bahera, Syukri, A., My, M., & Adlan, A. A. H. (2025). Early Childhood Education Principals Management In Enhancing Teacher Productivity. None. <https://doi.org/10.59944/postaxial.v3i4.482>.
- [9] Cahya, W., Rahmawati, M. Y., & Nugroho, A. S. (2025). Peran Kepemimpinan Transformasional dalm Meningkatkan Kinerja Guru dan Prestasi Siswa. Ta'lim. <https://doi.org/10.36269/tlm.v7i1.3129>.
- [10] Cinantya, C., Aslamiah, A., & Suriansyah, A. (2024). Character Education Based on

- Religious Values in Early Childhood: A School Principal's Leadership Perspective. *International Journal of Social Science and Human Research*. <https://doi.org/10.47191/ijsshr/v7-i07-43>.
- [11] Cinantya, C., Suriansyah, A., Aslamiah, & Novitawati. (2025). From Golden Age to Golden Generation: Leadership in Early Childhood Character Education. *Journal of Cultural Analysis and Social Change*. <https://doi.org/10.64753/jcasc.v10i3.2833>.
- [12] Fauziana, A. O., Yetri, Y., & Fauzan, A. (2025). Kemampuan Manajerial Kepala Sekolah pada Taman Kanak-Kanak. *Learning: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*. <https://doi.org/10.51878/learning.v5i3.6626>.
- [13] Gutierrez-Atienza, C. (2023). Leadership and Management in Multigenerational Teaching Staff in the New Normal: A Phenomenological Study. *International Multidisciplinary Research Journal*. <https://doi.org/10.54476/ioer-imrj/436341>.
- [14] Harefa, D., Kumpangpune, N., & Tumbelaka, R. E. (2021). Gaya Kepemimpinan Transformasional Kepala Sekolah Dalam Manajemen PAUD. *None*. <https://doi.org/https://doi.org/10.51667/mjpkaud.v2i2.742>.
- [15] Heikka, J., Hirvonen, R., & Muteweri, E. (2025). Distributed Pedagogical Leadership and Quality in Early Childhood Education. *Research in Educational Administration & Leadership*. <https://doi.org/10.30828/real.1620071>
- [16] Hermansah, H., Rosmilawati, I., & Juansah, D. E. (2025). Studi Analisis Pengaruh Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru dan Mutu Pendidikan di Sekolah Dasar. *Jurnal Basicedu*. <https://doi.org/10.31004/basicedu.v9i4.9995>
- [17] Hermansah, H., Rosmilawati, I., & Juansah, D. E. (2025). Studi Analisis Pengaruh Kepemimpinan Transformasional Kepala Sekolah terhadap Kinerja Guru dan Mutu Pendidikan di Sekolah Dasar. *Jurnal Basicedu*. <https://doi.org/10.31004/basicedu.v9i4.9995>.
- [18] Huang, L. (2023). Leadership Enhancement in Cross-Cultural Management - From the Cultural Dimension. *Communications in Humanities Research*. <https://doi.org/10.54254/2753-7064/23/20230717>.
- [19] Husain, R., & Kaharu, A. (2020). Menghadapi Era Abad 21: Tantangan Guru Pendidikan Anak Usia Dini di Kabupaten Bone Bolango. *Universitas Pahlawan Tuanku Tambusai*. <https://doi.org/https://doi.org/10.31004/obsesi.v5i1.527>
- [20] Kurniawan, S. (2025). Transformation Education System and Challenges and Opportunities in the 21st Century. *Nuris Journal of Education and Islamic Studies*. <https://doi.org/10.52620/jeis.v5i2.121>
- [21] Mariam, S., & Suriansyah, A. (2025). Kepemimpinan Adaptif dalam PAUD: Menjawab Dinamika Sosial dan Teknologi. *EdukidsJurnal Inovasi Pendidikan Anak Usia Dini*. <https://doi.org/10.51878/edukids.v5i1.6265>.
- [22] Murtisari, R., Formen, A., & Diana, D. (2025). The Role of Principal Support in Enhancing Educators' Mental Health and Work Productivity. *AL-ISHLAH: Jurnal Pendidikan*. <https://doi.org/10.35445/alishlah.v17i1.6200>.
- [23] Munif, M. (2024). Sejarah Kepemimpinan Transformasional. *Dar El-Ilmi. Jurnal Studi Keagamaan, Pendidikan, Dan Humaniora*. <https://doi.org/10.52166/darelilmi.v11i2.7911>

- [24] Noya, F. S., Haumahu, A. A., & Lokollo, L. J. (2025). Pengabdian Masyarakat melalui Pemberdayaan Guru dan Masyarakat dalam Mengembangkan PAUD yang Berkualitas di Kota Ambon. *Jurnal Pengabdian Arumbai*. <https://doi.org/10.30598/arumbai.vol3.iss2.pp170-181>.
- [25] Nuraeni, C., Nuroniah, P., & Hendriawan, D. (2025). Persepsi Guru PAUD terhadap Implementasi Kurikulum Merdeka Belajar di Pendidikan Anak Usia Dini. *Aulad Journal on Early Childhood*. <https://doi.org/10.31004/aulad.v8i1.982>.
- [26] Permatasary, O. I., Dewi.S, A. C., & Luthfy, P. A. (2025). Strategi Kepemimpinan Kepala Sekolah PAUD dalam Meningkatkan Mutu Pendidikan Anak Usia Dini di Era Kurikulum Merdeka. *Early Childhood: Jurnal Pendidikan*. <https://doi.org/10.35568/earlychildhood.v9i2.7263>
- [27] Rastiana, Nopriani, W., & Sirozi, M. (2025). Peran Kepemimpinan dalam Pemberdayaan Tenaga Pendidik. *Tadbir: Jurnal Manajemen Pendidikan Islam*. <https://doi.org/10.30603/tjmpi.v13i3.7019>.
- [28] Riyadi, S. (2025). Implementasi Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*. <https://doi.org/10.31004/jerkin.v4i1.1881>.
- [29] Rizqiana, A., & Suriansyah, A. (2025). Kepemimpinan Empatik dalam Menumbuhkan Lingkungan Pendidikan Anak Usia Dini yang Aman dan Menyenangkan: Tinjauan Literatur. *EdukidsJurnal Inovasi Pendidikan Anak Usia Dini*. <https://doi.org/10.51878/edukids.v5i1.6240>.
- [30] SantAnna, A. D. S. (2025). Leadership Styles Across Cultures: A Comparative Study of Western and Asian Contexts Through Hofstede and Deleuzian Lenses. *Millennial Asia*. <https://doi.org/10.1177/09763996251370804>
- [31] Saud, Hasanah. 2025. Pelangi Jurnal Pemikiran Dan Penelitian Islam Anak Usia Dini 7 (2), 435-46. Accessed December 17, 2025. <https://doi.org/https://doi.org/10.52266/pelangi.v7i2.5249>.
- [32] Srivastava, M. S. (2023). The Evolution of Education: Navigating 21st-Century Challenges. *International Journal For Multidisciplinary Research*. <https://doi.org/10.36948/ijfmr.2023.v05i05.6314>
- [33] Suratman, Arifin, I., Burhanuddin, & Sobri, D. A. Y. (2024). School Principal Leadership in Strengthening Organizational Climate Based on Maja Labo Dahu Local Wisdom in High-Performing High Schools. *International Journal of Religion*. <https://doi.org/10.61707/08ggp576>.
- [34] Uy, F. T., Sasan, J. M. V., & Kilag, O. K. (2023). School Principal Administrative-Supervisory Leadership During the Pandemic: A Phenomenological Qualitative Study. *International Journal of Theory and Application in Elementary and Secondary School Education*. <https://doi.org/10.31098/ijtaese.v5i1.1208>.
- [35] Vitasari, A. D., & Somanedo, O. (2025). Model Pembelajaran Pola Asah, Asih, dan Asuh dalam Meningkatkan Animo Belajar Siswa Pendidikan Anak Usia Dini. *Teaching: Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*. <https://doi.org/10.51878/teaching.v5i4.7899>.
- [36] Yaln, M. T., Atasoy, R., & Gen, A. (2025). Trust, Professionalism and Empowerment: How School Leaders Shape Instructional Practices. *European Journal of Education*. <https://doi.org/10.1111/ejed.70087>.