

Four Levels of Teachers: Insights into Classroom Leadership Perspectives

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Abstract: This research employs a descriptive qualitative approach, gathering data through participatory observation, interviews, and document analysis. The study includes a sample of educators teaching across various educational levels, from primary to secondary. The findings delineate four levels of teacher performance within the classroom leadership context, emphasizing interpersonal relationships with students, colleagues, and the broader learning community. Beginning with Level R1 (Right) teachers, who adhere strictly to decrees or assignment letters. Level R2 (Relationship) teachers are characterized by strong emotional bonds with students, colleagues, and other members of the learning community. Level R3 (Respect) teachers command respect from learners, colleagues, and other members of the learning community due to their exemplary behavior. Level R4 (Result) teachers are those who effectively enhance the dignity of their students based on their individual talents. The journey of advancing teacher leadership from R1 to R4 encompasses elements such as caring, modeling, and coaching. Moreover, the spiritual energy essential for teachers to continually elevate their levels is emphasized. By underscoring the significance of strong interpersonal relationships in shaping teacher effectiveness and its broader implications for enhancing the overall quality of education.

Keywords: Four levels of teachers, teachers, leadership, teacher performance.

INTRODUCTION

A teacher's performance depends not only on his or her ability to deliver subject matter but is also determined by the quality of leadership in the classroom and the interpersonal relationships he or she builds with various parties in the educational environment (Asbari et al., 2022; Novitasari et al., 2020). In this context, this study aims to explore the four levels of teacher performance from the perspective of interpersonal relationships, especially in their relationships with students, fellow teachers, and all other learning citizens. A deep understanding of the dynamics of teachers' interpersonal relationships is expected to provide valuable insights into improving the effectiveness of education in schools.

The role of teachers in the educational process is not only limited to being teachers who deliver subject matter but also as learning facilitators who influence students' overall development (Asbari & Prasetya, 2021; Chidir et al., 2022; Novitasari & Asbari, 2021). In this context, the quality of leadership in the classroom and the interpersonal relationships built by a teacher play a key role in determining their effectiveness in educating and guiding students. Good interpersonal relationships between teachers and students, peers, and all other learning citizens not only create a conducive learning environment but also influence students' motivation, participation, and academic achievement.

An approach that assesses teachers' performance from the perspective of interpersonal relationships offers a holistic viewpoint for evaluating their contribution to education. In an era where education is increasingly geared towards character building and interpersonal skills, a deeper understanding of the dynamics of teachers' interpersonal relationships is becoming increasingly important (Novitasari et al., 2020). Therefore, this study aims to explore in more depth the four levels of teacher performance from the perspective of interpersonal relationships and how they affect overall educational outcomes.

Understanding the link between teachers' performance and the quality of their interpersonal relationships is expected to provide a solid foundation for the development of more effective education policies and training programs. In addition, this research is also expected to provide practical insights for education stakeholders, both in school management and in teacher professional development. As

such, this article invites us to explore the importance of interpersonal relationships in assessing teacher performance and its implications for improving the overall quality of education.

A number of studies have highlighted the importance of interpersonal relationships in assessing teacher performance. The concepts of sensitivity to students' needs, collaboration among teachers, and partnerships with parents and communities have been the focus of related research. These studies provide evidence that the quality of teachers' interpersonal relationships has a significant impact on student academic achievement, a positive school climate, and overall teaching quality.

A number of studies have highlighted the importance of interpersonal relationships in assessing teacher performance, a perspective that is in line with John C. Maxwell's five levels of leadership concept (Maxwell, 2011). Maxwell, in his concept, outlines five levels of leadership, starting from position, relationship, income, reproduction, and intuition. The literature review also shows that teacher performance can be understood through five levels that are in line with Maxwell's concept. Some research shows that how teachers connect with others is critical to their work. John C. Maxwell talks about the five steps of becoming a leader, from just having a title to really understanding people and making good choices. Teacher and Leadership Levels: Firstly, teachers start with the job at school, but to get better, they need to establish strong friendships with students and other teachers. Secondly, good teachers help students do well and make school a great place to learn. Thirdly, great teachers share what they know with others, helping everyone become better. Fourth, the best teachers really get what students need and can change things to help them learn.

Based on the literature review and discussion above, the urgency and benefits of the research can be detailed as follows: Firstly, Improving the Quality of Education: This research has great urgency because the quality of education is highly dependent on teacher performance. By understanding and analyzing the four levels of teacher performance from a classroom leadership perspective, this research can provide valuable insights to improve the effectiveness of learning and teaching in schools. Second, Optimising Teacher Potential: This research helps optimize teachers' potential in leading and guiding students. By understanding the factors that influence teacher performance from level R1 to level R4, schools can provide appropriate training and support to help teachers achieve higher levels of performance.

Third, Teacher Professionalism Development: By exploring leadership concepts in the context of the classroom, this research can serve as a foundation for teacher professional development. Teachers can use the findings of this study as a guideline to improve their leadership skills and create a conducive learning environment. Fourth, Improving the Quality of Interpersonal Relationships: This research also helps to improve the quality of interpersonal relationships between teachers, students, fellow teachers, and the entire learning community. By understanding the importance of interpersonal relationships in improving teacher performance, schools can promote a collaborative and inclusive culture that supports the growth and development of all parties involved in the educational process.

By understanding the relationship between John C. Maxwell's five levels of leadership concept and teacher performance from an interpersonal relations perspective, a more comprehensive picture of the factors that influence teacher effectiveness in education can be obtained. Further research in this context can provide deeper insights into how to develop qualified and influential teachers to achieve the desired educational goals. The literature review above is based on John C. Maxwell's leadership theory, which was developed by the author to be the basis for understanding the role and performance of teachers in the educational environment, especially in the teacher learning spaces in the classroom.

RESEARCH METHOD

This study used a descriptive-qualitative approach by collecting data through participatory observation, interviews, and analysis of relevant documents. The research sample consisted of teachers teaching at various levels of education, from primary to secondary. The data collected was analyzed thematically to identify patterns in interpersonal relationships and teachers' leadership responses in the classroom.

RESULT AND DISCUSSION

The results show that teacher performance can be divided into four levels based on the context of leadership in the classroom and the quality of teachers' interpersonal relationships with students and all learning citizens at school.

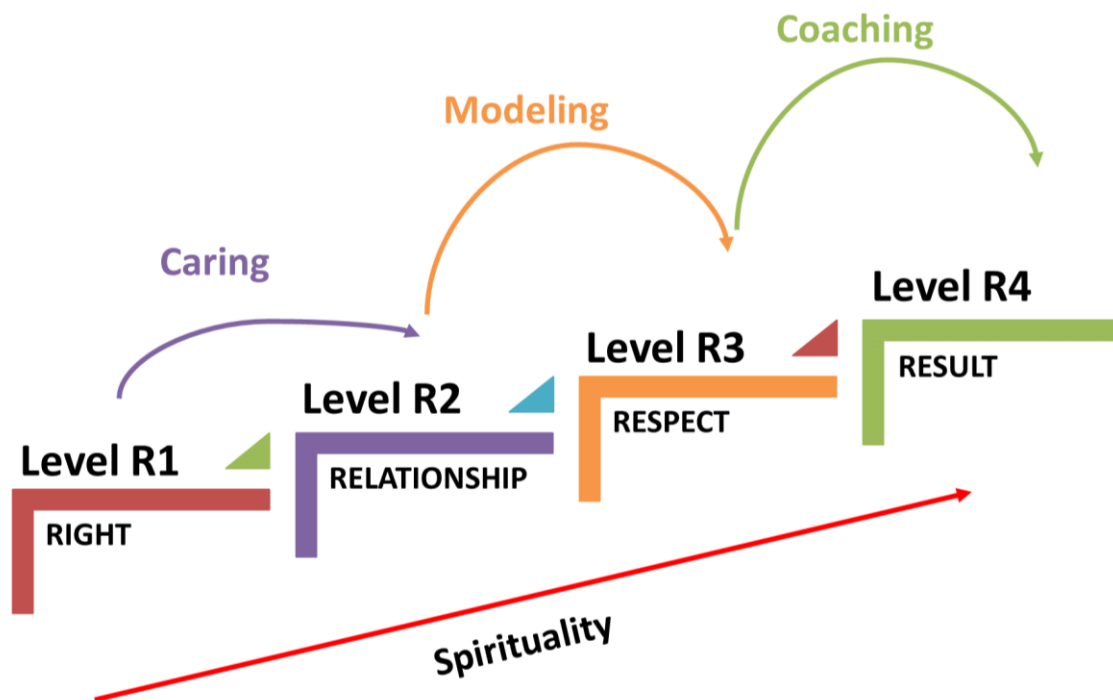


Figure 1. Four Levels of Teachers

The four levels of teacher performance from a leadership perspective in the classroom can be depicted in Figure 1 and detailed as follows:

Level R1 (*Right*)

At this level, teachers' performance is mainly based on fulfilling the duties required by the decree from the government or the foundation where they teach. Teachers teach because of their formal obligations as educators, given by the educational institution or the competent authority. They carry out these duties by ensuring that the learning delivered is in accordance with the set curriculum and meets the set competency standards.

At the R1 (right) level, a teacher becomes a teacher only because they have a decree or letter of assignment from an authorized party. This indicates that a person has been officially appointed to carry out the duties of an educator in accordance with applicable regulations. This appointment is usually based on academic qualifications, educational training, and other requirements set by the government or relevant educational institutions. In this context, becoming a teacher simply because of a decree or letter of appointment suggests that one may not have chosen this profession on the basis of a calling or deep interest in education. Nonetheless, having a letter of decree or letter of assignment gives one the formal responsibility and obligation to carry out the duties of a teacher by fulfilling the set competency standards.

In many cases, becoming a teacher because of a decree or letter of assignment is the first step in developing a career as an educator. Although initially there may not be a strong calling or interest in the profession, with increased experience and exposure, one can find satisfaction and meaning in carrying out the duties of a teacher. While becoming a teacher only because of a decree or letter of assignment is a legitimate first step, it is expected that over time, a teacher will develop a deeper commitment, expand his or her skills and knowledge, and find a deep calling and interest in education. This will help teachers rise to a higher level of performance and make a more significant contribution to the formation of future generations.

Teachers can increase their level of leadership in the classroom, from the R1 (right) level to the R2 (relationship) level, by demonstrating caring for students and the learning environment. Here is a further explanation: First, Building Emotional Connection: Showing care for students is an important step in building a strong emotional connection between teachers and students. By showing attention, empathy, and concern for students' needs, feelings, and development, teachers help create a safe, comfortable, and supportive learning climate. Students will feel valued, heard, and cared for, so they are more motivated to learn and actively participate in learning. Second, Building Familiar and Open Relationships: The care shown by teachers also helps in building a close and open relationship with students. Teachers who show concern for students' lives outside the classroom, their interests, and the challenges they face are able to create closer and closer relationships. This allows students to feel more comfortable talking, sharing, and asking questions of the teacher, thus reinforcing positive interactions between them. Third, Creating a Positive Learning Environment: The care shown by teachers also contributes to creating a positive and inclusive learning environment. By paying attention to the needs and feelings of each student, teachers can design learning experiences that are relevant, challenging, and fun for all students. Caring teachers will also be more likely to notice and respond to changes in the classroom atmosphere and create positive interactions between students and each other.

By showing concern for students and the learning environment, teachers can increase their level of leadership in the classroom from the R1 (right) level to the R2 (relationship) level. This care helps build stronger relationships, reinforce positive interactions, and create a learning environment conducive to student growth and development. As a result, teachers become more effective at leading, inspiring, and motivating students to reach their full potential.

Level 2 (Relationship)

At this level, teachers have succeeded in building good relationships with students, fellow teachers, and all learning citizens in the school environment. Teachers have the ability to establish positive, trusting, and mutually supportive interactions with all parties involved in the education process. Teachers are not only recognized as competent teachers but also as friendly, approachable, and caring towards the needs of students and colleagues.

At level R2 (relationship), teachers who have positive emotional bonding with learners, fellow teachers, and other learning citizens are essential in creating an inclusive and supportive learning environment. The following is a further explanation: Firstly, emotional bonding with learners: Teachers who have positive emotional bonding with learners tend to have strong, trusting, and understanding relationships with students. Teachers take time to listen, understand, and respond to students' needs and feelings. Teachers who build emotional bonds with learners can help students feel more comfortable, secure, and motivated to learn. It also allows teachers to respond effectively to students' individual needs and tailor their teaching approach according to students' learning styles and interests. Second, emotional bonding with fellow teachers: Teachers who have positive emotional bonding with fellow teachers tend to work in harmonious collaboration and mutual support in the school environment. They share knowledge, experiences, and resources to improve teaching practices and create a dynamic learning climate. Good collaboration between teachers also allows for the exchange of ideas and innovations in teaching, thus improving overall learning effectiveness. Third, emotional bonding with other learners: Apart from learners and fellow teachers, teachers who have positive emotional bonding also interact positively with other learning citizens, such as school staff, parents, and local community members. They establish mutually beneficial, supportive, and cooperative relationships to create an inclusive and empowering learning environment for all concerned. Good relationships with other learners also strengthen school-home and school-community partnerships, which are important factors in holistically improving the quality of education.

By having positive emotional bonding with learners, fellow teachers, and other learners, teachers can create a learning environment that promotes a sense of community, cooperation, and support in the school. This not only increases student motivation and participation in learning but also strengthens teacher professionalism and overall educational effectiveness.

Teachers can raise their level of leadership in the classroom from R2 (relationship) to R3 (respect) by setting an example and role-modeling for students and the whole learning community. The following is a further explanation: First, being a role model in behavior: Teachers who want to reach level R3 need to be exemplary in their daily behavior. They should set a good example in terms of

integrity, work ethics, responsibility, and courtesy. By practicing these values in their actions, teachers set a positive example for students and help strengthen their respect for teachers. Secondly, Being a Role Model in Attitude: Apart from behavior, teachers also need to be role models in their attitude. An optimistic, humble, patient, and empathic attitude will inspire students and help create a positive and supportive learning environment. By demonstrating good attitudes, teachers help shape students' character and strengthen positive relationships among all learners. Third, Be a Model of Achievement: Teachers who want to gain the respect of students and other learners need to demonstrate significant achievements and contributions in their work. They should strive to achieve satisfactory results in teaching, make meaningful contributions to school development, and show consistent dedication to student learning and development. These achievements will provide additional impetus for students to value and respect their teachers.

By showing exemplary behavior, attitudes, and achievements, teachers can become strong role models for students and the entire learning community. Positive and inspiring teacher attitudes and actions will help strengthen students' respect for teachers and motivate them to follow their lead and emulate good behavior. As a result, teachers will increase their level of leadership in the classroom from level R2 to level R3, reflecting a higher level of appreciation and respect from all learners.

Level 3 (Respect)

At this level, teachers have managed to earn the respect and honor of various parties, including students, fellow teachers, school leaders, and the entire learning community. They are respected for their dedication, commitment, and positive contribution to the education process. Teachers are not only seen as leaders in the classroom but also as authoritative figures who provide inspiration and motivation for students and colleagues. At level R3 (respect), teachers gain the respect of learners, fellow teachers, and other learning citizens because of the example they set in their daily actions, behaviors, and attitudes.

Furthermore, teachers can increase their leadership level in the classroom, from R3 (respect) to R4 (result), by coaching their students and all learners who need it. The following is a further explanation: First, guiding students toward achieving goals: A teacher at level R4 will take on the role of a coach who helps students achieve their academic and personal development goals. The teacher will work one-on-one with students, listen to their aspirations, and provide guidance and encouragement to help them reach their full potential. Through this coaching process, teachers help students identify their strengths, overcome obstacles, and plan concrete steps to achieve desired outcomes. Second, Providing Support and Encouragement: Teachers at the R4 level will also provide ongoing support and encouragement to students and the whole learning community. They will be a good listener, provide constructive feedback, and motivate students to continue to develop and achieve more. Through an empathic and caring coaching approach, teachers help students feel supported and motivated to learn diligently. Third, developing the potential of all learners: In addition to guiding students, teachers at the R4 level will also expand their coaching role to involve the whole learning community, including fellow teachers, school staff, parents, and members of the local community. They will help identify individual needs and expectations and provide the necessary resources and guidance to help them achieve their goals. Through this holistic coaching process, teachers create a learning environment that supports growth and development for all involved.

By coaching students and all learners in need, teachers can increase their level of leadership in the classroom from level R3 (respect) to level R4 (result). Through an empathic, caring, and results-oriented coaching approach, teachers help students and all learners achieve higher levels of achievement, optimize their potential, and create a positive impact on learning and development. As a result, teachers become more effective at leading, inspiring, and making meaningful contributions to the formation of future generations.

Level 4 (Result)

At this level, teachers can feel the results of their performance in educating and teaching. They succeeded in achieving significant student growth and development according to their respective talents, interests, and potential. Teachers enjoy students' success as evidence of their efforts in delivering lesson material in an interesting, relevant, and motivating way. This success is not only reflected in students' academic achievements but also in the development of their character and social skills.

Teachers at the R4 (Result) level are teachers who succeed in increasing the dignity of their students according to their respective talents. The following is a further explanation: First, recognize and appreciate student talents. Teachers at the R4 level have a deep understanding of the diverse talents, interests, and potential of their students. They take the time to get to know each student individually, identifying their strengths and uniqueness, and appreciating diversity in talents and interests. These teachers understand that each student has unique potential and strive to provide appropriate support and guidance to help them develop their talents. Second, Encourage Growth and Development: Teachers at the R4 level not only understand students' talents but also strive to actively encourage their growth and development. They create a stimulating and supportive learning environment, provide challenges appropriate to students' ability levels, and provide opportunities to experiment and learn from failure. These teachers also provide constructive feedback and positive encouragement to help students optimize their potential. Third, Provide a Meaningful Impact: Through their efforts in recognizing, appreciating, and developing students' talents, teachers at the R4 level provide a meaningful impact in students' lives. They not only help students achieve high academic achievements but also help them feel valued, recognized, and appreciated for their contributions and achievements. These teachers provide meaningful learning experiences and motivate students to pursue their dreams and life goals with confidence and perseverance. By successfully increasing the dignity of students according to their individual talents, teachers at the R4 level create a learning environment that is inclusive, inspiring, and empowering. They are not only effective educators but also mentors and inspirers for students to reach their full potential in life. As a result, these teachers have a positive and lasting impact on the character and future formation of their students. Teachers' efforts to improve their performance from level 1 to level 4 require good spirituality because spirituality plays an important role in strengthening aspects of leadership, interpersonal relationships, appreciation, and achieving significant results in education. The following is a more in-depth explanation regarding this:

First, Meaningful Leadership: Improving teacher performance from level 1 to level 4 does not only involve the technical aspects of teaching but also requires meaningful leadership. Good spirituality helps teachers develop a clear vision, strong values, and a deep commitment to the mission of education. By having a strong spirituality, a teacher will be better able to inspire and lead students and colleagues towards achieving common goals.

Second, Interpersonal Relationships Based on Virtue: Good spirituality influences the way a teacher builds meaningful interpersonal relationships with students, colleagues, and the entire learning community. Through spiritual values such as love, generosity, patience, and forgiveness, a teacher can create a learning climate that is full of love and mutual support. Relationships based on spiritual virtues will strengthen trust, respect, and cooperation between all parties involved in the educational process.

Third, Authentic Respect and Respect: Good spirituality helps a teacher understand the importance of authentic respect and appreciation for each individual in the school environment. With a humble attitude and genuine respect for the uniqueness and potential of each student, a teacher can create an inclusive and motivating environment. Awards given with good spirituality do not only focus on academic achievement but also on the development of students' character and social skills.

Fourth, Achieving Sustainable Results: Good spirituality provides additional encouragement for a teacher to achieve sustainable results in educating and teaching. By having a strong belief in moral and ethical values, a teacher will be determined to provide the best for students and will be committed to continuing to learn and develop as an educator. Good spirituality also helps a teacher remain steadfast in facing challenges and obstacles to achieving their educational goals. Thus, good spirituality becomes a strong foundation for a teacher's efforts to improve his performance from level 1 to level 4. This is because spirituality enriches the dimensions of leadership, interpersonal relationships, respect, and achieving results in education, all of which are important for creating a learning environment that is effective and meaningful for students and the entire learning community.

Another effort to enable teachers to level up is to increase their understanding of the concepts of learning and leadership. The following is a further explanation regarding this: First, understand the concept of learning: Teachers who understand the concept of learning in depth will be able to develop teaching methods that are more effective and relevant for students. They will understand that learning is not just about conveying information but also about encouraging students to construct their own knowledge through experience, reflection, and interaction. By understanding various learning theories, instructional strategies, and student involvement in the learning process, teachers can create an

environment that stimulates students' intellectual, emotional, and social growth. Second, understanding the concept of leadership: Teachers who have a good understanding of the concept of leadership will be able to lead more effectively in the classroom and outside the classroom. They will understand that leadership is not just about having authority or power but also about influencing others to achieve common goals. By understanding various leadership theories, communication skills, motivation, and problem solving, teachers can develop leadership styles that are appropriate to the educational context and strengthen their role as agents of change in the learning process.

By increasing their understanding of learning and leadership concepts, teachers will have a stronger foundation for improving their performance from level 1 to level 4. They will be better able to design meaningful learning experiences, motivate students to reach their full potential, and lead effectively to create a positive and inclusive learning climate. Therefore, developing teachers' understanding of the concepts of learning and leadership is key to strengthening their professionalism and improving the overall quality of education.

CONCLUSION

Based on the findings of this research, it can be concluded that teacher performance is not only related to academic competence alone but also to the teacher's ability to build quality leadership and interpersonal relationships. Targeted support and training in improving teacher leadership skills at various levels can help improve overall educational performance and effectiveness. In conclusion, the level of teacher performance from an interpersonal relations perspective, starting from level R1 (right) to level R4 (result), describes a continuous journey in building effective relationships with students, fellow teachers, and all learning communities. In this journey, teachers develop from simply carrying out tasks based on decrees to becoming leaders who are able to inspire, guide, and have a positive impact on students' lives.

The importance of interpersonal relations aspects in teacher performance emphasizes that good relationships between teachers and students, fellow teachers, and all other learning communities are the main foundation for creating an inclusive, motivating, and meaningful learning environment. When teachers succeed in building positive relationships, respecting the uniqueness of each individual, and paying attention to their needs and development, the potential for achieving significant results in education increases.

In addition, the importance of factors such as caring, modeling, coaching, and talent development in increasing the level of teacher leadership shows that teacher performance is not only limited to delivering subject matter but also involves an active role in forming character, developing potential, and creating experience. meaningful learning for students. Thus, the level of teacher performance from a leadership perspective in the classroom is a dynamic and holistic process that requires commitment, dedication, and awareness of the importance of good relationships in achieving the desired results in education. Through this journey, teachers have the opportunity to have a meaningful impact on the formation of future generations and improve the overall quality of education.

Theoretical Implications

The theoretical implications of the findings of this study are as follows: First, Development of Leadership Theory in an Educational Context: This study contributes to the development of classroom leadership theory by identifying and explaining four levels of teacher performance from an interpersonal relations perspective. These implications help identify factors that influence teacher leadership in the classroom and enrich understanding of the dynamics of teacher-student relationships and interactions in the educational environment. Second, Integrating Leadership Concepts in Educational Practice: By understanding the four levels of teacher performance, this study provides a comprehensive view of how leadership concepts can be applied in everyday educational practice. This has the potential to increase the effectiveness of teaching strategies, classroom management, and fostering interpersonal relationships among all educational stakeholders.

Third, Development of a Teacher Leadership Development Model: The theoretical implications of this study also include the potential to develop a teacher leadership development model that focuses on improving interpersonal skills, teaching strategies, and leadership abilities in the classroom. By utilizing an understanding of the four levels of teacher performance, educational institutions can design

professional development programs that are more effective and relevant for educators. Fourth, Further Research in the Field of Educational Leadership: The results of this study also stimulate interest in conducting further research in the field of educational leadership, especially in the classroom context. The theoretical implications encourage researchers to explore further the dynamics of interactions between teachers and students, as well as identify the most effective leadership development strategies for improving the quality of learning.

Practical Implications

The practical implications of the findings of this research are as follows: First, Improving Teacher Training and Development: The findings of this research indicate that leadership development and interpersonal relationships are important factors in improving teacher performance. The practical implication is the importance of providing appropriate training and development for teachers to develop their leadership skills, including strategies for building good relationships with students, fellow teachers, and the entire learning community. Second, Developing a Collaborative School Culture: The findings of this research underscore the importance of a school culture that supports collaboration and inclusion. The practical implication is that efforts need to be made to create a learning environment that is safe, open, and supports growth for all parties involved in the educational process. This can be done through organizational development programs, collaborative activities between teachers, and increased communication between all educational stakeholders. Third, Implementation of Relevant Teaching Strategies: The findings of this research provide insight into various teaching strategies that can be used by teachers to build strong relationships with students and improve their performance. The practical implication is the importance of teachers choosing and implementing teaching strategies that suit the needs and characteristics of their students. This includes the use of a differentiation approach, the use of technology in teaching, and the application of project-based learning that is relevant to real life. Fourth, Fostering a Culture of Reward and Recognition: The findings of this research highlight the importance of respect and recognition for teacher contributions in improving the quality of education. The practical implication is the importance of educational institutions to build a culture of reward and recognition that motivates teachers to perform better. This can be done through awards, appreciation for achievements, and support for teacher career development. By applying the practical implications resulting from this article, educational institutions can improve the quality of learning and teaching, build better relationships between all educational stakeholders, and create a learning environment that supports holistic student growth and development.

Managerial and Policy Implications

The managerial and policy implications of the results of this research are as follows: First, Development of Educational Policy that Focuses on Teacher Leadership: The findings of this research emphasize the importance of teacher leadership in improving the quality of education. The managerial and policy implications include the need to develop educational policies that support teacher leadership development. These policies can include providing quality training and professional development, reward and recognition systems for teacher achievements, and support for collaboration between teachers. Second, Effective Human Resource Management: The findings of this research highlight the important role of teacher leadership in creating an inclusive and productive learning environment. The managerial implication is the importance of effective human resource management in schools. This includes the recruitment, selection, and placement of appropriate teachers according to school and student needs, as well as the development of a fair and transparent performance assessment system. Third, Increasing Collaborative Organizational Culture: The findings of this research show that a collaborative and inclusive organizational culture supports better teacher performance. The managerial implication is the need for efforts to improve organizational culture that supports collaboration, mutual respect, and professional growth. This involves developing open communication systems, leadership development programs, and fostering positive teacher relationships. Fourth, Development of Teacher Performance Evaluation and Reward Policies: The findings of this research highlight the importance of holistic teacher performance evaluation, which focuses not only on academic achievement but also on leadership skills and interpersonal relationships. The managerial implication is that there is a need to develop a comprehensive and inclusive teacher performance evaluation policy. These policies should take into account various aspects of teacher performance and provide appropriate rewards for

outstanding performance. By paying attention to the managerial and policy implications of this article, educational institutions and policy makers can develop strategies and policies that support teacher leadership development, improve the quality of education, and create a learning environment that is efficient and inclusive for all educational stakeholders.

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