

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the Adiwiyata Program

Puspa Herliana, Dewi Aryani, Hendry Hermawan, Aslamiah, Celia Cinantya
Universitas Lambung Mangkurat, Indonesia

*Corresponding Author: puspaherliana61@gmail.com,
dewiaryadewy@gmail.com, hendryhermawan72@gmail.com,
aslamiah@ulm.ac.id, celia.cinantya@ulm.ac.id

ABSTRACT

Environmental education has become a global priority, with UNESCO reporting that over 1.6 billion students worldwide need access to environmental literacy programs. In Indonesia, the Adiwiyata program represents a national initiative to integrate environmental awareness into school curricula, requiring effective leadership to drive organizational culture transformation. This study aims to examine the contribution of the principal in implementing the Adiwiyata program at SDN Sungai Taib, through an in-depth exploration of the principal's leadership role in creating an innovative and collaborative learning environment. The research method used is descriptive qualitative, with data analysis conducted using NVivo software. Data were collected through in-depth interviews, observations, and documentation. The research participants included the principal, the vice principal, and several teachers. The research results show that the principal's leadership significantly contributes to the successful implementation of the Adiwiyata program by creating a learning environment that supports innovation and creativity. The principal also managed to overcome resistance to change and resource limitations through effective and communicative leadership strategies. In conclusion, the principal's contribution to implementing the Adiwiyata program at SDN Sungai Taib is highly significant. Through visionary and inclusive leadership, the principal successfully transformed SDN Sungai Taib into a National Adiwiyata School.

KEYWORDS Effective leadership, adiwiyata program, leadership strategies, organizational culture.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International

INTRODUCTION

The educational environment is one of the sectors greatly influenced by leadership dynamics (Liou, 2025). Effective leadership not only encourages the achievement of educational goals but also forms a supportive organizational culture (Rahawarin & Arikunto, 2015). In this context, the leadership of the principal plays a central role. The principal, as a leader, is not only responsible for school management but also for the formation and maintenance of an organizational culture that is conducive to the learning process (Boli, 2024).

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the *Adiwiyata* Program

Organizational culture is a system of values, beliefs, and norms that influence individual behavior in an organization (Saputra et al., 2021). This culture includes aspects such as relationships between members, commitment to common goals, and innovation and creativity (Suhanda et al., 2024). In the school environment, a positive organizational culture encourages the creation of a good learning climate, increases student achievement, and promotes the welfare of all school residents (Amri, 2022).

The *Adiwiyata* program is one of the initiatives that aims to create schools that care about and have an environmental culture (Halimah et al., n.d.). This program emphasizes the importance of the participation of all school residents in environmental conservation efforts (Kadorodasih, 2017). The implementation of the *Adiwiyata* program requires the support and active involvement of all school components, especially the principal as the main leader (Arici & Uysal, 2022). Therefore, the leadership of the principal is a key factor in the success of this program.

Although many studies have examined principal leadership and organizational culture separately, there is still limited research linking the two aspects in the context of the *Adiwiyata* program. This research aims to fill this gap by examining how the leadership of the principal affects organizational culture at SDN Sungai Taib in the implementation of the *Adiwiyata* program.

The purpose of this study is to understand and explain the leadership role of school principals in shaping an organizational culture that supports the implementation of the *Adiwiyata* program so that it succeeds in realizing the National *Adiwiyata* School. This research also aims to identify the factors that affect the effectiveness of the principal's leadership in creating a positive organizational culture. In addition, this study is expected to make theoretical and practical contributions. Theoretically, it will enrich the literature on educational leadership and organizational culture, particularly in the context of the *Adiwiyata* program. Practically, the results are expected to serve as a reference for school principals and other stakeholders in implementing environmental programs in schools.

The significance of this research lies in providing in-depth insight into the interaction between leadership and organizational culture in the context of education. By understanding these dynamics, it is hoped that other schools can adopt effective strategies to build an organizational culture that supports environmental programs. This research also considers various challenges and obstacles faced in the implementation of the *Adiwiyata* program. Thus, it is expected to provide relevant recommendations to overcome these obstacles and increase the effectiveness of the program.

METHOD

This study uses a qualitative approach by utilizing NVivo14 software to obtain an in-depth picture of the influence of the principal's leadership on the organizational culture at SDN Sungai Taib in the *Adiwiyata* program. This approach allows researchers to collect and analyze data in depth from various sources, making the research results more valid and reliable (Wahid et al., 2023).

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the *Adiwiyata* Program

The research was conducted at SDN Sungai Taib, Kotabaru, South Kalimantan, Indonesia, with a research period of one week, from 21 to 28 February 2025. The place and time of the research were chosen based on the relevance and availability of data needed to examine the influence of the principal's leadership in the context of the *Adiwiyata* program. Primary data in this study were obtained directly from the principal, teachers, and staff at SDN Sungai Taib through interviews and surveys. Secondary data included official school documents, *Adiwiyata* activity reports, and school achievement data.

The data collection techniques used included in-depth interviews with the principal and several teachers to gain a thorough understanding of the leadership style and organizational culture. In addition, a questionnaire designed on the basis of the Likert scale was used to gauge teachers' and staff's perceptions of the principal's leadership and organizational culture. Observations were also carried out to directly observe the school environment and daily interactions within the school, as well as to collect documents related to the *Adiwiyata* program and school achievement reports.

Data from interviews and observations were analyzed using NVivo14 software to conduct thematic analysis (Wahid et al., 2023). NVivo14 allows researchers to organize and manage qualitative data efficiently, identifying key patterns and themes related to leadership and organizational culture (Hasna Wijayati, Ganjar Widhiyoga, 2024). This process ensures that the analysis is carried out systematically and in depth. With this qualitative approach and utilization of NVivo14 software, it is hoped that the research can provide a comprehensive picture of the leadership dynamics and organizational culture at SDN Sungai Taib, as well as the factors that contribute to the success of the school in realizing the National *Adiwiyata* School.

RESULTS AND DISCUSSION

This study interviewed 10 participants who had the status of teachers at SDN Sungai Taib. The names of the participants were not included to maintain their confidentiality, and in the interview results data entered into the Nvivo 14 software, their names were changed to respondents 1-10. The following are the results of data analysis through the Word Frequency Query feature which produces data visualization in the form of word cloud, which then brings up the data of the most frequently appearing word sets in the data:

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the Adiwiyata Program



Figure 1. Most frequently appearing words

Based on the results of the word cloud from Nvivo14, several main conclusions can be drawn. The most prominent words such as "environment," "school," "vision and mission," "education," "purpose," "develop," "program," "empower," "character," and "becoming" indicate the main focus of this study on the principal's efforts to develop and realize the school's vision and mission oriented towards character education and environmental sustainability. These findings align with transformational leadership theory, which emphasizes the importance of vision articulation and inspirational motivation in driving organizational change (Bass & Riggio, 2006). Research by Leithwood et al. (2020) demonstrates that principals who effectively communicate environmental visions create stronger organizational commitment to sustainability initiatives.

The transformation of organizational culture at SDN Sungai Taib is greatly influenced by the leadership of the principal who is able to integrate adiwiyata values in every aspect of school activities. The use of the words "develop" and "realize" indicates a continuous process in achieving the desired educational goals. The principal plays an important role in creating a school environment that supports the adiwiyata program, by instilling a strong vision and mission to all school residents. The words "character" and "purpose" that appear in the word cloud also indicate that one of the important aspects of organizational cultural transformation at SDN Sungai Taib is character education.

This holistic approach to character development through environmental education is supported by research conducted by Prasetyo et al. (2020), which found that successful Adiwiyata programs integrate environmental awareness with moral and ethical development. The principal acts as an agent of change who motivates and directs students and teachers to have a commitment to the adiwiyata program. In this case, the adiwiyata program focuses not only on the physical environment, but also on the formation of the character of students who care about the environment.

Overall, the results of the word cloud show that the leadership of the principal at SDN Sungai Taib has succeeded in driving organizational cultural transformation with a focus on character education and environmental sustainability. The adiwiyata program is

Furthermore, the Text Search Query feature in Nvivo 14 is used to understand the use of the word "environment" as one of the keywords in this study.



First, words such as "making school policies," "cultivating healthy living," and "raising awareness" indicate that the principal's leadership at SDN Sungai Taib is focused on developing policies and cultures that support a healthy and sustainable environment. This reflects the principal's commitment to creating a conducive and environmentally friendly learning environment through clear policies and the implementation of environmental education programs. Research by Chen and Chen (2021) supports this

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the Adiwiyata Program

finding, demonstrating that policy-driven environmental initiatives in schools create more sustained behavioral changes compared to ad-hoc programs.

Second, phrases such as "building communication," "strong collaboration," and "participation" emphasize the importance of collaboration between principals, teachers, students, and external parties in achieving the goals of the adiwiyata program. The principal acts as a facilitator who connects various parties and ensures that everyone is actively involved in supporting and implementing the adiwiyata program. This collaborative approach aligns with distributed leadership theory, which suggests that successful organizational change requires shared leadership across multiple stakeholders (Spillane et al., 2021).

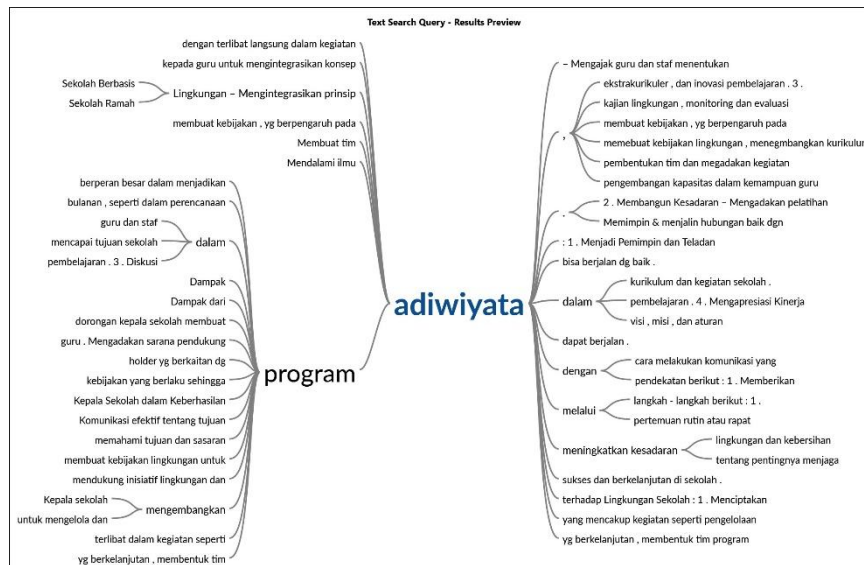
Third, the aspect of character education also appears in this word tree, with words such as "developing an environmental curriculum," "quality education," and "inclusive learning." This shows that the adiwiyata program focuses not only on aspects of the physical environment, but also on the development of the character of students who care for and are responsible for the environment. The principal plays a role in integrating adiwiyata values into the school's curriculum and activities, as well as encouraging innovation and active student participation. This integration of environmental education with character development reflects best practices in sustainability education, as documented by UNESCO's Education for Sustainable Development framework (UNESCO, 2020).

Basically, the results of the word tree show that the leadership of the principal at SDN Sungai Taib has succeeded in encouraging organizational culture transformation with a focus on character education, collaboration, and environmental sustainability. The adiwiyata program is an effective platform to implement the school's vision and mission, as well as achieve holistic educational goals. The success of this program confirms the importance of the role of leadership in creating a positive and sustainable organizational culture.

Then with the same feature, the search continued with the word "Adiwiyata" to find out the extent of the success of the adiwiyata program at SDN Sungai Taib.

Figure 3. Word Tree of the use of the word "Superiwiyata"

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the Adiwiyata Program



Based on the word tree, which describes various aspects of the adiwiyata program, several further conclusions can be drawn regarding the transformation of organizational culture through the leadership of the principal at SDN Sungai Taib:

First, this mind map emphasizes the importance of the role of policy in integrating environmental principles into education. The principal is responsible for creating and implementing policies that support the adiwiyata program. This policy includes team building, knowledge enhancement, and the creation of an environmentally friendly school environment. This shows that effective leadership is the key to achieving the goals of the adiwiyata program.

Second, another important component that appears in the mind map is collaboration and communication. Effective discussions and good communication between principals, teachers, students, and external parties are essential to support environmental initiatives and sustainable practices in schools. The principal acts as a liaison who facilitates collaboration between various parties to achieve common goals.

Third, this mind map also highlights the impact of the adiwiyata program on student character education. The program focuses not only on the physical environment, but also on the formation of student character who cares and is responsible for the environment. Quality and inclusive education is part of the school's vision and mission which is integrated through the adiwiyata program.

Overall, the mind map in this word tree provides a comprehensive overview of how the adiwiyata program can be implemented and the key elements involved in its success. The leadership of the principal at SDN Sungai Taib has succeeded in encouraging organizational culture transformation with a focus on character education, collaboration, and environmental sustainability. The adiwiyata program is an effective platform to achieve holistic and sustainable educational goals. The success of this program confirms the importance of the role of leadership in creating a positive and sustainable organizational culture.

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the Adiwiyata Program

The interviews that have been conducted show that the Principal of SD Negeri Sungai Taib has a vision and mission that is very focused on an inclusive, characterful, and environmentally friendly learning environment. One of the respondents revealed, "The principal focuses on an inclusive, characterful, and environmentally friendly learning environment. Its mission is to improve the quality of education, environmental participation, and build discipline and responsibility." This shows the Principal's commitment to creating a quality and disciplined educational environment, as expressed by another respondent, "The Principal of SD Negeri Sungai Taib is committed to creating a quality and disciplined educational environment."

The principal also strives to create a school that is accomplished, faithful, characterful, and independent. Another respondent stated, "Creating an achievement, faithful, characterful and independent school. Creating a positive cultured school." This vision and mission were considered very clear and planned by the respondents, as expressed, "In my opinion, the vision and mission of our kepek are clear and planned. Because there is already evidence of the realization of his vision and mission which has had a positive impact on us (all school residents)."

The Principal of SD Negeri Sungai Taib also has various strategies to motivate teachers and staff in achieving school goals, especially in the Adiwiyata Program. One of the respondents mentioned, "By providing appreciation, ongoing training, involving them in planning, and building open communication." The Principal also involves teachers and staff in the decision-making process to achieve common goals. "The principal involves teachers and staff in the decision-making process to achieve common goals," added one of the respondents.

In addition, the Principal always tries to create a conducive work environment and approaches directly with teachers. "Creating a conducive work environment, coaching and approaching teachers. Providing a support for the supernatural program. Leading and establishing good relationships with the community," said one of the other respondents during an interview. Effective communication, rewards, and evaluations are also key in motivating teachers and staff. "Effective communication about the goals of the Adiwiyata program, capacity building in the ability of teachers and staff, participation and collaboration, awards as well as evaluation and feedback," explained one of the respondents.

The Adiwiyata program has had a significant impact on the school environment at SD Negeri Sungai Taib. According to one of the respondents, "The program creates a green environment and raises student awareness. The principal supports through policies, facilitation of activities, and many more." Another impact mentioned is an increase in environmental awareness and cleanliness, "The impact of the adiwiyata program increases environmental awareness and environmental cleanliness so as to reduce waste that is difficult to recycle."

The Principal plays an important role in the success of the Adiwiyata Program by developing relevant policies and supporting the program. "The role of the school principal is to develop applicable policies so that the adiwiyata program can run," explained one of

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the Adiwiyata Program

the respondents. In addition, the principal also plays the role of a leader and coach of the program, which motivates school residents to care for the environment, "The principal plays the role of a leader and coach of the program."

Overall, the results of the interviews show that the leadership of the Principal of SD Negeri Sungai Taib has succeeded in encouraging organizational culture transformation with a focus on character education, collaboration, and environmental sustainability. The Adiwiyata program is an effective platform to achieve holistic and sustainable educational goals. This success confirms the importance of the role of leadership in creating a positive organizational culture.

Based on the results of previous interviews and data analysis of NVivo, there are several aspects in the research on organizational culture transformation through the leadership of the principal at SDN Sungai Taib in this adiwiyata program that can be studied more deeply.

Leadership Effectiveness

The effectiveness of leadership in the context of education is a key factor in achieving the goals of the school organization. Effective leadership can improve the quality of educational services and create a conducive learning environment (Nuhiya et al., 2024; Sudarmini et al., 2019). According to research, effective leaders not only play the role of managers, but also as the driving and lifeblood of the organization. They are able to unite the vision and mission of the organization with the needs and expectations of the people they serve (Susiyan et al., 2024).

An effective leadership style also plays an important role in motivating staff and overcoming organizational conflicts (Lutfiah, 2019). An effective principal is able to influence his subordinates to carry out organizational activities to achieve the goals that have been set (Muh. Nana Supriatna, Ayu Ningrum, 2024). They use various approaches, such as bureaucratic, systemic, and negotiation approaches to resolve conflicts that arise (Lutfiah, 2019). With effective leadership, a positive and productive organizational climate can be created.

Innovation in school management is also an important aspect of effective leadership. Innovative school principals are able to introduce and implement new ideas that support improving the quality of education (Prasetiyo et al., 2020). They are also able to build collaboration with the community and external stakeholders to support school programs (Utomo et al., 2023). This shows that effective leadership focuses not only on internal management, but also on the development of strong external relationships.

Effective leadership also contributes to the development of an ongoing organizational culture. Effective school principals are able to create a learning environment that supports the principles of sustainability and adiwiyata (Kuswati et al., 2024). They are also able to develop a collaborative culture that encourages active participation from all members of the school community (Hana Naqiyya Nada et al., 2021). Thus, effective leadership can bring about sustainable positive change in educational organizations.

Innovation in School Management

Innovation in school management is one of the important factors in improving the quality of education. This innovation covers various aspects, ranging from academic management, finance, to staffing (Rusdiana, 2014). One example of innovation is an integrated education management system that integrates various important elements in the world of education (Rahmawati & Nurachadija, 2023), such as administration, teaching, learning, and communication between all parties involved (Subhan & Sahibudin, 2023). This system allows school management to be carried out in a more efficient, structured, and data-based manner that can be accessed by all relevant parties in real-time.

In addition, innovation programs in schools can also include efforts to encourage and develop creativity, discovery, and new ideas among students and staff. This program can involve various activities and strategies, such as innovation education, innovative environments, and innovation competitions (Pertiwi, 2024). By creating an environment that stimulates and supports innovation, schools can help students and staff to develop creative thinking, problem-solving, and innovation skills (Ambarwati et al., 2022).

Innovation in school management can also involve the management of facilities through cooperation between the school and the student's parents (school committee). This aims to create quality facilities and infrastructure, which can support the learning process and improve the quality of education (Afendi, 2021). With this collaboration, schools can utilize existing resources more effectively and efficiently.

Innovation in school management can also include the development of programs that are relevant to the development of students (Pertiwi, 2024). These programs can help improve and develop human resources in schools, so that they can create a better and quality educational environment and can bring about sustainable positive change in the world of education.

Collaboration with Communities and Stakeholders

Collaboration with communities and stakeholders is an important element in effective school management. This collaboration can create a learning environment that is more holistic and relevant to the needs of the community. Collaboration between schools and communities can create better learning that is relevant to the needs of the community (Khaqan & Redondo-Sama, 2024). By involving the community in the educational process, schools can provide a more diverse and real learning experience for students (Azmi Agustina et al., 2024).

Principals play a key role in building collaboration with communities and stakeholders through participatory communication. Effective school principals are able to involve parents, teachers, and local communities in decision-making (Muh. Nana Supriatna, Ayu Ningrum, 2024). Research shows that face-to-face and digital communication implemented by school principals has succeeded in increasing stakeholder engagement and strengthening support for school programs (Rohita &

Hidayat, 2023). Thus, open, participatory, and flexible communication is essential to ensure successful collaboration between schools and communities (Rohita & Hidayat, 2023).

Community development programs and partnerships with local organizations are also key in strengthening the bonds between schools and communities. Through positive contributions and collaborative events, schools can create mutually beneficial relationships with the community (Rahmawati & Nurachadija, 2023). These programs can help increase parental involvement in their children's education and provide better support. With this collaboration, schools can use existing resources more effectively and efficiently (Tisrinasari & Hanoum, 2020).

Collaboration with communities and stakeholders can help create a better learning environment that is relevant to the needs of the community. By involving the community in the educational process, students can learn not only in the classroom, but also outside the classroom by involving the surrounding community (Sulistiyowati et al., 2024). This can help students understand the relationship between theory and practice, so they can develop the skills needed in the real world.

CONCLUSION

This research reveals that the principal plays an important role in the transformation of organizational culture at SDN Sungai Taib through the *Adiwiyata* program. First, effective leadership is a major factor that motivates and directs school staff in achieving organizational goals. Second, innovation in school management has been proven to make a significant contribution to creating a conducive learning environment and supporting the *Adiwiyata* program. Third, collaboration with the community and stakeholders is an important element that strengthens the relationship between schools and the community, as well as supports the sustainable implementation of *Adiwiyata* programs. Based on these findings, it is recommended that school principals continue to develop effective leadership, encourage innovation in school management, and build close collaboration with communities and stakeholders to achieve better organizational culture transformation. Furthermore, further research can be conducted to explore more specific leadership strategies and the implementation of sustainable innovations in the context of *Adiwiyata* programs.

REFERENCES

- Afendi, A. R. (2021). Upaya Komite Dalam Peningkatan Prestasi Madrasah (Studi Kasus Madrasah Aliyah Negeri Insan Cendekia Paser) Kalimantan Timur. In Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan dan Kemasyarakatan. <https://doi.org/10.62815/darululum.v12i2.66>
- Ambarwati, D., Wibowo, U. B., Arsyadanti, H., & Susanti, S. (2022). Studi Literatur: Peran Inovasi Pendidikan pada Pembelajaran Berbasis Teknologi Digital. Jurnal Inovasi Teknologi Pendidikan, 8(2), 173–184. <https://doi.org/10.21831/jitp.v8i2.43560>

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the Adiwiyata Program

- Amri, F. (2022). Pengaruh Budaya Organisasi, Komunikasi Interpersonal Dan Kompetensi Terhadap Kinerja Guru Smp Negeri 34 Kerinci. In *Bussman Journal : Indonesian Journal of Business and Management*. <https://doi.org/10.53363/buss.v2i1.34>
- Arici, H. E., & Uysal, M. (2022). Leadership, green innovation, and green creativity: A systematic review. *The Service Industries Journal*, 42(5–6), 280–320.
- Azmi Agustina, lu, Guru Madrasah Ibtidaiyah, P., Syarif Hidayatullah, U., & Masyithoh Pendidikan Guru Madrasah Ibtidaiyah, S. (2024). Pengaruh Lingkungan Sekolah Terhadap Prestasi Belajar Siswa Di Sekolah Dasar : Tinjauan Literatur. *Jip*, 2(6), 903–913.
- Boli, B. (2024). Pengaruh Transformational Leadership Kepala Sekolah, Organizational Culture dan Organizational Commitment terhadap Teacher Performance di SMP XYZ Wilayah Jakarta. In *JiIP - Jurnal Ilmiah Ilmu Pendidikan*. <https://doi.org/10.54371/jiip.v7i4.4148>
- Halimah, H., Suriansyah, A., & Syaifuddin, A. R. (n.d.). Adiwiyata-Program-Based School Management.
- Hana Naqiyya Nada, Rhina Uchyani Fajarningsih, & Okid Parama Astirin. (2021). Adiwiyata (Green School) Program Optimization Strategy in Malang Regency to Realize Environmentally Friendly School Citizens. *IJORER : International Journal of Recent Educational Research*, 2(2), 121–137. <https://doi.org/10.46245/ijorer.v2i2.83>
- Hasna Wijayati, Ganjar Widhiyoga, I. R. (2024). Metode Penelitian Kualitatif & Kuantitatif. PT. Anak Hebat Indonesia.
- Kadorodasih. (2017). Implementasi Pendidikan Lingkungan Hidup Melalui Program Adiwiyata di SDN Giwangan Yogyakarta. *Jurnal Hanata Widya*, 6(4), 43–53.
- Khaqan, S., & Redondo-Sama, G. (2024). A systematic review of the role of dialogic leadership: Characterization and impacts. *Educational Research Review*, 44(July), 100618. <https://doi.org/10.1016/j.edurev.2024.100618>
- Kuswati, R., Ananda Choirunnisa, B., Arqy Ahmadi, M., Idris Abbas, N., Waskito, J., Achmad, N., Soepatini, S., & Irawati, Z. (2024). Institutional Enhancement through Green School Program in Order to Achieving “Sekolah Adiwiyata.” *British Journal of Environmental Studies*, 4(1), 41–47. <https://doi.org/10.32996/bjes.2024.4.1.6>
- Liou, Y.-H. (2025). Leadership dynamics in educational ecosystems: examining social influence networks in school reform. *Journal of Professional Capital and Community*, 10(2), 98–118. <https://doi.org/10.1108/JPCC-05-2024-0058>
- Lutfiah, L. (2019). Pengaruh Manajemen Konflik Terhadap kinerja Guru (Studi Eksperimen di SMPN 3 Pakuhaji kabupaten Tangerang). <https://www.semanticscholar.org/paper/45214382b9177e38a5fed9120b7f41514fee81ad>
- Muh. Nana supriatna, Ayu Ningrum, S. H. (2024). Kepemimpinan Efektif Kepala Sekolah. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 09(September), 60–74.
- Nuhiya, S., Podungge, R., & Pakaya, A. R. (2024). Pengaruh Gaya Kepemimpinan

- Situasional Dan Lingkungan Kerja Terhadap Kinerja Pegawai Di Kecamatan Helumo. JAMBURA: Jurnal Ilmiah ..., 7(1), 295–302. <https://ejurnal.ung.ac.id/index.php/JIMB/article/view/25097%0Ahttps://ejurnal.ung.ac.id/index.php/JIMB/article/download/25097/8573>
- Pertiwi, A. I. D. (2024). Dampak Inovasi Pendidikan: Meningkatkan Kualitas Pembelajaran untuk Generasi Masa Depan. Teknokrat.Ac.Id. <https://blog.teknokrat.ac.id/dampak-inovasi-pendidikan-meningkatkan-kualitas-pembelajaran-untuk-generasi-masa-depan/?form=MG0AV3>
- Prasetyo, W. H., Ishak, N. A., Basit, A., Dewantara, J. A., Hidayat, O. T., Casmana, A. R., & Muhibbin, A. (2020). Caring for the environment in an inclusive school: The adiwiyata green school program in indonesia. *Issues in Educational Research*, 30(3), 1040–1057.
- Rahawarin, C., & Arikunto, S. (2015). Pengaruh Komunikasi, Iklim Organisasi Dan Gaya Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru Sma. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 173–188. <https://doi.org/10.21831/amp.v3i2.6334>
- Rahmawati, S., & Nurachadija, K. (2023). Inovasi Pendidikan Dalam Meningkatkan Strategi Mutu Pendidikan. *BERSATU: Jurnal Pendidikan Bhinneka Tunggal Ika*, 1(5), 1–12. <https://doi.org/10.51903/bersatu.v1i5.303>
- Rohita, & Hidayat, N. R. (2023). The Effectiveness of Using Learning Device Information Systems in Preparing Learning Plans. In *JPUD - Jurnal Pendidikan Usia Dini*. <https://doi.org/10.21009/jpud.171.12>
- Rusdiana, H. . (2014). Konsep inovasi pendidikan. Pustaka Setia, 187. https://etheses.uinsgd.ac.id/8787/1/Buku_Konsep_Inovasi_Pendidikan.pdf
- Saputra, D., Basuki, I., & Setyowati, S. (2021). Pengaruh budaya Sekolah Terhadap Kualitas Proses Pembelajaran. *Pionir: Jurnal Pendidikan*, 10(2), 12–19.
- Subhan, M., & Sahibudin, H. M. (2023). Kepemimpinan kepala sekolah dalam melakukan inovasi manajemen pendidikan di smp al-irsyad tanggumong sampang. In *ahsana media*. <https://doi.org/10.31102/ahsanamedia.9.2.2023.117-124>
- Sudarmini, K., Agung, A., & Natajaya, I. N. (2019). Kontribusi Gaya Kepemimpinan Kepala Sekolah, Budaya Organisasi, Kompetensi Profesional dan Motivasi Berprestasi Guru Terhadap Kinerja Guru di SMP Negeri 2 Sawan. In *Jurnal Administrasi Pendidikan Indonesia*. <https://doi.org/10.23887/japi.v10i2.2793>
- Suhanda, M. Y., Febriani, R., Afrida, A., Suandi, E., & Fitria, Q. (2024). Pengaruh Budaya Organisasi, Komitmen Organisasional, Dan Religiusitas Terhadap Kinerja Guru Pada Smp It Adzkia Padang. In *Jurnal Menara Ekonomi : Penelitian dan Kajian Ilmiah Bidang Ekonomi*. <https://doi.org/10.31869/me.v10i2.5921>
- Sulistiyowati, E. D., Hariyati, N., & Khamidi, A. (2024). Hubungan Lingkungan Belajar dan Motivasi Belajar terhadap Hasil Belajar. *Journal of Education Research*, 5(3), 2506–2514. <https://doi.org/10.37985/jer.v5i3.1051>
- Susiyan, R., Nurfaida, S., Sutopo, A., & , Anif, S. (2024). Inovasi dan Strategi Kepala Sekolah dalam Meningkatkan Mutu Pendidikan: Studi Kasus SDN Sampangan.

Organizational Culture Transformation Through the Leadership of the Principal at Sdn Sungai Taib in the Adiwiyata Program

- Didaktika Jurnal Kependidikan, 13(4). <https://doi.org/10.58230/27454312.1078>
- Tisrinasari, I., & Hanoum, S. (2020). Evaluasi Efisiensi Penyelenggaraan Pendidikan di Indonesia Menggunakan Metode Data Envelopment Analysis. Studi Kasus: Jenjang Sekolah Menengah Kejuruan Tahun 2018. Jurnal Sains Dan Seni ITS, 9(1), D52–D57.
- Utomo, M. H., Suharti, L., Sasongko, G., & Sugiarto, A. (2023). Delevoping Green Behaviour in Indonesia: Why Does Adiwiyata School Matter? Journal of Sustainability Science and Management, 18(5), 33–51. <https://doi.org/10.46754/jssm.2023.05.003>
- Wahid, S. H., Kususiyah, A., Sirait, W. Y., & Umbar, K. (2023). Analisis Data Kualitatif Menggunakan Nvivo. Publica Indonesia Utama.