

THE INFLUENCE OF DEMOCRATIC LEADERSHIP OF MADRASAH PRINCIPALS ON THE SELF-ESTEEM OF ISLAMIC RELIGIOUS EDUCATION TEACHERS AT MTSN 2 JOMBANG

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Abstract

This study aims to determine the effect of democratic leadership of madrasah principals on the self-esteem of Islamic Religious Education teachers at MTsN 2 Jombang. Democratic leadership is seen as an effective leadership style because it prioritizes participation, two-way communication, and openness in decision-making. Meanwhile, teacher self-esteem is an important psychological aspect related to self-confidence, self-esteem, and self-acceptance in carrying out professional duties. The research method used is a quantitative approach with an associative research type. The population of this study was all 32 Islamic Religious Education teachers at MTsN 2 Jombang, with a total sampling technique so that the entire population was used as a research sample. Data collection instruments used a democratic leadership questionnaire and a self-esteem questionnaire. Data were analyzed through validity tests, reliability tests, classical assumption tests, descriptive analysis, and simple linear regression tests. The results showed that the democratic leadership of madrasah principals was in the high category with an average score of 44.47, while the self-esteem of Islamic Religious Education teachers was in the good category with an average score of 43.72. The simple linear regression test produces the equation $Y = -8.368 + 1.171X$ with a significance value of $0.000 < 0.05$ and a standardized Beta value of 0.867. This proves that democratic leadership has a positive and significant effect on the self-esteem of Islamic Religious Education teachers. The conclusion of this study confirms that the higher the application of democratic leadership by the madrasah principal, the higher the self-esteem of Islamic Religious Education teachers at MTsN 2 Jombang. This finding implies that madrasah principals need to be consistent in implementing a democratic leadership style to support the improvement of teacher quality, especially in psychological aspects related to professionalism and educational quality.

Keywords: Democratic Leadership, Islamic Religious Education Teacher, Madrasah Principal, Self-Esteem



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INTRODUCTION

The Madrasah Principal is the educational manager at the educational unit level and is responsible for all madrasah activities (Fernadi dkk., 2023; Hidayat & Ibrahim, 2023; Pratama & Winaryo, 2024). Furthermore, the madrasah principal plays a crucial role within the madrasah environment because he or she is directly involved in the implementation of each educational program. Therefore, the madrasah principal is expected to possess various management and leadership skills to effectively, efficiently, independently, and productively develop and advance the madrasah. The success or failure of educational programs and the achievement of educational goals will depend largely on the madrasah principal's abilities and wisdom as a manager.

A person with high self-esteem will be more confident in navigating social situations and completing academic tasks (Fahmi & Prasetya, 2021; Mas'ud dkk., 2024; Saputra dkk., 2024). Furthermore, individuals with low self-esteem generally avoid situations where they might embarrass others (Wijanarko dkk., 2023; Wisesa & Purwandari, 2024; Yolanda dkk., 2021). When individuals face an academic environment with numerous demands and challenges, they are susceptible to developmental and experience problems. The success of a madrasah principal's democratic leadership significantly influences the organizational culture and self-esteem of Islamic Religious Education teachers (Aqidah, Akhlak, Quran, Hadith, Fiqh, Islamic Cultural History, Arabic) (Abd. Halim & Agus Wedi, 2020; Anwar & Anam, 2021; Sri Nurhayati, 2024). Teacher self-esteem, which reflects their self-confidence and self-esteem, is also influenced by the organizational environment they enter and the dynamics of the relationships between teachers and staff, the madrasah principal, and their colleagues.

In the madrasah context, Islamic Religious Education teachers have a significant responsibility in shaping the character and spirituality of students. Therefore, Islamic Religious Education teachers require strong moral and psychological support, one of which is through the democratic leadership of the madrasah principal. One important psychological aspect that teachers must possess is self-esteem. Teachers with high self-esteem tend to be more confident, independent, and able to provide meaningful learning for students (Afifah & Nasution, 2023; Khadijah & Salim, 2024; Putri dkk., 2025).

However, in practice, teachers still feel underappreciated, not involved in decision-making, or feel ignored by their leaders. This has the potential to lower teacher self-esteem. Therefore, it is important to examine the extent to which the democratic leadership of madrasah principals can influence teacher self-esteem, especially Islamic Religious Education teachers who have a strategic role in character education.

RESEARCH METHOD

This study uses a quantitative approach with an associative research type. The aim is to determine the relationship and influence between two variables, namely the democratic leadership of the madrasah principal (X) and the self-esteem of Islamic Religious Education teachers (Y). This study was conducted at MTsN 2 Jombang, located in Jombang Regency, East Java Province. The research implementation time is scheduled for August–September 2025. The population in this study were all 32 Islamic Religious Education teachers at MTsN 2 Jombang. Because the population is relatively small, the sampling technique used was total sampling, namely all Islamic Religious Education teachers were used as respondents.

The technique used in collecting data was the Democratic Leadership questionnaire: Compiled based on indicators of participation, open communication, and collective decision-making. The Self-Esteem Questionnaire Compiled based on dimensions of self-confidence, self-esteem, and self-acceptance. Documentation was used to obtain additional data related to the number of teachers, the organizational structure of the madrasah, and the background data of the respondents. Before being used, the research instrument will be tested for validity and reliability. Validity was tested using the Pearson Product Moment formula. Reliability was tested using Cronbach's Alpha.

The instrument is considered reliable if the α value is > 0.6 . Data were analyzed using Descriptive Analysis to determine the distribution of scores for the democratic leadership and self-esteem variables. The Classical Assumption Test includes tests for normality and homogeneity. Simple Linear Regression Analysis was used to determine the significant effect of variable X on Y. The equation used is $Y = a + b X$, where Y = teacher self-esteem, X = democratic leadership, a = constant, and b = regression coefficient. Hypothesis Testing (t-Test). To determine whether the effect of X on Y is statistically significant at a 5% significance level (0.05). If the sig value is < 0.05 , H_0 is rejected.

RESULTS AND DISCUSSION

Based on the results of the research that the researcher has conducted, the researcher will present data regarding the findings of this research.

Table 1. Research Findings

Correlations

	VAR 00012	VAR 00013	VAR 00014	VAR 00015	VAR 00016	VAR 00017	VAR 00018	VAR 00019	VAR 00020	VAR 00021
VAR0 Pears 0012 on Correl ation Sig. (2- tailed) N	1	,388*	,208	-,102	-,179	-,351*	-,405*	-,386*	-,652**	-,650**
		,026	,245	,571	,318	,045	,019	,027	,000	,000
	33	33	33	33	33	33	33	33	33	33

VAR0 0013	Pears on Correl ation Sig. (2- tailed) N	,388* ,026 33	1 ,148 33	,257 ,500 33	,122 ,060 33	-,331 ,298 33	-,187 ,205 33	-,227 ,010 33	-,441* ,033 33	-,372* ,014 33	-,424* ,014 33
VAR0 0014	Pears on Correl ation Sig. (2- tailed) N	,208 ,245 33	,257 ,148 33	1 ,880 33	-,027 ,244 33	-,209 ,534 33	-,112 ,401 33	-,151 ,159 33	-,251 ,193 33	-,233 ,214 33	-,222 ,214 33
VAR0 0015	Pears on Correl ation Sig. (2- tailed) N	-,102 ,571 33	,122 ,500 33	-,027 ,880 33	1 ,451 33	,136 ,411 33	-,148 ,425 33	,144 ,971 33	,006 ,531 33	,113 ,803 33	,045 ,803 33
VAR0 0016	Pears on Correl ation Sig. (2- tailed) N	-,179 ,318 33	-,331 ,060 33	-,209 ,244 33	,136 ,451 33	1 ,574 33	,102 ,148 33	,257 ,153 33	,254 ,445 33	,138 ,445 33	,208 ,247 33
VAR0 0017	Pears on Correl ation Sig. (2- tailed) N	-,351* ,045 33	-,187 ,298 33	-,112 ,534 33	-,148 ,411 33	,102 ,574 33	1 ,484 33	,126 ,038 33	,362* ,371 33	,161 ,371 33	,491** ,004 33

VAR0018	Pears on Correlation	-,405*	-,227	-,151	,144	,257	,126	1	,494**	,659**	,554**
	Sig. (2-tailed)	,019	,205	,401	,425	,148	,484		,003	,000	,001
	N	33	33	33	33	33	33	33	33	33	33
VAR0019	Pears on Correlation	-,386*	-,441*	-,251	,006	,254	,362*	,494**	1	,455**	,774**
	Sig. (2-tailed)	,027	,010	,159	,971	,153	,038	,003		,008	,000
	N	33	33	33	33	33	33	33	33	33	33
VAR0020	Pears on Correlation	-,652**	-,372*	-,233	,113	,138	,161	,659**	,455**	1	,535**
	Sig. (2-tailed)	,000	,033	,193	,531	,445	,371	,000	,008		,001
	N	33	33	33	33	33	33	33	33	33	33
VAR0021	Pears on Correlation	-,650**	-,424*	-,222	,045	,208	,491**	,554**	,774**	,535**	1
	Sig. (2-tailed)	,000	,014	,214	,803	,247	,004	,001	,000	,001	
	N	33	33	33	33	33	33	33	33	33	33

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the instrument validity test using the Pearson Product Moment correlation technique, the item-total correlation value (r count) was obtained in the range of 0.36 to 0.50. With a total of 48 respondents, the r table was obtained at 0.284 at a significance level of 5%. Because all r count values were greater than r table (r count > 0.284), all instrument items were declared valid. This indicates that each question item is able to measure the intended construct and is suitable for use in research.

Table 2. Research Findings

Correlations

	VAR 0002 3	VAR 0002 4	VAR 0002 5	VAR 0002 6	VAR 0002 7	VAR 0002 8	VAR 0002 9	VAR 0003 0	VAR 0003 1	VAR 0003 2	VAR 0003 3
VAR 0002 3 Pears on Corre lation Sig. (2- tailed) N	1 32	,570* 32	,284 32	,429* 32	,122 32	,026 32	,251 32	,128 32	,227 32	,082 32	,557* 32
VAR 0002 4 Pears on Corre lation Sig. (2- tailed) N	,570* 32	1 32	,408* 32	,221 32	,346 32	,155 32	,377* 32	,128 32	,512* 32	,082 32	,714* 32
VAR 0002 5 Pears on Corre lation Sig. (2- tailed) N	,284 32	,408* 32	1 32	-,213 32	,166 32	,064 32	,087 32	,077 32	,276 32	,071 32	,425* 32
VAR 0002 6 Pears on Corre lation Sig. (2- tailed) N	,429* 32	,221 32	-,213 32	1 32	,318 32	,102 32	,256 32	-,073 32	-,045 32	,159 32	,382* 32
VAR 0002 7 Pears on Corre lation	,122 32	,346 32	,166 32	,318 32	1 32	-,053 32	,502* 32	-,009 32	,410* 32	,384* 32	,591* 32

	Sig. (2-tailed) N	,505 32	,052 32	,364 32	,076 32		,775 32	,003 32	,960 32	,020 32	,030 32	,000 32
VAR 00028	Pears on Correlation Sig. (2-tailed) N	,026 32	,155 32	,064 32	,102 32	-,053 32	1 32	-,053 32	,470* 32	-,048 32	,049 32	,404* 32
		,890	,398	,728	,580	,775		,772	,007	,793	,789	,022
VAR 00029	Pears on Correlation Sig. (2-tailed) N	,251 32	,377* 32	,087 32	,256 32	,502* 32	-,053 32	1 32	,280 32	,602* 32	,265 32	,661* 32
		,167	,034	,636	,157	,003	,772		,121	,000	,143	,000
VAR 00030	Pears on Correlation Sig. (2-tailed) N	,128 32	,128 32	,077 32	-,073 32	-,009 32	,470* 32	,280 32	1 32	,102 32	,024 32	,444* 32
		,484	,484	,677	,693	,960	,007	,121		,578	,896	,011
VAR 00031	Pears on Correlation Sig. (2-tailed) N	,227 32	,512* 32	,276 32	-,045 32	,410* 32	-,048 32	,602* 32	,102 32	1 32	,501* 32	,646* 32
		,212	,003	,126	,807	,020	,793	,000	,578		,004	,000

VAR 0003 2	Pearson Correlation	,082	,082	,071	,159	,384*	,049	,265	,024	,501*	1	,437*
	Sig. (2-tailed)	,656	,656	,700	,385	,030	,789	,143	,896	,004		,012
	N	32	32	32	32	32	32	32	32	32	32	32
VAR 0003 3	Pearson Correlation	,557*	,714*	,425*	,382*	,591*	,404*	,661*	,444*	,646*	,437*	1
	Sig. (2-tailed)	,001	,000	,015	,031	,000	,022	,000	,011	,000	,012	
	N	32	32	32	32	32	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Overall, the correlation test results indicate a positive, moderate to strong, and significant relationship between most of the study variables. Variable VAR00033 was the variable most significantly correlated with other variables, while a small number of other variables showed only weak or insignificant correlations. This indicates that the constructs tested in the study have a fairly good relationship, warranting consideration for further analysis, such as regression or causality testing.

Table 3. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
,334	10

The Cronbach's Alpha reliability test results showed a value of 0.334 for 10 items. Based on commonly used criteria, this value is below 0.50, thus the instrument is considered unreliable. This means that the questionnaire items used do not have adequate internal consistency in measuring the same construct. Therefore, improvements to the instrument are needed, either through revisions to the item wording or the removal of inappropriate items, to increase the instrument's reliability and make it suitable for use in further research.

Table 4. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
,721	11

Based on the reliability test results, a Cronbach's Alpha value of 0.721 was obtained for 11 items. This value has exceeded the minimum reliability limit of 0.70, thus the instrument is declared reliable. Thus, all items in the research instrument have good internal consistency in measuring the constructs studied, so it can be used in the next research stage.

Table 5. One-Sample Kolmogorov-Smirnov Test
one-Sample Kolmogorov-Smirnov Test

	X	Y
N	32	32
Normal Mean	44,4688	43,7188
Parameters ^{a,b} Std. Deviation	2,95105	3,98574
Most Extreme Absolute Differences Positive	,104	,154
Negative	-,104	-,154
Kolmogorov-Smirnov Z	,590	,871
Asymp. Sig. (2-tailed)	,877	,434

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, a significance value of 0.877 was obtained for variable X and 0.434 for variable Y. Both values are greater than 0.05, so it can be concluded that the data in both variables are normally distributed. Thus, this research data meets the assumption of normality and is suitable for use in further parametric analysis.

Table 6. Test of Homogeneity of Variances
Test of Homogeneity of Variances
VAR00002

Levene Statistic	df1	df2	Sig.
6,275	1	62	,015

Based on the results of the homogeneity of variance test (Levene's Test), a significance value of 0.015 was obtained, which is less than 0.05. This indicates that the data does not meet the homogeneity assumption, meaning there are differences in variance between the tested groups. Therefore, in further analysis, it is necessary to consider using statistical tests that do not require homogeneity, such as Welch ANOVA or non-parametric tests.

Table 7. Coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-8,368	5,471		-1,530	,137
DEMOKRA	1,171	,123	,867	9,541	,000
TIS					

Based on the results of simple linear regression analysis, the regression equation $Y = -8.368 + 1.171XY = -8.368 + 1.171XY = -8.368 + 1.171X$ is obtained. The regression coefficient value of 1.171 indicates that every one point increase in democratic leadership will increase teacher self-esteem by 1.171 points. The t-test results show a calculated t value of 9.541 with a significance of $0.000 < 0.05$, so it can be concluded that democratic leadership has a positive and significant effect on teacher self-esteem. The standardized Beta value of 0.867 indicates that the contribution of democratic leadership to self-esteem is very strong.

Table 8. Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
						Statistic	Std. Error			Statistic	Std. Error	Statistic	Std. Error
DEMOKRATIS	32	11	39	50	1423	44,47	,522	2,951	8,709	-,252	,414	-,807	,809
SELF ESTEEM	32	14	36	50	1399	43,72	,705	3,986	15,886	-,271	,414	-,189	,809
Valid N (listwise)	32												

Based on the results of descriptive statistical analysis, the democratic leadership variable has an average value of 44.47 with a standard deviation of 2.951, while the self-esteem variable has an average value of 43.72 with a standard deviation of 3.986. The range of democratic leadership scores is 39–50, while the range of self-esteem scores is 36–50. The skewness and kurtosis values are both within the normal range (± 2), so the data distribution can be said to be close to normal. In general, this indicates that respondents tend to give a high assessment of the democratic leadership of madrasah principals and have a fairly good level of self-esteem.

The results of the study indicate that the democratic leadership of the madrasah principal has a positive and significant effect on the self-esteem of Islamic Religious Education teachers at MTsN 2 Jombang. This is demonstrated by the results of a simple linear regression test with the equation $Y = -8.368 + 1.171X$, where each one-point increase in democratic leadership increases teacher self-esteem by 1.171 points. The high regression coefficient and significance value of $0.000 < 0.05$ support the conclusion that the relationship between the two variables is real and relevant.

Descriptively, the democratic leadership of the madrasah principal obtained an average score of 44.47 (out of a range of 39–50), indicating that respondents viewed the madrasah principal as adequately implementing democratic principles, such as open communication, teacher involvement in decision-making, and respect for subordinates' opinions. Meanwhile, teacher self-esteem was also in the good category, with an average score of 43.72 (out of a

range of 36–50). This indicates that Islamic Religious Education teachers at MTsN 2 Jombang generally possess adequate self-confidence, self-esteem, and self-acceptance.

This finding aligns with the theory of democratic leadership put forward by experts, stating that leaders who implement participatory, transparent, and valuing input will be able to foster a positive work climate that directly impacts teachers' psychological well-being (BAGUS, 2024; Elya, 2025; Yunivan, 2024). Teachers' self-esteem increases because they feel valued, involved, and trusted in various decision-making processes related to learning activities and madrasah management.

The results of this study are also consistent with previous studies that found a correlation between participatory leadership and increased teacher motivation, work enthusiasm, and self-confidence. Teachers with high self-esteem tend to be more confident in expressing ideas, more effective in classroom management, and able to create a pleasant and meaningful learning environment for students (Qonita Sari dkk., 2025; Shafwati, 2025).

However, the results of the homogeneity test indicated that the data did not meet the assumption of homogeneity ($\text{sig} = 0.015 < 0.05$), resulting in differences in variance among respondents. This suggests that each teacher's experience of the madrasah principal's leadership is not entirely identical. Some teachers perceived the madrasa principal's leadership as highly democratic, while others perceived a lack of consistency in practice. This could be influenced by subjective factors, such as age, teaching experience, or personal closeness to the principal.

Furthermore, the reliability of the democratic leadership instrument (X) was still relatively low ($\alpha = 0.334$), necessitating improvements to the research instrument to ensure consistent measurement in the future. However, the self-esteem variable (Y) had good reliability ($\alpha = 0.721$), making the results reliable. Therefore, this study confirms that the democratic leadership of madrasa principals is a crucial factor in improving Islamic Religious Education teachers' self-esteem. Madrasa principals are expected to be more consistent in implementing a democratic leadership style so that teachers feel valued, supported, and given space to develop, ultimately impacting the quality of learning and improving the quality of education in madrasahs.

CONCLUSION

Based on the research findings on the Influence of the Principal's Democratic Leadership on the Self-Esteem of Islamic Religious Education Teachers at MTsN 2 Jombang, the following conclusion can be drawn: the principal's democratic leadership is in the high category. This is reflected in the descriptive analysis results, with an average score of 44.47. The principal is considered quite consistent in involving teachers in the decision-making process, opening two-way communication, and recognizing teachers' opinions and contributions. Furthermore, the self-esteem of Islamic Religious Education teachers is also in the good category. The analysis results show an average score of 43.72. Islamic Religious Education teachers have adequate levels of self-confidence, self-esteem, and self-acceptance to support their professional duties in teaching and developing student character.

Furthermore, there is a positive and significant influence between the principal's democratic leadership on the self-esteem of Islamic Religious Education teachers. The regression equation obtained is $Y = -8.368 + 1.171X$, with a significance value of $0.000 < 0.05$ and a standardized Beta value of 0.867. This indicates that any improvement in democratic leadership will have a significant impact on the self-esteem of Islamic Religious Education teachers at MTsN 2 Jombang. Democratic leadership has also been shown to be a crucial factor in building teacher self-esteem. Teachers who feel involved, valued, and trusted tend to have higher self-esteem, which leads to greater confidence in teaching, greater innovation, and the ability to create a positive learning environment.

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