



The Correlation Between Sustainable Leadership Practices and Teacher Leadership in junior High Schools in Woha District, Bima, West Nusa Tenggara

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Abstract: Sustainable leadership of the principal as a leadership style that focuses on improving and implementing professional tasks in the school including for a teacher to lead is related to one another. To create a teacher leadership process and implementation, it is always related to how a leader behaves and makes improvements every time for long-term goals. Sustainable leadership practices are considered to often contribute to teacher leadership practices in schools (Cook, 2014). In parallel, a descriptive research survey was conducted to identify sustainable leadership practices of principals and correlations of levels of teacher leadership practices. This research involved junior high school Woha Bima NTB Indonesia. The population of respondents in this study were all senior teachers, amounting to 85 people. Data were analyzed using scores, standard deviations and person correlations. Data were collected using a questionnaire developed and modified by the theory of sustainable leadership established by Hargreaves and Fink (2006) and the theory of teacher leadership by Ktzenmeyer & Moller (2001). The results of the study found that the sustainable leadership of the principal has a strong positive relationship at the significant level of $p > 0,000$ between the sustainable leadership of the principal and the leadership of the teacher at SMP Woha Bima, NTB. The Pearson value of $r = 0.719$ indicates that sustainable leadership practices have a strong enough relationship with the level of teacher leadership practices in SMP Negeri Woha District, Bima Regency, NTB. Thus, the results of the person correlation test study showed a significant relationship between sustainable teacher leadership practices and teacher leadership.

Keywords: Sustainable leadership; Principal leadership; Teacher leadership

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Introduction

Leadership is one of the most influential aspects in school achievement. Leadership essentially serves as a driver and motivator for school administrators (Sasliza & Izham, 2020) in the effort to realize quality education through leadership roles in schools. For principals, leadership style is crucial, as the chosen style provides the foundation and scientific basis for their leadership practices in schools. One leadership style that is

particularly relevant to current developments and the demands placed on school principals in the era of globalization is the practice of sustainable leadership.

Sustainable leadership is a leadership style introduced by Hargreaves and Fink (2006). In addition to being one of the leadership theories developed by scholars in educational leadership, this style can serve as a solution for principals in carrying out their duties and responsibilities in the era of globalization and the Fourth

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Industrial Revolution (Saber et al., 2020). Faizal et al. (2016) also stated that sustainable leadership is an effective leadership style capable of influencing the entire organization as well as engaging the wider community in collaborating to achieve the school's goals toward becoming an effective institution. Based on these statements, it can be concluded that sustainable leadership is a leadership style that can be applied by principals as leaders in the era of globalization and the Fourth Industrial Revolution. Through this style, collaboration between principals, all school stakeholders, and the external community is fostered in order to achieve the goals of creating schools that are effective, meaningful, and sustainable.

Through sustainable leadership, the goal of creating effective schools can be achieved through collaboration between principals and teachers. As stated by Hamzah et al. (2020), "sustainable leadership is also a leadership style that refers to school leadership which illustrates the practices and behaviors of principals in cultivating leadership while improving teachers' quality and productivity." This means that, in order to achieve school excellence, both principals and teachers must act as leaders within the school, each with their own respective roles and responsibilities. Nevertheless, it cannot be denied that teacher leadership in schools is highly dependent on the actions and attitudes of the principal. Therefore, through sustainable leadership, the role of teacher leadership in schools can be carried out more effectively. As highlighted by Cook (2014) in his study on teachers' perspectives in practicing sustainable leadership, it was found that through such practices, teachers' performance in schools improved significantly. In other words, the leadership demonstrated by principals can influence the actions taken by teachers in maximizing their roles as an essential part of the school. Teachers' attitudes are strongly influenced by the attitudes and actions of the principal, and the way teacher leadership is enacted in schools is shaped by how the principal exercises leadership.

The process of distributing leadership and responsibilities in sustainable leadership is partly related to the leadership delegated by principals to teachers. This is important because empowering teachers is considered one of the most effective approaches in school management and administration. As stated by Webb et al. (2004), teacher participation can provide input that helps transform and improve classroom conditions and school structures; therefore, teachers need to view themselves as leaders or as a group with the potential and responsibility to lead (Kanvindi, 2016). Thus, the process of distributing leadership and responsibilities within sustainable principal leadership is a crucial effort in developing teachers' leadership capacity. In summary, based on the

above explanation, it can be concluded that sustainable leadership is closely linked to teacher leadership. Cook (2014) noted that the relationship between principals' sustainable leadership practices and teacher leadership is manifested through teachers who promote sustainable leadership by: (1) leading leadership tasks; (2) supporting colleagues; (3) sharing expertise; (4) providing feedback to administrators; (5) challenging leadership positively; (6) offering advice; (7) promoting the school's vision to all stakeholders; and (8) being at the forefront of professional knowledge, skills, and problem understanding. Based on these findings, the researcher will conduct a further study on the relationship between sustainable leadership practices and teacher leadership. Therefore, the focus of this study is to examine the relationship between sustainable leadership practices and teacher leadership.

Several studies have been conducted on the relationship between sustainable leadership practices and teacher leadership. Although some past research objectives did not directly address teacher leadership, the findings provide evidence that sustainable leadership can positively influence the professional practice of teachers in schools. Some of these studies include: Nordin and Nizam (2011), who found that the sustainable leadership practices applied by principals were at a very high level, creating a sense of comfort for teachers. Hashim and Daud (2014), in their study on sustainable leadership practices and their relationship with the performance of primary school teachers under the New Deal in Segamat District, discovered a significant relationship between sustainable leadership practices and teachers' job performance. A similar study conducted by Najjat, Adawiah, and Rashid (2016) also revealed a significant relationship between sustainable leadership and teachers' job performance. Likewise, Mohamad and Aida (2018) found that principals' sustainable leadership styles had a significant relationship with teachers' job satisfaction. Furthermore, in his study entitled *Teachers' Perspectives in Practicing Sustainable Leadership*, Cook (2014) found that the sustainable leadership practices of school principals influenced the actions taken by teachers in carrying out their leadership roles in schools. Based on these findings, it can be concluded that principals' sustainable leadership practices are related to teacher leadership in schools.

Several findings from previous studies on sustainable leadership practices, which can enhance teachers' effectiveness in carrying out their duties at school, may serve as meaningful references for countries planning and implementing educational transformation. Specifically, in the context of Indonesia's education system, after the appointment of Nadiem Anwar Makarim on October 23, 2019, as the Minister of

Education and Culture of the Republic of Indonesia, the system has undergone various policy changes compared to the past. These changes reflect efforts to implement educational transformation more rapidly and strategically in line with contemporary demands and advancements, while still upholding Indonesia's educational philosophy, Pancasila.

In an effort to develop the Pancasila Student Profile that is, students who are faithful and devoted to Allah Almighty, possess noble character, are creative, cooperative, globally diverse, independent, and critical the Indonesian education system introduced the concept of Merdeka Belajar ("Freedom to Learn"). In general, this concept grants full authority to principals, teachers, and all stakeholders within and beyond education to collaborate in creating innovations aimed at realizing quality education in Indonesia. Based on this initiative, several regions in Indonesia have implemented the Merdeka Belajar policy issued by the Ministry of Education and Culture of the Republic of Indonesia. Although this policy shares similarities with previous ones, its implementation poses unique challenges, and stakeholders in each school face different ways of addressing and overcoming these issues.

During the preliminary study conducted in public junior high schools (Sekolah Menengah Pertama Negeri / SMPN) in Woha District, Bima, West Nusa Tenggara (NTB), Indonesia, five SMPN were categorized as outstanding and continuously progressing schools. However, despite their advancement and recognition as developing schools, principals and teachers still face challenges and difficulties in implementing school programs that align with the demands of the globalization era. The five public junior high schools are: SMPN 1 Woha, SMPN 2 Woha, SMPN 3 Woha, SMPN 4 Woha, and SMPN 5 Woha.

Nevertheless, principals and teachers in the five schools work together to improve the quality of education and to enhance the implementation of existing school programs so that they function more effectively. Based on a preliminary study conducted by the researcher in January 2020, it was found that principals and teachers collaborated closely in the following ways: (1) Leadership tasks - both teachers and principals carried out their respective duties according to their roles and responsibilities in the school; (2) Supporting colleagues - teachers and principals collaborated to encourage and support one another in fulfilling their tasks and responsibilities; (3) Sharing expertise - teachers and principals applied their knowledge and skills in carrying out their duties; and (4) Providing feedback to the administration - teachers and principals worked together through various efforts to comply with government requirements. From this preliminary study, it can be observed that characteristics of the relationship

between sustainable leadership practices and teacher leadership are evident.

However, there are other facts observed in the field showing that principals do not have knowledge about this sustainable leadership style. Although sustainable leadership was introduced by Hargreaves and Fink in 2003, information from this leadership theory has not yet been fully disseminated throughout Indonesia, particularly in Woha District, Bima, NTB.

Furthermore, the study of sustainable leadership practices and their relationship with teacher leadership in public junior high schools (Sekolah Menengah Pertama Negeri / SMPN) in Woha District, Bima, NTB, Indonesia, has never been conducted. Based on existing studies, most research on sustainable leadership practices and teacher leadership has only been carried out in primary schools. In Indonesia as well, no research has been conducted on the relationship between sustainable leadership practices and teacher leadership. Therefore, drawing from field evidence and previous studies, the researcher intends to conduct a study to determine whether there is a relationship between sustainable leadership practices and teacher leadership in SMPN in Woha District, Bima, NTB, Indonesia.

This intention is also supported by preliminary findings which suggest that although principals do not yet possess formal knowledge of this leadership theory, the implementation of school programs demonstrates characteristics of sustainable leadership practices applied by principals (such as fostering a culture of knowledge-sharing among teachers, encouraging collaboration with external partners or organizations, and maintaining sustainability). Additionally, there is evidence of strong collaboration between principals and teachers. Hence, in order to verify whether or not such a relationship exists between sustainable leadership practices and teacher leadership in SMPN of Woha District, Bima, NTB, the researcher has determined that the main focus of this study is the relationship between principals' sustainable leadership practices and teacher leadership in public junior high schools (SMPN) in Woha District, Bima, NTB, Indonesia.

Method

Research Design

Before conducting any research, researchers must establish a proper research design. According to Piaw (2014), researchers should plan their study by selecting a research design that aligns with the stated research objectives. Ramlee, Jamal, and Marinah (2016) state that research design fundamentally emphasizes three elements: (1) how the researcher selects the most suitable method for conducting the research, (2) how the research is implemented, and (3) the time required to complete the study (Rosmaini, 2018). Essentially, research design

is a strategy used to gather data for testing research hypotheses. The design of this study is based on the hypotheses developed. Selecting an appropriate research design is crucial to ensure accurate hypothesis testing (Sandjaja & Albertus, 2006).

The focus of this research is to examine the relationship between sustainable leadership and teacher leadership. At the initial stage, to obtain the required data, the researcher employed a questionnaire that was first reviewed by a panel of educational research experts. This expert panel included: the research supervisor overseeing the project paper, a professor specializing in research and methodology, and another professor who is a lecturer in the field of leadership. These experts were contacted and requested to evaluate the suitability and validity of the questionnaire to be used for data collection in the field.

This study falls under correlational research. Correlational studies generally involve two or more variables and aim to identify the existence and strength of a relationship between variables, without necessarily determining causal relationships (Sandjaja & Albertus, 2006). In other words, correlational research examines whether changes in one variable are associated with changes in another variable—determining whether a relationship between the two variables truly exists. Therefore, to verify the presence or absence of a relationship between variables and how they influence each other, a correlational study is appropriate. In this study, the variables investigated are:

1. Independent variable: Principals' sustainable leadership practices
2. Dependent variable: Teacher leadership
3. The study also employs a quantitative research method. The quantitative approach is most suitable because the aim is to generalize the relationship between sustainable leadership practices and teacher leadership among junior high school teachers in Woha District, Bima, NTB. In other words, the researcher chooses the quantitative method because the population is relatively large, and the intention is to generalize the findings across the target group.

Population and Sampling

To conduct this study, the selected research population consists of teachers serving in State Junior High Schools (SMPN) in Woha District, Bima, NTB, Indonesia. The following schools are included as the research population: Table 1. Number of Schools, Students, Teachers, and Student-Teacher Ratio

Number of Schools, Students, Teachers, and Student-Teacher Ratio				
Junior High Schools (SMP) by Subdistrict in Bima Regency, 2015				
Subdistrict	Schools	Students	Teachers	Student-Teacher Ratio
Woha	8	3 205	401	7.99

Source: Department of Education, Youth, and Sports of Bima Regency

Bima Regency has 125 junior high schools. Accordingly, the total number of teachers within the population is 25,990. Nevertheless, in this study, the number of teachers selected as the research sample comprised only those from five schools located in the Woha subdistrict. These five schools were chosen because Woha subdistrict is situated in the central part of Bima Regency, making it easily accessible to the researcher, and it has a strong track record as one of the outstanding educational areas in the regency.

The total number of teachers in the five schools within Woha subdistrict is 104; however, only 80 teachers were selected as the study sample. The sample size was determined based on the Krejcie and Morgan (1970) table. Furthermore, in selecting the sample, the researcher emphasized the respondents' length of service (seniority) as an important criterion.

Research Instrument

To collect and obtain data on the relationship between principals' sustainable leadership practices and teacher leadership, the researcher employed a questionnaire as the primary instrument. The questionnaire in this study is divided into three sections. These sections include: Section A, which contains the respondents' demographic information; Section B, which covers the dimensions of sustainable leadership of the principal; and Section C, which includes the dimensions of teacher leadership.

Questionnaire

The questionnaire in this study is divided into three sections. These sections include: Section A, which contains the respondents' demographic information; Section B, which covers the dimensions of sustainable leadership of the principal; and Section C, which includes the dimensions of teacher leadership. All parts of the questionnaire were utilized by the researcher to gather information regarding the sustainable leadership practices of principals and their relationship with teacher leadership. The following presents the classification of items in the questionnaire:

Table 2. Classification of Questionnaire Items

Section	Items
Section A: Respondents' Demographics (Items 1-5)	1-5
1. Name of School	
2. Gender	
3. Teaching Experience	
4. Educational Qualification	
Section B: Sustainable Leadership (Items 1-43)	6
1. Encouraging Continuous Learning	9
2. Developing Successor Leaders in Schools	7
3. Teacher Learning	7
4. Promoting Collaboration with Colleagues or External Organizations	7
5. Diversity	
6. Preservation	
Section C: Teacher Leadership (Items 1-43)	6
1. Self-Awareness	6
2. Leading Change	6
3. Communication	6
4. Diversity	6
5. Instructional Proficiency and Leadership	7
6. Continuous Improvement	6
7. Self-Organization	

Section A

This section contains questions related to the name of the school, gender, teaching experience, and educational qualifications.

Section B

This section contains questions related to sustainable leadership among principals of SMPN 1 Woha, Bima, NTB, Indonesia. The questionnaire consists of 43 items covering six dimensions: (i) Encouraging continuous learning, (ii) Developing future leaders in schools, (iii) Promoting learning among teachers, (iv) Fostering partnerships with peers or external organizations, (v) Diversity, and (vi) Preservation. To examine these dimensions of sustainable leadership, the researcher employed a Likert scale with the following options: Strongly Disagree (STS), Disagree (TS), Somewhat Disagree (KS), Agree (S), and Strongly Agree (SS).

Section C

This section contains questions related to leadership among teachers at SMPN Woha, Bima, NTB.

The questionnaire consists of 43 items across seven dimensions: Self-awareness, Leading change, Communication, Diversity, Instructional Proficiency and Leadership, Continuous improvement, and Self-organization. To examine the factors of teacher job satisfaction, the researcher employed a Likert scale with the following options: Strongly Disagree (STS), Disagree (TS), Somewhat Disagree (KS), Agree (S), and Strongly Agree (SS).

Validity and Reliability of the Questionnaire

According to Kerlinger (2001), validity refers to the aspects that should be measured in a study. A high validity value indicates that the findings obtained are supported by facts and have accurate justification (Idris, 2010). Chua (2014) defined validity as the correlation value between the measurement and the true value of a variable. If the measurement conducted corresponds to the actual value of the variable, then the correlation is high, and the research has strong validity. Creswell (2005) also emphasized that validity helps researchers identify the existence of score validity in a questionnaire instrument and shows that the questionnaire is appropriate for the purpose of the study.

The development of items was carried out by the researcher based on previous questionnaires. The researcher made slight modifications to the items so that they were aligned with the aspects to be studied. Once the items were completed, references and reviews were conducted with supervisors or subject matter experts to ensure that the content was truly valid and relevant to the study. Language editing was also undertaken to ensure that the structure of the language used was accurate. In addition, a pilot study was conducted to ensure the validity of the instrument.

Table 3. Classification of Reliability Index Based on Cronbach's Alpha Coefficient

Cronbach's Alpha Value	Reliability Level	Interpretation
≥ 0.90	Excellent Reliability	Very consistent, highly reliable instrument
0.70 – 0.89	Good Reliability	Consistent and reliable
0.60 – 0.69	Acceptable Reliability	Acceptable level of consistency
<0.60	Questionable Reliability	Somewhat weak, may require revision

Source: Adapted from Jasmi (2011) and Sekaran (2013).

Reliability of the instrument refers to the stability and consistency of the instrument, with the reliability

index ranging between zero and one. According to Chua (2014), reliability refers to the ability of a study to obtain the same value when measurements are repeated multiple times. The reliability test was conducted after carrying out the pilot study. Chua (2014) stated that the Cronbach's Alpha procedure is applied to obtain internal consistency with the reliability value of the instrument.

According to Najib (2003), an increase in the reliability index indicates that the instrument has higher consistency. Items that are found to be unsuitable in the test should be revised or removed to allow the instrument to yield more accurate results. The Cronbach's Alpha coefficient is classified according to the reliability index, as shown in.

If the reliability is less than 0.60, the item is considered weak and has a low reliability value, therefore it needs to be improved. Items with reliability values between 0.60–0.70 are considered moderate and acceptable, while values above 0.80 are regarded as high and good. According to Sekaran (2013), items with high reliability values are those above 0.90. Chua (2012) stated that a Cronbach's Alpha value between 0.65–0.95 is sufficient. However, this study also adopts the view expressed by Alexandris et al. (2002), which suggests that items with alpha values below 0.60 can still be accepted.

Pilot Study

The researcher also conducted a pilot study to identify weaknesses in the research instrument. This was necessary because the original questionnaire instrument had been modified to ensure that all items aligned with the research objectives and questions. According to Wallen and Frankeal (2009), a pilot study is carried out to identify weaknesses in the instrument and research procedures.

The purpose of the pilot study was to ensure that the questionnaire used was comprehensible, thereby ensuring the validity and reliability of the instrument. According to Chua (2014), a pilot study can determine the appropriateness of the language used in the questionnaire, the accuracy of the questions, and the suitability of the format. Any weaknesses in the questionnaire should be addressed to ensure that the final version of the instrument is of the highest quality for examining the research questions. This process can also reduce sampling errors in the study. The subjects for the pilot study consisted of a small group from the research population, where these individuals were not part of the actual respondents.

Reliability Value of the Instrument

In determining the reliability of the instrument under study, data from the pilot test related to the

questionnaire items were analyzed using Cronbach's Alpha coefficient. The overall findings of the 86 constructed items indicated alpha scores that were moderate, high, and reliable, with an overall reliability level of 0.652. The detailed analysis based on constructs is presented in Table 4.

Table 4. Reliability Values of the Instrument

Construct	Number of Items	Cronbach's Alpha Value
Sustainable Leadership	43	0.717
• Encouraging Continuous Learning	6	0.633
• Developing Future Leaders in the School	9	0.730
• Learning Among Teachers	7	0.349
• Promoting Collaboration with Colleagues or External Organizations	7	0.828
• Diversity	7	0.697
• Preservation	7	0.725
Teacher Leadership	43	0.651
• Self-Awareness	6	0.642
• Leading Change	6	0.644
• Communication	6	0.630
• Diversity	6	0.778
• Instructional and Leadership Proficiency	6	0.563
• Continuous Improvement	7	0.590
• Self-Organization	6	0.673
	86	0.652
Instrument Reliability Values		

The table above shows the results obtained by the reviewer during the pilot study. The findings indicate that there are items with values below 0.60. Items with values below 0.60 are found in the sustainable leadership dimension, namely Learning Among Teachers (0.349), and in the teacher leadership dimension, namely Participation (0.563) and Open Communication (0.590). According to DeVellis (2003) and Nunnally (1978), a Cronbach's alpha value exceeding 0.7 is considered acceptable. This means that

items with values below 0.7 should ideally be discarded and cannot be implemented. However, according to Alexandris et al. (2002), items with an alpha value below 0.60 can still be acceptable. Therefore, based on the pilot study of the item dimensions and the overall instrument reliability value of 0.652, it can be concluded that the reliability of the instrument in this study is adequate and acceptable.

Data Collection Procedure

Before conducting the study on sustainable principal leadership practices and their relationship with teacher leadership at Sekolah Menengah Pertama Negeri (SMPN), Woha, Bima, NTB, Indonesia, several procedures were followed by the researcher.

First, discussions were held with the supervisor as a means to obtain advice and guidance in preparing the research proposal and procedures for conducting the study. Second, the researcher prepared an investigation questionnaire as a tool to collect and obtain data regarding the relationship between sustainable leadership practices and teacher leadership at SMPN Woha, Bima, NTB, Indonesia. Before distributing it to the respondents, who are the subjects of the study, the first step was to ensure that the questions were properly formulated and easy to understand. Once the research questions were prepared, the next step was to test the validity and reliability of the questionnaire. A pilot study was conducted with 30 experienced teachers. Third, discussions were held with the schools selected as research locations. Specifically, the researcher presented an official letter issued by Universiti Pendidikan Sultan Idris and provided explanations regarding the objectives of the study.

The delivery of the letter and explanation of the research objectives served as a means to request cooperation and permission to conduct the study and to distribute the research questionnaire to the teachers at the target schools. Fourth, before distributing the questionnaire, the researcher provided explanations to the teachers who would complete the survey. These explanations included:

1. Reminding teachers to answer the research questions honestly and without concern about data dissemination.
2. Reminding teachers to complete the questionnaire independently, without seeking opinions or suggestions from others.
3. Advising teachers to respond based on their actual practices.

If it was difficult for the researcher to collect the distributed questionnaires, follow-up meetings with respondents were arranged. Fifth, the researcher was responsible for maintaining the confidentiality of respondents' statements. To ensure anonymity, teachers

were not required to write their names on the questionnaire forms.

Data Analysis Procedure

The data obtained in this study were analyzed using the Statistical Package for Social Science (SPSS) version 22. Two types of analysis were employed in this study: descriptive analysis and inferential analysis. For the inferential analysis, the researcher used the Mean and Standard Deviation. Additionally, for the Pearson correlation analysis, the researcher interpreted the data obtained based on the research questions. Table 3.7 presents several questions and the types of tests used to obtain inferential statistics for this study:

Table 5. Data Analysis Used to Address Research Questions

Research Question	Analysis
1. What is the level of sustainable leadership practices among principals of junior high schools in Kecamatan Woha, NTB, Indonesia?	Descriptive Analysis (Mean, Standard Deviation)
2. What is the level of teacher leadership in junior high schools in Kecamatan Woha, NTB, Indonesia?	Descriptive Analysis (Mean, Standard Deviation)
3. To what extent is there a relationship between sustainable leadership practices of principals and teacher leadership in junior high schools in Kecamatan Woha, NTB, Indonesia?	Inferential Analysis (Pearson Correlation)

Result and Discussion

Findings

This chapter discusses the results of the data analysis, which include both descriptive and inferential analyses. The data were obtained from responses to questionnaires distributed to 80 teachers at public junior high schools (Sekolah Menengah Pertama Negeri) in Kecamatan Woha, Bima, Indonesia. The data were analyzed using SPSS version 22.0.

The study has three research objectives:

1. To identify the sustainable leadership practices of principals at public junior high schools in Bima, NTB, Indonesia.
2. To identify the leadership practices of teachers at public junior high schools in Kecamatan Woha, Bima, NTB, Indonesia.
3. To determine whether there is a relationship between the sustainable leadership practices of principals and the level of teacher leadership

at public junior high schools in Kecamatan Woha, Bima, NTB, Indonesia.

Respondent Background Information

All respondents in this study were teachers at public junior high schools (Sekolah Menengah Pertama Negeri) in Kecamatan Woha, Bima, NTB, Indonesia. Section A of the questionnaire, which covers respondent demographics, consists of four items: school name, gender, teaching experience, and educational qualifications. The following table presents the demographic information of all respondents involved in the study. In this research, the respondents' profiles are reported in terms of frequency and percentage.

Gender

Based on data collected from 80 junior high school teachers, female teachers dominated the respondents, totaling 54, which accounts for 67.5%, while male teachers were fewer, totaling 26, or 32.5%. Table 4.2.1 presents the distribution of the sample respondents according to gender who participated in the study.

Table 6. Gender Distribution

Gender	Frequency	Percentage (%)
Male	26	32.5
Female	54	67.5
Total	80	100

Based on the data collected from the 80 junior high school teachers, the age distribution shows that 1 teacher (1.25%) is under 30 years old, 26 teachers (32.5%) are aged between 31 and 40, 36 teachers (45%) are between 41 and 50 years old, and 17 teachers (21.25%) are over 50 years. This age distribution of respondents is presented in Table 7.

Age	Frequency	Percentage
< 30	1	1.25%
31 - 40	26	32.5%
41 - 50	36	45%
> 50	17	21.25%
Total (N)	80	100%

Teaching Experience

Based on the data collected, the teaching experience of the junior high school teachers is distributed as follows: about 5 years of experience, 2 teachers (2.5%); 6 to 10 years, 15 teachers (18.75%); 11 to 15 years, 34 teachers (42.5%); 16 to 20 years, 23 teachers (28.75%); and more than 20 years, 6 teachers (7.5%). The

distribution of respondents' teaching experience is shown in the table below.

Teaching Experience	Frequency	Percentage
< 5 years	2	2.5%
6 - 10 years	15	18.75%
11 - 15 years	34	42.5%
16 - 20 years	23	28.75%
> 20 years	6	7.5%
Total (N)	80	100%

Educational Qualification

Based on the data collected, the majority of junior high school teachers in the study hold a Bachelor's degree (S1), with 78 teachers representing 97.5% of the sample. Meanwhile, only 2 teachers (2.5%) hold a Doctorate degree (S3). No respondents reported having a Diploma or Master's degree (S2) as their educational qualification.

Educational Qualification	Frequency	Percentage (%)
Diploma (D3)	0	0
Bachelor's (S1)	78	97.5
Master's (S2)	0	0
Doctorate (S3)	2	2.5
Total (N)	80	100

Descriptive Analysis

Descriptive analysis was used to answer and discuss the findings of the research questions: (1) the level of sustainable leadership practices of the principals of junior high schools in Kecamatan Woha, NTB, Indonesia, and (2) the level of teacher leadership in junior high schools in Kecamatan Woha, NTB, Indonesia.

Level of Sustainable Leadership Practices of School Principals

Sustainable leadership is the independent variable used to examine its relationship with teacher leadership. This independent variable consists of six dimensions: (i) Encouraging continuous learning, (ii) Developing future leaders in schools, (iii) Learning among teachers, (iv) Promoting collaboration with peers or external organizations, (v) Diversity, and (vi) Preservation. A total of 80 questionnaires were distributed, and all were successfully returned to the researcher. The questionnaire comprised 86 items, and a five-point Likert scale was used. Each dimension was analyzed in terms of mean and standard deviation to

assess the sustainable leadership practices of principals in junior high schools.

Tabel 7. Mean Scores for Encouraging Continuous Learning

No.	Item : Encouraging Continuous Learning	Mean
1	The principal provides continuous support to teachers and students in every learning process	4.01
2	The principal prioritizes mastery of knowledge, not just passing exams	4.12
3	The principal makes learning a primary focus at school	4.26
4	Although the principal is the head, they actively participate in learning aspects	4.27
5	The principal gives guidance/advice to students in choosing subjects of interest	4.15
6	The principal manages their emotional development as a leader	4.22
Overall Mean Score: 4.03		

Tabel 8. Mean Scores for Developing Successor Leaders in School

No.	Item : Developing Successor Leaders in School	Mean
1	The principal assigns tasks to other teachers	4.36
2	The principal develops knowledge-sharing forums among teachers in management aspects	3.97
3	The principal fosters a leadership culture and applies it to teachers	4.12
4	The principal regularly conducts leadership-related training to enhance teacher leadership skills	3.97
5	The principal attempts to train teachers as future leaders to prepare them for future headship	4.05
6	The principal provides strong aspirations for teachers interested in becoming leaders	4.11
7	In implementing leadership, the principal does not force teachers to trust him/her	4.06
8	The principal desires that their successor will have even better leadership qualities	4.36
Overall Mean Score: 4.13		

Tabel 9. Mean Scores for Teacher-to-Teacher Learning

No.	Item : Teacher-to-Teacher Learning	Mean
1	The principal provides support for teachers to learn from more experienced senior teachers	4.28
2	The principal supports teachers to collaborate and share information and goals regarding learning	4.31
3	The principal establishes a mentor-mentee system for teachers	4.19
4	The principal routinely organizes internal training for teachers	3.83
5	The principal is attentive to teachers' competencies	4.36
6	The principal encourages ongoing collaboration among teachers, even across different subjects	4.17
7	The principal emphasizes teamwork among teachers when carrying out their tasks	4.05
Overall Mean Score: 4.17		

Tabel 10. Mean Scores for Encouraging Collaboration with Peers or External Organizations

No.	Item : Encouraging Collaboration with Peers or External Organizations	Mean
1	The principal also assists administrators at other schools when they face problems	4.12
2	The principal seeks help from administrative experts at other schools to solve school problems	3.61
3	The principal networks with administrators at other schools to learn the secrets of their success	3.82
4	The principal shares expertise with other schools to improve performance in underperforming schools	4.18
5	The principal is willing to share information with other administrators so they can improve their schools	4.12
6	The principal is willing to share the school's expertise to enhance district or national performance	4.21

No. Item : Encouraging Collaboration with Peers or External Organizations	Mean
Overall Mean Score: 3.94	

Tabel 11. Mean Scores for Diversity

No. Item : Diversity	Mean
1 The principal appears to strive to build a framework that serves as a foundation for sharing school values and goals	4.16
2 The principal encourages teachers to have diversity in all areas of expertise, even if not required by the school	3.82
3 The principal is open to all ideas, opinions, and creativity offered by teachers	4.21
4 The principal is seen as flexible toward changes occurring outside the school	3.95
5 The principal has strong resilience to all types of stress	4.13
6 The principal highly respects teachers who can solve school management problems without assistance	4.21
7 The principal seems stressed if teachers do not accept their opinions	2.88
Overall Mean Score: 3.90	

Tabel 12. Mean Scores for Preservation

No. Item : Preservation	Mean
1 The principal leads the school based on their experience as an administrator in other schools	3.53
2 The principal uses past problems as guidance to lead the school more effectively	4.01
3 The principal appears to make school decisions based on data obtained in previous years	3.78
4 The principal does not simply replicate successful programs from other schools without analyzing their suitability	3.91
5 The principal will enhance the school's vision if it cannot be realized	4.13
6 The principal promotes a culture of continuous learning for themselves	3.86
7 The principal takes firm action against teachers who fail to carry out assigned tasks	4.28
Overall Mean Score: 3.92	

Table 13. Overall Mean Scores for the Sustainable Leadership Style of Principals at Junior High Schools in Kecamatan Woha, Bima, NTB, Indonesia

No. Dimension	Mean Score	Level
1 Encouraging Continuous Learning	4.03	High
2 Developing Future Leaders in School	4.13	High
3 Learning Among Teachers	4.17	High
4 Encouraging Collaboration with External Partners	3.94	High
5 Diversity	3.90	High
6 Preservation	3.92	High
Overall Mean Score: 4.01 - High		

In this analysis, the sustainable leadership of principals at junior high schools in Kecamatan Woha, Bima, NTB, Indonesia, was divided into six dimensions: (i) Encouraging continuous learning, (ii) Developing future leaders in school, (iii) Learning among teachers, (iv) Encouraging collaboration with peers or external organizations, (v) Diversity, and (vi) Preservation. This analysis was conducted to answer the first research

question: whether sustainable leadership is practiced by principals at junior high schools in Kecamatan Woha, Bima, Indonesia. Based on Table 4.4, all six dimensions of sustainable leadership recorded high mean scores.

The dimension "Learning among Teachers" recorded the highest mean score of 4.17, closely followed by "Developing Future Leaders in School" with a mean score of 4.13. Next, "Encouraging Continuous Learning"

scored a mean of 4.03, followed by “Encouraging Collaboration with Peers or External Organizations” with a mean of 3.94. The “Preservation” dimension recorded a mean score of 3.92, and “Diversity” scored 3.90. Overall, the sustainable leadership style of principals at junior high schools in Woha, Bima, NTB, is at a high level with an average mean score of 4.01. It can be stated that the principals at junior high schools in Woha, Bima, NTB, practice a high level of sustainable leadership according to the perceptions of teachers in these schools.

Teacher Leadership Level at Junior High Schools in Woha, Bima, NTB, Indonesia

The analysis of teacher leadership levels was conducted to answer the second research question. The mean scores were collected comprehensively for teacher leadership at Junior High Schools in Woha, Bima, NTB. A total of 43 items were presented to respondents, and all mean scores were recorded to calculate the overall average mean score for teacher leadership at these schools. The mean scores for teacher leadership are presented in Table 3.9.

Table 14. Mean Scores for Self-Awareness

No.	Item: Self-Awareness	Mean
1	I understand what I do well and also how I can improve myself as a classroom teacher	4.07
2	I understand how my strengths and development needs will affect my new role as a leader in my school	4.06
3	I have acted according to what I believe about teaching and learning	4.03
4	I act in ways that align with my values and philosophy when interacting with students and colleagues	4.20
5	I seek feedback on how I can improve my work arrangements	4.21
6	At work, I behave ethically and meet expectations for high-level professional performance	4.31
Overall Mean Score 4.14		

Table 15. Mean Scores for Leading Change

No.	Item: Leading Change	Mean
1	I encourage colleagues to achieve the school’s vision and mission	4.15
2	I lead others in completing tasks	3.77
3	I involve colleagues when planning for change	4.20
4	I understand the importance of school and district culture in improving student outcomes	4.35
5	I strive to improve the school culture	4.25
6	I am willing to spend time and effort building a team to improve my school	4.12
Overall Mean 4.14		

Table 16. Mean Scores for Communication

No.	Item: Communication	Mean
1	I listen carefully to others	4.32
2	I adapt my presentation to my audience	4.03
3	I seek others’ perspectives and accurately reflect their thoughts and feelings	3.98
4	When facilitating small groups, I ensure members stay on task and on time	4.17
5	When leading meetings, I encourage almost everyone to participate	4.10
6	I use electronic technology effectively to communicate with individuals and groups	4.06
Overall Mean 4.11		

Table 17. Mean Scores for Diversity

No.	Item: Diversity	Mean
1	I understand that different perspectives may be based on someone’s culture, religion, race, or socioeconomic status	4.16
2	I respect values and beliefs that may differ from my own	4.18

No. Item: Diversity	Mean
3 I enjoy working with diverse groups of colleagues in school	4.12
4 I work effectively with non-educators and people with special interests in other fields	4.07
5 I make special efforts to understand others' beliefs and values	4.06
6 I am willing to share what I believe, even if it differs from others' beliefs	4.02
Overall Mean 4.10	

Table 18. Mean Scores for Instructional and Leadership Proficiency

No. Item: Instructional and Leadership Proficiency	Mean
1 I promote a positive classroom environment	4.31
2 I use research-based learning practices	4.10
3 I persist to ensure all students succeed	4.07
4 I have a reputation for being competent in the classroom	4.18
5 I am approachable and open to sharing with colleagues	4.17
6 I act with integrity and fairness when working with students or adults	4.18
Overall Mean 4.16	

Table 19. Mean Scores for Continuous Improvement

No. Item: Continuous Improvement	Mean
1 I seek all relevant information from multiple sources before making decisions or taking action	4.17
2 I set goals and monitor progress	4.16
3 I analyze and use assessment information when planning	4.25
4 I participate in professional development and learning	4.26
5 I am proactive in identifying problems and trying to solve them	4.15
6 I work alongside colleagues, parents, and/or others to implement improvements in school or district	4.11
7 The principal appears stressed if teachers do not accept their perspective	3.03
Overall Mean 4.01	

Table 20. Mean Scores for Self-Organization

No. Item: Self-Organization	Mean
1 I plan and schedule thoroughly so I can complete tasks and achieve goals	4.11
2 I demonstrate confidence under pressure or in difficult situations	4.12
3 I work effectively as a team member	4.25
4 I show initiative and the energy required to follow through and achieve desired results	4.25
5 I prioritize to ensure there is time for important tasks	4.15
6 possibly about personal organization or time management	4.36
Overall Mean 4.20	

Table 21. Overall Mean Scores for Teacher Leadership Style at SMPN Woha Bima, NTB Indonesia

No. Dimension	Mean Score	Level
1 Self-Awareness	4.14	High
2 Leading Change	4.14	High
3 Communication	4.11	High
4 Diversity	4.10	High
5 Instructional and Leadership Proficiency	4.16	High

No. Dimension	Mean Score	Level
6 Continuous Improvement	4.01	High
7 Self-Organization	4.20	High
Overall Mean Score	4.12	High

In this analysis, the leadership of junior high school teachers in Kecamatan Woha, Bima, NTB, Indonesia was divided into seven dimensions: (i) Self-Awareness, (ii) Leading Change, (iii) Communication, (iv) Diversity, (v) Instructional and Leadership Proficiency, (vi) Continuous Improvement, and (vii) Self-Organization. This analysis was conducted to answer the second research question: what is the leadership style of teachers at SMPN Woha, Bima, Indonesia. Based on Table 4.4, all seven dimensions of teacher leadership scored at a high level.

The Self-Organization dimension recorded the highest mean score of 4.20, followed closely by Instructional and Leadership Proficiency with a mean of 4.16, then by Self-Awareness and Leading Change, each with a mean of 4.14. Next, the Communication dimension had a mean of 4.11, followed by Continuous Improvement with a mean of 4.01. Overall, the teacher leadership style at SMPN Woha, Bima, NTB, Indonesia is at a high level, with an overall mean score of 4.12. It can be concluded that teachers at SMPN Woha, Bima, NTB demonstrate a high level of teacher leadership practices.

Relationship Between Sustainable Leadership of Principals and Teacher Leadership at SMPN Woha, NTB, Indonesia

Pearson correlation analysis was used to determine the relationship between the sustainable leadership of principals at SMPN Bima, NTB, and teacher leadership at SMPN in Kecamatan Woha, Bima, NTB. Table 4.5.1 presents the results of the Pearson correlation test between principal leadership and teacher leadership at SMPN Woha, Bima, NTB. **Ho:** There is no significant relationship between the sustainable leadership style of principals and teacher leadership at SMPN Woha, Bima, NTB.

Table 22. Relationship Between Sustainable Leadership of Principals and Teacher Leadership at SMPN Woha, NTB, Indonesia

Variable	N	Pearson Correlation	Significance (p)
Sustainable Leadership	80	0.719**	0.000

Note: Correlation is significant at the 0.05 level.

From Table 4.5.3, it can be seen that the sustainable leadership of the school principal has a high and strong relationship at a significance level of $p < 0.001$ with teacher leadership at SMPN Woha, Bima, NTB. The Pearson correlation value of $r = 0.719$ indicates that the practice of sustainable leadership is strongly and positively related to teacher leadership at SMPN Woha, Bima, NTB. Therefore, the results of the Pearson correlation test demonstrate a significant relationship between the principal's sustainable leadership practices and teacher leadership. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, indicating that there is a significant relationship between the sustainable leadership style of the school principal and teacher leadership at SMPN Woha, Bima, NTB.

Summary

The findings of this study were analyzed using SPSS version 21, employing several tests such as mean analysis and correlation analysis. Overall, demographic analysis indicated that among the 80 respondents, 26 were male and 54 were female, showing that female respondents were predominant. Regarding teaching experience, 2 teachers had less than 5 years of experience (2.5%), 15 teachers had 6–10 years (18.75%), 34 teachers had 11–15 years (42.5%), 23 teachers had 16–20 years (28.75%), and 6 teachers had more than 20 years (7.5%). This indicates that the majority of respondents were senior teachers with over 10 years of experience. In terms of academic qualification, most respondents held a Bachelor's degree (S1), totaling 78 teachers (97.5%), while 2 teachers (2.5%) held a Doctorate (S3). No respondents had a Diploma (D3) or Master's degree (S2).

The mean score analysis showed that the level of sustainable leadership practices among school principals was high, with an overall mean score of 4.01. Similarly, teacher leadership at SMPN Woha, Bima, NTB was also at a high level, with an average mean score of 4.12. Hypothesis testing using Pearson correlation demonstrated that the sustainable leadership practices of school principals have a significant and moderately strong relationship with teacher leadership at SMPN Woha, Bima, NTB. The Pearson correlation values ranged between 0.40 and 0.70 across all hypothesis tests. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, indicating that there is a significant relationship between

the sustainable leadership practices of school principals and teacher leadership in SMPN Woha, Bima, NTB.

Level of Sustainable Leadership Practices of Principals at Junior High Schools in Woha District, Bima, NTB

Based on this study, it was found that almost all mean scores for items in the dependent variables were positive and at a high level. On average, all respondents indicated that the school principals practiced sustainable leadership effectively at the Junior High Schools in Woha, Bima, NTB. This is reflected in the findings across six (6) dimensions of sustainable leadership in this study.

The dimension of teacher learning recorded a high mean score of 4.20, closely followed by the participation dimension with a mean score of 4.16, and then the development goals and recognition dimension with a mean score of 4.14. Next, the autonomy dimension had a mean score of 4.11, followed by the communication dimension with a mean score of 4.01. Overall, the leadership style of principals at the Junior High Schools in Woha, Bima, NTB, Indonesia, was at a high level, with an overall mean score of 4.1.

It can be concluded that the principals in these schools have implemented various approaches and strategies to ensure that sustainable leadership practices are effectively carried out. The findings of this study are in line with the research conducted by Hashim and Daud (2014). Their study, titled Sustainable Leadership Practices and Their Relationship with the Performance of Newly Appointed Primary School Teachers in the Segamat District, found that sustainable leadership practices among principals in the Segamat area were at a moderately high level. This indicates that sustainable leadership is commonly practiced by principals in that region. Similarly, studies conducted by Hussani et al. (2016) and Saberi and Hamzah (2020) also reported findings consistent with this study.

Level of Teacher Leadership at Sekolah Menengah Pertama Kecamatan Woha Bima NTB

The study shows that the seven (7) dimensions of teacher leadership are at a high level. The self-organization dimension recorded the highest mean score of 4.20, followed closely by the instructional proficiency and leadership dimension with a mean score of 4.16. This was followed by the self-awareness and leading change dimensions, both recording a mean score of 4.14. Next, the autonomy dimension had a mean score of 4.11, and the continuous improvement dimension scored a mean of 4.01. Overall, the teacher leadership style at Sekolah Menengah Pertama Woha Bima NTB is at a high level, with an average mean score of 4.12. It can be concluded that teachers at Sekolah Menengah Pertama Woha Bima NTB exhibit a high level of

leadership practices. Generally, the sustainable leadership style of the principals at Sekolah Menengah Pertama Kecamatan Woha Bima NTB, Indonesia, is at a high level, with an average mean score of 4.12. It can be stated that the principals at Sekolah Menengah Pertama Woha Bima NTB practice a sustainable leadership style that positively influences the high level of teacher leadership practices at the school. The findings of this study are consistent with the research conducted by Brahim (2018), which aimed to examine the relationship between exemplary teacher practices and primary school teachers in the South Kinta region, Perak, from the perspective of school principals. The study involved 56 respondents. The results indicated that teacher leadership had a positive but not significant relationship with the practices of exemplary teachers. In terms of implications, most secondary school principals held positive views on teacher leadership while recognizing the importance of monitoring exemplary teacher practices. Similarly, the findings of Kanvidi (2016) and Bakar et al. (2020) also align with the results of this study.

Relationship between Sustainable Leadership and Teacher Leadership at Woha Subdistrict Junior High Schools, Bima, NTB

Based on the findings of this study, there is a significant and moderate relationship between the sustainable leadership practices of principals and the leadership practices of teachers. This is supported by the Pearson correlation analysis, which yielded a value of 0.719. This further indicates a significant relationship between the independent variable, namely the sustainable leadership practices of principals, and the dependent variable, namely teacher leadership practices at Woha Subdistrict Junior High Schools (SMPN), Bima, NTB.

The findings reveal that school principals, through the leadership styles they employ, can influence the activities of teachers, students, and staff at the school, particularly the teachers. Principals are also closely involved in interacting with teachers, as they serve as leaders, managers, educators, supervisors, and motivators for teachers in the school (Nasution, 2015). Thus, to achieve the goals of education through interactions between school principals and teachers, principals must be equipped with a leadership style that is appropriate to the context and needs of the time. In this regard, sustainable leadership serves as a dynamic and innovative leadership style that meets societal expectations and national challenges in the era of globalization (Daud & Hashim, 2014).

Therefore, sustainable leadership becomes an important leadership approach for school principals to adopt, as its practice can have a positive and beneficial

impact on the implementation of teacher leadership. Teacher leadership, in this context, becomes a practice that also requires attention from all members of the school community, as teacher leadership is one of the most important components in developing quality teachers (Asma et al., 2015). Thus, it can be understood that leadership patterns determine how teachers carry out their leadership practices at junior high school Woha District, Bima NTB.

The findings of this study align with the research reported by Cook (2014) on the relationship between sustainable leadership practices and teacher leadership. The study concluded that through sustainable leadership practices, teachers' roles in their leadership tasks at school improve. In other words, the way principals implement leadership at school can influence the actions taken by teachers in maximizing their roles as key members of the school. Furthermore, Cook (2014) explained that teachers' attitudes are highly dependent on the attitudes and actions of the principal at school, and that teachers' performance outcomes are affected by how principals exercise their leadership. The extent of a principal's role in school will influence how teachers can maximize or fail to fulfill their leadership duties. Therefore, the sustainable leadership style of the principal and the leadership style of teachers at junior high school (SMPN) Woha District, Bima NTB, are interconnected and mutually influential.

Conclusion

The purpose of this study was to:

1. Identify the sustainable leadership practices of principals in Junior High Schools (Sekolah Menengah Pertama) in Woha District, Bima, NTB, Indonesia.
2. Identify the leadership practices of teachers in these schools.
3. Determine whether there is a relationship between the principals' sustainable leadership practices and teacher leadership in the schools.

This study employed both descriptive and inferential survey methods to examine the level of practices and the relationship between the dependent and independent variables. The researcher analyzed the sustainable leadership practices of principals in enhancing teacher leadership in the Junior High Schools of Kecamatan Woha, Bima, NTB. To achieve these objectives, three research questions and objectives were established.

A purposive sampling method was used, covering the area of Kecamatan Woha, Bima, NTB. The questionnaire consisted of three sections with a total of 86 items: Section A contained school demographic information, Section B measured the independent variable (principals' sustainable leadership practices),

and Section C measured the dependent variable (teacher leadership practices). A five-point Likert scale was applied for Sections B and C. The instrument used in this study was a questionnaire. A total of 80 teachers participated in the study, and all questionnaires were successfully returned. Data were analyzed quantitatively using SPSS version 22.0. Analyses included descriptive mean tests and Pearson correlation tests to determine the level of relationships among the study variables. Of the 80 respondents, 32.5% were male and 67.5% were female. About 42.75% of the teachers had more than 15 years of teaching experience, indicating that the participants were highly experienced in their respective fields. Table 5.2 presents a summary of the overall research findings.

In this study, one hypothesis was tested to determine the relationship between the variables established in the research. A Pearson correlation analysis was conducted to identify the relationship between the principals' sustainable leadership practices and teacher leadership at the Junior High Schools in Woha District, Bima, NTB. The analysis results indicated a positive relationship between the principals' sustainable leadership practices and the teachers' leadership practices. Based on the analysis, it can be concluded that the Pearson correlation test revealed a moderately strong and positive relationship between the principals' sustainable leadership and the teachers' leadership practices at the Junior High Schools in Woha District, Bima, NTB.

Finally, the Pearson correlation analysis was also used to examine the extent to which sustainable leadership practices are related to the level of teacher leadership practices at the Junior High Schools in Woha District, Bima, NTB. The analysis results indicate that sustainable leadership practices have a significant and moderately strong relationship with the level of teacher leadership practices at these schools. This further demonstrates that the principals' leadership practices influence the various items within the dimensions of teacher leadership at the Junior High Schools in Woha District, Bima, NTB.

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