

DAFTAR PUSTAKA

- Adams, C. M., Olsen, J. J., & Ware, J. K. (2017). The School Principal and Student Learning Capacity. *Educational Administration Quarterly*, 53(4), 556–584.
<https://doi.org/10.1177/0013161x17696556>
- Akbar, S. (2013). *Instrumen Perangkat Pembelajaran*. PT Remaja Rosdakarya.
- Aldana, G. (2023). *Grit and Leadership: How Exemplary Middle School Principals Use the Principles of Grit to Accomplish Extraordinary Results*. University of Massachusetts Global.
- Arifin, Z., & Sudrajat, A. (2020). Evaluasi Pelatihan Berbasis Kompetensi bagi Guru dan Kepala Sekolah. In *Jurnal Administrasi Pendidikan* (Vol. 27, Issue 2).
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Arthur, M. B., & Rousseau, D. M. (1996). *The Boundaryless Career: A New Employment Principle for a New Organizational Era*. Oxford University Press.
- Aryesam, A., Tijow, A., & Panda, F. M. (2021). KOMPETENSI MANAJERIAL KEPALA SEKOLAH DALAM MENINGKATKAN KOMPETENSI PROFESIONAL GURU. *Jurnal Pengelolaan Pendidikan*, 2(1), 42–49.
- Azwar, S. (2012). *Reliabilitas dan Validitas*. Pustaka Pelajar.
- Baldwin, T. T., & Ford, J. K. (1988). Transfer Of Training: A Review And Directions For Future Research. *Personnel Psychology*, 41(1), 63–105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
- Baraquia, L. (2020). Development of a Teacher Grit Scale (TGS) : Predicting the Performance of Educators in the Philippines. *The New Educational Review*, 60.
<https://doi.org/10.15804/tner.2020.60.2.13>
- Becker, G. S. (1993). *Human capital: A theoretical and Empirical Analysis, with Special Reference to Education* (3rd ed.). University of Chicago Press.
- Borg, W. R., & Gall, M. D. (2003). *Educational Research: An Introduction (7th Edition)* (7th ed.). Longman.
- Boyatzis, R. E. (1982). *The Competent Manager: A Model for Effective Performance*. New York, NY.

- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer Science & Business Media.
- Branch, R. M. (2010). Instructional Design: The ADDIE Approach. In *Instructional Design: The ADDIE Approach*. Springer US. <https://doi.org/10.1007/978-0-387-09506-6>
- Burke, W. W. (2017). *Organization Change: Theory and Practice*. SAGE Publications.
- Bush, T. (2018). Preparation and Induction for School Principals. *Management in Education*, 32(2), 66–71. <https://doi.org/10.1177/0892020618761805>
- Bush, T., & Glover, D. (2014). School Leadership Models: What Do We Know? *School Leadership & Management*, 34(5), 553–571. <https://doi.org/10.1080/13632434.2014.928680>
- Cameron, K. S. (2012). *Positive Leadership: Strategies For Extraordinary Performance* (2nd ed.). Berrett-Koehler.
- Caza, A., & Posner, B. Z. (2019). How and When Does Grit Influence Leaders' Behavior? *Leadership & Organization Development Journal*, 40(1), 124–134. <https://doi.org/10.1108/lodj-06-2018-0209>
- Cheng, E. C. K. (2017). Knowledge Management Strategies for Capitalising on School Knowledge. *Vine Journal of Information and Knowledge Management Systems*, 47(1), 94–109. <https://doi.org/10.1108/vjikms-08-2016-0045>
- Cheng, E., & Hampson, I. (2008). Transfer of Training: A Review and New Insights. *International Journal of Management Reviews*, 10(4), 327–341. <https://doi.org/10.1111/j.1468-2370.2007.00230.x>
- Cockell, J., McArthur-Blair, J., & Schiller, M. (2020). *Appreciative Inquiry in Higher Education: A Transformative Force*. FriesenPress.
- Cooperrider, D. L., Cooperrider, D. L., & Srivastva, S. (2013). A Contemporary Commentary on *Appreciative Inquiry in Organizational Life* (pp. 3–67). [https://doi.org/10.1108/S1475-9152\(2013\)0000004001](https://doi.org/10.1108/S1475-9152(2013)0000004001)
- Cooperrider, D. L., & Fry, R. (2020). Appreciative Inquiry in a Pandemic: An Improbable Pairing. *The Journal of Applied Behavioral Science*, 56(3), 266–271. <https://doi.org/10.1177/0021886320936265>
- Cooperrider, D. L., & Whitney, D. (2005). *Appreciative Inquiry: A Positive Revolution in Change*. Berrett-Koehler Publishers.
- Creswell, J. W. (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education.

- Da'as, R. (2019). Teachers' Skill Flexibility: Examining the Impact of Principals' Skills and Teachers' Participation in decision Making During Educational Reform. *International Journal of Educational Management*, 33(2), 287–299. <https://doi.org/10.1108/ijem-12-2017-0382>
- Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2010). *Preparing Principals for a Changing World: Lessons from Effective School Leadership Programs*. Jossey-Bass.
- Datu, J. A. D., Yuen, M., & Chen, G. (2018). The Triarchic Model of Grit Is Linked to Academic Success and Well-Being Among Filipino High School Students. *School Psychology Quarterly*, 33(3), 428–438. <https://doi.org/10.1037/spq0000234>
- Day, C., & Sachs, J. (2004). *International Handbook on the Continuing Professional Development of teachers*. Open University Press.
- Deci, E. L., & Ryan, R. M. (2000a). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Deci, E. L., & Ryan, R. M. (2000b). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Dick, W., Carey, L., & Carey, J. O. (2015). *The Systematic Design of Instruction*. Pearson.
- Duckworth, A. (2016a). *Grit: The Power of Passion and Perseverance*. Scribner.
- Duckworth, A. (2016b). *Grit: The power of Passion and Perseverance* (Vol. 234). Scribner.
- Duckworth, A., & Gross, J. J. (2014). Self-Control and Grit: Related but Separable Determinants of Success. *Current Directions in Psychological Science*, 23(5), 319–325. <https://doi.org/10.1177/0963721414541462>
- Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.
- Faida, R. (2020). Analisis Kebutuhan Pelatihan Kepala Sekolah Berbasis Manajerial. *Jurnal Administrasi Pendidikan*, 27(2), 155–165.
- Fitriani, A. (2021). Pengaruh Pelatihan Kepemimpinan Reflektif terhadap Kompetensi Kepala Sekolah. *Jurnal Manajemen Pendidikan*, 12(1), 33–45.
- Grossman, R., & Salas, E. (2011). The Transfer of Training: What Really Matters. *International Journal of Training and Development*, 15(2), 103–120. <https://doi.org/10.1111/j.1468-2419.2011.00373.x>

- Guskey, T. R. (2000). *Evaluating Professional Development*. Corwin Press.
- Hadiningrat, K. J., Tiong, P., Samad, A. W., Santoso, R., Hehamahua, A., & Ismail, D. H. (2023). *Manajemen Pelatihan* (F. Sukmawati, Ed.). Pradina Pustaka.
- Hakkari, A. F., Hadi, C., & Fahmi, M. (2022). School Strategic Planning Based on Appreciative Inquiry at Private High School in Lamongan City. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(2), 15915–15927. <https://doi.org/10.33258/birci.v5i2.5507>
- Hallinger, P., & Heck, R. H. (2010). Collaborative Leadership and School Improvement: Understanding the Impact on School Capacity and Student learning. *School Leadership & Management*, 30(2), 95–110. <https://doi.org/10.1080/13632431003663214>
- Hallinger, Philip. (2003). Leading Educational Change: Reflections on the Practice of Instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329–352. <https://doi.org/10.1080/0305764032000122005>
- Harsoyo, Y., Astuti, C. W. R., & Rahayu, C. W. E. (2019). Competency And Values Of Local Wisdom Of High School Principals. *Jurnal Cakrawala Pendidikan*, 38(3), 565–577. <https://doi.org/10.21831/cp.v38i3.20593>
- He, Y., & Oxendine, S. D. (2019). Leading Positive Change in Higher Education through Appreciative Inquiry: a Phenomenological Exploration of the Strategic Planning Process. *Journal of Higher Education Policy and Management*, 41(2), 219–232. <https://doi.org/10.1080/1360080X.2018.1558720>
- Herwina, W. (2021). *Analisis Model-Model Pelatihan*. Bayfa Cendekia Indonesia.
- Huang, T., & Benoliel, P. (2023). Principal Time Use and Student Academic Achievement in Singapore. In *International Journal of Educational Management*. <https://doi.org/10.1108/ijem-08-2023-0427>
- Jannah, R. (2022). Efektivitas Pelatihan Kepala Sekolah dalam Peningkatan Kompetensi Manajerial. *Jurnal Kependidikan*, 9(2), 145–159.
- Jauro, Suzette G., Talaman Nordy D., & Siason Jr. Gever G. (2023). Psychological Constraints of the Post-Pandemic Learning and Development Delivery Modalities: Narratives of School Principals. *TJJPT*, 44(4), 3271–3282. <https://doi.org/10.52783/tjjpt.v44.i4.1462>
- Juwita R, Siswandari, Jyoatmojo S, & Wiranto. (2020). Emphasising Managerial Skills and Training Areas: A Study on Initial Managerial Skills of Aspiring Principals in Indonesia. *International Journal of Innovation, Creativity and Change*, 14(1).
- Kartika, T. M. D. (2018). EVALUASI PROGRAM PELATIHAN KURIKULUM 2013 BAGI KEPALA SEKOLAH. *E-Jurnal Prodi Teknologi Pendidikan*, 7(7).

- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating Training Programs: The Four Levels* (3rd ed.). Berrett-Koehler Publishers.
- Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Cambridge Books.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
- Krumboltz, J. D. (2009). The Happenstance Learning Theory. *Journal of Career Assessment*, 17(2), 135–154.
- Kutsyuruba, B. (2024). Flourishing School Leadership: Perspectives of Canada's Outstanding Principals. *Canadian Journal of Educational Administration and Policy*, 204, 17–40. <https://doi.org/10.7202/1111523ar>
- Lahtero, T. J., Lång, N., & Alava, J. (2017). Distributed Leadership in Practice in Finnish schools. *School Leadership & Management*, 37(3), 217–233. <https://doi.org/10.1080/13632434.2017.1293638>
- Lewis, S., Passmore, J., & Cantore, S. (2016). *Appreciative Inquiry For Change Management Using Ai To Facilitate Organizational Development*. Kogan Page Limited.
- Magzan, M., Anđić, D., & Papak, P. P. (2018). *Appreciative Inquiry as a Positive Approach to School's Leadership Development and Organizational Change*. 120–142. <https://doi.org/10.4018/978-1-5225-5858-3.ch007>
- Mahfouz, J. (2018). Principals and Stress: Few Coping Strategies for Abundant Stressors. *Educational Management Administration & Leadership*, 48(3), 440–458. <https://doi.org/10.1177/1741143218817562>
- Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. (2017). *Human Resource Management*. Cengage Learning.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. Jossey-Bass.
- Muenks, K., Wigfield, A., Yang, J. S., & O'Neal, C. R. (2017). How True Is Grit? Assessing Its Relations to High School and College Students' Personality Characteristics, Self-Regulation, Engagement, and Achievement. *Journal of Educational Psychology*, 109(5), 599–620. <https://doi.org/10.1037/edu0000153>
- Mukhtar, & Wahyuni, R. (2019). *Model Pelatihan Guru dan Kepala Sekolah Berbasis Kompetensi*. RajaGrafindo Persada.

- Mulder, M. (2001). Competency-Based Education and Training: Between Theory And Practice. In J. Nijhof & W. Heikkinen (Eds.), *Competence development: Proceedings of the Third International Conference on HRD Research and Practice across Europe* (pp. 57–70).
- Mulyasa. (2022). *Manajemen dan Kepemimpinan Kepala Sekolah*. Bumi Aksara.
<https://books.google.co.id/books?id=IRpvEAAAQBAJ>
- Nafukho, F. M., Hairston, N., & Brooks, K. (2004). Human Capital Theory: Implications for Human Resource Development. *Human Resource Development International*, 7(4), 545–551. <https://doi.org/10.1080/1367886042000299843>
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright. (2021). *Designing Training Programs*, P. M. (2021). *Human Resource Management: Gaining A Competitive Advantage*. McGraw-Hill Education.
- OECD. (2021). *Education at a Glance 2021*. OECD Publishing.
<https://doi.org/10.1787/b35a14e5-en>
- Phillips, P. P., Phillips, J. J., & Toes, K. (2024). *Return on Investment in Training and Performance Improvement Programs* (3rd ed.). Routledge.
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? critique and recommendations. *Research in Nursing & Health*, 29(5), 489–497. <https://doi.org/10.1002/nur.20147>
- Robbins, DeCenzo, D. A., & Coulter, M. (2013). *Fundamentals Of Management: Essential Concepts And Applications* (8th ed.). Pearson Education, Inc.
- Robbins, S. P. B., Bergman, R., Stagg, I., & Coulter, M. (2014). *Management*. Pearson Australia.
- Rusdi, M. (2018). *Penelitian Desain Dan Pengembangan Kependidikan*. PT. RajaGrafindo Persada.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press.
- Saeed, A., & Khan, T. A. (2022). Leadership Traits of School Heads and Their Teachers' Job Satisfaction: A Comparative Study of Male and Female School Heads. *Journal of Education & Social Sciences*, 10(2), 23–40. <https://doi.org/10.20547/jess1022210203>
- Sagala, S. (2017). *Manajemen Pendidikan Profesional*. Alfabeta.
- Savickas, M. L. (2005). The Theory and Practice of Career Construction. In S. D. Brown & R. W. Lent (Eds.), *Career Development and Counseling: Putting Theory and Research to Work* (pp. 42–70). Wiley.

- Schimschal, S. E., & Lomas, T. (2019). Gritty Leaders: The Impact of Grit on Positive Leadership Capacity. *Psychological Reports*, 122(4), 1449–1470.
<https://doi.org/10.1177/0033294118785547>
- Sen, A. (1999). *Development as Freedom*. Alfred A. Knopf.
- Setiawan, D., & Maulani, D. (2023). Efektivitas Pelatihan Guru Berbasis Self-Determination Theory Dalam Meningkatkan Inovasi Pembelajaran. *Jurnal Inovasi Pendidikan*, 15(2), 105–120.
- Smaldino, S. E., Lowther, D. L., Mims, Clif., & Russell, J. D. (2019). *Instructional technology and media for learning*. Pearson Education, Inc.
- Southwick, D. A., Tsay, C.-J., & Duckworth, A. L. (2019). Grit at Work. *Research in Organizational Behavior*, 39, 100126. <https://doi.org/10.1016/j.riob.2020.100126>
- Spencer Jr., L. M., & Spencer, S. M. (1993). *Competence At Work : Models for Superior Performance*. John Wiley & Sons, Inc.
- Stewart, G. L., & Brown, K. G. (2019). *Human Resource Management*. John Wiley & Sons.
- Stol, L., Fink, D., & Earn, L. (2003). *It's About Learning (and It's About Time) What's in it for schools?* Routledge.
- Stufflebeam, D. L., & Shinkfield, A. J. (2014). *Evaluation Theory, Models, and Applications* (2nd ed.). Jossey-Bass.
- Subekti, A. (2020). Transformational Training Model for School Leaders. *Jurnal Pendidikan Dan Kebudayaan*, 25(3), 321–333.
- Sugiyono. (2016). *Metode Penelitian dan Pengembangan (Research and Development/R&D)*. Alfabeta.
- Sugiyono. (2017). *Metode Penelitian dan Pengembangan*. Alfabeta.
- Sukarelawan, M. I., Pd, M., Toni, K., Indratno, M., Pd, S., Suci, M., Ayu, S., & Km, M. P. H. (2024). *N-Gain vs Stacking*. Suryacahya.
- Super, D. E. (1990). *A life-Span, Life-space Approach to Career Development*. (D. Brown & L. Brooks, Eds.). Jossey-Bass.
- Susanto, A., & Aini, L. (2021). Implementasi Pendekatan Appreciative Inquiry Dalam Pengembangan Kepemimpinan Kepala Sekolah Dasar. *Jurnal Kepemimpinan Pendidikan*, 9(1), 12–27.

- Tan, C. (2022). Influence of Cultural Values on Singapore School Leadership. In *Educational Management Administration & Leadership*.
<https://doi.org/10.1177/17411432211073414>
- Terry, G. R. (2010). *Prinsip-Prinsip Manajemen (Terjemahan)*. Bumi Aksara.
- Torrington, D., & Hall, L. (2005). *Human Resource Management* (6th ed.). Pearson Education.
- Tyson, S. (2015). *Essentials of Human Resource Management* (6th ed.). Rotledge.
- Urick, A., Carpenter, B. W., & Eckert, J. (2021). Confronting COVID: Crisis Leadership, Turbulence, and Self-Care. *Frontiers in Education*, 6.
<https://doi.org/10.3389/educ.2021.642861>
- Werner, J. M., & DeSimone, R. L. (2012). *Human Resource Development* (6th ed.). Cengage Learning.
- White, M. A. (2022). Adopting Appreciative Inquiry as a Positive Change Process in a Disadvantaged School. In *Transforming Teaching: Wellbeing and Professional Practice* (pp. 93–119). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-4945-6_6
- Whitney, & Trosten-Bloom, A. (2010). *More Praise for The Power of Appreciative Inquiry*. Berrett-Koehler Publishers.
- Wibowo, U. B., Wijayanti, W., Jabar, C. S. A., Utari, R., & Rahmat, B. (2021). Can Strengthening Training for School Principals Improve Their Performance? Udik Budi Wibowo, Wiwik Wijayanti, Cepi Safruddin Abdul Jabar, R. *Kne Social Sciences*.
<https://doi.org/10.18502/kss.v6i2.10019>
- Widodo, H., & Suryadi, N. (2016). Efektivitas Pelatihan Kepemimpinan Kepala Sekolah: Studi Kasus Pelatihan Nasional. *Jurnal Manajemen Pendidikan*, 30(1), 25–33.
- Wirawan. (2017). *Kepemimpinan : Teori, Psikologi, Perilaku Organisasi, Aplikasi dan Penelitian* (kedua). Raja Grafindo Perkasa.
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. *Frontiers in Psychology*, 10.
<https://doi.org/10.3389/fpsyg.2019.03087>
- Wulandari, Y. (2022). Evaluasi Pelatihan Berbasis Karakter Untuk Kepala Sekolah: Studi Kasus Di Provinsi Banten. *Jurnal Pendidikan Karakter*, 12(3), 201–215.
- Yuliana, L. (2021). *Kepemimpinan Kepala Sekolah Efektif*. UNY Press.
- Yusutria, Abdul Hopid, Rina Febriana, Kholifah, N. A., Santi Mahmuda, & Abid, D. F. (2022). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru Di SD Nitikan

Muhammadiyah Yogyakarta. *Jurnal Pendidikan Dasar Dan Keguruan*, 7(2), 39–48.
<https://doi.org/10.47435/jpdk.v7i2.1262>

