

THE ROLE OF COMMUNICATION IN DEVELOPING LEADERSHIP AND TEAMWORK IN SCHOOLS

Wafi Ali Hajjaj *¹

IAI At-Taqlwa Bondowoso, Indonesia
wafihajjaj.87@gmail.com

AI Munip

Institut Islam Al-Mujaddid Sabak
lathifahmunip@gmail.com

Nurjali

Institut Islam Al Mujaddid Sabak
nurjalisatim@gmail.com

Abstract

Effective communication in an educational environment serves not only as a tool to convey information, but also as a means to inspire, motivate and better coordinate school activities. Through clear and open communication, principals and teachers can ensure each team member understands their goals and tasks, build trust and create a positive and collaborative climate. In addition, good communication also facilitates the process of receiving constructive criticism and sharing innovative ideas that can improve the quality of educational programmes and activities. Conflicts that arise within the team can also be managed wisely through dialogic and open communication approaches, maintaining harmony and keeping the school environment conducive to learning and development. Thus, good communication skills are essential in the development of effective leadership and solid teamwork in schools.

Keywords: Role of Communication, Leadership Development, Teamwork, School.

Introduction

Education is indeed a fundamental factor when it comes to the evolution of a nation. It is important to emphasize that the effectiveness of education is influenced by particular aspects, one of them being the leadership in schools (Sitopu et al., 2024) ; (Guna et al., 2024) ; (Fitriani et al., 2024). According to Grey (1997), school leadership is the process of organizing and influencing people and resources for the attainment of organized educational objectives. It includes the capacity to make decisions strategically, motivate the teachers, staff and students and nurture the right culture within the institution (Wöhrle et al., 2022). In order to achieve the best educational outcomes, effective school leaders should possess good communicative skills, values, a positive mindset and devotion towards the growth of all members in the school

¹ Correspondence author

academically and professionally. It is also believed that school authorities do not achieve effective leadership only because of their decision-making skills but also based on how they interact with and handle various stakeholders, including students, teachers and staff members, in the school (Rogers & Hampson, 2020).

Interaction occupies a central position in almost every area related to education such as leadership building and fostering collaboration. Communication is an indispensable quality for every leader, enabling them to convey the school's vision, mission and goals to each stakeholder (Hayirli et al., 2022). One of the most important aspects of this communication is teacher-student communication, in which teachers present course content and offer feedback. When communication is clear, students are able to comprehend the lesson, inquire, troubleshoot and apply high degree of reasoning. In the same vein, effective communication helps teachers to assess a student's strengths and weaknesses so that they are able to adapt their teaching strategies to fit the specific needs of the student (Mercader et al., 2021).

The other factor is that for education system to be effective, interaction between the school, parents and the community is key. Parents' open communication with the schools is likely to enhance the schools efficiency in both monitoring the children's activities and enhancing parents' engagement in their learning (Merrick, 2021). In addition, proper communication with the society surrounding the school can develop partnerships, which would prove to be beneficial, such as providing extra facilities, helping with some educational activities and creating a healthy environment for learning and educating. Last but not the least, the significance of communication in education does not stop at the flow of information, but it also allows the establishment of relationships that enhance the comprehensive achievement of education (Krauter, 2022).

It is evident that good communications skills are required for effective teamwork. Such cooperation is quite essential especially in enhancing the learning environment in order to improve student's academic performance. In addition, effective communication can enhance the performance of a group, enhance interpersonal relationships, and thus enhance the effectiveness of the group in working toward their objectives. In the school context, communication between principal and teachers, between teachers themselves, and pupils and teachers should be aimed at promoting a productive educational space (Leeming, 2024).

Nevertheless, many schools still encounter challenges to promoting effective communication. Such challenges may be attributed to certain deficiencies such as poor communication ability in Torrance and the teachers, rigid hierarchies, and poor use of communication technology. Therefore, it is necessary to conduct an extensive literature review to explore the issues of leadership and teamwork in schools in relation to communication.

Research Methods

In this study, the researcher used the literature research method. This method is an important approach in the academic world to investigate and analyse certain topics by relying on existing written sources. In this method, researchers use various references from books, scientific journals, conference papers, and theses to collect, identify, compile, and analyse relevant data. (Sahar, 2008); (Arikunto, 2000); (Fadli, 2021).

Results and Discussion

Communication in the Context of Education

Interpersonal communication is the process of exchanging messages, information, or ideas directly between two or more individuals through various forms of verbal and non-verbal interactions. It involves the use of words, gestures, facial expressions, and tone of voice to convey meaning and emotion (Sudarmo et al., 2021). Interpersonal communication plays an important role in building and maintaining personal and professional relationships, allowing individuals to understand each other, share feelings, provide support, and solve problems together. Effective interpersonal communication skills are essential for creating harmonious and productive interactions (Wood et al., 2024).

Organisational communication in educational settings is the process of information exchange that occurs among members of an educational institution, be it a school, college, or other educational institution. It includes formal and informal interactions among educators, administrative staff, students, and other stakeholders (Ogbonnaya & Jbilou, 2024). The main purpose of organisational communication is to ensure smooth operations, coordination between departments or units, and effective achievement of educational goals. Good communication in educational organisations helps to create a conducive learning environment, enhances participation and collaboration among all parties involved, and enables the efficient delivery of important information (Butler & Boggs, 2023).

Small group communication in educational settings refers to interactions among a number of individuals of 3 to 15 people. Examples of small group communication in education include classroom discussions, study groups, project teams or school committees. Communication in these small groups encourages collaboration and active participation from each member, allowing them to share ideas, solve problems together, and get constructive feedback (Merrick, 2021). The effectiveness of communication in small groups depends largely on interpersonal skills, group dynamics and the communication structure used. Thus, effective small group communication can enhance learning and understanding of the material, as well as develop social skills and cooperation among group members (Rohmah & Andriani, 2023).

Technology has played a very significant role in changing the way of communication in education, expanding the range and effectiveness of interactions between educators, students and other stakeholders (Payne, 2020). E-learning platforms, such as Learning Management Systems (LMS) like Moodle or Canvas, facilitate the digital dissemination of learning materials, assignments and assessments. Video conferencing and communication applications, such as Zoom, Microsoft Teams and Google Meet, enable real-time delivery of lectures and interactive discussions, even if participants are in different places. These technologies not only expand access to education, especially during the pandemic, but also provide flexibility and more diverse learning options (Hairiyanto et al., 2024); (Fawait et al., 2024).

In addition, social media and chat applications such as WhatsApp, Telegram, and Slack facilitate fast and efficient communication between students and educators, as well as among students themselves. These technologies enable dynamic information exchange and support collaboration on group projects or assignments (Payne, 2020). Data-driven analytics tools assist educators in tracking student progress and identifying areas that require special attention, thus enabling a more personalised and adaptive approach to learning. Overall, technology not only improves communication efficiency in education but also creates a more connected and collaborative learning environment (Harris & Jones, 2023).

Concept of Leadership in Schools

Transformational leadership encompasses the most needed in the educational arena. It is around the capability of inspiring, motivating, and engaging people to become better persons. One of the traits of a transformational educational leader is that he/she has a well-defined vision regarding what the educational institution should look like and is able to persuade each stakeholder audience towards its realization (Judijanto et al., 2024); (Iksal et al., 2024). They promote creativity, skill enhancement as well as collaboration between the faculty and scholars. Further, they are fair, considerate and honest in every decision they make and have an inclusive and supportive atmosphere where learning occurs. Such leadership not only enhances education standards but also creates a healthy school climate whereby all actors feel appreciated and willing to do their best (Harris & Jones, 2023).

As educational administrators, principals share the core function of developing the schools' goal and inspirational aspirations. They take charge of managing many operations of the school which include the syllabus, regulations as well as human resources. However, the leaders of the schools are expected to be in the position to assist and coach teachers as well as nurture their professionalism and skills through regular training and assessment of their competency (Arar, 2020). They also perform the role of connecting different groups within the school environment such as students, parents, staff as well as the community through communication processes. To this end,

principals in school settings are seen as more than being in charge because they are reflective instigators who develop a school in an encouraging environment with all stakeholders working together towards optimum performance of the institutions' members (Kim, 2021).

Teacher leadership within the classroom plays a significant role in the creation of an effective and productive learning environment. A teacher who is proactive takes control of the learning process and makes the appropriate learning provision for each child in that setting (Greany, 2021). Teacher leadership involves the skills in preparing and implementing exciting and meaningful instruction that involves various pedagogical and technological strategies for the students' comprehension. Also, it works differently; untangling complex educational aspects involves teacher fatigue and work with guiding institutions structure. Assembled recruitment support, stimulation of effective independent work by pupil inclusion loss support build of students varying capabilities (Tubagus and Marfil, 2023); Aslan and Shiong, 2023.

In addition, quite a number of accurate details engaged in teacher leadership activities are expected to be emotional and social in nature, they have to foster a safe, supportive, and inclusive center. Good teachers facilitate interaction, respect differences, and promote student collaboration. When dealing with students in teaching, countless interactions occur, where teachers stand as models, illustrating the values of honesty, kindness, and commitment through each of these engagements, and going about their normal days. A teacher who provides inspiring leadership teaches not only the subject but the behavior of students that prepares them towards being responsible members of the society.

The concept of teamwork in schools

Teamwork that resembles the one in organizational work structures can be defined in schools as the collective effort of individuals such as parents, teachers, students, and even administrative staff working towards a common purpose or a set of objectives, in this case, student achievement and development (Greany, 2021). The collaboration includes backing each other throughout the project, exchanging knowledge and tools, and working through difficulties to find new ideas. Although the distribution of roles and obligations in a solid team is rather clear, the flexibility to change the distribution of responsibilities according to the demands of a specific situation is needed (MacKinnon, 2024).

Identified and evaluated teamwork characteristics in the school context are united by shared goals, focus on operational outcomes, supportive trust, regular two-way correspondence, skillful handling of discord, and so on. However, effective use of team possibilities also includes formulation of specific, achievable, relevant, and time-bound objectives together with these action plans (Faddis, 2022). Without adequate support from the principal and senior teachers, it would hardly be possible to implement

Teamwork initiatives in schools. Subjecting team members to continuous education and skill enhancement training also serve to enhance the quality and sustainability of the collaboration process in the school setting (Balasubramanian et al., 2023).

In educational environments, approaches for fostering teamwork and collaboration often focus on Professional Learning Communities (PLCs). In this model, teachers and other members of the school's staff come together periodically in teams where they exchange experience improve the organisation and use new effective approaches in teaching (Seriki, 2023). The PLC maintains a distinct value that is aiming at promoting each member's growth toward the focus of the strategy, a shared accountability approach amongst the team members through reflection, discourse, and collaborative learning. Not only does this approach bolster individual competence, but it also fortifies school cultures working towards better instruction and improved student performance. This model encompasses meetings, group activities and ongoing assessment, thus ascertaining the development of creativity and responsiveness as well as better academic performance among the students (Ngath et al., 2024).

In school, many factors contribute to the achievement of teamwork. The most critical one is communication in that all members of the team need to speak, contribute and receive opinions without any fear simmering or shying away (Norris, 2021). Moreover, backing from individuals in authority such as the principal or other senior tutors, who promote joint activities and have all the relevant materials is also crucial. Members' dedication towards the common objectives and clarity of purpose, as well as solid interpersonal relationships, trust and mutual understanding; make it possible for all the team members to play their roles effectively and take active part. Training and further education among other factors help appraising the skills and flexibility of the team (An & Kim, 2022).

Nonetheless, there are also some barriers that exist and hopefully can be dealt with in enhancing the functionality of teamwork in schools. One of the greatest barriers is the unavailability of time to hold meetings or work together more so due to the busy programs that teachers and school personnel usually have. People who collaborate may have interpersonal issues or they may have differing views, both of which may act as a barrier if not sorted (Thorne, 2022). Moreover, sometimes in teams, there are ambiguities regarding what each individual should do, what support the organization provides, and what resources are available, which cause members' ineffectiveness (Essel, 2023). Furthermore, interfacing with specific school professional culture where there is limited promotion of teamwork, but more enhancement of competition can also interfere with teamwork effectiveness. Thus, it becomes crucial to foster a culture of peace and avoid aggression so that cooperation is encouraged and controlled conflict processes are enabled.

The Role of Communication in Leadership Development

Communication plays an important role in effective leadership development. A good leader must be able to clearly and inspiringly convey the vision, goals and values of the organisation to their team. The ability to communicate well allows leaders to build trust and credibility, which in turn garners support and commitment from team members (Merrick, 2021). Transparent and consistent information delivery creates a conducive work environment, where every team member feels valued and motivated to contribute. Effective communication also includes the ability to listen actively and provide constructive feedback, which is the foundation of solid interpersonal relationships (Gea et al., 2021).

In addition, good communication helps leaders recognise and address challenges and opportunities more quickly. In the decision-making process, leaders who are able to communicate with various stakeholders can gather different perspectives, which enriches the information held and improves the quality of decisions (Asrori & Tjalla, 2020). This also includes the ability to facilitate healthy discussion and debate, as well as ensuring that every voice is heard and considered. As such, communication acts as the main flow that connects the various elements in the organisation, allowing the leader to direct and align the team's efforts towards a common goal.

Finally, effective communication also plays a role in leadership development through coaching and mentoring. Through open and empathic communication, leaders can help team members identify strengths and areas for improvement, and set and achieve their personal and professional goals (Reddy, 2023). Good coaching and mentoring requires high interpersonal communication skills, including the ability to provide positive and constructive feedback in a way that encourages self-development. Sophisticated communication in supporting and mentoring teams not only helps individuals to grow, but also strengthens leadership in the organisation by building future leaders who are ready to tackle bigger challenges (Kim, 2021).

Effect of Communication on Teamwork

Effective communication is a key foundation in building solid teamwork. When team members communicate clearly and openly, they are able to understand common goals, individual tasks, and expectations. This reduces the potential for misunderstandings and ensures that all team members have the necessary information to work effectively (Ngath et al., 2024). Good communication also allows team members to resolve conflicts in a constructive way, so that problems that arise can be resolved before they develop into bigger issues. Thus, effective communication creates a harmonious environment, where everyone feels valued and recognised (Altmiller, 2022).

In addition, good communication strengthens trust among team members. When team members feel comfortable to express their ideas, concerns, and feedback without fear of judgement, it builds stronger and more transparent relationships. This

trust is essential for effective collaboration, where team members feel safe to share their knowledge and expertise. Trust also means that team members are more likely to take responsibility for their work and support each other in achieving common goals. Trust built through open and honest communication is likely to increase team morale and drive higher productivity (Kim, 2021).

Finally, effective communication encourages innovation and creativity within the team. When individual team members are free to communicate and exchange ideas, brainstorming becomes more productive and new ideas can emerge. By listening to different perspectives, teams can find more innovative and effective solutions to the problems at hand. Good communication also allows team members to evaluate these ideas together and take the most suitable approach. When each team member feels involved and listened to, they will be more motivated to contribute to the maximum, ultimately leading to the overall success of the team (Barnett, 2021).

Barriers to Communication and Solutions

Its significance can easily be dismissed as communication barriers are a common problem in work environment and even in day-to-day life. One of them is the use of a different language or jargon. When people come in a team where members are speaking different languages or carry out discussions using technical terminology that some team members do not know, it can create conflicts or disrupt proper flow of information (Wang, 2023). Other times, such differences can hinder effective message transmission these may lead to miscommunication thereby affecting teamwork. One way of addressing this issue is by undertaking language or terminology courses to help the concerned individuals; and also using appropriate language (e.g. simple language) appropriate during interactions (Pfeffermann, 2023).

Further to that, there are also barriers associated with the very physical circumstance such distance, which can further limit the effective transmission of communication. In this day and age, all over the world's interaction, which is encouraged by the nature or concept of globalization and remote working primarily to save and optimise processes, most of the time ends with distributed teams that creates problems in making interaction more effective. In some cases, the time does not match, and only a few are allowed to communicate due to technology, as facetime is absent when needed. Video conferencing, usage of digital collaboration means and adaptation of flexible working hours will assist in breaking these limits. Furthermore, the maintenance of regular meetings and a more formal communication structure will also help maintain the required communication flow (Hesbol, 2021).

The cultural differences among the people and those among the team members constitute another major communication challenge. Human beings have differing

cultures and each culture incorporates its own beliefs, practices and perceptions. As a result, different people may interpret the same message in different manners leading to miscommunication. As an illustration, a certain method of choice criticism that is accepted in one culture may be interpreted as an affront in another culture (Connaughton, 2023). As it is proposed seeking a positive change through cross cultural awareness and education and training is the solution. To develop effective communication, respect and a willingness to accept others' ideas are equally necessary.

Last but not least, psychological barriers such as apprehension, mistrust and negative emotions are some of the factors that affect communication processes. Even in a group, their sense of insecurity or fear of being judged, or controlled, may prevent team members from contributing their thoughts. Anger or frustration or even stress can cloud the mind that makes you unable to articulate properly what you intend to say (Roth, 2022). In order to mitigate these barriers, creating a friendly and inclusive workplace is one of the measures that may be taken where all the group members are embraced. What decreases psychological obstacles to communication is practicing empathetic communication, offering adequate constructive feedback and tracking behavior to build trust (Diggele et al., 2022).

Conclusion

Communication is an essential component that fosters the development of leadership and teamwork in the school setting. It enhances principals' and teachers' ability to manage school operations, as every team member is cognizant of his or her role and responsibilities. This is important as such leaders are able to onboard and enthuse their employees creating a conducive and collaborative environment. This is very critical since lack of effective communication may result to problems and that will make it hard for people to work towards common objectives.

Secondly, good communication enhances trust and openness among members of a team. When leaders of schools and teachers do not take certain steps forward, they ensure that such matters are addressed and make sure that there is no say silence within a discussion. This kind of trust that is based on effective communication makes it possible for teams to be more creative and efficient and thus ploughing back improves the quality of the Education programmes and activities associated with the institution.

Finally, resolving conflicts in a prudent manner also falls under the purview of communication in leadership and teamwork in the school system. Conflict in teams is unavoidable, and as such, a resolution must be arrived at using open communication and dialogue-oriented problem-solving. Leaders who embrace conflict resolution as a key facet of communication will sustain stability amongst team members and enhance the school as a learning and growth hub. It therefore goes without saying that effective

forms of communication are highly critical so as to enhance effective leadership development and team work in learning institutions.

References

- Altmiller, G. (2022). Interprofessional Teamwork and Collaboration. *Quality and Safety Education for Nurses*, Query date: 2024-09-01 08:33:18. <https://doi.org/10.1891/9780826161451.0007>
- An, J. I., & Kim, K. A. (2022). Impact of Clinical Nurse Teamwork, Communication, and Self-leadership on Organizational Immersion. *Health & Nursing*, 34(2), 23–31. <https://doi.org/10.29402/hn34.2.3>
- Arar, K. (2020). Culturally relevant school leadership for newcomers. *School Leadership for Refugees' Education*, Query date: 2024-09-01 08:33:18, 90–121. <https://doi.org/10.4324/9780429021770-5>
- Arikunto, S. (2000). *Manajemen Penelitian* (Jakarta). Rineka Cipta. [//172.0.0.24%2Felibrary%2Findex.php%3Fp%3Dshow_detail%26id%3D2341%26keywords%3D](https://doi.org/10.172.0.0.24%2Felibrary%2Findex.php%3Fp%3Dshow_detail%26id%3D2341%26keywords%3D)
- Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, 3(2), Article 2. <https://doi.org/10.51278/bpr.v3i2.515>
- Asrori, M., & Tjalla, A. (2020). Increasing Teamwork Capacity of High School Students through Collaborative Teamwork Learning. *American Journal of Educational Research*, 8(1), 46–50. <https://doi.org/10.12691/education-8-1-7>
- Balasubramanian, G., Dash, S. S., & Mishra, P. K. (2023). *Facilitating the Dance of Democracy: A Case on Leadership and Teamwork*. Query date: 2024-09-01 08:33:18. <https://doi.org/10.4135/9781529610628>
- Barnett, B. (2021). Introduction to the Journal of School Leadership. *Journal of School Leadership*, 31(3), 163–165. <https://doi.org/10.1177/10526846211007223>
- Butler, A., & Boggs, R. (2023). Commanding Through Change: A Conceptual Model for School Leadership Amid Gentrification. *Journal of School Leadership*, 33(5), 452–471. <https://doi.org/10.1177/10526846231169780>
- Connaughton, S. (2023). Leadership and Communication. *Communication*, Query date: 2024-09-01 08:33:18. <https://doi.org/10.1093/obo/9780199756841-0290>
- Diggele, C. van, Roberts, C., & Lane, S. (2022). Leadership behaviours in interprofessional student teamwork. *BMC Medical Education*, 22(1). <https://doi.org/10.1186/s12909-022-03923-5>
- Essel, E. (2023). Impacts of Female Managers' Leadership on Teamwork and Organisational Performance in Food Service Industries in Ghana. *Open Journal of Leadership*, 12(1), 29–36. <https://doi.org/10.4236/ojl.2023.121003>
- Faddis, T. (2022). Ethical School Leadership. *Ethical School Leadership*, Query date: 2024-09-01 08:33:18. <https://doi.org/10.4324/9781138609877-ree128-1>
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *HUMANIKA*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
- Fawait, A., Siyeh, W. F., & Aslan, A. (2024). ISLAMIC EDUCATION MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF LEARNING IN MADRASAS. *Indonesian Journal of Education (INJOE)*, 4(2), Article 2.

- Fitriani, D., Aslan, & Eliyah. (2024). PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MENERAPKAN METODE MEMBACA AL-QUR'AN SISWA DI SD NEGERI 03 PENDAWAN DUSUN PENDAWAN DESA TANGARAN TAHUN 2021/2022. *TARBIYATUL ILMU: Jurnal Kajian Pendidikan*, 2(3), Article 3.
- Gea, M., Hardhienata, S., & Retnowati, R. (2021). Increasing Teacher Performance through Strengthening School Principal's Visioner Leadership, Teamwork and Personality of High School Teachers. *International Journal of Science and Management Studies (IJSMS)*, Query date: 2024-09-01 08:33:18, 208–218. <https://doi.org/10.51386/25815946/ijsms-v4i5p117>
- Greany, T. (2021). Editorial for Special Issue—Leadership in Multi-School Organisations. *School Leadership & Management*, 41(4), 285–289. <https://doi.org/10.1080/13632434.2021.1981110>
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), Article 1. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Hairiyanto, Sartika, E., Fransiska, F. W., & Aslan. (2024). UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO PANDEMIC AT PRIVATE MADRASAH TSANAWIYAH AT-TAKWA SAMBAS. *International Journal of Teaching and Learning*, 2(4), Article 4.
- Harris, A., & Jones, M. (2023). The importance of school leadership? What we know. *School Leadership & Management*, 43(5), 449–453. <https://doi.org/10.1080/13632434.2023.2287806>
- Hayirli, T., Stark, N., Hardy, J., Kerrissey, M., & Peabody, C. (2022). 233 Characteristics of Leadership Communication Associated With Burnout and Teamwork Experience Among Emergency Department Staff During the COVID-19 Pandemic. *Annals of Emergency Medicine*, 80(4). <https://doi.org/10.1016/j.annemergmed.2022.08.256>
- Hesbol, K. A. (2021). Introduction: Reimagining School Leadership in a Post-COVID World. *Journal of School Leadership*, 32(5), 431–433. <https://doi.org/10.1177/10526846211060089>
- Iksal, I., Hayani, R. A., & Aslan, A. (2024). STRENGTHENING CHARACTER EDUCATION AS A RESPONSE TO THE CHALLENGES OF THE TIMES. *Indonesian Journal of Education (INJOE)*, 4(3), Article 3.
- Judijanto, L., Shodiqin, R., & Aslan. (2024). SOCIAL SOLIDARITY IN THE DIGITAL AGE: CHALLENGES AND OPPORTUNITIES. *Prosiding Seminar Nasional Indonesia*, 2(3), Article 3.
- Kim, C. M. (2021). Digital Leadership Communication. *Leveraging Technology in Leadership Communication*, Query date: 2024-09-01 08:33:18, 68–97. <https://doi.org/10.4324/9781003224655-4>
- Krauter, J. (2022). A Team-Based Leadership Framework—The Interplay of Leadership Self-Efficacy, Power, Collaboration and Teamwork Processes Influencing Team Performance. *Open Journal of Leadership*, 11(2), 146–193. <https://doi.org/10.4236/ojl.2022.112010>

- Leeming, J. T. (2024). Attitudes, Teamwork, Co-ordination and Communication. *Establishing a Geriatric Service*, Query date: 2024-09-01 08:33:18, 113–131. <https://doi.org/10.4324/9781032687902-8>
- MacKinnon, K. H. (2024). Equity as a Leadership Competency: A Model for Action. *Journal of School Leadership*, Query date: 2024-09-01 08:33:18. <https://doi.org/10.1177/10526846241271462>
- Mercader, V., Galván-Vela, E., Ravina-Ripoll, R., & Popescu, C. R. Gh. (2021). A Focus on Ethical Value under the Vision of Leadership, Teamwork, Effective Communication and Productivity. *Journal of Risk and Financial Management*, 14(11), 522–522. <https://doi.org/10.3390/jrfm14110522>
- Merrick, R. (2021). The dimensions of inclusive teamwork. *Inclusive Teamwork for Pupils with Speech, Language and Communication Needs*, Query date: 2024-09-01 08:33:18, 48–66. <https://doi.org/10.4324/9781003201717-6>
- Ngath, S., Eong, D., & Vong, C. (2024). Gender Differences in Group Discussion Skills among High School Students in Battambang and Pailin: An Analysis of Participation, Communication, Teamwork, Critical Thinking, and Self-Reflection. *International Journal of Research Publication and Reviews*, 5(8), 526–539. <https://doi.org/10.55248/gengpi.5.0824.2011>
- Norris, S. E. (2021). High Quality Online Programs. *Research Anthology on Preparing School Administrators to Lead Quality Education Programs*, Query date: 2024-09-01 08:33:18, 1552–1570. <https://doi.org/10.4018/978-1-7998-3438-0.ch069>
- Ogbonnaya, C., & Jbilou, S. (2024). Bio-Inspired Teamwork and Leadership Strategies for Engineering Organisations. Query date: 2024-09-01 08:33:18. <https://doi.org/10.2139/ssrn.4912570>
- Payne, S. M. (2020). Communication, Teamwork, Leadership, and Trust. *Strategies for Accelerating Cleanup at Toxic Waste Sites*, Query date: 2024-09-01 08:33:18, 255–282. <https://doi.org/10.1201/9781003075660-7>
- Pfeffermann, N. (2023). Introduction: Leadership Tasks, Thinking and Essentials for Effective Leadership Communication. *New Leadership Communication—Inspire Your Horizon*, Query date: 2024-09-01 08:33:18, 2–24. https://doi.org/10.1007/978-3-031-34314-8_1
- Reddy, C. (2023). Interdisciplinary Teamwork. *Science Communication in a Crisis*, Query date: 2024-09-01 08:33:18, 110–118. <https://doi.org/10.4324/9781003341871-14>
- Rogers, A., & Hampson, D. (2020). 170 Huddle up: Improving teamwork and leadership in the Medical Emergency Team. *Abstracts*, Query date: 2024-09-01 08:33:18. <https://doi.org/10.1136/leader-2020-fmlm.170>
- Rohmah, A. R. A. N., & Andriani, D. (2023). Communication, teamwork, and work discipline on employee performance at PT Zeger Indonesia Sidoarjo. Query date: 2024-09-01 08:33:18. <https://doi.org/10.21070/ups.3213>
- Roth, J. C. (2022). Leadership and Teamwork. *School Crisis Response*, Query date: 2024-09-01 08:33:18, 222–234. <https://doi.org/10.4324/9781003315209-26>
- Sahar, J. (2008). Kritik Pada Penelitian Kualitatif. *Jurnal Keperawatan Indonesia*, 12(3), 197–203. <https://doi.org/10.7454/jki.v12i3.222>
- Seriki, H. T. (2023). Fluent Teamwork. *The Fluent Leader*, Query date: 2024-09-01 08:33:18, 96–116. <https://doi.org/10.4324/9781003345527-6>

- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), Article 1.
- Sudarmo, S., Arifin, A., Pattiasina, P. J., Wirawan, V., & Aslan, A. (2021). The Future of Instruction Media in Indonesian Education: Systematic Review. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), Article 2. <https://doi.org/10.35445/alishlah.v13i2.542>
- Tubagus, M., Haerudin, H., Fathurohman, A., Adiyono, A., & Aslan, A. (2023). THE IMPACT OF TECHNOLOGY ON ISLAMIC PESANTREN EDUCATION AND THE LEARNING OUTCOMES OF SANTRI: NEW TRENDS AND POSSIBILITIES. *Indonesian Journal of Education (INJOE)*, 3(3), Article 3.
- Wang, J. (2023). Introduction: Building Professional Leadership for Multifaceted School Improvement. *Journal of School Leadership*, 33(5), 431–433. <https://doi.org/10.1177/10526846231193835>
- Wöhrle, A., Arnold, M., Brandl, P., Knospe, Y., Unger, F., & Zierer, B. (2022). 6 Teamwork ermöglichen: Anforderungen an Führungskräfte. *Führung – Leadership*, Query date: 2024-09-01 08:33:18, 131–150. <https://doi.org/10.5771/9783748933052-131>
- Wood, D., Bradshaw, S., Dickens, T., Parker-McLeodwith, J., & Davies, C. (2024). Leadership, Communication, and Teamwork. *Blackstone's Handbook for Policing Students* 2024, Query date: 2024-09-01 08:33:18, 112–127. <https://doi.org/10.1093/law/9780198894933.003.0008>