

Educational Evaluation: A Simple Additive Weighting Approach For Decision-Making In Transformational Leadership Development Systems

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ABSTRACT

This study uses the weighting approach to evaluate decision-making strategies in order to rank the importance of the traits that a leader must have in order for the Cadet Regiment Commander to create a transformational leadership model. A decision support system's weighted sum or simple weighting method can be applied to issue solving through the use of Simple Additive Weighting (SAW). This kind of research is called mixed method, since it uses a survey methodology along with qualitative and descriptive quantitative research methods. The author, who is actively engaged in the research, is the research instrument in and of himself. The purpose of this study is to determine the respondents by means of a purposive technique, in which information for research objectives will only come from specific individuals or parties. The study's findings should determine which leader qualities are most important for creating a transformational leadership model. This will be done by applying the SAW method, which is based on five weighting criteria for transformational leadership: motivation and traits, knowledge, skills, and abilities, organizational culture, vision, and vision implementation. Of the five characteristics of the leader, motivation and traits are the criteria that are the top priority to be developed based on the respondents' assessment with a value of 22.3%. Where a leader must have the ability to achieve, ambition, persistence, passion, initiative, have leadership motivation and have the values of honesty / integrity, confidence, originality, creativity and flexibility / adaptability needed to set an example, encourage and motivate other cadets towards achieving the vision of the organization. Followed by weighting on other criteria such as knowledge, skills and abilities at 20.5%, organizational culture at 18.8%, vision at 19.5% and vision implementation at 18.9%.

Keywords: Education Evaluation, Simple Additive Weighting; Transformational Leaders

A. INTRODUCTION

The process of influencing or modeling behavior for followers in order to accomplish organizational objectives is known as leadership (Sintani et al., 2022). Within an organization, leaders play a crucial role in guiding and impacting their subordinates. It is hard for an organization to accomplish its objectives in line with its vision and mission without management and direction (Latifah, 2021). When influencing the behavior of others, a person's behavioral norms are directly linked to the types and styles of leadership. Since there are many variations in leadership kinds and styles, a theoretical research that addresses these variations is necessary (Mattayang, 2019). Trait approaches, behavioral approaches, contingency approaches, transactional leadership theory, and transformational leadership theory are among the theories of leadership. Furthermore, according to Yukl's contingency theory, which was put forth by Fiedler, leader behavior can enhance group performance by influencing intervening variables like effort and collaboration. According to Vroom and Yetton's theory, on the other hand, environmental circumstances, supervisor behavior, and subordinate behavior all have an impact on subordinate achievement and satisfaction (Ghufron, 2020). Many factors influence the idea of transformational leadership, including a leader's style, traits, and qualities of a leader with a complete and independent leadership spirit, as well as the values of a leader who will serve as an example and mentor to those under him (Sofiah Sinaga et al., 2021). The idea of the Industrial Revolution is not the same as the era of Society 5.0, when the advancement of Big Data, Artificial Intelligence, and the Internet of Things is focused on improving human existence. The order of life has altered with the advent of Industry 4.0, where technology development is focused on increasing the productivity of corporate processes. A different kind of leadership that can keep up with the evolving society 5.0 period and deal with the influential millennial generation that the Air Force Academy trains as cadets is transformational leadership (Maharta & Sumardi, 2021).

Palembang Aviation Polytechnic as one of the technical implementation units within the Transportation Human Resources Development Agency, Palembang Aviation Polytechnic is administratively supervised by the Secretariat of the Transportation Human Resources Development Agency, while technically operational is supervised by the head of the Air Transportation Human Resources Development Centre. Development of cadets is carried out both academically and non-academically, one of which is organizational skills. Cadets are trained to manage organizations and train themselves to be leaders. Based on the Decree of the Minister of Transportation Number PM. 78 of 2020 concerning the Palembang Aviation Polytechnic Statute, the Cadet Corps Regiment Organization was formed. It is an obligation

for every cadet in the cadet organization which is a vehicle and means of self-development of cadets towards broadening horizons, increasing scholarship, increasing personality integrity to achieve the goals of the Palembang Aviation Polytechnic, instilling scientific attitudes, understanding scientific attitudes, understanding the direction of the profession and at the same time increasing cooperation and fostering a sense of unity and integrity.

Education has a strategic advantage in raising a generation of young people who are ready for the next generation of leaders and nation-builders. (Fikri Yusmansyah et al., 2022). Examples or reference patterns of an assessment procedure in gathering and analyzing data to ascertain the degree of advancement of an educational activity and the accomplishment of a goal for educators and students are included in educational evaluation models (Mardiah & Syarifudin, 2019). Educational evaluation plays an important role in the progress of the institution because it is a very important component and cannot be separated from other processes. Results that benefit teachers, students and staff are provided by educational evaluation. (Jamilus & Muntatsiroh, 2023). When doing educational research, it is not necessary to follow a formula or model for evaluating student learning in order to conduct an evaluation that adheres to the rules that have been established for each modality of instruction. (Devi et al., 2022). Decision-learning with educational institutions is a form of erosion in the organization and management of the education ecosystem (Mustakim, 2020).

Educational institutions today not only provide academic facilities but also a place to train leadership through existing student organizations. Students are trained to develop and manage organizations. Based on the 2022-2023 Aviation Corps Regiment bylaws, the objectives of the formation of the Cadet Corps Regiment include (1) Promoting a sense of unity and kinship among members and all cadets of the Palembang Aviation Polytechnic. (2) Collecting, fostering and developing the talents, interests, potential, abilities and creativity of its members. (3) To seek and fight for the interests of its members derived from the aspirations of all cadets of the Palembang Aviation Polytechnic. The important thing that promises the success of the organization is the extent of leadership practices used in the organization. Based on leadership theory and research shows that transformational leadership is more promising to sustain organizational success. In the selection of the Cadet Regiment Commander, the right decision-making method is used to obtain the most objective assessment results. One of the strategies utilized in many decision support systems is the simple additive weighting method which is hereinafter called SAW. The criteria employed for this method include presence, cooperation, commitment, leadership, accuracy of work aims, and attitude or ethics (Achmad et al., 2021). Decision-making techniques to determine the priority of leader characteristics that

must be possessed in developing a transformational leadership model, using a weighting method. The weighting method used is SAW, which can be interpreted as a simple weighting method or weighted summation on problem solving in a decision support system.

A Decision Support System can assist a person in making focused and correct decisions. SPK can be used to tackle a variety of issues, including analyzing the process of choosing the top students. For this Decision Support System, the SAW approach is one that can be applied. To become the best student, pupils must meet a number of requirements that they must possess as an evaluation. This study will address a case that involves applying the SAW approach to select the optimal option based on preset criteria (Setiadi et al., 2018). Product selection decision support system with SAW method that makes it easier for users to run the best product selection decision support system and support decisions in choosing products according to the desired criteria (Hermanto & Izzah, 2018). The decision-making process is basically choosing alternative decisions in an organization or company. In determining employee performance, the assessment can be seen from several aspects of the assessment, namely the value of Integrity, Commitment, Discipline, Cooperation, Innovative, and Leadership. This research analyses using the SAW method to determine employee performance appraisal (Waskito et al., 2018).

Transformational leadership is one of the leadership models that many leaders in organizations choose. This form of leadership has several different meanings according to several experts, but basically leads to the same thing. It generally emphasizes some important values on subordinates to achieve organizational interests. So that members in particular can forget about personal interests and do their best to achieve common goals (Basirun & Turimah, 2022). Transformational leadership has a positive and significant effect on learning culture and school organizational structure (Asbari et al., 2020). Transformational leadership has a positive and significant effect on employee performance (Widyacahyani et al., 2020). Transformational leadership is more likely to sustain organizational success, especially given the importance of organizations dealing with global business today, according to research and leadership theory. The successful transformational leadership approach put forth by Locke and associates is used and modified in the author's transformational leadership paradigm. The development of the transformational leadership model is divided into five sections: organizational culture, goals, motivations and character, knowledge, skills, and talents, and vision and implementation. (Miswanto, 2008)

Table 1. Transformational Leadership Model

Motivate & Traits	Ability to have achievement, ambition, persistence/tenacity, energy/enthusiasm and initiative Ability to have leadership motivation (socialized vs personalized) Ability to have the value of honesty/integrity, self-confidence (incl emotional stability), originality/creativity and flexibility/adaptability
KSA	Ability to develop knowledge Ability to develop skills/expertise Ability to develop abilities
Organizational Culture	Ability to adapt and develop organizational culture
Vision	Ability to own and develop a vision Ability to motivate and increase commitment
Vision Implementation	Ability to motivate and direct all cadets Ability to facilitate the aspirations of all cadets, cooperation among cadets and with other organizations Ability to build positive working relationships with the team Ability to listen well and provide constructive feedback Ability to change, innovate and take risks

According to (Miswanto, 2008) There are five stages of transformational leadership: Stage-1: Transformational Leadership Model: Motives and Traits Having motives and traits are preconditions for individuals to be effective leaders. Motives are leadership drive and motivation, and traits are integrity, honesty and confidence (House & Aditya, 1997). There is some evidence that other traits such as originality, flexibility, and charisma are associated with effective leadership, but there is insufficient evidence of this (House & Aditya, 1997). There are some motives that are general, and they move people to act across different situations. They consist of: 1) achievement, 2) ambition, 3) energy, 4) tenacity and 5) initiative. Traits are different from motives, in that traits are observable patterns of action or habitual ways of thinking. There is some evidence that effective leadership is characterized by the traits of honesty, integrity and confidence. There is less conclusive evidence related to the role of creative traits, flexibility, and charisma. Studies show that without honesty and integrity, organizations led by leaders will slowly collapse.

Stage-2: Transformational Leadership Model: Knowledge, Skill, and Ability. Knowledge, which is technological expertise, often facilitates the leader's ability to direct the organization. In one leadership study it was concluded that being an expert is essential for effective leadership, and that expertise can be generated not only through education but also through experience. (Miswanti, 2016). Leader skills can be divided into two, namely: interpersonal skills and management skills. Stage-3: Transformational Leadership Model: Organizational Culture. Organizational culture is a set of common understandings such as

norms, basic values, behaviors, and beliefs that are understood by all members of the organization. Thus, every member of the organization must be able to understand the culture of the organization. An understanding of organizational culture will enable each member of the organization to "fit in" so that they can easily live their individual lives together with the organization and other members of the organisation.

Stage-4: Transformational Leadership Model: Vision Through vision creation, the leader integrates and directs the efforts of all members of the organization. Effective leaders recognize the importance of vision. Everything the leader does must either conform to the vision or support the vision. The leader's primary function is to set the vision for the organization and communicate the vision in a compelling way to subordinates. Vision is defined as a unique and idealized picture of the future. The steps in developing a vision are 1) vision statement, 2) vision formulation, 3) increasing commitment, and 4) developing the vision. Stage-5: Transformational Leadership Model: Vision Implementation The leader uses his motives, traits, and skills to actualize the vision in reality by taking steps to translate the vision into an agenda, i.e. a list of things to be done. The agenda is the link between the vision and its implementation. Through the agenda the leader creates a reality-based direction for achieving the goals of the organization's vision.

B. METHODS

The type of research used in this study is mixed method by combining descriptive qualitative and quantitative research with a survey research design to obtain information about the characteristics of leaders that must be possessed in developing a transformational leadership model. When doing research on natural objects, qualitative research emphasizes meaning over generalization. The researcher serves as the primary instrument, combining various data gathering techniques with inductive data analysis (Sugiyono, 2021). The data used are primary data and secondary data. The primary data collection technique is through interviews with sources, and secondary data is through a review of related literature. The research was conducted at the Cadet Corps Regiment Organization with an assessment of the leadership model of the Cadet Regiment Commander, with 4 sources/respondents who are the top management of the versatility ranks in the Palembang Aviation Polytechnic, including (1) Director of Palembang Aviation Polytechnic, (2) Deputy Director III, (3) Head of Academic and Versatility Section, (4) Head of Character Development Center. Quantitative data is obtained through SAW data processing. The SAW method is part of a Decision Support System

used to help determine decisions based on alternative data and criteria data. Data processing is carried out using the SAW method's computation to create a decision matrix and then rate all available alternative data (Rahayu & Sindar, 2022). The SAW method, which is a weighted sum approach, works by using a mathematical calculation procedure to determine the weighted sum of the performance assessment of each weight of all criteria (Darsin & Triyana, 2021). Methods for making decisions that use a weighting system to rank the importance of the traits that a leader must have in order to create a transformational leadership model. SAW, also known as weighted summation or simple weighing method, is the weighting technique used in decision support system problem solving. idea by determining each alternative's performance grade (priority scale) across all criteria (Lestari & Kusumah, 2022). The following is the SAW technique algorithm. Establish the standards that will serve as a guide for problem solving; (2) compute the performance rating value for each alternative; (3) determine the preference weight value for each alternative; and (4) rank the options to arrive at a conclusion (Asminah, 2022).

C. RESULT AND DISCUSSIONS

This research was conducted to determine the prioritization of leader characteristics needed to develop a transformational leadership model, using the SAW method, which is as follows: (1) Determine criteria as a benchmark for problem solving. Based on the literature study and interviews with resource persons about the characteristics of leaders needed in developing a transformational leadership model, it can be concluded that the characteristics of leaders used as criteria in solving this research problem are as follows: (a) Motivation and Traits such as Achievement, ambition, persistence/tenacity, energy/passion and initiative, Leadership motivation skills (*socialized vs personalized*), Ability to have values of honesty/integrity, self-confidence (including emotional stability), originality/creativity and flexibility/adaptability. (b) Knowledge, Expertise and Capability, such as Ability to develop knowledge, Ability to develop skills/expertise, Ability to develop abilities. (c) Organizational Culture such as Ability to adapt and develop both visible and invisible organizational culture. (d) Vision such as Ability to own and develop a vision, Ability to upgrade motivation and commitment. (e) Vision Implementation, such as Ability to motivate and direct all cadets, Ability to facilitate the aspirations of all cadets, cooperation between cadets and with other Organizations, ability to build positive working relationships with the team, ability to listen well and provide constructive feedback, ability to change, innovate and take risks. (2) Assess each criterion. The assessment of the five criteria was carried out by four respondents. The

assessment is done by comparing two existing criteria, namely A with B, A with C, A with D and so on. The total value of the assessment of the two criteria is 100. The results of the assessment by four respondents are as follows:

Table 2. Respondents' Assessment Results

	R1		R2		R3		R4	
A ; B	65	35	53	47	55	45	70	30
A ; C	55	45	20	80	35	65	65	35
A ; D	70	30	62	38	70	30	75	25
A ; E	40	60	70	30	60	40	30	70
B ; C	25	75	75	25	65	35	30	70
B ; D	65	35	55	45	35	65	60	40
B ; E	30	70	60	40	40	60	40	60
C ; D	60	40	60	40	60	40	65	35
C ; E	65	35	37	63	25	75	55	45
D ; E	70	30	75	25	65	35	65	35

(3) Create individual assessment matrices. Based on the assessment by the respondents in table 1, the assessment matrix per individual is then compiled, namely:

Table 3. Individual Assessment Matrix

R1	A	B	C	D	E	R2	A	B	C	D	E
A	50	35	30	70	25	A	50	40	60	40	35
B	70	70	50	60	40	B	75	45	35	45	40
C	65	50	30	45	35	C	65	30	50	30	60
D	75	65	60	35	65	D	40	50	70	50	25
E	30	55	40	50	50	E	65	35	60	65	50

R3	A	B	C	D	E	R4	A	B	C	D	E
A	50	45	35	40	60	A	50	40	40	45	55
B	65	75	50	50	70	B	63	47	25	50	60
C	55	50	25	70	35	C	80	38	50	75	60
D	70	60	65	30	30	D	30	50	62	53	37
E	40	65	30	35	50	E	25	75	70	20	50

(4) Compile the average matrix. Based on the individual assessment matrix in table 2, the average matrix is then compiled as follows:

Table 4. Respondent Scoring Matrix

Average	A	B	C	D	E
A	50.00	40.00	41.25	48.75	43.75
B	68.25	59.25	40.00	51.25	52.50
C	66.25	42.00	38.75	55.00	47.50
D	53.75	56.25	64.25	42.00	39.25
E	40.00	57.50	50.00	42.50	50.00

(5) Calculating the weight of each project

$$B_a = \sqrt{((50)(68,25)(66,25)(53,75)(40))} = 54,62$$

$$B_b = \sqrt{((40)(59,25)(42)(56,25)(57,50))} = 50,30$$

$$B_c = \sqrt{((41,25)(40)(38,75)(64,25)(50))} = 45,97$$

$$B_d = \sqrt{((48,75)(51,25)(55)(42)(42,50))} = 47,64$$

$$B_e = \sqrt{((34,75)(52,50)(47,50)(39,25)(50))} = 46,36$$

(6) Normalisation

$$\text{Total} = B_a + B_b + B_c + B_d + B_e = 244,98$$

So that the weight of each criterion based on respondents' opinions is as follow

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$$\text{Bobot A} = \frac{54,62}{244,98} \times 100\% = 22,3\%$$

$$\text{Bobot B} = \frac{50,30}{244,98} \times 100\% = 20,5\%$$

$$\text{Bobot C} = \frac{45,97}{244,98} \times 100\% = 18,8\%$$

$$\text{Bobot D} = \frac{47,64}{244,98} \times 100\% = 19,5\%$$

$$\text{Bobot E} = \frac{46,36}{244,98} \times 100\% = 18,9\%$$

(7) Ranking Based on the weight of each criterion, ranking is then carried out, as follows:

Table 5. Ranking

Rating	Criteria	Weight Value
1	Motivation and Traits (a)	22,3%
2	<i>Knowledge, Skill and Ability</i> (b)	20,5%
3	Organizational Culture (c)	18,8%
4	Vision (d)	19,5%
5	Vision Implementation (e)	18,9%

Based on the table above, the criteria of motivation and traits (a) are ranked first, which means that the characteristics of leaders are the top priority to be developed in order to develop a transformational leadership model in the Cadet Regiment Commander. This is followed by the characteristics of knowledge, skills and abilities (b) in the second rank, vision (d) in the third rank, implementation of vision (e) in the fourth rank and organizational culture (c) in the fifth rank. However, overall, the five characteristics are important to develop, seeing the difference in weight between criteria is not too significant, meaning that all criteria support each other's leadership development model.

D. CONCLUSION

The transformational leadership model needs to be developed in the organization of the Cadet Corps Regiment as a cadet regiment commander who has great responsibility for all cadets needs leadership traits that support the achievement of the organization's vision. There are five characteristics of transformational leaders that need to be developed. Of the five characteristics of leaders, motivation and traits are the criteria that are the top priority to be developed based on the respondents' assessment with a value of 22.3%. These characteristics relate to how a leader must have the ability to achieve, ambition, persistence/tenacity, energy/energy and initiative, have leadership motivation (socialized vs personalized) and have the values of honesty/integrity, confidence (including emotional stability), originality/creativity and flexibility/adaptability needed to set an example, encourage and motivate other cadets towards achieving the organization's vision. Followed by weighting on other criteria such as knowledge, skills and abilities at 20.5%, organizational culture at 18.8%, vision at 19.5% and vision implementation at 18.9%.

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